Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, November 8, 2016, at 3:00 p.m. in Rothwell 456. The following members were present:

Dr. Molly Brant Dr. Michael Rogers
Dr. Jon Clements Dr. Monty Smith
Dr. Melissa Darnell Dr. V. Carole Smith
Dr. Marcel Finan Dr. James Stobaugh
Mr. Ken Futterer Dr. Bruce Tedford
Dr. Debra Hunter Dr. Jack Tucci
Dr. Sean Huss Dr. Susan Underwood
Dr. Shelia Jackson Dr. James Walton
Dr. Chris Kellner Dr. Dana Ward
Dr. Jason Patton

Dr. Johnette Moody and Dr. Jeremy Schwehm were absent. Dr. Mohamed Abdelrahman, Mr. Thomas Pennington, Dr. Jeff Aulgur, Ms. Brooke Southard, Dr. Robin Lasey, Mr. Michael Stoker and Ms. Pat Chronister were visitors.

CALL TO ORDER
President Huss called the meeting to order, and asked for a motion in regard to the minutes of October 11, 2016.

APPROVAL OF MINUTES
Motion by Dr. Kellner, seconded by Dr. Clements, to approve the minutes as distributed. Motion carried.

VPAA UPDATE
President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman distributed information on the practice of offering priority registration to certain student groups, including athletes (Attachment A). He noted other institutions in the state which offer priority registration to athletes also offer to student groups such as band and cheer. Dr. Robin Lasey, chair of the Athletics Committee, stated priority registration would permit student athletes to select class times that would not conflict with game and practice times.

Motion by Dr. Walton, seconded by Dr. Kellner, to recommend priority registration for students in the four identified groups (athletics, dance/cheer, band and choir). Motion carried.

NEW BUSINESS: EXTERNAL EMPLOYMENT
President Huss invited Mr. Thomas Pennington, Legal Counsel, to address the Senate. Mr. Pennington referred to the existing policy for external employment (Attachment B), stating it largely pertained to faculty as written. He distributed a form required by the Governor’s office for state higher education employees to disclose any income exceeding $500 to the institution’s President (Attachment C). Many senators were unaware of the form or requirement.

Mr. Pennington proposed a draft policy for external employment (Attachment D), and invited the Senate to form a subcommittee to work with him on the revisions. He stated he would be taking the draft policy to the Staff Senate as well, and suggested forming a joint committee.

Motion by Dr. Patton, seconded by Dr. Brant, to establish a subcommittee to work with Legal Counsel on revisions to the external employment policy. Motion carried.
President Huss, Dr. Patton and Dr. Brant volunteered to serve.

PHISHING AND FRAUD POLICY
Mr. Pennington distributed a “Phishing and Fraud Data Security Policy” (Attachment E). He informed the senators of a recent event in which an employee at another state institution provided his Banner username and password through a phishing email, and the employee’s payroll direct deposit information was rerouted into a fraudulent account. He stated the policy was a means to keep the university from being liable in such instances where the employee is at fault. Dr. Stobaugh expressed concern with the vagueness of the phrase “disciplinary action may be taken.” Mr. Pennington offered to strike that language and return next month, giving the senators time for additional consideration.

WEBSITE POLICY
President Huss invited Mr. Michael Stoker, Director of Web Strategies and Operations, to address the Senate. Mr. Stoker reported he had been working with several departments, including Engineering, to expand the standard information currently provided for faculty on departmental websites to include items such as research interests. He stated there was potential to move toward professional pages for faculty using WordPress or similar platforms for which faculty would not need access to specific software to modify content. Mr. Stoker announced he would hold workshops on website development every Friday during the spring semester at 10:00 a.m. in the Ross Pendergraft Library, Room 331.

Mr. Stoker summarized the recent transition of the University Relations office to Marketing and Communication (MARCOMM) and invited faculty to visit atu.edu/marcomm for more information.

MINIMUM CLASS SIZE
President Huss distributed a comparison of the tuition revenue per credit hour per student and the average cost of a class (Attachment F – distributed version, and a corrected version). Dr. Abdelrahman noted the simple example did not account for indirect costs such as overhead and benefits. Dr. Stobaugh indicated, in some departments, lower level courses have high enrollments, but the upper division sections may struggle to reach the minimum enrollment, which can result in the course being cancelled. He stated the faculty member may then take each student on as an independent study for no compensation. Dr. Abdelrahman responded he was open to suggestion and asked for a proposal to address those issues. The senators thanked Dr. Abdelrahman for the explanation and consideration of the question on minimum class enrollments.

PROFESSIONAL DEVELOPMENT GRANT PROCESS
President Huss invited Dr. Jeff Aulgur, chair of the Professional Development Committee, to address the Senate. Dr. Aulgur reported the Faculty Research Grant and Professional Development Grant applications were now reviewed by the same committee. He distributed a comparison of the two types of grants and a summary guide with best practices for application (Attachment G). Dr. Underwood expressed concern that the application process was burdensome, particularly in providing specific budget details for anticipated travel expenses. She also indicated a final report for conference attendance seemed unnecessary. Dr. Aulgur stated the committee was primarily looking at the proposed budget for estimates on hotel, conference fees, and flights, and, if supplies or student labor will be used, quotes for those costs. He mentioned the final report should be as simple as changing the application from the activities the faculty member is proposing to do, to what the faculty member has done, and attach supporting documents if applicable. Dr. Aulgur offered to visit departments individually if preferred.

OLD BUSINESS: HIGHER LEVELS OF LIFE INSURANCE
President Huss called for a motion to amend the agenda to move the discussion on higher levels of life insurance to the first item of Old Business.

