

**MINUTES**  
**Faculty Senate Meeting**  
**October 24, 2006—UC218—3:45 pm**

- I. Chair Autrey called the meeting to order at 3:46. Senators present included the following: Best, Broughton, Clabo, Dittman, Eargle, Flannagan, Fulmer, Kennedy, McWayne, Meetze, Myers, Price, Ramey, Rooks, Sacash, Shannon, Slone, Varazo, White, Whitmire, and Zahnd. Parliamentarian Kunka was in attendance. Senators Coker, Cowles, Gourley, Jokisch, and Renneker were absent.
- II. The minutes from the September 26, 2006 meeting were approved.
- III. Reports from Committees
  - A. Executive Committee
    1. Autrey thanked Keith Best, AAUP President, for a successful fall, 2006 AAUP Forum.
    2. Autrey also invited Senators to view the National Survey of Student Engagement results which are available from Mike Jordan.
    3. Autrey informed the group that Eugene N. “Nick” Zeigler will be the December graduation commencement speaker. In addition, Zeigler, Joseph Heyward, and Marvin Lynch will receive honorary degrees.
  - B. Academic Affairs Committee (*See Attachment*)
    1. Item I from the Department of Fine Arts concerning a catalog change relative to the art education program was approved.
    2. Item II from the Department of History concerning the deletion of HIST 314 and 315, the addition of HIST 309, HIST 331, and HIST 332, a modification to HIST 329, and a catalog change relative to courses available for history majors and minors was approved.
    3. Item III from the Department of Mathematics concerning the addition of MATH 235 was approved.
    4. Item IV from the Department of Sociology concerning the addition of SOCI 346 and a modification of the courses available for the criminal justice optional track was approved.
    5. Item V from the QEP Committee concerning the QEP concept proposal was offered to the group for discussion. Larry Nelson fielded questions and concerns from the group. Nelson expressed a desire to have a contact person in Nursing to discuss non-traditional learning experiences relative to that discipline. White wondered if there might be outside funding sources for these projects. Sacash wondered how projects would be measured or assessed. Discussion then revolved around measurement of these projects. Developing expectations of what students do in these settings and then see if the students meet those expectations was seen as a possible method. Nelson cautioned that measuring success by measuring the number of students involved might be a bad idea. Whitmire posed questions about how student teaching might fit into the idea of “non-traditional”

student experiences. The group discussed the importance of carefully defining the terms we use carefully so that we don't have difficulty with measuring the data we gather. Kennedy talked about how the Nursing program follows a non-traditional method of nursing training by having students follow a family throughout their time in the program.

IV. There was no old business.

V. New Business

A. Chair Autrey brought a proposal from the 2005-2006 CLA Tenure and Promotion Committee concerning a campus-wide Tenure and Promotion Committee to the group for discussion only. Chair of the committee Seth Smith read through the rationales for changing the current tenure and promotion policies on campus. The floor was then opened for discussion. Sacash questioned how many representatives would be on the committee from each school and college. The response from Smith indicated that the make-up would be consistent with representation in the CLA Committee—one member from each unit. Price wondered why the tenure and promotion committee had changed from its former university-wide status to its present manifestation. No one remarked on this historical query. Rooks brought up the issue of chairpersons serving on the CLA tenure and promotion committee. She considers that this issue should be discussed regardless of the future of the campus-wide tenure and promotion committee proposal. Clabo indicated that the campus-wide committee would present difficulties as members make judgments on materials from unfamiliar disciplines. Myers indicated that the task of tenure and promotion committees is not to judge the value of the research but to assess the fact that research occurs. Slone wondered if faculty members who were going up for tenure could have persons from their discipline attend the tenure and promotion committee meetings to translate the value of materials for other members. Flannagan indicated that the chair's letter and letters from other faculty members included in the tenure packet should address these issues and provide an interpretive grid for the committee members. Sacash wondered how members of one discipline could be able to make appropriate judgments simply because the work was so different. Rooks indicated that the teaching, scholarship, and research aspects of our jobs are similar enough that we should be able to make judgments. Following discussion, Chair Autrey forwarded the proposal to the Faculty Life Committee.

