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Faculty Senate Agenda

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Georgia Southern University

Faculty Senate Meeting

September 17, 2020 | 4:00 – 6:00 p.m.

Zoom Meeting: link to be sent out later | Look for Calendar Invite to be sent Tuesday (9/15/20)

Pre-Meeting Notes:

- 1) Read all reports, motions, and discussions included in this agenda *before* the meeting.
- 2) Be able to access copies during the meeting. Copies will not be shown online during meetings.
- 3) To allow everyone a chance to participate, and to conduct the meeting in a timely manner, please limit yourself to two talking points per item. If you feel strongly about an issue, we suggest that you prepare a statement ahead of time. No talking point should exceed two minutes.
- 4) Faculty Senate meetings this year will be virtual. The meeting starts promptly at 4pm, which means everyone should be online by that time. The meeting space will be open with IT staff available 30 minutes prior to the starting time to help with any technical issues you may have prior to the meeting.
- 5) After multiple test-runs with various technology it has been decided that this meeting will be run as a virtual Video Webinar through Zoom with all Senators and select administrators as Panelist. Future meetings may be modified based on the effectiveness of this meeting.
- 6) Senators must join with video and your full name and college affiliation.
- 7) As a Senator, if you cannot attend, it is your responsibility to confirm a substitution with the alternates from your college. The name and email address of the alternate must be provided to the Faculty Senate Office 48 hours prior to the meeting to ensure that they receive the appropriate link to sit on the panel.
- 8) Alternates may vote only if they are representing another Senator.
- 9) Please follow the directions for being recognized to speak. These will be forthcoming along with the Zoom link.
- 10) All Senate Meetings are recorded.
- 11) Edited Minutes will be distributed.

AGENDA

- | | |
|--------------------|---|
| 4:00 | I. CALL TO ORDER |
| 4:00 - 4:02 | II. APPROVAL OF AGENDA [Pages 1-2] |
| 4:02 - 4:05 | III. APPROVAL OF THE MINUTES / AUGUST 20, 2020 KONKLE (CAH), SENATE SECRETARY [Pages 3 – 11] |
| 4:05 – 4:20 | IV. LIBRARIAN’S REPORT / SEPTEMBER 17, 2020 KING (CBSS), SENATE LIBRARIAN [Pages 12-40]
A. GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE – WELLS (PCOB)
B. UNDERGRADUATE COMMITTEE – CHOPAK-FOSS (JPHCOPH)
C. GRADUATE COMMITTEE – CASLER-FAILING (COE) |

- 4:20 – 4:50**
[4:20 – 4:32]
- V. OPEN FORUM**
- A. GEORGIA SOUTHERN UNIVERSITY INCLUSIVE EXCELLENCE ACTION PLAN / WILSON (VP IE&CDO)
 - B. COURSE SCHEDULING REVISIONS [Pages 41-45 & Appendix]
- [4:32 – 4:45]
- 4:45 – 4:50**
- VI. SENATE EXECUTIVE COMMITTEE REPORT**
- 4:50 – 5:05**
- UNFINISHED BUSINESS**
- A. MOTION REQUEST ON CHANGE THE WAIT TIME FOR WAITLIST TO 24 HOURS – MORGAN & LEE [Page 46]
- 5:05 – 5:30**
- NEW BUSINESS**
- [5:05-5:10]
- REQUEST FOR INFORMATION – SEPTEMBER 2020 [Pages 47-61]**
- A. INTER CAMPUS SHUTTLE RIDERSHIP TALLY FOR 2019-2020 ACADEMIC YEAR – MACGOWAN
 - B. PARKING PERMITS – JAMISON
 - C. FACILITATING & ENCOURAGING OUTDOOR COURSES / GROUP MEETINGS – BECK
 - D. MONITORING OF INSTRUCTION – HEIDI ALTMAN
- [5:10-5:30]
- DISCUSSION ITEMS – AUGUST 2020 [Pages 62-73]**
- A. SGA & FACULTY SENATE JOINT RESOLUTION ON DIVERSITY – HOLTZMAN
 - B. COUNTERING DISCRIMINATION AT GEORGIA SOUTHERN – ABBOTT
- 5:30 – 5:45**
- VIII. PRESIDENT’S REPORT – DR. KYLE MARRERO, (PRESIDENT)**
- 5:45 – 5:55**
- IX. PROVOST’S REPORT – DR. CARL REIBER (PROVOST, VPAA)**
- 5:55 – 6:00**
- X. ANNOUNCEMENTS AND UPDATES**
- 6:00**
- XI. ADJOURNMENT**

Georgia Southern University Faculty Senate Meeting
Faculty Senate Meeting Minutes
August 20, 2020

Executive Summary: Trish Holt (COE) called the meeting to order at 4:00 PM. The Senate approved the agenda for this meeting and minutes from the previous meeting.

