

Appalachian State University
Faculty Senate Agenda
March 16, 2009, 3:15 p.m.

William Strickland Conference Room - 224 I.G. Greer

NOTE: All Faculty Senate meetings are recorded.

I. Announcements

- A. Welcome and Introduction of Faculty Senators and Visitors.
- B. Chancellor Advisory Committee meeting has been scheduled for Tuesday, March 17, 2009 at 3:00 pm in the Chancellor's Board Room, B. B. Dougherty. Senators Carpenter, Fischer, Reesman, Short, and Chair Ramey will attend.
- C. A special faculty meeting has been scheduled for Friday, April 17, 2009 in Rosen Concert Hall at 3:00 pm to vote on the Faculty Constitution change in regards to the "Craft Model" for tenure track issues.
- D. Dr. Frank Aycock (COM) is replacing Senator Monica Pombo for the remainder of the Spring 2009 semester.
- E. Chair Ramey has nominated and the following individuals have agreed to serve on the Faculty Grievance Hearing Committee for the remainder of the year so that the membership of the FGHC meets *Faculty Handbook* regulations: Ms. Martha Marking (T&D) Full Professor; Dr. Steve Hageman (GEO) Associate Professor; and Dr. Libby Puckett (CHE) Assistant Professor.

II. Visitors Reports

- A. Dr. Lorin Baumhover, Chief of Staff, and Mr. John Earwood (Assistant Attorney), Lobbying Disclosure Requirements. (**Appendix A**).
- B. Mr. Greg Williams, Office of Distance Learning, presentation "Interactive Video Services: How Can We Serve You?"
- C. The Registration and Calendar Committee (Senator Rardin, Chair) voted to approve the cancellation of classes on Convocation and Student Research Day based on the proposals and rationales provided in **Appendix B**. The Faculty Senate has been asked to review these proposals and provide recommendations.

III. Minutes

- A. Approval of February 9, 2009 Faculty Senate Minutes.
Available online at:

<http://www1.appstate.edu/orgs/facsen/Minutes/documents/FacultySenateMinutesFebruary92009Unapproved.pdf>

IV. Provost's Report

- A. Criminal Background Checks update.

V. Committee Reports

- A. Academic Policies (REESMAN, Marland, Miller, Stallworth, Waring)
No Report.
- B. Agenda Committee (RAMEY, Carpenter, Price, W. Williams)
No Report.
- C. Budget Committee (Geary, Newmark, Roggenkamp, Van Devender, WERTS)
No Report.
- D. Campus Planning Committee (Aycock, Brown, Mitchem, RARDIN, Scharer)
 - 1. A **motion** which states: "Students/faculty/staff may choose to opt-out of the AppState Alert System."

Rationale:

AppState Alert System will automatically register work numbers and campus email addresses of students/faculty/staff.

- E. Committee on Committees (PRICE, Duryea, Sherman, Stoddard, B. Williams)
 - 1. Update on call for nominations for vacant university committee seats and results of departmental senate elections.

F. Faculty Handbook Committee (RAMEY, W. Williams, Fischer, Gates, Marking, Carey)

1. A **motion** to update Section 7.3.3.1 (b) in the *Faculty Handbook* to properly reflect ex-officio status of committees.

Rationale:

The Committee on Committees adjusted committee descriptions in the Handbook to be consistent with Roberts Rules of Order in regards to ex officio members. According to Roberts Rules of Order ex officio members have voting privileges. Section 7.3.3.1 (b) requires editing to be consistent with this policy. The Handbook Committee **MOVES** that the following change be made to Section 7.3.3.1 (b).

Current Section 7.3.3.1:

7.3.3.1 Periodically check the *Faculty Handbook* (Chapter VII: Faculty Senate, Committees, and Councils) to ensure that the committee is properly constituted and is operating according to the descriptions and guidelines given in Chapter VII, particularly in the following important respects:

- (a) total membership;
- (b) voting membership (ex-officio members, invited consultants, experts and observers may not vote);

Proposed Section 7.3.3.1

7.3.3.1 Periodically check the *Faculty Handbook* (Chapter VII: Faculty Senate, Committees, and Councils) to ensure that the committee is properly constituted and is operating according to the descriptions and guidelines given in Chapter VII, particularly in the following important respects:

- (a) total membership;
- (b) voting membership: **Ex officio members have voting privileges unless otherwise noted. Invited consultants, experts and observers may not vote;**

2. A **motion** to update Section 3.9.2.2 in the Faculty Handbook to properly reflect recently approved changes to the makeup of the Faculty Grievance Hearing Committee.