B. The Revised FMU Mission Statement was approved.

VI. Announcements

1. Liz Zahnd reminded members to attend the Middle East Meets West Forum which will be held at 4:00 in Lowrimore Auditorium on November 13, 2006.
2. Pam Rooks invited members to Florence Little Theater's production of *Lend Me a Tenor* which will run October 27-November 4. Several faculty members, as well as former students, will be participating. The production is directed by Keith Best.
3. Bill Whitmire reminded the group of the IT Forum to be held on November 2, in the auditorium in the Nursing Building. Lunch will be served for those who are registered.

4. FMU's first Fiction Festival will be held November 9-11 at FMU. Writers Andre Dubus III, Ellen Gilchrist, and Dinah Johnson will be on campus. Cindy Price indicated there will be a Fiction Festival exhibit in the library.
  5. David White invited the group to attend the girls soccer game occurring after the Senate meeting.
- VII. The meeting adjourned at 4:58.

Respectfully submitted,  
Rebecca Flannagan,  
Faculty Senate Secretary

**I. Proposal from the Department of Fine Arts:**

- A. **DELETE**, on page 96, under TEACHER CERTIFICATION OPTION IN ART EDUCATION (continued from page 95)

Supporting Course.....3 hours  
PSY 334.....3

**Rationale:** This was overlooked with the 2005-06 corrections. This support course is no longer necessary for the Art Education majors. This course was dropped from the School of Education requirements last year and the department requirements should represent their requirements.

**II. Proposal from the Department of History:**

- A. **DELETE** the following from page 104 of the current catalog:

**314 England in the Age of Revolution, 1714-1832** (3) Considers the major political, constitutional, social, and intellectual developments in England during the 18<sup>th</sup> and early 19<sup>th</sup> Centuries. Concentrates upon the breakdown of the “age of aristocracy” under the impact of the French Revolution and the Radical reform movements. One 200-level history course or permission of department is prerequisite to all history courses above the 200 level.

- B. **DELETE** the following from page 104 of the current catalog:

**315 Victorian England** (3) considers the major political, social, economic, and intellectual movements making up the civilization of Victorian England. Examines Britain’s century of power, progress, and respectability from the passage of the Reform Bill of 1832 to the First World War, which brought the Age of Victoria to a close. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

- C. **MODIFY** the title of History 329 on page 104 of the current catalog

**FROM:**

329 Europe in the Era of the World Wars, 1890-1945

**TO:**

329 Europe in the Era of the World Wars, 1914-1945

- D. **ADD** on page 104 of the current catalog the following:

**309 Europe, 1814-1914** (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural

and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

E. **ADD** on page 104 of the current catalog the following:

**331 Modern British Isles (3)** Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

F. **ADD** on page 104 of the current catalog the following:

**332 British Empire (3)** Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

G. **CHANGE** on page 102 and 103 of the current catalog the following:

**From:**

Group A – Hist 308, 314, 315, 320, 329, 330, 351

**TO:**

Group A – Hist 308, 309, 320, 329, 330, 331, 332, 351

### III. Proposal from the Department of Mathematics:

**ADD**, on page 112 of the current catalog, after **230 Discrete Mathematics**, the following:

**235 Mathematics for the Middle School Teacher (3)** (Prerequisite: Grade of C or higher in Math 230) Topics include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions. Math 235 is for students seeking South Carolina Teacher Certification in middle school education with a mathematics area of concentration and is not open to other majors.

#### IV. Proposal from the Department of Sociology:

- A. **MODIFY** the sociology courses listed under “Optional Track” on page 135 in the current catalog

**FROM:**

**Optional Track:** A major in Sociology with concentration in criminal justice requires the following:

1. Six hours of introductory courses in Sociology: SOCI 201, 202.
2. Twelve semester hours of courses in sociology numbered above 300, including SOCI 303, 403, 425, and either 407 or 419.
3. Criminal Justice concentration courses must include six hours of core courses:  
SOCI 341 (Criminology)  
POL 230 (Introduction to Criminal Justice)  
Nine hours of Sociology courses:  
SOCI 342 (Social Deviance)  
SOCI 343 (Juvenile Delinquency)  
SOCI 344 (Violent Behavior)  
Three hours of Political Science selected from:  
POL 323 (Rights of the Accused)  
POL 330 (Perspectives on Policing)  
POL 331 (Administration of Justice)
4. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