Trish Holt (COE) shared an orientation presentation reminding senators of the Senate's role as an advisory body and how the Senate conducts its business. The presentation clarified scenarios for RFIs and DIs and encouraged senators to be constructive and solution-driven. The presentation reviewed how this year's meetings will run via Zoom.

The Senate brought forward an RFI on cancelling class for election day, with information on paid holidays provided from John Lester (VP University Communications).

The Senate then brought forward a motion on changing the course waitlist time to respond from 12 to 24 hours. After discussion, the Senate determined to table the motion and send to the Student Success Committee for further discourse.

The Senate then brought forward a DI on the criteria to determine changes to the current university reopening plan. President Marrero and his cabinet shared what occurs at a typical meeting of the Situation Representative Covid 19 Group, which meets every Monday, Wednesday, and Friday to discuss operational status in all units of the university as well as public health guidelines and case numbers. The university will be reporting confirmed cases each Monday by noon. Some discussion then took place to clarify how the numbers are reported as well as the process for contact notifications.

President Marrero then gave a brief report on enrollment, which has grown. Tajuan Wilson reported on the status of the Inclusive Excellence Plan. Provost Reiber commended faculty for their efforts over the summer, encouraged everyone to have content available on Folio in the event of a hurricane or student or faculty illness, and commended the College of Engineering's work printing face shields.

Bill Wells (PCOB) announced that the GECC will be holding town hall meetings to discuss changes to the core curriculum as well as sending surveys about this.

The meeting was adjourned at 5:53 PM.

MINUTES

Officers in Attendance: Trish Holt (President), Amanda Konkle (CAH, Secretary), Barbara King (CBSS, Librarian), Helen Bland (Past President and Parliamentarian), Cary Christian (CBSS, President Elect)

Senators in Attendance: Lisa Abbott (CAH), Lisa Costello (CAH), Finbarr Curtis (CAH), Bill Dawers (CAH), Katherine Fallon (CAH), Grant Gearhart (CAH), Amanda Hedrick (CAH), Christopher Hendricks (CAH), Carol Jamison (CAH), June Joyner (CAH), Leticia McGrath (CAH), Kendra Parker (CAH), Jeffrey Riley (CAH), Jeffrey Secrest (CAH), Solomon Smith (CAH), Robert Terry (CAH), Nicholas Holtzman (CBSS), Addie Martindale (CBSS), Nancy McCarley (CBSS), Eric Silva (CBSS), Wendy Wolfe (CBSS), Daniel Chapman (COE), Nedra Cossa (COE), Kymberly Harris (COE), Lucas Jensen (COE), Dee Liston (COE), Fayth Parks (COE), Nancy Remler (COE), Karelle Aiken (COSM), Christine Bedore (COSM), Yi Hu (COSM), Jim LoBue (COSM), Cathy MacGowan (COSM), Justin Montemarano (COSM), Traci Ness (COSM), Amy Potter (COSM), Abid Shaikh (COSM), Nathaniel Shank (COSM), Jennifer Zettler (COSM), Andrew Hansen (JPHCOPH), Haresh Rochani (JPHCOPH), William Mase (JPHCOPH), Barbara Ross

(Liberty), Jessica Garner (LIB), Kristi Smith (LIB), Cheryl Aasheim (PCEC), David Calamas (PCEC), Rami Haddad (PCEC), Chris Kadlec (PCEC), Clint Martin (PCEC), William Amponsah (PCOB), Omid Ardakani (PCOB), Mark Hanna (PCOB), Lowell Mooney (PCOB), Bill Wells (PCOB), Sheri Carey (WCHP), Katrina Embrey (WCHP), Ellen Hamilton (WCHP), Chris Hanna (WCHP), Susan Hendrix (WCHP), Joshua Kies (WCHP), Kari Mau (WCHP), Christy Moore (WCHP)

Alternates in Attendance: Brett Curry (CBSS), Kip Sorgen (COE), Kay Coates (LIB), Russell Thackston (PCEC)