Motion by Dr. Stobaugh, second by Dr. Hunter, to amend the agenda as requested. Motion carried.
President Huss invited Ms. Brooke Southard, Interim Director of Human Resources, to address the Senate. Ms. Southard reported a committee had been formed to review health insurance costs and strategies for managing the 24% renewal increase proposed by the health care provider. She stated there would now be an additional PPO option and an HSA option for employees, with salary tiers to determine the employee contribution for each option, and by doing so, the committee was able to bring the renewal increase down to 8.8%.

Dr. Kellner indicated several faculty had questioned the established tiers, particularly the lack of a fourth tier for those with the highest salaries. Ms. Southard responded the tiers were a method to offset the expense for employees with the lowest salaries, and to avoid employees of all salary levels paying the $104 difference in the existing PPO plan. She stated the committee had discussed the highest salary tier paying a premium as high as $150, but the committee did not want one tier subsidizing the other tiers.

Ms. Southard reported increasing life insurance coverage was possible, but because the university’s contribution would remain static at $9, all employees would absorb the additional expense, and there could be an adverse effect for employees with lower salaries.

Dr. Patton asked Dr. Abdelrahman about the emphasis on receiving external funding in recent faculty advertisements. Dr. Abdelrahman responded sustainable scholarship was important, especially for new faculty, and external funding was one way to ensure sustainability, as internal resources were limited. He stated this was typical verbiage for faculty advertisements, and did not make Arkansas Tech a research institution, but a teaching institution which valued sustainable scholarship programs. The senators discussed potential issues with evaluating faculty based on receiving external funding, and the lack of consideration for unfunded research and scholarship. President Huss recommended the senators propose language to include in faculty ads, and Dr. Abdelrahman agreed to work with them.

Dr. Walton reported he would bring this item for a vote at the December meeting.

President Huss reported the Senate should review the latest draft of the promotion and tenure policy revisions, then once approved, send to the faculty at large for review.

**Motion by Mr. Futterer, seconded by Dr. Kellner, to establish a subcommittee to review the changes to the promotion and tenure policy to bring before the Senate for approval. Motion carried.**

Mr. Futterer, Dr. Kellner, Dr. Monty Smith and Dr. Rogers volunteered to serve. President Huss offered to participate as he was able.

President Huss stated he would have a report for the December meeting.

Dr. Rogers distributed the results of the survey given to faculty on the final exam and grading period at the end of each term (Attachment H). Dr. Rogers stated he, Dr. Hunter, and Dr. Brant planned to meet with Dr. Abdelrahman, Ms. Tammy Weaver, and Ms. Pat Chronister to work on a solution and potentially move toward a policy.

Dr. Kellner reported he would circulate the draft policy on security cameras for feedback from the senators.

President Huss reported he would send reminders on the shared governance webinar. He noted the professional development session in January would be dedicated to shared governance.
OPEN FORUM  There were no discussions in open forum.

ANNOUNCEMENTS  There were no announcements.

ADJOURNMENT  The meeting adjourned at 5:30 p.m.

Respectfully submitted,

Sean Huss, Ph.D., President

James Walton, Ph.D., Secretary
Priority Registration:

The following universities were polled as to whether they permitted athletes to have priority registration:

NCAA Division I – UAF – Yes
NCAA Division II – UAFFS – Yes
NCAA Division I – UALR – Yes
NCAA Division I – UCA – Yes
NCAA Division I – ASU – Yes
NCAA Division II – SAU – No

All institutions indicated other groups such as honors or ambassador groups were awarded priority registration.

Currently, at ATU there are approximately 600 students in the following groups:
~240 athletes
~30 dance/cheer
~180 band
~140 choir

Of those, approximately 300 are upper level students and would already receive priority registration.
EMPLOYMENT AND RETIREMENT POLICIES

Salaries

The University does not have a fixed salary schedule; however, acting within the limitations of the budget and in response to definite needs and demands, it does undertake to maintain a well-defined pattern in establishing salaries. This salary pattern represents the considerations given to education, experience, special needs, and the relative value of the individual to the University.

Payroll Information

Immediately upon arrival on the campus, new faculty members will need to schedule a formal orientation with the Human Resources Office. The orientation process will include completion of personnel data information, employee insurance and retirement election.

Summer Teaching Appointments

Summer teaching assignments are separate from academic year appointments and are based on curricular need. Employment during the academic year does not imply an obligation for teachers to accept summer teaching assignments unless they so desire. If in any department curricular needs and the number of available qualified teachers do not coincide, the priority of assignments is, first, to teachers who have accepted appointment for the ensuing year (this priority may extend to teaching both summer terms if the need exists), and second, to teachers who have chosen not to accept reappointment. Existing faculty with regular appointments will receive priority consideration for summer teaching assignments; however, as a means of providing for the instructional needs in graduate, continuing education, or other special programs, adjunct, part-time, visiting, and consultant faculty may be employed.

Outside Employment

The following policy concerning outside employment was approved by the Board of Trustees on February 21, 1980:

Certain outside employment situations may provide needed services to the community, as well as supplemental income to faculty members, without impeding the fulfillment of the faculty member's contractual agreement with the University. However, full-time faculty personnel are expected to discharge all professional responsibilities and time obligations related to their position at Arkansas Tech. Outside employment, whether self-employed, managerial, or employee status, should not interfere with the faculty position.

