

MINUTES
Faculty Senate Meeting
March 28, 2006—UC 218—3:45

- I. Chair Autrey called the meeting to order at 3:46. Senators present included the following: Anderson, Best, Coker, Cowles, Dittman, Eargle, Flannagan, Gourley, Jokisch, McCuaig, Myers, Pawloski, Price, Ramey, Renneker, Rooks, Sacash, Slone, Smith, White, and Whitmire. Senators Broughton, Clabo, Kennedy, Shannon, and Zahnd were absent.
- II. The minutes from the February 14, 2006 meeting were approved.
- III. Reports from Committees
 - A. Executive Committee

Chair Autrey advised the group that evaluations for administrators will be delivered early next week so that faculty members could evaluate chairs, deans, the provost, and the president.
 - B. Academic Affairs Committee (*See Attachment*)
 1. Item I from the School of Business concerning the development of a collateral in Nonprofit Management, the creation of two new courses, NPM 351 and NPM 352, and the placement of these items in the catalog was approved.
 2. Item II from the Department of Biology concerning modifications to the Pre-Veterinary curriculum was approved.
 3. Item III from the Department of Psychology concerning changing the prerequisite of Psychology 334 was approved.
 4. Item IV is from the School of Education.
 - a. Item A concerning changing the title of Physical Education 108 was approved.
 - b. Items B, C, and D concerning the deletion of three courses from the catalog: Physical Education 109, Physical Education 117, and Physical Education 208 were approved.
 - c. Item E concerning changes to the description and title of ELEM 312 was approved.
 - d. Items F, G, H, I, J, K, and L concerning additions and deletions in the catalog relative to the changes in ELEM 312 were approved.
- IV. There was no old business.
- V. Under new business, the Senate voted to approve FMU's Strategic Plan. (*See end of attachment for approved version.*)
- VI. Announcements
 1. Keith Best announced that the state AAUP Conference would be held on campus on Saturday, April 8, 2006 in the Hendrick Dining Room. The speaker, David Carter from SACS, might be of interest to the group. Keith also informed the group that FMU's AAUP group would meet once more before the end of the semester.
 2. Autrey invited everyone to attend the annual William Moran lecture on Thursday, March 30 at 3:30. This year's speaker will be Bucky Allen. A reception will follow at The Cottage.
- VII. The meeting adjourned at 4:15 p.m.

I. Proposal from the School of Business

A. ADD on page 179 of the current catalog:

NONPROFIT MANAGEMENT (NPM)

Coordinator: TBA

MISSION STATEMENT

The collateral in nonprofit management is designed first to introduce students to the contemporary nonprofit sector in terms of its structure and its role in American society, and second, to provide students with an understanding of the management processes and current management issues related to nonprofit organizations. In addition, students gain hands-on experience in nonprofit organizations through visits to nonprofits and through a one-semester internship in a nonprofit organization.

COLLATERAL

A collateral in nonprofit management consists of 12 hours of courses and requires the following:

- 1. NPM 351 The Nonprofit Sector: Structure and Dynamics.....3
- 2. NPM 352 Managing the Nonprofit Organization.....3
- 3. One course (3 hours) chosen from
 - POL 215 Introduction to Public Administration.....3
 - PSY 300 (also listed as SOC 360) Leadership and Group Dynamics.....3
 - SOC 306 Modern Social Problems.....3
- 4. Internship (Approved by Coordinator of Nonprofit Management Program):
 - BUS 475, POL 487, PSY 498, SOCI 498 or other).....3

NONPROFIT MANAGEMENT COURSES (NPM)

351 The Nonprofit Sector: Structure and Dynamics (3) F. (Prerequisite: Junior Status or permission of the Program Coordinator) Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society; and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grantmakers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits.

352 Managing the Nonprofit Organization (3) S. (Prerequisite: 351) An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning,

strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

Rationale: Students majoring in business, political science, psychology, and sociology in particular need a program that provides an understanding of the role of nonprofit organizations, or management processes, and issues related to nonprofits, and an opportunity to gain hands-on experience with a nonprofit organization. Many of our graduates in these disciplines already pursue employment in nonprofits, and this program is designed to enhance their preparation. The two new courses, NPM 351 and NPM 352, are required to implement the collateral.

B. ADD on page 67 of the current catalog, under Interdisciplinary Programs:

– Nonprofit Management (collateral)

C. ADD on page 155 of the current catalog, before the ECONOMICS heading:

NONPROFIT MANAGEMENT COURSES (NPM)

Coordinator: TBA

351 The Nonprofit Sector: Structure and Dynamics (3) (Prerequisite: Junior Status or permission of the Program Coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grantmakers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits.