Senators not in Attendance: Tony Morris (CAH), Josh Kennedy (CBSS), Linda Ann McCall (COE), Ionut Emil Jacob (COSM), Jake Simons (PCOB), Bill Yang (PCOB), Rocio Alba-Flores (PCEC), Felix Hamza-Lup (PCEC), Jim Harris (PCEC)

Participating Administrators: Kyle Marrero (President), Carl Reiber (Provost), Amy Ballagh (Enrollment Management), Rebecca Carroll (HR), Maura Copeland (Legal Affairs), Brian DeLoach (Medical Director), John Lester (VP University Communications), Scott Lingrell (VP Enrollment Management), Shay Little (VP Student Affairs), Christine Ludowise (Associate Provost for Student Success), Ron Stalnaker (Chief Information Officer), David Walker (IT), Tajuan Wilson (AVP Inclusive Excellence), Rob Whitaker (VP Business and Finance)

Guests: Heidi Altman, Allen Amason, Dustin Anderson, Annalee Ashley, Lauren Barbeau, Jared Benko, Brenda Blackwell, Diana Botnaru, Donna Brooks, Maxine Bryant, Vivian Bynoe, Breanna Calamas, Christopher Cartright, Sonya Chance, Steve Charlier, Ashley Colquitt, Diana Cone, Jamie Cromley, Dorthie Cross, Sean Crowe, Janet Dale, Mohammad Davoud, Lisa Denmark, Nikki DiGregorio, Amarie Dragos, Jessica Eisner, Ava Edwards, Steven Engel, Nicole Faisan, Richard Flynn, Marcela Ruiz Funes, Alejandra Gallard, Tilicia Mayo-Gamble, Delena Bell Gatch, Reinhold Gerbsch, Laurie Gould, Amanda Graham, Candace Griffith, Ryan Groom, Cindy Groover, Lori Gwinett, Leslie Haas, Michelle Haberland, Amy Heaston, Saman Hedjazi, Ann Henderson, Ta Kang Hsu, CJ Jackson, Melissa Joiner, Barry Joyner, Youakim Kalaani, Linda Kimsey, Amanda Klingel, John Kraft, Allison Lyon, Scott Mateer, Amanda Maynard, Juliann McBrayer, Lauren McMillan, Beverly Miller, Bobbie Newell, Delana Nivens, Patrick Novotny, Norton Pease, Elizabeth Rasnick, Kelsey Reeves, Brenda Richardson, Mohamed Shehata, Salman Siddiqui, Kim Simpson, Amy Smith, Chasen Smith, Trina Smith, Lowell Sneathen, Bradley Sturz, Kara Bridgeman Sweeney, Jennifer Syno, Marian Tabi, Audra Taylor, Felicity Turner, Gursimran Walia, Deborah Walker, Ruth Whitworth, Joshua Williams, Rob Yarbrough, Corrina Zeltsman

I. CALL TO ORDER:

Trish Holt called the meeting to order at 4:00 PM. She thanked the 25 Senators who ended their terms in May, including Michelle Haberland, librarian, Carol Jamison, senate secretary, and Helen Bland, past president and introduced Cary Christian, the president-elect.

II. APPROVAL OF AGENDA:

Bill Mase (COPH) moved to approve the agenda for the August 20, 2020 meeting. The motion was seconded. There was no discussion. The motion passed.

III. APPROVAL OF THE MINUTES:

Bill Wells (PCOB) moved to approve the minutes of the April 29, 2020 "Assembly." The motion was seconded. There was no discussion. Sixty-four senators unanimously voted to approve the minutes and agenda via a Google form.

IV. WELCOME/UPDATES/ORIENTATION:

Trish Holt announced that Faculty Senate and Standing Committee meetings will be held virtually this year.

Trish Holt shared an orientation presentation, in which she reminded everyone that Faculty Senate serves as the official advisory body to the President, specifically regarding academic policy. Despite the changed format, senators will still represent colleagues, serve on the standing committees, and follow a modified version of Robert's Rules of Order, with a two-minute comment limit requested.

Senators were reminded of their responsibilities, which include planning to attend all meetings and determining alternates 48 hours in advance, establishing a caucus to seek and share information, being prepared, concise, gracious, solution-driven, constructive, productive, professional, and collaborative.

Senators were reminded that Requests for Information (RFIs) should only be submitted for information that is not readily available. You should reach out to the appropriate channels prior to submitting an RFI. Information sought must be relevant to two or more colleges or the academic community as a whole.