Rationale:

The intent of the Senate in a change last year to the Faculty Grievance Hearing Committee (FGHC) was for the membership to expand to a total of 9 members as defined in *Faculty Handbook* Section 3.9.3.8 (shown below for informative purpose). Section 3.9.2.2 requires updating to be consistent with the new intent. The Faculty Handbook Committee **MOVES** that the following language replace the existing wording in Section

3.9.2.2 to be consistent with the up-to-date language in Section 3.9.3.8.

Current Section 3.9.2.2:

3.9.2.2 Each of the two committees described in section 3.9.2.1 shall be composed of five members and an alternate, all to be elected by the faculty. Nomination and election shall follow procedures for other at-large faculty elections. Membership of the Faculty Due Process Committee shall be composed of faculty with permanent tenure, regardless of rank. Membership of the Faculty Grievance Hearing Committee (FGHC) shall be apportioned by academic rank, as follows: two professors, two associate professors, and one assistant professor, each of whom should preferably be a member of a department different from those of the others. The alternate member of the Faculty Grievance Hearing Committee may hold any of the foregoing ranks but may not be a member of the same department as any other member of the committee. The term of office of a member of either committee shall be three years; provided that the first election shall be for staggered terms, with two persons to be elected to three-year terms, two persons to be elected to two-year terms, and one person to be elected to a one-year term; the alternate shall be elected to a three-year term; as the respective terms of the first class of committee members expire, their successors shall be elected to regular three-year terms.

Proposed Section 3.9.2.2:

3.9.2.2 The Faculty Due Process Committee shall be composed of five members and an alternate, all to be elected by the faculty. The composition and membership of the Faculty Grievance Hearing Committee shall be as specified in Section 3.9.3.8 below. Nomination and election shall follow procedures for other at-large faculty elections. Membership of the Faculty Due Process Committee shall be composed of faculty with permanent tenure, regardless of rank. The term of office of a member of either committee shall be three years; provided that the first election shall be for staggered terms, with two persons to be elected to three-year terms, two persons to be elected to two-year terms, and one person to be elected to a one-year term; the alternate shall be elected to a three-year term; as the respective terms of the first class of committee members expire, their successors shall be elected to regular three-year terms.

Current Section 3.9.3.8 (Given for clarity; no change recommended.)

3.9.3.8 The FGHC, as a committee constituted solely of faculty and charged with hearing disputes arising out of a faculty member's relationship with the university, shall determine any and all policies and procedures, not inconsistent with any restrictions in Section 607 of the UNC Code and Article VI, Sections 1 and 3 of the Faculty Constitution, necessary to carry out its responsibilities in the conduct of a grievance hearing.

The FGHC will be composed of nine (9) members elected by the faculty at-large: three (3) members from each of the ranks of Professor, Associate Professor and Assistant Professor. Five (5) members of the FGHC, with each rank represented on the hearing panel, will conduct hearings. At least two (2) members must be of the same rank as the grievant; the other members of the hearing panel may be apportioned in any manner consistent with the foregoing requirements of this section. If the grievant is from any rank other than those specified by 3.4.2.5, 3.4.2.6 and 3.4.2.7, or holds a part-time faculty appointment, all professorial ranks must be represented on the hearing panel.

Nomination and election shall follow procedures for other at-large faculty elections. The term of office of a member of the FGHC shall be three years; with the exception that the first election shall be for staggered terms, with three persons, one from each rank, to be elected to three-year terms, three persons, one from each rank, to be elected to two-year terms, and three persons, one from each rank, to be elected to a one-year term. As the respective terms of the committee members expire, their successors shall be elected to regular three-year terms.

G. Faculty Welfare and Morale Committee (DAVISON, Carpenter, Horst, Wangler)

No Report.

H. Welfare of Students Committee (Mamola, Sanders, Short, Ulmer, M. Williams, WINN)

No Report.

VI. Unfinished Business

VII. New Business

1. The SGA requested that the Faculty Senate investigate and make recommendations in regards to the current ASU policy on Religious Absences. After analysis by said committee and conversations with University Attorneys, it has become obvious that the current wording in the *Faculty Handbook*, or lack thereof, is insufficient to protect the required rights of students/faculty/or staff and leaves a glaring legal void of uncertainty that puts all involved in an ambiguous position. Furthermore, after reviewing other University's policies in regards to this issue, it is evident that the necessary legal policy necessary to cover this area is beyond simple Handbook adjustments and needs to be formulated as a University policy that the Handbook can refer to.