Resignations

A teacher who does not wish to return for the ensuing school year should so inform the head of the department and should submit a formal letter of resignation to the Vice President for Academic Affairs for future protection in the event inquiries are made as to the reasons for leaving. After receiving a notice of appointment, a teacher who decides not to accept the appointment should return the unsigned employment notice on or before the date indicated. In this case, the above resignation procedures shall be followed. After employment has been accepted and the agreement signed, teachers should consider themselves bound by the code of ethics of the teaching profession to fulfill the commitment.

For further information concerning resignation policies, please refer to Section C of the "Regulations on Academic Freedom and Tenure."
# Extra Income Statement of State Employees

1. Name of Employee: ____________________________

2. Name and address of agency where employed:

   (Name of Agency)  
   (Street, PO Box, Rural Route)  
   (City) (State) (Zip)

3. Source and amount of income in excess of $500.00:

   (a)  
   (Name of Entity)  
   $  
   (Amount)

   (b)  
   (Name of Entity)  
   $  
   (Amount)

   (c)  
   (Name of Entity)  
   $  
   (Amount)

**NOTE:** Extra Income statements must be filed by January 31 of each year. Persons employed by institutions of higher learning must file with the President of that institution.

### Verification

I do solemnly swear that the foregoing Extra Income Statement filed herewith is in all things true and correct, and fully shows all the information required to be reported by me.

______________________________  
Signature of State Employee

State of Arkansas  
County of ________________

Subscribed and sworn to before me, a Notary Public, this the ____ day of ________________________, ________.

______________________________  
Notary Public

My Commission Expires: ________________
Arkansas Codes Addressing
Extra Income Statement

Section 21-8-203. Disclosure of income required.

The General Assembly determines that it is essential to the efficient operation of government, and to minimize the opportunities for conflicts of interest, that all state employees who are employed on a regular salary basis shall be required to disclose each source of income in excess of five hundred dollars ($500) earned during any calendar year from sources other than their regular salary from employment or from professional or consultant services rendered for any public agency.


Section 21-8-204. Filing of income disclosure statement.

(a) On or before January 31 following the close of each calendar year, all state employees who are employed by a state office, agency, department, board, commission, or institution of higher learning in this state on a regular salary basis shall file a statement under oath reflecting all income in excess of five hundred dollars ($500) received by them during the preceding calendar year as wages or salary or as fees or payments for professional or consultant services rendered to any public agency of this state, as defined in 21-8-201 hereof, other than the salary said person receives on a regular salary basis.

(b)(1) All state employees who are employed by any state office, agency, department, board, or commission, other than employees of institutions of higher learning, shall file the statement required herein with the Secretary of State.

(2) All employees of institutions of higher learning in the state shall file the statement with the president of the institution of higher learning by which the employee is employed, and all such statements filed with the presidents of the various institutions of higher learning shall be public records and shall be open to public inspection during reasonable business hours.

Arkansas Tech University External Employment Policy

External employment is defined as any paid activity for any non-university entity or person, whether or not such work is performed on campus, and also includes self-employment and self-initiated professional services such as, but not necessarily limited to, consulting, advising, workshops, seminars, conferences, the practice of one’s profession, or similar work performed in addition to the official responsibilities of a full-time employee.

The primary responsibility of employees of Arkansas Tech University is to fulfill their duties and responsibilities assigned to their particular position or job. External consulting or other external employment that interferes with university duties and responsibilities is not acceptable and approval must therefore be obtained by employees before any commitments for external employment are made. External employment must not create or result in conflict of interest or even the appearance of a conflict of interest. Volunteer activities which might cause a conflict of interest are included here.

No member of the faculty, professional and classified staff shall undertake any form of external employment or activity, whether remunerative (paid in some form or fashion) or volunteer, whether regular or sporadic, which prevents the performance of those primary responsibilities expected of a full-time faculty or staff member of the university.

Before beginning any external employment, employees must complete the External Employment Request Form.

While the particulars of each individual case will need to be considered carefully, external employment normally should not involve more than one day per calendar week, on average, during the term of annual employment (academic year or twelve months). This includes preparation time as well as the time required for travel to and from the location of external employment. Such activity during the summer months by faculty on academic year contracts is exempt from this policy.

Approval of external employment is subject to the following expectations:

1. The external employment may not interfere with the obligations of the employee to the university or create any conflicts of interest;
2. The employee must take accrued annual leave if external employment would overlap with regularly scheduled work hours of the employee;
3. Usage of university facilities or resources is prohibited;
4. The external employment cannot utilize graduate or undergraduate students unless approved by the appropriate Vice President;
5. Approval of external employment does not preclude the requirement to work additional hours for the university as required by a supervisor in his or her sole discretion;
6. The employee performing external employment is solely responsible for work performed in the course of external employment, and the university is not responsible for such work;
7. All external work is performed in the employee’s individual capacity;
8. The employee does not officially represent the university, will not receive legal representation from the university, and is not an employee or agent of the university when acting in that capacity the university; and
9. The views, thoughts, and expressions of the employee do not represent the views or position of the university.

A separate request must be submitted for each identifiably distinct employer or client and activity. In cases with an open duration, a new external employment request form must be sought annually by the employee. Also, if the nature of the activity changes significantly after an approval is given (e.g. new tasks are to be performed, a change in time is required, etc.), another external employment request form must be submitted promptly. The university reserves the right to revoke any approval at any time if the activity interferes with the staff member's employment obligation to the University.

External employment request forms shall be submitted to the Office of Human Resources. Human Resources will then forward the external employment request form to the appropriate Vice President for review. The Vice President’s determination, either to approve or deny, is final. Employees may not engage in external employment which the Vice President, Athletic Director, or Chancellor has determined, in his or her sole discretion:

1. Interferes with the employee's regular responsibilities and duties; or
2. Results in any actual conflict of interest or appearance of conflict of interest with his or her university employment responsibilities.