Discussion Items (DIs) are used to update senators on ongoing business or give/receive information related to potentially upcoming action items.

Senate President Holt noted that standing committees have been established and received their first two charges, including selecting a chair. Submit chair to fsoffice@georgiasouthern.edu. Chair orientation session will occur September 2.

The meeting format is online via zoom; the goal is to allow people to speak and be heard and vote when necessary. Senators should raise their hands to be recognized to speak. They will then be able to unmute and make their statement. Once someone has spoken, others will be given time before a senator gets another turn.

The Senate has established some community principles. These include listening respectfully, assuming senators and administrators have good intentions, making "I" statements, being conscious of the extent to which one speaks, and solution building.

Faculty Senate meetings are open and Trish Holt holds weekly Senate office hours on each campus.

V. SENATE EXECUTIVE COMMITTEE REPORT

REQUEST FOR INFORMATION – AUGUST 2020

A. RFI ON CLASSES ON ELECTION DAY FROM CHRIS BARNHILL

Question: Has the senate ever petitioned to have classes cancelled on election day? If not, would this be an idea worth pursuing.

Rationale: After watching the issues with Georgia's primary elections, I think this may be an idea worth exploring for a number of reasons: Students not having to choose between waiting in line and missing class. Commuting to students' precincts may be far from campus. Students may be registered in their hometowns instead of Statesboro/Savannah, making it difficult to get polls before closing. Students who work likely have to choose between class, work, and voting. It would allow students to volunteer and become part of the process. These are just thoughts I had and I was curious if the issue has ever been raised. Thank you.

Response: From John Lester (VP University Communications): USG policy allows each USG institution to establish 12 paid holidays each calendar year. The only way to add a date to the holiday calendar would be to take a day away from an existing planned holiday.

VI. UNFINISHED BUSINESS

A. MOTION REQUEST ON THE WAIT TIME FOR WAITLIST

MOTION: Change the time a student has from notification of being able to register for a class from the waitlist to 24 hours. (Donna Mullinax and Nathaniel Shank)

RATIONALE: Students that are on a waitlist have 12 hours to respond to an opening in a class before losing their position on the waitlist. This seems unrealistic and can potentially hurt student success. Many of our students work off campus and/or have families. 1) Not every student is attached to the University through email 24/7. Faculty are not expected to be, so why do we expect students? 2) Additionally, students that work 12 hour shifts (medical, military, etc.) can easily miss the opportunity because they are working. We should not expect them to check their GSU email right before reporting to work and then right after work. 3) If a student has a question about the respective course or other changes that adding this course may cause, who will respond to their questions within 12 hours, especially in the evening or during the weekend? 4) For students that are involved in activities such as athletics, drama, etc, 12 hours could be while they are on the road, training, etc. A more realistic time would be 24 hours during regular business days. So if an opening occurs at 7:48 PM on a Friday, the student has until 7:48 PM on Monday at the minimum to respond.

Chris Kadlec (PCEC) seconded the motion.

Discussion:

Bill Wells (PCOB) noted that he opposes this motion because it seems to unnecessarily drag out the time for seats to be filled. He researched how many students were on the waitlist for the current semester and found 128 courses with 320 students waitlisted on Saturday before courses began and 122 courses with waitlists with 261 students waitlisted Wednesday of the first week of class. This is a small number of students. He added that if a student needs a course to graduate, they will be overridden into a course.

Waitlists with more than 2 students on them give students false hope that they will be able to get into a class.

Russell Thackston (PCEC) requested statistics on how many students miss out on getting in a class from the waitlist because they weren't able to respond during the 12-hour window. (No answer.)

Finbarr Curtis (CAH) questioned when the 12-hour window begins (for example, is it 12 hours that could potentially begin at 8:00 PM and end at 8:00 AM the next day?) He asked if this window could be changed to a business day and 24 hours over the weekend. Scott Lingrell (VP of Enrollment Management) responded that the 12-hour window begins when a seat opens and that it would be difficult to program the system in a way that allows for a business day or a different amount of time over the weekend. He added that the Registrar's office can set this to be whatever time of window determined, but that window can't be variable.

Mark Hanna (PCOB) asked about the initial impetus for this motion and whether it arises from student feedback/complaints. Nathaniel Shank (COSM) replied that students working in medicine and service missed getting into classes over Christmas break because they were on 12-hour shifts and bumped from the line when they missed their time. Helen Bland (JPHCOPH) added that the window had been 24 hours before consolidation for Armstrong. Armstrong faculty and students aren't used to that change.