**TO:**

**Optional Track:** A major in Sociology with concentration in criminal justice requires the following:

1. Six hours of introductory courses in Sociology: SOCI 201, 202.
2. Twelve semester hours of courses in sociology numbered above 300, including SOCI 303, 403, 425, and either 407 or 419.
3. Criminal Justice concentration courses must include six hours of core courses:  
SOCI 341 (Criminology)  
POL 230 (Introduction to Criminal Justice)  
Nine hours of Sociology courses **selected from:**  
SOCI 342 (Social Deviance)  
SOCI 343 (Juvenile Delinquency)  
SOCI 344 (Violent Behavior)  
**SOCI 346 (Crime and Organizations)**  
Three hours of Political Science selected from:  
POL 323 (Rights of the Accused)

- POL 330 (Perspectives on Policing)
- POL 331 (Administration of Justice)
- 4. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

**B. ADD**, on page 137 of the current catalog, the following:

**346 Crime and Organizations (3) Prerequisite: SOC 201**

Exploration of the types of crime committed within, by, and against organizations, characteristics of crime perpetrators, their activities, and impacts on society, as well as explanations for why these crimes exist and approaches used to combat these crimes.

**V. Proposal from the (QEP) Committee-- for information and discussion:**

Expanding Student Horizons Through Real World Connections

A Proposal for the Quality Enhancement Plan

**Background**

The Quality Enhancement Plan (QEP) is part of the Compliance Report that FMU must submit to SACS. SACS guidelines state that the QEP must focus “on an issue or issues the institution considers important to improving student learning.” SACS guidelines allow an institution to “develop a QEP that extends, modifies, redirects, or strengthens an improvement that is already underway.” Provost Chapman established the Academic Initiative Team and gave it responsibility to build upon suggestions from the campus SACS Leadership Team to prepare a proposal for the QEP. The members of the Academic Initiative Team are Bob Barrett, Lynn Hanson, Travis Knowles, Jeff Lee, Larry Nelson (chair), Rusty Ward, and Liz Zahnd.

**Rationale**

Broadening the cultural and intellectual horizons of our students is a matter of longstanding concern at FMU. A high percentage of our students were born and raised in the four or five counties surrounding FMU. They are often first-generation college students from families of limited financial means, and they have had little opportunity to experience life beyond the Pee Dee or, for that matter, beyond their immediate social circle. Limitations in the local schools also contribute to parochialism among students.

Learning in settings outside the traditional classroom, library, or laboratory pushes students beyond their physical comfort zones and thereby broadens their cultural

horizons. Learning in nontraditional settings also broadens cognitive and problem solving abilities by involving students in practical application of the knowledge and skills they have acquired through learning in traditional settings.

A variety of nontraditional learning opportunities already exist at FMU: travel-study, internships, clinical experiences, etc. These valuable programs have developed over the years with little overall coherence and minimal coordination across the university.

The proposal for the QEP would bring coherence to existing nontraditional learning activities, strengthen and expand such activities, and link nontraditional learning to broadening student horizons. Such a focus, developed from the university's Strategic Plan, meshes with the FMU Mission Statement. Item IV of the FMU Strategic Plan affirms a commitment to "increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities." Item IX stresses a need to "increase opportunities for student involvement within the business, governmental, and public organizations within the local community." [The FMU Mission Statement is currently under revision. Connections between the QEP and the revised Mission Statement can and must be established.]

### **QEP Concept**

The proposed title, Expanding Student Horizons Through Real World Connections, connects the goal of the QEP with the process for achieving the goal. Specific goals for the QEP could include: 1) enhance existing nontraditional learning activities, 2) increase the number of nontraditional learning opportunities, and 3) increase the number of students participating in nontraditional learning experiences.

The QEP should define nontraditional learning broadly enough to encompass existing participative learning programs on campus. "Nontraditional learning" means learning in contexts outside the traditional classroom, library, or laboratory. Such learning involves students in practical application of skills and knowledge they have acquired in traditional settings. The nontraditional experience not only adds depth and breadth to student knowledge but also transforms their conceptualization of that knowledge. The following is a suggestive—not an exhaustive—list of nontraditional learning categories: cooperative education, service learning, internships, clinical



experiences, participation in professional development activities, service oriented student organizations, interdisciplinary projects, and travel-study—including study abroad, local field trips, Honors trips, etc. Additional categories may evolve as the QEP concept matures.