External employment requests by Vice Presidents shall be submitted to the President for review, and shall also be subject to the criteria set forth in 1) and 2) above. The President’s determination, either to approve or deny, is final.

The Office of Human Resources will notify the employee of the final determination. The external employment request form shall be retained by the Office of Human Resources.

An employee may be disciplined up to and including termination for external employment that has not been previously approved, occurs during work hours without the use of appropriate leave, or is determined to be in violation of university guidelines, or state law or policy.

This policy does not apply to adjunct faculty or part-time employees.
Attachment E

Phishing and Fraud Data Security Policy

Definitions

"Confidential Information" as used in this policy includes confidential employee and student information, information concerning Arkansas Tech University research programs, proprietary information of Arkansas Tech University, and sign-on and password codes for access to Arkansas Tech University computer systems. Confidential Information shall include education records protected by the Family Educational Rights and Privacy Act (FERPA). Confidential Information includes information maintained or transmitted in any form, including verbally, in writing, or in any electronic form.

"Phishing" as used in this policy is the attempt by criminals to acquire sensitive information (such as usernames, and passwords or credit card, social security or bank account numbers) from Internet users by pretending to be a trusted entity or business (such as an Arkansas Tech University department), and then use the information to steal business or personal income or data, access financial accounts, or infect computers with viruses or malware.

Policy

Arkansas Tech University is not responsible for employees or students who release their confidential information in response to a phishing scheme delivered through the Arkansas Tech University e-mail system, smart phone text messages, phone calls, or any other technology or from face-to face scam artists. Each individual is responsible for any personal financial loss incurred (including lost wages or salaries earned at Arkansas Tech University) as a result of the individual providing confidential information in response to a phishing scheme. If an employee’s response to a phishing scheme results in a breach of FERPA, HIPAA, or a disruption of Arkansas Tech University computer services, disciplinary action may be taken by the university.

Optional training will be provided by the Arkansas Tech University Office of Information Services to members of the campus community on an annual basis.
### Attachment F

Distributed:

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<tr>
<th></th>
<th>Students</th>
<th>Totals by Student</th>
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<tbody>
<tr>
<td><strong>Tuition Cost Per Credit Hour</strong></td>
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<td><strong>Class Cost for Each Student (3 hrs)</strong></td>
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<td><strong>Faculty Salary</strong></td>
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<td>$2,628</td>
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<td><strong>Number of Classes Taught</strong></td>
<td>5</td>
<td>$3,285</td>
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<td><strong>Per Class Faculty Cost</strong></td>
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**BREAK EVEN BETWEEN 11 AND 12**

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**CORRECTED**

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**BREAK EVEN BETWEEN 12 AND 13**

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### Professional Development Grants / Faculty Research Grants

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<tr>
<th>General</th>
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<tr>
<td>Application Deadlines</td>
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<td>Budget Page</td>
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<td>Application (4 pages max)</td>
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<td>Review of Activity</td>
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<tr>
<td>Summary of Findings/Experience</td>
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<td>Conclusions/Recommendations</td>
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<td>Activity Verification</td>
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### Institutional Cost Sharing

- Not Required

### Budget Items

- Itemize, document, quotes

### Minimize Travel

- Preferred

### Travel Per Diem

- GSA Rates (75% first and last days of travel)

### GSA Rate Portal

- http://www.gsa.gov/portal/category/104711

### Meal Deductions

- If conference provided

### Web Link

- http://www.atu.edu/research/faculty_dev.php
- http://www.atu.edu/research/faculty_research.php
Professional Development Grant Applications
“Lessons Learned” and Applicant Guidance

2016-2017 Committee Members: Dr. Jeff Aulgar (Chair), Dr. Rebecca Callaway, Dr. David Eshelman, Dr. Kevin Mason, Dr. Sandy Smith, Dr. Cheryl Monfee, Dr. Mohamed Ibrahim, Dr. Julie Mikles-Schluterman (Ex Officio, VPAA), Mrs. Susan Self (Ex Officio, Faculty Senate)

BLUF (Bottom Line Up Front): The number and nature of other requests for assistance will be taken into consideration as the award per project is determined. There is no preference for research proposals over creative works or professional enhancement events.

Funding Cycle Submission Deadlines: October 1, February 1, and April 15.

1. Eligibility: All tenure-track or tenured faculty are eligible to apply.

2. Domains: Established to support research, creative activities, and professional growth. PDG are for projects beyond the scope and cost of those typically awarded through the Faculty Research Grant program ($2,000 funding limit).
   a. Research: Oriented toward publication in a refereed journal or at a professional conference.
   b. Creative Activities: Pursue widest distribution possible.
   c. Professional Growth: Should benefit not just the individual but other invested communities.
   d. Other: Grants may be used to fund campus visitors. Grants may also include research funds for research assistance by students.

Lessons Learned and Keys to Success

1. Eligibility
   • Only one proposal per person per application cycle. Applicants funded in the immediate past cycle receive lower priority.
   • Proposals similar to previously funded PDG projects must be differentiated.
   • Faculty must submit individual applications if presenting at a single conference.
   • If multiple faculty members submit proposals to present the same research at the same conference, applicants should anticipate partial funding.

2. Application Process
   • Beginning with the April 2016 cycle, proposals must be submitted in PDF format to Academic Affairs by 5:00 p.m. on the deadline.
   • Revise and Resubmit: Beginning with the April 2016 cycle, Academic Affairs will screen proposals for obvious errors and return to the faculty member for correction. Proposals submitted on the deadline will be forwarded to the committee “as is.”
• The Required Cover Page must be typed.
• Chairperson and Dean signatures are required (funding provided or not).
• Interim proposals are an exception and not practice. Proposals may be submitted to a funding cycle and approved by the committee pending future acceptance at a conference.