Suggested MOTION: The Faculty Senate recommends that the University's administration in conjunction with the Attorney's office, Office of Equity, Diversity and Compliance, and campus representatives construct a comprehensive

religious absence policy for Appalachian. This draft policy would then be presented to the various governance bodies on campus prior to final approval.

2. Consideration of AP&P recommendation for electronic communications devices in the classroom as affected by AppState Alert Policy.

As forwarded to the Faculty Senate via Karen Reesman, liaison to AP&P:

All classroom policies regarding the use of electronic communication devices must not conflict with authorized uses such as APPSTATE ALERT (e.g. the policy cannot tell all students to turn off their phones). Until, or unless ASU adopts an official policy, the AP&P Committee recommends that classroom policies adopt something like the following statement:

Policy Regarding the Use of Electronic Devices in the Classroom

"All electronic entertainment devices are to be turned off during class. With the exception of medically necessary assistive devices, approved emergency communications and warning devices operated by authorized law enforcement officers, firefighters, emergency medical personnel, "first responders," or other emergency personnel, and cell phones registered with APPSTATE-ALERT, all personal electronic communications devices in the possession of students will be turned off during class. Cell phones registered with APPSTATE-ALERT must be placed in vibrate or silent mode during class. Failure to comply with this policy may result in disciplinary action. Such action may, at the discretion of the instructor of record, include a warning, dismissal from class for the day of the infraction, a reduction in the grade for the class, or referral to the Office of Student Conduct. No part of this policy is intended to conflict with established policies of Appalachian State University or a student's right to due process as stated in the Code of Student Conduct, the Student Handbook, the Appalachian State University Undergraduate Bulletin, or the Appalachian State University Graduate Bulletin."

VIII. Adjournment

Regulation on Contacts with Covered Federal Government Officials

This regulation governs all University contacts with covered federal government officials¹. This regulation applies to employees who in their official capacities interact with covered federal government officials and is intended to assist these employees and the University in presenting an authorized, accurate, and persuasive presentation.

1. OFFICIAL POLICY POSITIONS AND CONTACT ON BEHALF OF THE UNIVERSITY

The President shall initiate a collaborative federal agenda development process to determine the federal priorities of the University on an annual basis called the Unified Federal Agenda. The Unified Federal Agenda shall consist of the University's "Federal Policy Priorities" and "Federal Appropriations Guide." Upon Board of Governors approval, the Unified Federal Agenda shall serve as the basis for all official federal lobbying efforts. Campus-based Congressionally-directed funding requests shall be at the discretion of the individual campus. When federal policy questions that are not on the University's Unified Federal Agenda arise, the President will determine the official position and the priority of the policy issue on behalf of the University. Under direction from the President, the Vice President for Federal Relations shall have primary responsibility for representing the University with the federal government.

2. UNIVERSITY AND CAMPUS FEDERAL RELATIONS PERSONNEL

The Vice President for Federal Relations and the Director of Federal Relations shall serve as Federal Relations Officers for the University at large as well as the General Administration, and shall at a minimum have the following duties and responsibilities:

- Represent the President and the Board of Governors with the federal government;
- Represent the President and the General Administration on the University Federal Relations Council;
- Coordinate General Administration and Federal Relations Council activities in support of the University's approved Unified Federal Agenda;
- Represent the President and the Board of Governors in pursuit of Congressionally-directed grant funding;
- Assist the Vice President for Research in the pursuit of contracts, grants and cooperative agreements with federal government agencies;

¹ Covered federal government officials include any member, officer, or employee of Congress or the President, Vice President, officers and employees of the Executive office of the President, and various high-level officials and uniformed officers in the executive branch outlined in the "Plum Book."

<http://www.gpoaccess.gov/plumbook/index.html>

- Assist the Vice President for Research in the proper training of campus research personnel for compliance with the Byrd Amendment (31 U.S.C. 1352);
- Coordinate visits between covered federal government officials and the Board of Governors, General Administration personnel, constituent institution personnel and affiliated entity representatives;
- Manage external consultants engaged in a federal lobbying capacity on behalf of the General Administration;
- Work with the University's General Counsel to educate General Administration employees and the Federal Relations Council on their role in and the obligations of the campuses to comply with the federal Lobbying Disclosure Act of 1995 (Pub. L. 104-65; 2 U.S.C. 1601, *et seq.*), as amended; and
- Monitor all lobbying activities on behalf of the General Administration and file registration and reports as appropriate to ensure full compliance with the federal Lobbying Disclosure Act of 1995, as amended.