Grant Gearhart (CAH) inquired about how students are notified when they are able to enroll in a class from the waitlist. Christine Ludowise (Associate Provost) explained that students are notified via an auto-generated email. The waitlist is problematic for a number of reasons, including that it is not used consistently across all colleges. Christine Ludowise suggested that we examine the effectiveness of waitlists in general. Waitlists will have anywhere from 1 to 999 students on them; this should be a trigger for departments to create new sections rather than leave students on the waitlist.

Barbara King (CBSS) asked to clarify whether a student is kicked off the waitlist if they don't respond in 12 hours or if they are skipped. Amy Ballagh (Enrollment Management) answered that the student is skipped but not removed from the waitlist entirely. This is to allow students to get into classes quickly during the hectic add/drop period.

Andrew Hansen (JPHCOPH) asked if the period could be changed to 24 hours over the holidays but be 12 hours during the drop/add period. Scott Lingrell (VP Enrollment Management) said he could investigate. He thinks Banner will need it to be either on or off and that there might need to be a manual process to make this happen at a time when the registrar's office is very busy. Helen Bland (JPHCOPH) noted that the motion does not state that the waitlist time should be variable but rather that it should be 24 hours.

Russell Thackston (PCEC) stated that he was uncomfortable proposing a change that's not data-driven and wondered if this change could keep students from getting into a class they need several days into the semester. Robert Terry (CAH) noted that from an equity perspective, recognizing the material conditions that would keep people from enrolling in a class within a 12-hour time frame needs to be considered as well.

Chris Kadlec (PCEC) moved to table the motion until we can get some data, and Russell Thackston (PCEC) seconded the motion. Lisa Abbott (CAH) supported the idea of tabling the motion, but encouraged clarifying what we need to find out before bringing this back before the Senate. Bill Wells (PCOB) said we would need to know how many students are affected by the waitlist time, what courses have waitlists, and what sizes those courses are. Trish Holt (COE) and Lisa Abbott (CAH) suggested that the Student Success Committee should look into this. To clarify parliamentary procedure, Bill Wells (PCOB) noted that there is no friendly amendment to a motion but that Senate Executive Committee should discuss what we need to know and forward this to the Student Success Committee. Chris Kadlec (PCEC) added that we want to know whether waitlist time can be variable and what are options are in Banner. Fayth Parks (COE) added that we should find out from the students what their obstacles are for getting into courses, and Andrew Hansen (JPHCOPH) added that we need to know why students are on waitlists (instructor preference, need to graduate) and how changing the waitlist time would burden the registrar's office. Mark Hanna (PCOB) asked if there might be other solutions to this problem, like a preferred means of notification or some other solution because extending the waitlist time slows down the process of filling classes. June Joyner (CAH) added that we should ask advisors for input on this as well.

The motion to table this motion and move it to committee was voted on and approved by a vote of 54 aye, 6 nay.

VII. NEW BUSINESS

DISCUSSION ITEMS - AUGUST 2020

B. DISCUSSION ITEM ON CRITERIA FOR MOVING FROM ONE CONTINGENCY PLAN TO ANOTHER FOR THE FALL 2020 SEMESTER

SUBJECT OF DISCUSSION: In the "Fall 2020 Return to Campus Plan," Georgia Southern University identified "three basic scenarios/contingencies of reopen status." In a recent email to faculty leaders it was explained that "President Marrero will call the chancellor and talk through where we are if he feels we need to move online. The decision would need to be supported by the USG and the BOR." We request more information about the specific criteria that would cause the university to request permission from the USG and BOR to move from one contingency/scenario to another. What specific data will be utilized in the decision at the university and system levels, and what processes are to be followed to move from one contingency to another? See attached file for links and references.

RATIONALE: As Georgia Southern University reopens for face-to-face instruction, there are concerns that the resumption of face-to-face instruction and the resulting increase in Covid-19 cases will cause the university to become a public health nuisance. Currently, nearly 90 percent of Critical Care Beds in area hospitals are occupied. (Georgia Emergency Management and Homeland Security Agency, Region J, "COVID-19 Situation Report for 8/3/2020") Recently, the *New York Times* revealed that Georgia Southern has already experienced 40 cases of Covid-19. Faculty, staff, and students will inevitably have increased exposure with the resumption of face to-face instruction. An increase of cases associated with the return of students, staff, and faculty to Georgia Southern University's campuses therefore poses a potentially grave risk to an already strained system.