3. Proposal Format
• Required elements may not exceed four pages (Abstract, Purpose/Objectives, Significance/Need, Process for Attainment, Dissemination, Repeated Requests).
• Double-spaced, 12-point type, 1-inch margins
• Avoid jargon. Apply the “Grandmother Test.”
• Significance of Need: Address only the requirements for the type of grant you are seeking.
• Process for Attainment of Objectives. Same as Significance of Need.
• The “Sample Budget Form” is now mandatory and will follow the final page of the four-page written proposal. Adapt the form to accommodate GSA city-specific per diem rates for out-of-state proposals.
• Proofread

4. Budget
• Institutional Cost Sharing: The PDG committee does not review if departmental or college funds have been exhausted.
• Identify how all costs will be covered if the PDG request is part of larger project.
• Budget items should be “well-documented.” Include copies of all registrations estimates or expenditures for hotels, travel, etc.

5. Additional Guidance
• International travel requests are evaluated at a higher standard. Departmental and College contributions to international travel indicate discipline-support of the requested activity to the committee. Prior approval of international travel from the Office of Academic Affairs would be beneficial.
• The committee values proposals demonstrating an effort to contain expenditures.
• Applicant contributions are not required, but applicants should indicate any personal commitment to the proposal.
• In the February 2016 cycle, the members of the committee evaluated 30 proposals requesting a total of $59,000 in support with $42,000 available for the remainder of AY 2016 (for both the February and April cycles).

6. Questions or Requests for Information
### End of the Semester Final Grading Period Survey - Dashboard

#### Response Distribution

- **Countries**:  
  - US: 161 responses (100.00%)
  - Total: 248 responses (100.00%)

#### Please mark the ATU colleges or colleges with which you are affiliated:

- Graduate College: 24.04%
- Arts & Humanities: 21.77%
- Natural & Health Sciences: 18.71%
- Business: 12.56%
- Education: 10.22%
- Engineering & Applied Sciences: 14.29%
- eTech: 2.72%

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
<th>Percent</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>52</td>
<td>21.77%</td>
<td></td>
<td></td>
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<tr>
<td>Business</td>
<td>6</td>
<td>4.02%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>24</td>
<td>18.33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering &amp; Applied Sciences</td>
<td>21</td>
<td>14.29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eTech</td>
<td>4</td>
<td>3.77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural &amp; Health Sciences</td>
<td>57</td>
<td>38.78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate College</td>
<td>3</td>
<td>2.64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Do you believe there is adequate time allotted between the last final exam each semester and when final grades are due?
The Faculty Senate – November 8, 2016

Does the turnaround time for submission of final grades after final exams affect what you are able to do in your final exam periods (e.g., multiple choice exam instead of essay, etc.)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>43.36%</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>56.64%</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100%</td>
</tr>
</tbody>
</table>

Does the turnaround time for submission of final grades after final exams affect what you are able to do in your final exam periods (e.g., multiple choice exam instead of essay, etc.)? - Dynamic Text | Comments

13/02/2016 20483227 [Yes]
Open-ended questions take too long to grade when other projects may also be being reviewed and/or finalized.

13/02/2016 20483229 [Yes]
I give multiple choice exams so that I can submit final grades on time.

13/02/2016 20483247 [Yes]
The lack of time to evaluate subjective material limits me to use objective exams to be timely.

13/02/2016 20483250 [Yes]
This is obstructing a desirable short turnaround equine opportunities to open-end questions that better determine important things like integration and synthesis to develop high-quality students. We do this in the name of administrative efficiency but at what cost? This aid is clearly eroding the dog.

13/02/2016 20483259 [Yes]
There are so many other things going on during the final exam period including graduate student thesis defenses, faculty meetings, project deadlines, etc. that it is too stressful to add a large grading time requirement.

13/02/2016 20483278 [Yes]
My exam questions generally require problem-solving questions that usually involve solutions that are only partially correct. Hence partial credit is an integral part of the test and is the only way that many students can have their results fairly assessed. Thus grading requires a great deal of time.

13/02/2016 20483249 [Yes]
It would be very difficult for me to give essay exams, since I teach about 140 students per semester to get grading done on time.

13/02/2016 20483264 [Yes]
Exceptionally limited ability to fully utilize 'open responses' in high enrollment courses.
The Faculty Senate – November 8, 2016

01:00:00 [Yes]
True testing must include a written portion. For large classes grading that component (and other end-of-semester work) is important when I fail to give it at the end of the semester.

01:00:00 [Yes]
I know somewhere to stay until 3 or 8 in the morning to put off essays until they can be graded. This severely impacts my ability to adequately complete grades without making errors. Since this policy was put in place, the number of errors I make on grades has increased dramatically.

01:00:00 [Yes]
I understand that essay questions and short essay questions. Final counts only receive matching, multiple, & multiple choice (standard grading).

01:00:00 [Yes]
The policy change for essays (last day of exams) is exactly what I want and I need to do it.

01:00:00 [Yes]
I know how many students take the exam, and I understand the date. I am, however, not on exam the next day.

01:00:00 [Yes]
I don't give multiple choice due to the number of students, the time limits are often, my exams are on the final Tuesday of finals.

01:00:00 [Yes]
I understand the type of exam given especially if this is utilized for the last day of final exams.