Federal Relations Officer Designation

Each Chancellor shall designate a campus officer to carry out the function of Federal Relations Officer (FRO). The duties and responsibilities of the campus Federal Relations Officer shall be, but are not limited to:

- Represent the campus on the University's Federal Relations Council;
- Coordinate campus activities in support of the University's approved Unified Federal Agenda;
- Assist the campus research officer in pursuing contracts, grants and cooperative agreements with federal government agencies;
- Assist the campus research officer in the proper training of campus research personnel for compliance with the Byrd Amendment (31 USC 1352);
- Coordinate visits by covered federal government officials to the campus or affiliated campus program;
- Represent the campus in pursuit of Congressionally-directed grant funding;
- Manage external consultants engaged in a federal lobbying capacity on behalf of the campus;
- Work with the campus attorney to educate all campus employees on their role in compliance, and the obligations of campus personnel to comply, with the Lobbying Disclosure Act of 1995 as amended; and
- Monitor all lobbying activities on behalf of the campus and file registration and quarterly reports as appropriate to ensure full compliance with the federal Lobbying Disclosure Act of 1995, as amended.

3. FEDERAL RELATIONS COUNCIL

The Federal Relations Council (FRC) shall serve as a coordinating body in support of the following activities:

- Development, strategy, and advocacy in support of the University's Unified Federal Agenda;

- Training of FRC members on lobbying best practices, federal policy and funding trends and activities;
- Compliance with federal lobbying disclosure requirements.

Composition

The FRC is composed of one representative, the Federal Relations Officer, from each of the seventeen constituent institutions of the University of North Carolina, as well as the Vice President for Federal Relations and the Director of Federal Relations from the General Administration. Additional representatives or alternates may be named as ad hoc members to the FRC.

Meetings

Official FRC meetings shall be conducted on a semi-annual basis. The Vice President for Federal Relations and Director of Federal Relations will organize FRC meetings and develop the agenda based upon current federal issues and input from the FRC. At each FRC meeting, lobbying and ethics compliance guidance and best practices will be provided. Additional meetings may be arranged to enable information sharing on specific topics.

4. CONTACT BY UNIVERSITY EMPLOYEES WITH COVERED FEDERAL GOVERNMENT OFFICIALS

Prior approval from the Chancellor or his/her designee is required before any campus employee may initiate contact with covered federal government officials on behalf of the University. The Chancellor may delegate this responsibility to the Federal Relations Officer. The following scenarios specifically require advance approval by the Chancellor or the Federal Relations Officer:

- Appearances on behalf of the University before federal bodies, including testimony before Congressional Committees or participation in meetings with White House personnel. *Note: When University employees appear before such bodies as representatives of other agencies, such as professional societies, it is requested that they notify the campus Federal Relations Officer prior to the appearance.*
- Any request on behalf of the University to a covered federal government official, particularly requests for Congressionally-directed funding, support of grant proposals or nominations to federal advisory councils.
- The delivery of materials, University publications, and periodicals to covered federal government officials.
- Any verbal or written statement made on behalf of the University that concerns federal policies, legislation or regulations.
- Invitations to covered federal government officials to visit campus in an official capacity. *Note: The visit should be coordinated by the FRO.*

- Responses to requests for information, reports, and statistics from covered federal government officials and their staffs, including responses to inquiries from investigative congressional committees.
- Participation in press events with covered federal government officials intended to promote federal policy or funding priorities.
- Any planned University event to honor a covered federal government official including but not limited to, the naming of a building or endowed chair, conferral of an honorary degree, or hosting of a meeting, retreat, conference or other similar event in the name of the official.

After contacts or visits have been made with covered federal government officials by a person on behalf of the University, a short report on the contact should be made to the campus Federal Relations Officer.

5. EXTERNAL CONSULTANTS

Chancellors may retain external consultants to assist the campuses in securing Congressionally-directed grant funding for special projects. No State or federal funds may be used for this purpose. Consultants shall never engage Congress, covered officials at the agencies, or White House personnel on policy matters on behalf of the University. Care should be taken to ensure that all external consultant expenditures are reported as "lobbying activity" as appropriate.

6. PERSONAL AND PROFESSIONAL SOCIETY CONTACTS

Personal and professional society contacts by University employees with elected officials or governmental agencies, whether in person or in writing, must be done in the name of the individual or the professional society. University letterhead may not be used. In each instance, the employee is obligated to make clear that the contact is not made on behalf of the University. Nothing in this Regulation shall prevent faculty or staff from expressing personal views on personal time, with personal resources.