Submitted by: Diana Botnaru, Waters College of Health Professions Jeff Burson, College of Arts and Humanities Michelle Haberland, College of Arts and Humanities Susan Hendrix, Waters College of Health Professions Wayne Johnson, College of Engineering and Computing Patrick Novotny, College of Behavioral and Social Sciences

Trish Holt asked President Marrero and his cabinet to give us an update on the current COVID situation. After which, we will be able to discuss questions that have not yet been answered.

President Marrero and his cabinet took the floor to discuss the university's Assessment Methodology for health and safety measures during the reopening. President Marrero reminded senators of past and ongoing town halls and meetings with Senate Executive Committee and Staff Council to discuss our plan and what is happening on campus.

President Marrero announced that we have established our own contact notification team, and we have our own data, which will be reported by noon on Monday each week. This will report positive tests from our health centers as well as self-reports for faculty, staff, and students, as well as whether these cases were confirmed for each day of the previous week.

President Marrero and his cabinet then reviewed the process for the assessments that take place on Monday, Wednesday, Friday each week in the Situation Representative Covid 19 Group consisting of 20 individuals, including healthcare professionals, the President's cabinet, and operations staff. This group assesses seven areas using a tiered structure. Tier 1 indicates that cases are not jeopardizing operations or safety. Tier 2 means that we are still meeting need but indicates that an area should be monitored, or a modification might be needed, such as a small scale operational change to continue operations but mitigate risk. Moving to Tier 3 also indicates that we are meeting need but would require communicating with the Board of Regents to make a larger change such as moving a class online or making changes in a residence hall. Tier 4 would be the decision to shift the mode of instruction.

President Marrero walked through a typical meeting of this Situation Representative Covid 19 Group. In these meetings, Dr. Brian DeLoach overviews the community health services status and campus-specific activity.

Rob Whitaker (VP Business and Finance) overviewed the areas he reports on. These include staffing levels in the offices under Business and Finance, availability of PPE and orders needed supplies and isolation beds across campuses and leave trends.

Shay Little (VP Student Affairs) provides updates on student life, Student CARES team trends, SARC requests), updating about mask compliance and mask distribution, and housing status.

Scott Lingrell (VP of Enrollment Management) discusses staffing in enrollment management services and support and a number of other offices.

Provost Reiber reports on curriculum delivery status, Faculty/staff support CARES team, and Christine Ludowise (Associate Provost) monitors students who think they might have close contact or feel ill.

Faculty are notified of student illnesses, and student illnesses are monitored for hot spots by talking to chairs and deans.

Ron Stalnaker (Chief Information Officer) reports on ITS support and CARES center status including call volume, number of tickets, and self-reporting.

Ron Stalnaker shared a report that will be shared weekly beginning Monday, August 24. This chart will be on a public-facing website off of the CARES website. The chart reports positive cases by week (Monday-Sunday), broken into university confirmed (tested in health services unit) and self-reported (not validated). Contact notification team tries to reach out to anybody who submits a self-report within four hours. Data will be reported by employees and students as well as by campus, and the webpage will provide data definitions.

President Marrero then noted that he just received a copy of a post that said numbers will be reported in students' home counties. He says this is inaccurate for testing that comes through the student health center, and all self-reporting will show in the reported data.

Other updates will address topics such as city mask ordinances, legislative updates, athletic updates, HR accommodations updates, and a public safety update. The Office of Inclusive Excellence and legal updates, as well as an update on communications plan are reviewed.

President Marrero noted that verbal updates will continue with faculty Senate Executive Committee and Staff Council every two weeks and levels will be updated at faculty senate meetings as well.

Discussion:

Bill Dawers (CAH) noted that hospital region numbers are posted every day by GEMA and notes that our region has expanded critical care beds, but those are currently at 90% and general beds are at 85%. He requested clarification on whether positives on campus are reported to GDPH or by county of campus or county of home residence. Brian DeLoach answered that students diagnosed in student health centers are reported according to local address associated with campus. DeLoach has asked DPH to send out notifications to centers in communities with colleges and universities to report the case to the college community. DPH is considering it but has not committed to doing so. Students who are in clinicals or internships who are not on campus will be reported in the area where they are living, but students who are diagnosed on our campuses are reported here. President Marrero noted that self-reporting will soon be encouraged on MyGS, and cautioned that some of these students may be online in other locations. Dr. DeLoach added that whoever diagnoses the case is required to report that to DPH.