01:00:00 [Yes]
Exams on the last day have to be developed with exactly one question per student.

01:00:00 [Yes]
Exams on the last day have to be developed with exactly one question per student.

01:00:00 [Yes]
Due to the exam, I am unable to hold exams or require final projects of which may get to higher levels of learning. I often resort to multiple choice that I and my student workers can grade quickly. This is not that severe in implementation and applications often take too long to score and grade.

01:00:00 [Yes]
The short time period limits the number of open response problems that can be included due to the excessive time required to grade such problems.

01:00:00 [Yes]
multiple choice is pretty much the only option.

01:00:00 [Yes]
I have to reduce the part of the exam in which students write answers. I eliminated essay and short answer questions that I used to use in previous measures.

01:00:00 [Yes]
Faculty are forced to give multiple choice for the final because there is less than 24 hours between the last final and the final that grades are due.

01:00:00 [Yes]
I would like to create a written exam that is easier to grade quickly, but this is not the exam that I need to give during the tenure at ANU. It would still need to be graded by the students that I am in.

01:00:00 [Yes]
I have had to reduce the number of exams I give to students during the tenure at ANU. It would still need to be graded by the students that I am in.

01:00:00 [Yes]
I have the numbers for final exams grade by exam. However, these dates are known to faculty and faculty should plan accordingly. This is really not a big deal.

01:00:00 [Yes]
With the class times being examined away, it is very difficult to give a "regular" exam on the last day of final exams.

01:00:00 [Yes]
With the class times being examined away, it is very difficult to give a "regular" exam on the last day of final exams.

01:00:00 [Yes]
When there is 24 hours between the last final exam period and grades being due, it is very difficult to grade written answers of any form, especially if one of my larger classes (up to 60 people) has to give an exam on the last day.

01:00:00 [Yes]
Have to rely upon normative-based multiple choice questions only.

01:00:00 [Yes]
I use multiple choice exams during final exams and short answer exams.

01:00:00 [Yes]
Essay questions must be limited to shorter responses to allow adequate time for grading.

01:00:00 [Yes]
I prefer to use a written essay questions on the first day of final exams. The last exam day does not allow me the amount of time necessary to adequately grade essay questions.

01:00:00 [Yes]
I prefer to use written essay questions on the first day of final exams. The last exam day does not allow me the amount of time necessary to adequately grade essay questions.

01:00:00 [Yes]
I have had to give it in the last day during the last week of classes and require a submission of something simple to grade during final because of the need for the immediate turn around for grades the day after.

01:00:00 [Yes]
I have had to give it in the last day during the last week of classes and require a submission of something simple to grade during final because of the need for the immediate turn around for grades the day after.

01:00:00 [Yes]
I gave students turn in late essay questions and have shorter final exams.

01:00:00 [Yes]
Late last year, exams were scheduled in that period. I was not aware late in time for grading. A wonderful senior student was late with her parents to their favorite professor's office, and he asked about me, because of an error. We have meetings with State Governments people, we have met with new employees (75% of ANU) coming to ANU and the students who are students in the 240 index, and we respect them.

01:00:00 [Yes]
Very bad for all around.

01:00:00 [Yes]
I have had to change these times on the basis of getting early exam schedules. I have been told in another College (19 years ago) that his final exam is for all. This is...
University education? I'm wonder the USA is 27% in January, 25% in December and 21% in February.

2016-11-08
20:06:35
[Yes]
For Fall and Spring, I feel I can only give self-study type of exam to students who are testing on Tuesday. I also would be to allow online students to work until the end of the week and have to see the students in person to see if they are coming to class. I feel that I can only give multiple choice tests and only one because I feel that they would not understand the material. If I were to hold exams in the fall and spring, I would be able to give exams on the last day and get grades.

2016-11-08
20:08:31
[Yes]
May I make an extra-give one extra choice on the test instead of including any multiple questions, statements, or problems.

2016-11-08
20:10:29
[Yes]
I teach primarily in the general education and don't have the same number of grades or students enrolled. I feel that I can only give multiple choice tests for final exams because they are graded on a Tuesday and Thursday only and students aren't able to come to class.

2016-11-08
20:12:08
[Yes]
If my exam is due before final grades are due, I do not give extra credit. Because I have a total of 25 students, I try to give all students a letter grade.

2016-11-08
20:14:21
[Yes]
I have the same time for presentations that I am grading on the spot and give usual exams during the math.

2016-11-08
20:16:06
[Yes]
Depending on what day I am scheduled to give exams, I will meet and discuss the results and how I will grade the exams. If I am scheduled to give exams, I will meet with students who have problems or questions and help them with their work.

2016-11-08
20:18:18
[Yes]
If my exam is due before final grades are due, I do not give extra credit. Because I have a total of 25 students, I try to give all students a letter grade.

2016-11-08
20:20:08
[Yes]
If I am giving exams during the last day, I won't have any questions, because I don't have time to grade, collect, and submit grades.

2016-11-08
20:22:06
[Yes]
I am giving exams during the last day of the week and require five nights grading session.

2016-11-08
20:24:08
[Yes]
The next test will be in 3 weeks to grade final exams.

2016-11-08
20:26:06
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:28:18
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:30:15
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:32:07
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:34:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:36:00
[Yes]
The next test will be in 3 weeks to grade final exams.

2016-11-08
20:38:18
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:40:08
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:42:01
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:44:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:46:00
[Yes]
The next test will be in 3 weeks to grade final exams.

2016-11-08
20:48:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:50:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:52:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:54:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:56:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.