7. DISCLOSURE OF LOBBYING ACTIVITY

Employees who engage in approved lobbying activities shall report issues lobbied upon, officials contacted, time spent, and an estimate of expenses on a quarterly basis to the Federal Relations Officer. Consistent with federal law, even those University employees who do not qualify as lobbyists must report all lobbying activities with covered officials to the Federal Relations Officer. For purposes of this Regulation, the phrase "lobbying activities" shall be defined in accordance with the definitions set forth in the Lobbying Disclosure Act of 1995, as amended.²

² Lobbying activity is defined as "lobbying contacts and efforts in support of such contacts, including background work that is intended, at the time it was performed, for use in contacts, and coordination with the lobbying activities of others." 2 U.S.C. 1602 (7)

No University of North Carolina employee, administrator, faculty member, or other individual retained to provide outside assistance shall engage in activities that require registration with the United States House of Representatives or Senate under the Lobbying Disclosure Act of 1995 without prior review and approval by the respective Chancellor and the President.

8. TICKETS TO UNIVERSITY EVENTS

University events that require tickets for which there is a charge to the public may be extended to Members of Congress and their staff free of charge. Invitations to free University events are also appropriate and may be extended to Members of Congress and/or other covered federal government officials. Invitations to Members of Congress and/or covered federal government officials must be extended by the President of the University, Vice President for Federal Relations, Chancellor, or campus Federal Relations Officer.



Erskine B. Bowles

Date: November 4, 2008

Appendix B

To: Patrick Rardin, Chair, University Calendar Committee
Michael Ramey, Chair, Faculty Senate

From: Dave Haney, Vice Provost for Undergraduate Education
Alan Utter, Director, Office of Student Research
Emory Maiden, Director of Summer Reading Program

CC: Stan Aeschleman, Mark Ginn, Brooks McLeod, Susan PettyJohn

Date: 3/12/2009

Re: Proposal to Cancel Classes on Convocation and Student Research Days

(Approved by Calendar Committee 2/18/09)

Summary Comment:

This proposal comes jointly from the Summer Reading Program and the Office of Student Research. Canceling classes on both Convocation Day in the fall and Student Research Day in the spring would enable us to involve much more of the campus in these important academic events. With the entire freshman class reading the summer reading selection in First Year Seminar, and with an increasing number of students involved in student research endeavors, devoting two days to these activities would support academic programs while providing valuable out of classroom experiences for a large number of students. In each case the proposal is to cancel classes until 5:00 p.m. on the day in question. If approved, this would become part of the university calendar beginning fall, 2011.

While the proposal stands on its own merits, it would have some corollary benefits for balancing the schedule:

- Fall TR classes would not have a different number of class days depending on whether the class is in the morning or afternoon, as is the case with a half-day of canceled classes for Convocation
- With MLK Day shortening MWF schedules by one day in spring semester, TR classes would also lose a day if Student Research Day was held on a Tuesday or Thursday, thereby balancing out the schedule.

Summer Reading Proposal:

On November 20, 2008, the Summer Reading Program (SRP) committee unanimously passed a recommendation that the Calendar Committee cancel classes for the entire day of the fall Convocation.

Background

Since 1997, incoming freshmen at ASU have been asked to read a book as part of their orientation to Appalachian. By participating in the Summer Reading Program, students establish a common experience with other new students that encourages a sense of community within their new environment and introduces them to a part of the academic life they are beginning at Appalachian. This program is an exciting facet in Appalachian's orientation of new students to life on our campus. Though first-year students comprise the primary audience for Summer Reading, many others in the university and regional community also participate.

Many schools across the country continue to model their reading programs after Appalachian's program. The *Time* magazine article in September 2001 highlighting Summer Reading (among other freshman programs) provided wonderful national publicity and many of the inquiries received are a result of that article. Additionally, Appalachian's program was mentioned in *The Chicago Tribune* in September 2004. The 2006 Summer Reading materials won an award from the Graphic Design USA's annual In-house Design Competition. The Director and Assistant Director receive inquiries from throughout the U.S. (and recently one from Canada) about how Appalachian's program operates and requests for sample materials. This past summer a team from Northern Illinois University came to campus to talk with the Director and others about setting up a summer reading project on their campus. There is no greater compliment than to have a successful program emulated by other institutions and for those institutions to give credit publicly to Appalachian for the concept and for the motivation to begin similar programs on their own campuses.