352 Managing the Nonprofit Organization (3) (Prerequisite: 351) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning, strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

II. Proposal from the Department of Biology:

A. MODIFY the description of the **PRE-VETERINARY CURRICULUM** on page 172

FROM:

PRE-VETERINARY CURRICULUM

Coordinator: Dr. Peter D. King

The courses that follow will assist a student in preparing for enrollment in a school of

veterinary medicine. After completion of these courses at the University, a student transferring to another four-year institution in South Carolina for courses in animal science, dairy science, poultry science, animal nutrition, and genetics could complete the minimum program for pre-veterinary medicine. Some of these critical courses are available on-line.

Generally, applicants for a school of veterinary medicine are screened according to scholastic rating. Students with the highest average are given preference. Each student planning a career in veterinary medicine must register with the Chairperson of the Committee on Pre-medical Sciences (Department of Biology, Leatherman Science Facility). Minimum program for pre-veterinary students includes:

63-66 semester hours

General chemistry	8 hours
Organic chemistry	8 hours
Physics	8 hours
Mathematics	6-9 hours
Biology	12 hours
English	12 hours
Social sciences	9 hours

TO:

PRE-VETERINARY CURRICULUM

Coordinator: Dr. Peter D. King

The pre-veterinary program at Francis Marion University is administered through the Biology Department. FMU offers all the required courses and recommended advanced courses for admission to the College of Veterinary Medicine at the University of Georgia in Athens and at other out-of-state veterinary medicine programs. Other requirements for admission to the UGA program include satisfactory performance in the general GRE and biology GRE and a minimum GPA of 3.0 in a baccalaureate degree.

There is no college of veterinary medicine in South Carolina, but each year up to 17 students are accepted to the College of Veterinary Medicine at UGA, at “in state” tuition rates, under an agreement between South Carolina and Georgia.

Each student should acquaint himself/herself with the specific requirements of the school of veterinary medicine to which he/she plans to apply for admission. Students are strongly advised to register with the coordinator of the pre-veterinary program, Dr. Peter King.

The pre-veterinary program of study is normally undertaken within a Bachelor of Science degree with a biology major and a chemistry minor (including biochemistry, comparative anatomy, vertebrate physiology and microbiology).

Minimum program for pre-veterinary students includes:

English	6 hours
Humanities or Social Sciences	14 hours
Inorganic Chemistry	8 hours
Organic Chemistry	8 hours
Biochemistry	3 hours
Physics	8 hours
General Biology	8 hours
Advanced Biology	8 hours

63 semester hours

All courses must be completed with a minimum grade of C.

III. Proposal from the Department of Psychology:

A. CHANGE the prerequisite of Psychology 334 Life Span Development on page 133

FROM:

Psychology 334 Life Span Development (3) (Prerequisite: 206) F, S, or SU.

TO:

Psychology 334 Life Span Development (3) (Prerequisite: 206 or permission of the department) F, S, or SU.

Justification:

To assist in the structuring of the nursing major and in recognition of their preparation, nursing majors will be allowed to enroll in Psychology 334 without Psychology 206.

IV. Proposal from the School of Education:

A. CHANGE the title of PHYSICAL EDUCATION 108, page 168 of the current catalog:

FROM:

108 Beginning Tennis (1:2) F, S.

TO:

108 Tennis (1:2) F, S. [course description remains the same]

B. DELETE from the catalog listing under PHYSICAL EDUCATION, page 168:

109 Swimming for the Disabled (1:2) (Prerequisite: Permission of physician), F.

Designed to assist the student in building or maintaining organic strength and vigor and to provide recreational outlets. The basic safety skills will be taught as well as skills and

strokes individually designed for each student.

C. **DELETE** from the catalog listing under PHYSICAL EDUCATION, page 168:

117 Self Defense (1:2) F. Designed to develop more self-confidence and awareness of body movements through the defense of various attacks. Students will learn how to defend against rear attacks, frontal attacks, and attacks with a knife.

D. **DELETE** from the catalog listing under PHYSICAL EDUCATION, page 168:

208 Intermediate Tennis: (1:2) (Prerequisite 108) S. Instruction and practice in further development of basic strokes as well as an introduction to advanced strokes, court strategy, and game situation play.

Rationale for changes: PE 208 is problematic due to placement issues (i.e., students have taken some tennis in high school but are not prepared for intermediate level instruction). In addition, many other schools offer only one level of tennis class. PE 109 and 117 are not being taught due to lack of instructional personnel.

E. **CHANGE** on page 165, under Elementary Education Courses (ELEM)

From:

312 Teaching and Assessing Reading in the Elementary and Middle School (3) F,S,SU . This course will examine the current trends and practices in the teaching of reading in elementary and middle grades. In addition, this course will examine ways of assessing and correcting reading difficulties in P-12 students. The candidates will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom.