2016-11-08
20:58:00
[Yes]
I give exam papers to grade, final exam, and a test. I feel there would be pressure to grade within a reasonable amount of time.
Should the Faculty Senate work with the administration to create a university-wide policy establishing a minimum amount of time between the last final offered and the submission of final grades?

No: 132 (20.37%)
Yes: 468 (79.63%)

In your opinion, how much time should faculty have from the last university-scheduled final exam period to turn in final grades?

48 hours: 56.60%
24 hours: 19.13%
72 hours: 18.19%
4 hours: 5.60%
0 hour: 0.00%

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3 hours</td>
<td>18</td>
<td>3.33%</td>
</tr>
<tr>
<td>6 hours</td>
<td>33</td>
<td>6.27%</td>
</tr>
<tr>
<td>8 hours</td>
<td>48</td>
<td>8.79%</td>
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<tr>
<td>12 hours</td>
<td>14</td>
<td>2.58%</td>
</tr>
<tr>
<td>24 hours</td>
<td>22</td>
<td>4.11%</td>
</tr>
</tbody>
</table>
To extend the time between the last scheduled final exam by ATU and the deadline to submit final grades, which of the following possible solutions would you support? (Mark all that apply) - Text Data for Other (Please explain in the space below.)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving graduation back one week (two weeks later)</td>
<td>36</td>
<td>8.26%</td>
</tr>
<tr>
<td>Eliminating Reading Day</td>
<td>58</td>
<td>29.9%</td>
</tr>
<tr>
<td>Starting each semester a few days earlier (e.g., Monday instead of Tuesday during the fall; instead of Tuesday during the spring because of the Martin Luther King holiday)</td>
<td>34</td>
<td>43.0%</td>
</tr>
<tr>
<td>Other (Please explain in the space below)</td>
<td>55</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

**Total:** 184

100%
Have you taught the second summer session (July session)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>54.48%</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>45.52%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>

Since you have taught the second summer session, please answer the following question. Did you have any seniors in any second summer session classes you have taught?
As you have taught the second summer session and had at least one senior in the second summer session, please answer the following question: For second summer sessions, has the policy of submitting senior grades early (the Wednesday before the course ends) been problematic for you as you run the class?
If you answered yes to question 9, please explain what problems this has raised for you in running your second summer session course.

If you answered yes to question 9, please explain what problems this has raised for you in running your second summer session course.

13102016 20571057 You are basically running a 4-week course for those students.
13102016 20496277 In summer session, you have to be more concerned with the sequence of discipline.
13102016 20407598 Course was not completed, but still required for a grade for the student.
13102016 20475602 In summer session, it is more difficult to keep students engaged and motivated.
13102016 20492501 In summer session, students may not be motivated to complete assignments due to the end of the semester.
13102016 20455167 In summer session, students may not be motivated to complete assignments due to the end of the semester.
13102016 20305060 In summer session, it is more difficult to keep students engaged and motivated.
13102016 20375691 In summer session, it is more difficult to keep students engaged and motivated.
13102016 20291092 In summer session, it is more difficult to keep students engaged and motivated.
13102016 20291092 In summer session, it is more difficult to keep students engaged and motivated.
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13102016 20291092 In summer session, it is more difficult to keep students engaged and motivated.
13102016 20291092 In summer session, it is more difficult to keep students engaged and motivated.
The student was required to complete a final website project due Monday. As a result, time is short for the summer term, being required to complete the project by early Wednesday and then my having to grade it was problematic at best. The student also had weekly assignments for Week 5 that included hands-on assignments, a quiz, and a large chapter test.

There are assignments where students must submit a portfolio or a journal that are requirements for our program. A student did not submit the proper assignment and because there was no time to resubmit a corrected assignment in time, the student was unable to graduate and it became a semi-crisis situation.

Whether or not you have had to deal with the second summer session senior grade submission policy (which requires submitting grades for graduating seniors enrolled in this session before the session's course end date), please answer the following. Question: To avoid the need to submit graduating seniors' grades before the end date for any course or courses they are taking second summer session, would you support starting the first summer session three days earlier so the last day of class for the second summer session would be on the Tuesday (not Friday) before summer graduation?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>129</td>
<td>55.11%</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>14.69%</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>100%</td>
</tr>
</tbody>
</table>

If you answered "No," to question 11, do you have a suggestions for how to avoid having graduating seniors' grades due midweek before the second summer session courses they are enrolled in ends?

If you answered "No," to question 11, do you have a suggestions for how to avoid having graduating seniors' grades due midweek before the second summer session courses they are enrolled in ends?
Move graduation back a week in Summer II. I'm not sure, whether accurate or not, Summer I end Summer II start in the 4th of July holiday. In recent years, we lost over 50% of the last three days of Summer II but after the first day of Summer II.

There is no need to have grades submitted prior to walking in a ceremony. If they fail to pass the class, they don't get their diploma until they pass it, which means they re-take the class in the fall.

I think the policy of having all students having completed all coursework (official grades) before they can participate in graduation is what has contributed to all of this. Perhaps there could be some way to identify high-risk students at risk of failing or not completing the graduation requirements as opposed to having grades turned in for EVERY student.