How Students Benefit

By participating in the Summer Reading Program, new students enter Appalachian with at least one intellectual experience in common. Comparing ideas about the book offers a way for new students to begin conversations with other new students and to establish a common academic community. The reading and discussions actively engage students in their first academic activity of their university career. In addition, this experience reinforces communication skills and serves to remind students of how strongly Appalachian values the intellectual and academic development of its students. By completing the reading, students will be prepared for assignments they may have in one or more of their fall classes.

How It Works

When students arrive for Phase 1 Orientation during June, they receive a copy of the Summer Reading Program book and supplementary materials. Students are expected to read the book by the time they return to campus for the fall semester. Under the present plan, as part of Phase 2 Orientation, students participate in a discussion of the book that simulates the manner in which

many university level discussion classes are conducted. During this past fall semester, the book was required reading in all First Year seminar classes as well as other courses. Students participate in a number of events and activities related to the book and its powerful themes.

For example, the 2008 book was *The Glass Castle* by Jeanette Walls. An award winning journalist and memoirist, Ms. Jeanette Walls spoke at Convocation on campus. Several high school groups, West Wilkes High and Watauga High among them, made trips to see the event. The Chancellor's Office sponsored a luncheon for all of the leaders of the book discussion groups and Ms Walls. In addition to Convocation, Ms. Walls participated in an open Question and Answer forum with students, and signed books. She also did a reading and book signing the same evening, co-sponsored by the University's Visiting Writers Series. Ms. Walls met with first generation college students engaged in the CAP and SSS programs which identify at-risk students –a group with whom she shared early challenges. And Ms. Walls wrapped up the University events associated with her visit with a reading at the main branch of the Watauga County library.

While the Summer Reading program is widely viewed as a model for integrating students into a challenging academic atmosphere, the Summer Reading Committee believes that several benefits may accrue to an already successful program if we cancel classes for the day of Convocation.

SUMMER READING PROGRAM EVENTS: Description and potential impacts if classes were cancelled for the full day.

Currently, the Summer Reading Program organizes and hosts a number of events surrounding Convocation in relation to its yearly book and author. Following is a description of those events along with the potential benefits a full day of cancelled classes would offer for each.

1) Campus-wide Sunday Discussion Groups:

On a Sunday afternoon just prior to the beginning of the fall semester, the Summer Reading Program currently coordinates with Student Leadership to host a set of (lately) more than 100 discussions across campus centered on the Summer Reading Program book. These meetings have been a successful way to bring first year students together with University faculty and staff from all over campus. These hour-long discussions, led by a one volunteer faculty or staff member and one or two student Appolcorp leaders, introduce students to a wide variety of responses and points of view that reflect the diversity of perspective most university communities strive to represent. Faculty and staff members are offered training and materials for this discussion during the summer months prior. As powerful as these discussions are and as popular as they may be, organizing volunteers, finding meeting spaces and getting first year students to attend these late afternoon events (just before classes begin) have always been difficult challenges.

The Summer Reading Program Committee sees potential for intensifying the value of the discussion events if classes were to be cancelled for Convocation day; we have discussed

the possibility of developing a series of afternoon sessions, modeled on but not held as part of Phase 2 Orientation. Discussion groups could be moved to the afternoon of Convocation, capturing the momentum of Convocation for what would perhaps be a more organic time for discussion by keeping the events surrounding the book more unified for faculty, staff and students. We could hold these as afternoon sessions that would follow up on the Convocation speech, the ground work already done in First Year seminars and the panel discussion. And, these afternoon break out sessions, perhaps, may offer a satisfying conclusion to the class discussion of the SRP choice. There have been exploratory discussions of FYS teachers inviting other staff and faculty to meet with their classes in an open and informal pursuit on new perspectives. Of course, not all discussions need to be organized around existing FYS sections. Having afternoon time available may allow for other groups on campus to offer workshops or information sessions, such as the ACT's excellent discussion of the price of poverty as a follow up to Jeanette Walls's appearance this past September.

Attendance at Convocation and for the Chancellor's Luncheon, an occasion to thank those who help plan and staff events, already benefit from classes being cancelled until 2:00 pm.

2) Panel:

Following the luncheon on Convocation Day, the Summer Reading Program hosts a panel discussion (usually 2-3:15 p.m.) at which the author and three to four faculty members engage in a question and answer session that also includes audience questions surrounding the issues raised by the book.