### **QEP Design**

Each academic unit should be encouraged to develop at least one nontraditional learning opportunity or actively encourage its students to participate in existing campus-wide programs. The QEP could suggest new university-wide nontraditional learning opportunities in addition to the existing programs.

Faculty in the individual academic units know the specific goals, outcomes, and assessment tools most appropriate to their disciplines. The QEP should allow maximum flexibility to individual units in designing and implementing nontraditional learning opportunities. The QEP should encourage each academic unit to include broadening student cultural and intellectual horizons among the objectives for nontraditional learning experiences. To bring coherence to the design of existing and new programs and to assure the validity of such programs, the QEP should provide academic units with planning and assessment guidelines drawn from “best practices” in nontraditional learning.

SACS guidelines require a thorough review and implementation of “best practices” as part of the QEP. As is the case in designing and implementing traditional learning activities, development of nontraditional learning activities requires conscientious planning processes and establishment of specific goals, measurable outcomes, and a system of assessment. The design of nontraditional learning activities must include structured opportunities for students to analyze the impact of their experiences on their knowledge, skills, and outlook. Structured opportunities for reflection could include journals, portfolios, essays, essay questions on examinations, or discussions of the experience with a faculty mentor. The following are examples of foci for reflection: 1) student awareness that he/she has a personal perspective on the world, 2) student awareness of perspectives held by other people, 3) student awareness that other perspectives may be less valid, as valid, or more valid than his/her own, 4) student

awareness of the relevance of course work to “real world experiences”, and 5) student awareness of the interconnections among fields of study and their relevance for the communities in which he/she lives and works.

### **QEP Assessment**

Assessment and reporting of nontraditional learning experiences should impose a minimal addition to the bureaucratic burden already borne by faculty. Each academic unit could be asked to assess and report enhancements of existing programs, increases in the number of programs, and increases in the number of students participating.

Assessment of nontraditional learning activities could be reported at the conclusion of each academic year through the existing system of IE Reports. The overall assessment report for the QEP could be gleaned from the individual reports. The plan for assessing and reporting on General Education might serve as a model.

### **QEP Support**

As evidence of institutional commitment, SACS guidelines require dedication of resources to the QEP. A QEP Coordinator could be selected through a process similar to that used in selecting the Coordinator of International Studies or the Director of the Honors Program. Duties of the QEP Coordinator would include the following: 1) oversee implementation of the QEP in accordance with the timeline established in the QEP, 2) oversee assessment of the QEP, 3) be responsible for preparation of the Impact Report required by SACS five years after the accreditation visit, and 4) work in cooperation with the QEP Faculty Oversight Committee.

A QEP Faculty Oversight Committee could be created. The existing University Research and Development Committee could serve as a model for establishment of the QEP Faculty Oversight Committee. In addition to carrying out the stated goals of the QEP, duties of the Committee would include 1) providing faculty oversight for implementation and assessment of the QEP, 2) developing appropriate forms, and 3) allocating money from a QEP Fund to strengthen and expand nontraditional learning opportunities in individual academic units. As an alternative to establishing another large faculty committee, QEP oversight might be assigned to an already existing committee.

A QEP Fund could be established to provide appropriate financial resources for strengthening and increasing the number of nontraditional learning opportunities on campus.

A QEP contact person should be designated in each academic unit to serve as liaison between the academic unit and the QEP Coordinator and the QEP Faculty Oversight Committee to provide data necessary for implementation, oversight, and assessment of the QEP. This liaison could be the person responsible for the annual IE Report in each academic unit or someone in the unit particularly interested in nontraditional learning.