Start Commencement early and end on Thursday.
End of the Semester Final Grading Period Survey

Faculty Senate Subcommittee
Dr. Michael Rogers
Dr. Debra Hunt
Dr. Molly Brant

Survey Overview
Completion / Dropout

Viewed Started Completed Completion Rate Drop Outs (After Starting) Average Time to Complete Survey
248 161 143 88.82% 18 4 minutes

Q1. Please mark the ATU College or Colleges with which you are affiliated:

<table>
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<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1. Arts &amp; Humanities</td>
<td>32</td>
<td>21.77%</td>
</tr>
<tr>
<td>2. Business</td>
<td>6</td>
<td>4.08%</td>
</tr>
<tr>
<td>3. Education</td>
<td>24</td>
<td>16.33%</td>
</tr>
<tr>
<td>4. Engineering &amp; Applied Sciences</td>
<td>21</td>
<td>14.29%</td>
</tr>
<tr>
<td>5. eTech</td>
<td>4</td>
<td>2.72%</td>
</tr>
<tr>
<td>6. Natural &amp; Health Sciences</td>
<td>57</td>
<td>38.78%</td>
</tr>
<tr>
<td>7. Graduate College</td>
<td>3</td>
<td>2.04%</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 3.966  Confidence Interval @ 95%: [3.640, 4.292]  Standard Deviation: 2.018  Standard Error: 0.166
Q2. Do you believe there is adequate time allotted between the last final exam each semester and when final grades are due?

<table>
<thead>
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<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>62</td>
<td>43.36%</td>
</tr>
<tr>
<td>2. No</td>
<td>81</td>
<td>56.64%</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 1.566  
Confidence Interval @ 95%: [1.485 - 1.648]  
Standard Deviation: 0.497  
Standard Error: 0.042

Q3. Does the turnaround time for submission of final grades after final exams affect what you are able to do in your final exam periods (e.g., multiple choice exam instead of essay, etc.)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>85</td>
<td>58.62%</td>
</tr>
<tr>
<td>2. No</td>
<td>60</td>
<td>41.38%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 1.414  
Confidence Interval @ 95%: [1.333 - 1.494]  
Standard Deviation: 0.494  
Standard Error: 0.041
Q4. Should the Faculty Senate work with the administration to create a university-wide policy establishing a minimum amount of time between the last final offered and the submission of final grades?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>124</td>
<td>86.71%</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>13.29%</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 1.133
Confidence Interval @ 95%: [1.077 - 1.189]
Standard Deviation: 0.341
Standard Error: 0.028

Q5. In your opinion, how much time should faculty have from the last university scheduled final exam period to turn in final grades?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 12 hours</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>2. 24 hours</td>
<td>18</td>
<td>12.41%</td>
</tr>
<tr>
<td>3. 36 hours</td>
<td>33</td>
<td>22.76%</td>
</tr>
<tr>
<td>4. 48 hours</td>
<td>58</td>
<td>40.00%</td>
</tr>
<tr>
<td>5. 60 hours</td>
<td>14</td>
<td>9.66%</td>
</tr>
<tr>
<td>6. 72 hours</td>
<td>22</td>
<td>15.17%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 3.924
Confidence Interval @ 95%: [3.729 - 4.119]
Standard Deviation: 1.197
Standard Error: 0.099
Q6. To extend the time between the last scheduled final exam by ATU and the deadline to submit final grades, which of the following possible solutions would you support (Mark all that apply)?

- 1. Moving graduation back one week (one week later)
- 2. Eliminating Reading Day
- 3. Starting each semester a few days earlier (e.g., Monday instead of Wednesday during the fall and ...)
- 4. Other (Please explain in the space below.)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving graduation back one week (one week later)</td>
<td>16</td>
<td>8.25%</td>
</tr>
<tr>
<td>Eliminating Reading Day</td>
<td>58</td>
<td>29.90%</td>
</tr>
<tr>
<td>Starting each semester a few days earlier</td>
<td>84</td>
<td>43.30%</td>
</tr>
<tr>
<td>Other (Please explain in the space below.)</td>
<td>36</td>
<td>18.56%</td>
</tr>
<tr>
<td>Total</td>
<td>194</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 2.722  Confidence Interval @ 95%: [2.601 - 2.843]  Standard Deviation: 0.861

Q7. Have you taught the second summer session (July session)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>54.48%</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>45.52%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean: 1.455  Confidence Interval @ 95%: [1.374 - 1.537]  Standard Deviation: 0.500  Standard Error: 0.041
Q8. Since you have taught the second summer session, please answer the following question.

Did you have any seniors in any second summer session classes you have taught?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>57</td>
<td>72.15%</td>
</tr>
<tr>
<td>2. No</td>
<td>22</td>
<td>27.85%</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean : 1.278  
Confidence Interval @ 95% : [1.179 - 1.378]  
Standard Deviation : 0.451  
Standard Error : 0.051

Q9. As you have taught the second summer session and had at least one senior in the second summer session, please answer the following question.

For second summer sessions, has the policy of submitting senior grades early (the Wednesday before the course ends) been problematic for you as you run the class?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>41</td>
<td>71.93%</td>
</tr>
<tr>
<td>2. No</td>
<td>16</td>
<td>28.07%</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean : 1.281  
Confidence Interval @ 95% : [1.163 - 1.308]  
Standard Deviation : 0.453  
Standard Error : 0.050
Q11. Whether or not you have had to deal with the second summer session senior grade submission policy (which requires submitting grades for graduating seniors enrolled in this session before the session's course end date), please answer the following.

Question: To avoid the need to submit graduating seniors' grades before the end date for any course or courses they are taking second summer session, would you support starting the first summer session three days earlier so the last day of class for the second summer session would be on the Tuesday (not Friday) before summer graduation?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>120</td>
<td>85.11%</td>
</tr>
<tr>
<td>2. No</td>
<td>21</td>
<td>14.89%</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.149</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.030</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.357</td>
</tr>
<tr>
<td>Confidence Interval @ 95%</td>
<td>[1.090 - 1.208]</td>
</tr>
</tbody>
</table>