To:

312 Teaching and Assessing Reading (3) F,S, SU . This course will examine the current trends and practices in the teaching of reading. In addition, this course will examine ways of assessing and correcting reading difficulties in students. The candidate will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom. Some projects and assignments will be differentiated by student developmental level.

And Move To: Page 166 under Education Courses (EDUC)

F. **DELETE:** on page 81 under Professional Education ...
EDUC 5033

G. **Add:** on page 81 under Professional Education
EDUC 312.....3

H. Delete: on page 85 under Senior Year
EDUC 5033

Add: on page 85 under Senior Year
EDUC 312.....3

I. Delete: on page 162 and 163 (Version Approved in Fall '05) under Teaching Area
ELEM 312.....3

J. Add: on page 162 and 163 (Version Approved in Fall '05) under Teaching Area
EDUC 312.....3

K. Delete: on page 163 (Version Approved in Spring '05) under Middle Level Education
ELEM 312.....3

L. Add: on page 163 (Version Approved in Spring '05) under Middle Level Education
EDUC 312.....3

Rationale:

E, I, J, K, and L--Changing the Title and Course Description will allow us to use EDUC 312 as a teaching area requirement in three programs (Elementary, MLE, and Secondary English). Prevents the addition of two courses.

F, G, and H--This change will strengthen the program and facilitate scheduling so more sections are available to Secondary English Majors.

Background

The University's Strategic Plan is one of five planning processes that address the eleven Planning Assumptions developed in 2000 and subsequently approved by the Board of Trustees. Taken together these processes comprise the major planning activities of the University. In addition to this Strategic Plan, the other major plans include the Facilities Master Plan, the Accreditation Plan, the Development Plan (Capital Campaign) and the Technology Enhancement Plan.

This University Strategic Plan has been developed collaboratively over several years with significant input from the community, (during the community input phase), the faculties of the School of Business, the School of Education, and the College of Liberal Arts, (by means of their respective strategic plans), and overseen by the Strategic Planning Workgroup. The procedures followed in this strategic planning process were patterned after those advocated in Strategic Management: Concepts and Cases (David, 2001). While the overall process included a review of the University's mission, analysis of external threats and opportunities, as well as a review of internal strengths and weaknesses; what appears here are the University objectives and strategies derived from those reviews arranged so as to be aligned with the planning assumptions.

11 Planning Assumptions

1. Academic Focus

Francis Marion University is a public, co-educational institution offering students a strong liberal arts foundation and advanced education in academic disciplines and professions.

2. Student Body

While maintaining its commitment to educating students from the Pee Dee region, Francis Marion University must incrementally increase its enrollment from the remainder of South Carolina, nationally and internationally.

3. Resources

Appreciable resource growth for Francis Marion University will be dependent on (1) increasing student enrollment and retention, and (2) increasing financial support from the private sector.

4. Technology

The University must develop an institution-wide technology planning process that addresses future technology needs of students, faculty, staff and administrative functions.

5. Image

Francis Marion University must communicate the image of an institution that provides quality educational opportunities and is committed to academic rigor through excellence in teaching.

6. Athletics

Francis Marion University's athletic programs must engender greater community and campus interest while developing greater reliance upon community support.

7. Diversity

Francis Marion must maintain the diversity of its students with regard to race and gender and achieve greater diversity in the hiring and promotion of faculty and staff.

8. Faculty, Staff and Administrative development

Recognizing that Francis Marion University's faculty and staff are its most important and enduring assets, the University must cultivate plans for individual career growth and development of its employees.

9. Physical Campus

Francis Marion University must commit the resources for maintenance of its physical facilities to preserve the beauty and to enhance the viability of the campus.

10. Community Relations

Francis Marion University must strive to identify, understand and accommodate the needs of its various constituencies.

11. Campus Culture

Francis Marion University's future success depends upon the cooperation and cohesion of the faculty, staff, administration and students in collectively addressing needs and supporting its mission.

University Objectives (*in Bold*) with Strategies (*non Bold*) aligned with Planning Assumptions (*numbered in italics*):

- I. **Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality. *1., 5.***
 - a. Continue the University Accreditation Committee's supervision of accreditation efforts.
 - b. Regularly evaluate the University's general education program.
 - c. Study the feasibility of additional programs.
 - d. Familiarize faculty with accreditation standards and procedures.