## **New Business**

### **1. Proposal from the College of Liberal Arts Tenure and Promotion Committee**

**ADD** on page 102 of the 2005 *FMU Faculty Handbook* (Bylaws of the Faculty Senate) after letter O in section 3 of Article IV:

#### P. Tenure and Promotion Committee

1. *Membership*: One tenured faculty member from the School of Business, the School of Education, the Library, and each department within the College of Liberal Arts. The faculty will elect each member for a two-year term. No member may be reelected to a consecutive term. The committee will elect the chair.
2. *Responsibilities*: The committee shall
  - a. advise those faculty members applying for tenure and/or promotion and their respective deans or department chairs on matters related to the granting of appointments with continuous tenure and of promotion;
  - b. receive and review applications for tenure and/or promotion from the faculty and make recommendations with respect to these applications to the Provost;
  - c. recommend changes in tenure and promotion policies when the committee judges that such change is needed.

#### Rationale for the Proposed Change

1. A university-wide tenure and promotion committee would reduce duplication of effort and be a more efficient use of faculty resources.

- There are currently four separate tenure and promotion committees in the School of Business, the School of Education, the Library, and the College of Liberal Arts.
  - These four committees require the election of 28 faculty members each year in order to conduct their business (Business = 7, Education = 5, Library = 4, CLA = 12)
  - A university-wide tenure and promotion committee would require the election of 15 faculty members each year. This is a much more efficient use of faculty resources.
2. A university-wide tenure and promotion committee would ensure that tenure and promotion criteria are applied uniformly across disciplines.
    - There are currently four separate tenure and promotion committees that are attempting to apply one set of tenure and promotion criteria (as listed in the Faculty Handbook).
    - This creates a situation in which it is possible for the tenure and promotion criteria to be applied differently to faculty in the School of Business, the School of Education, the Library, and the College of Liberal Arts.
    - A university-wide tenure and promotion committee with representation from all disciplines would ensure a fair process in which the criteria for tenure and promotion are applied uniformly to all faculty.
  3. A university-wide tenure and promotion committee would promote unity among the faculty. Many of FMU's most important committees are university-wide. As such, they enhance unity and collegiality among FMU's faculty by promoting interaction between faculty from the School of Business, the School of Education, the Library, and the College of Liberal Arts.
  4. Since a university-wide committee would receive applications directly from the faculty, it would be the only required committee for promotion and tenure.
  5. As additional information, the FMU Listing of Faculty and Associated Academic Support Staff for Spring 2006 lists the following number of full-time faculty in the College of Liberal Arts (CLA), each school, each department, and the library:

CLA = 140    Biology = 16    History = 6    Physics = 7  
Business = 27    Chemistry = 7    Mass Comm = 6    Pol Sc = 11  
Education = 17    English = 36    Math = 14    Psych = 10  
Library = 9    Fine Arts = 16    Nursing = 7    Sociol = 4

**NOTE:** The above change would have to be accompanied by changes in the *Constitution of the Faculty of Francis Marion University* and in the *Faculty Handbook*. Constitutional change must be proposed and ratified. Amendments originating in the Faculty Senate

require a two-thirds vote of members present and voting before being sent to the General Faculty. In addition, this change would necessitate a change in the bylaws of the College of Liberal Arts (eliminating the CLA Tenure and Promotion Committee).

## **2. FRANCIS MARION UNIVERSITY REVISED MISSION STATEMENT**

Francis Marion University is a four year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has approximately 4000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. The university now offers Bachelors degrees in Liberal Arts disciplines, Business, Education, and Nursing, and Masters degrees in professional programs in Business, Education, and Psychology. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of our students. To achieve its educational goals the university has outstanding faculty members distinguished by high achievement and diverse academic background. We provide traditional classroom and laboratory instruction, access to an excellent library as well as electronic resources, and staff members committed to the success of the individual student.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members is essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication as well as the classroom. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goal. In addition, the university provides students with special learning opportunities, such as an honors program, internships, study abroad, and cooperative degree programs. It provides faculty members with support for academic development, such as research funds. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The university also attempts to serve the needs of Florence and the surrounding area in ways beyond formal education. Our numerous cultural activities and athletic programs benefit not only students, but also the community. To foster the economic development of the region, we are committed to offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a great variety of community activities.

Francis Marion is a unique university. It focuses on traditional liberal arts education, but provides new technology and new academic programs. It is small enough to provide individualized attention to each student, but large enough to offer much variety

in academic and cultural resources. It thus combines the advantages of a small liberal arts college with the resources of a public university.

**Approved by FMU Mission Statement Ad-Hoc Committee on October 12, 2006**