While the traditional intimacy of the gathering is certainly valuable, this is perhaps another one of the missed opportunities that a class-free Convocation Day would make more of. The panel setting offers a forum where the speaker can connect personally with audience members in a manner Convocation cannot offer. Canceling classes would make the panel more available to students and faculty and would allow greater participation of both faculty and students in the discussions. And too, since the author may be on campus for as little as 24 hours and because the university community expends a good deal to have the writer present, making the panel available to more of its citizens may be seen as deriving more value from the university's investment.

3) Visiting Writers Series Reading and Book Signing:

The Summer Reading Program traditionally shares its author with the Visiting Writers Series on the evening of Convocation for a reading and book signing.

As it was with the Q & A panel, the value of this event to the university community could be heightened if students and faculty were released from evening classes to attend.

Conclusion: Summer Reading already offers a variety of excellent events surrounding the Convocation celebration. The request to cancel classes for the whole day would allow us to increase the attendance at and the impact of a variety of already successful attempts to engage

and inform.

Membership --Summer Reading Program Committee, 2008-2009

Rachel Forrester, English Dept.
Donna Devereux, Advising
Kelly McBride, Belk Library and Information Commons
Victoria Ajemian, Student
Jeanne Lawrence, University Recreation Center
Kay Taylor, Communications Dept.
Maude Henson, Advising
William Pillow, Bookstore
Sarah Smith, Student
Claire Mamola, Secondary Education
Howard Neufeld, Biology Dept
Janet Nicholson, New Bureau
Janet Beck, Special Services
Elizabeth Cramer, Belk Library and Information Commons
Sarah Mosseller, Student
Lynn Sanders, Coordinator, First Year Seminar
Adam Griffey, Advising
Nikki Crees, Orientation
Gary Nemcosky, Art
Evelyn Johnson, Watauga County Library
James Street, Student Leadership
Edward Gaither, University Print Shop

Emory Maiden, Chair of SRP Committee, English Dept.

Student Research Proposal:

The Office of Student Research (OSR), with the approval of the OSR advisory board, proposes that the University cancel classes for the Annual Celebration of Student Research and Creative Endeavors Day held in the spring semester.

History: Office of Student Research (OSR):

The Office of Student Research (OSR) was established in 2005 to expand the opportunities for undergraduate and graduate students to engage in research and mentored scholarship at Appalachian State University (ASU). Students who understand how discoveries are made in their chosen fields are well-prepared to address the unsolved problems of the future. The OSR has a variety of resources, including financial support, to help research become a distinctive feature of the undergraduate and graduate experience at Appalachian.

The mission of the Office of Student Research at Appalachian State University is to support and promote learning through mentored research experiences with Appalachian State faculty and other national and international scholars and professionals. We believe that these special collaborative relationships are among the most rewarding experiences for both faculty members and students.

In the first two years of operation the OSR has funded over 500 undergraduate and graduate student research and travel grant applications totaling approximately \$120,000. The number of ASU students engaging in research and creative endeavors increased by 40% during this time period. It is our impression that there will be continued growth in students engaging in research and creative endeavors as new Faculty are hired and current Faculty continue their extensive involvement in mentoring student research and creative endeavors.

Rationale to Support Student Research and Creative Endeavors at Appalachian.

Consensus could probably be reached regarding the importance of continued scholarly activity to the life of a professional in virtually any discipline, and the significance of this concept certainly is reinforced in academia. At Appalachian this concept has been broadened to include engaging undergraduate students in research, as we traditionally have done with graduate students. Such endeavors are valuable examples of engaged learning because they involve active participation by both the students and Faculty.

Over the past 20 years, mentored student research programs (especially undergraduate) have grown both at the disciplinary and the institutional levels (Kierniesky, 2005), many of them seeking assistance from professional organizations like the Council on Undergraduate Research (CUR) in becoming more effective (Karukstis and Rowland, 2005). While much of the literature appears to be based in the sciences (Ball, 2004), a growing body of work demonstrates the significant benefits of participation in undergraduate research in all disciplines (Lopatto, 2003 & 2005; Bettison-Varga, 2006; CUR/NCUR, 2005). In a compelling piece, Page et al. (2004) lists the attributes of a well-rounded undergraduate

and/or graduate research program. Among these benefits, from the student perspective, are:

- 1) a better understanding of research methods,
- 2) the opportunity for co-authorship on publications and presentations,
- 3) increased chance for success in researched based graduate programs,
- 4) elevated self-confidence in academic pursuits,
- 5) personal/professional gains,
- 6) thinking and working like a scientist,
- 7) gains in various skills,
- 8) clarification/confirmation of career plans (including graduate school),
- 9) enhanced career/graduate school preparation and shifts in attitudes to learning and working as a researcher,
- 10) gain empowerment,
- 11) to be involved in a creative endeavor,
- 12) apply knowledge from class, and
- 13) experiences and relationships formed (especially with the Faculty Mentor)

Learning through involvement in research and creative work has many additional benefits. Many research and creative endeavors involve work in teams that may include faculty members, graduate students, and undergraduate students working on a project together. This is the very kind of collaboration that is being demanded and expected by future employers and graduate programs (Master's or Ph.D.) today. Many students find that engagement in research provides a context and meaning to their academic program. For these students course material makes more sense once a connection to the real world is recognized. Students who engage in research and creative endeavors persist in their pursuit of an undergraduate degree at a higher rate than comparison groups (Nadga, 1998). Through experiencing student research, students learn about their personal strengths and interests, making future career choices easier. Student research experiences will inevitably expose students to faculty and others who can serve as valuable guides and counselors. Those who have endorsed student research, scholarship, and creative endeavors have experienced directly its efficacy in advancing student learning, including the knowledge, skills, and dispositions critical to academic success.

History: Appalachian's Annual Celebration of Student Research and Creative Endeavors Day.

The first Celebration of Student Research and Creative Endeavors Day at ASU was held on April 30, 1998, organized by Dr. Judy Domer (Former Dean of the Graduate School) and Dr. Edelma Huntley (Current Dean of the Graduate School). In the first Celebration of Student Research and Creative Endeavors Day: 41 graduate and 19 undergraduate students presented and 14 Faculty served as Mentors. This past year served as our 10th Anniversary of the Celebration, and throughout this time the event has experienced significant growth.

In our Tenth Annual Celebration of Student Research and Creative Endeavors on April 17, 2007, a total of 115 Abstracts were submitted: 73 from undergraduates and 42 from graduate students.

Also, 81 Faculty Advisors, representing 24 Academic Departments, participated. The event has also grown with respect to content. Activities found at last year's celebration included: posters presentations, oral-slide presentations, coffee-shop style creative readings, artistic and musical performances, robotic demonstrations, and short films. It is our expectation that this event will continue to grow as it has over the last ten years, benefiting not only the students and faculty presenting, but also the students who attend out of curiosity about student-based research and creative endeavors.

Rationale for cancelling classes during Appalachian's Annual Celebration of Student Research and Creative Endeavors Day.

After surveying all 16 UNC system universities it was found that while most have a Celebration of Student Research and Creative Endeavors Day, only one university does not hold classes on that day (UNC-Ashville). If we at ASU make a decision to not schedule classes until 5:00 p.m. for our Celebration of Student Research and Creative Endeavors Day (which is typically held on the third Thursday in April) we are making a strong statement from both the Faculty and Administration that we value the educational and instructional benefit of student-based research and creative endeavors. It is the hope of the OSR Advisory Board that by not scheduling classes for the day will enable more students and Faculty to either present at the event or simply attend for both the educational and/or instructional benefit of teaching and learning how new knowledge is created.

As our event continues to grow, having enough physical space to hold the Celebration is becoming more challenging. The Celebration of Student Research and Creative Endeavors Day is typically held in the Student Union which is currently at maximal capacity with respect to room allocation for the Celebration. The anticipated continued growth of the event, coupled with suspended classes will allow us to have more flexibility to schedule presentations and performances at a variety of venues across campus. In addition, the First Year Seminar (a required course in the proposed General Education Curriculum) includes a number of common expectations, one of which is to involve students in problem-based learning with a research component. Considering the number of students (~2,750) who will be required to register for the First Year Seminar, it is certainly possible that some of these will be inclined and encouraged to submit their creative-inquiry research projects for presentation at the Celebration of Student Research and Creative Endeavors Day. This in itself would require us to have additional space to hold our Annual event. By not scheduling classes during the event may also allow more students to attend because they would not have class conflicts with presentation times. Both undergraduate and graduate students undeniably benefit from early exposure to research (Dannelly, 2002). Equally important, is exposing students to the work of their peers at different levels as a way to provide them role models and to encourage them to get involved with research and creative endeavors themselves. Students will learn from their peers when they attend the presentations that are given at the Celebration of Student Research and Creative Endeavors Day. This environment provides unique learning experiences for students that are highly effective for promoting instruction on how new knowledge is created and discoveries are made.

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