- II. **Improve student academic success rates. *2., 1., 5.***
 - a. Collaborate with state technical colleges and engage in articulation agreements to ensure that transfer courses, which meet FMU general education requirements, are comparable to FMU courses.
 - b. Coordinate the existing efforts of academic areas to work with local schools.
 - i. Coordinate Sandhills Regional Science Fair, Math Tournament, Modern Language competition, etc.
 - ii. Involve academic disciplines in enhancement of school instruction
 - iii. Encourage qualified liberal arts students to pursue secondary education careers.
 - c. Establish formal systems designed to improve graduation rates
 - i. Raise admission standards while continuing to ensure educational access for students in the Pee Dee.
 - ii. Expand tutoring services.

- d. Engage in practices which support high acceptance rates into professional schools in medicine, dentistry, law, and graduate programs.
 - e. Provide for the needs of international students.
- III. **Continue to build an excellent faculty.** 8., 7.
- a. Continue to recruit faculty with excellent teaching skills.
 - b. Continue to explore opportunities for recruiting minority faculty.
 - c. Continue the support/mentor system for new faculty.
 - d. Create a program to fund graduate degrees by minority students who return to the University for a specified term.
 - i. Seek funding from governmental programs and charitable organizations.
 - ii. Establish a donor program with local minority organizations
 - e. Raise faculty salaries.
 - f. Continue to address salary compression and discrepancies in compensation.
- IV. **Increase opportunities for all students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.** 2., 1.
- a. Enhance International Studies curriculum
 - b. Develop internship opportunities in other countries.
 - c. Promote and expand international exchange programs.
 - d. Increase interaction between U.S. and international students.
- V. **Develop the technology on campus to address future needs of students, faculty, staff and administrators.** 4.
- a. Provide students with more opportunities to develop technological skills for a global economy.
 - b. Develop the technology resources of the campus through continuous revisions of the Technology Enhancement Plan.
- VI. **Maintain investments in information resources and educational support services.**
- a. Continue adequate funding for and updating of library resources.
 - b. Continue adequate funding for and updating of the Media Center, Writing Center, and Tutoring Center, and other support units.
- VII. **Increase student enrollment and retention** 2., 1., 11.
- a. Work with Pee Dee area high schools to ensure that graduates are prepared for higher education.
 - b. Expand curricular offerings attractive to non-traditional students and retirees.
 - c. Consider alternative delivery systems for instruction.
 - d. Ensure affordability of tuition and fees in order to maintain the University's focus on access and equity.
 - e. Provide a vibrant campus life through a variety of cultural and recreational events.
- VIII. **Increase external funding.** 3., 1.

- a. Expand scholarship opportunities for top academic students.
 - b. Expand external funding for faculty research and development
 - i. Develop a proactive Grants Office
 - ii. Develop a system to coordinate new funding efforts and initiatives across disciplines.
 - c. Increase funding for the Francis Marion University Foundation.
 - d. Solicit more support and assistance from alumni.
- IX. **Increase opportunities for student involvement within the business, governmental, and public organizations within the local community. 10.,**
- a. Coordinate efforts by faculty who plan, arrange, and supervise internships.
 - b. Coordinate efforts to establish cooperative work-study programs within the community.
- X. **Emphasize career planning and job placement services for all students of the University. 2., 11.**
- a. Evaluate effectiveness of current program.
 - b. Develop formal job placement relationships with local business, governmental and public organizations.
 - c. Work with the Alumni Office to develop a systematic alumni tracking system.
- XI. **Raise the quality, diversity and visibility of athletic programs supported by the community. 6., 5., 10.**
- a. Increase the attendance at home sports events.
 - b. Continue to explore opportunities for recruiting minority coaches.
 - c. Maintain high academic performance by student athletes.
 - d. Review appropriateness of divisional classifications.
- XII. **Develop the physical facilities, natural resources and infrastructure of the campus. 9., 11.**
- a. Continue to plan and develop on-campus housing.
 - b. Continue to develop and enhance the campus in a manner that will increase student involvement in campus life.
 - c. Engage in renovation, construction and modification of campus facilities including Founders Hall and Caithen Educational Media Center.
- XIII. **Enhance the University's image through an aggressive, focused marketing campaign. 5.**
- a. Maintain and improve national status in terms of accreditation, success of graduates and faculty achievement.
 - b. Publicize the advantages of post-secondary liberal arts, business and education degrees.
 - c. Increase publicity of the successes of the University's students, alumni and faculty.
 - d. Cooperate with industrial, business, healthcare and community non-profit organizations to understand and respond to their needs and concerns.

- e. Continue to plan and market campus activities so as to attract the public to the University's campus.

REFERENCE

David, Fred R., (2001) Strategic management: Concepts and cases. (Eighth Edition). Prentice Hall. ISBN 0-13-026995-6.

Approved by Strategic Plan Workgroup, March 18, 2006