Andrew Hansen (JPHCOPH) asked if students get billed for testing on campus and if Dr. DeLoach has concerns that students who go to DPH to get tested will mess with our test positivity on campus. Brian DeLoach replied that rapid tests available in health centers are \$35, but students who cannot afford that can get tested for free at DPH testing site, and if they can't afford testing and can't get there, DPH test kits are available on campus to be sent to DPH. Brian DeLoach noted that DPH has agreed to work with us to identify students who are tested at DPH test sites. Testing that takes place at urgent care, emergency room, at home for the weekend, we will not know. Brian DeLoach also noted that percent positivity is more important when widespread surveillance testing takes place, but ours is directed at people who are symptomatic, which results in a higher percent positivity rate. We are testing people with symptoms and are not surprised when a positive result returns. Brian DeLoach urges caution in comparing our percent positivity to the state level.

Christy Moore (WCHP) asked if the CARES teams reach out during the quarantine (not the initial report contact) to faculty or just students. Ron Stalnaker (Chief Information Officer) answered that a self-report to the CARES team results in a series of notifications to faculty/staff as well as student

CARES team, housing, SARC, eagle dining, facilities, student athletes, student facilities. Contact notification will reach out to you if quarantine is needed. The CARES team will not reach back out during quarantine but is available to answer questions.

President Marrero noted that this discussion will continue with the Senate Executive Committee and questions can be reported for that as well.

VIII. PRESIDENT'S REPORT - DR. KYLE MARRERO (PRESIDENT)

President Marrero provided an enrollment update. Summer is currently up on credit hours and head count. Fall is up in head count and in credit hour generations. The large freshman class (perhaps record-setting; waiting on October census) is the driver. Drop for nonpayment will occur next week (of August 24) with mechanisms to help students get funding.

President Marrero reminded us that score cards are on the website. He noted two record results in the history of the institution: four-year graduation rate and faculty more than \$10 million in sponsored research expenditures/awards.

Tajuan Wilson provided an update on the Inclusive Excellence Action Plan, which has received feedback and has been revised and submitted to Marketing and Communications, with a plan for rollout in the first week of September. He will record a training video for this and provide a template for each college to develop their own action plans. Due date for college action plans is October 30.

President Marrero concluded by noting that he met several students and parents last week, and is pleased to report that parents are happy and students are complying. We will continue to remind them of their individual responsibility being critical to our success.

IX. PROVOST'S REPORT - DR. CARL REIBER (PROVOST, VPAA)

Provost Reiber reiterated the herculean efforts of faculty in preparing for the semester. Of the total number of sections scheduled (includes ecore, courses without students), 6412 sections, about 23% online (includes online and synchronous zoom), 71-72% face-to-face, and 5.2 % hybrid. Virtually every course has an activated Folio site and the attendance verification quiz seems to be working very well. Provost Reiber encouraged faculty to make sure that there is some content in their Folio account, to prepare for both hurricane season and for students who are ill or need to quarantine. If faculty need to quarantine, they can use Folio to continue teaching as long as they are healthy and well.

Provost Reiber commended the College of Engineering for printing face shields. Faculty and staff prefer the ones being made in house - great job engineering! So far the start of the semester is going well with some concerns.

X. ANNOUNCEMENTS AND UPDATES:

Trish Holt (FS President) thanked the administration for their work and for sharing the assessment methods with us. Standing committees have a charge to develop Inclusive Excellence plans. Tajuan Wilson will be releasing the full plan and templates in early September that these committees can use to help develop their plans.

Trish Holt (FS President) noted that legal and human resources have been flooded with questions coming out of standing committees. She asked these committees to please refrain from overloading these departments with questions that have already been addressed elsewhere, and to send questions through the chair of the committee if more information is needed on an issue under their charge.

Trish Holt then opened the floor for announcements and updates. Bill Wells (PCOB) announced that the GECC will be sending invitations again to Town Hall meetings to discuss the core curriculum changes proposed by the BOR. The committee will also send out a survey for feedback on this.

XI. ADJOURNMENT:

A motion to adjourn was made and seconded and the meeting was ended at 5:53 PM.

**Respectfully submitted,
Dr. Amanda Konkle (CAH, Senate Secretary)**

Georgia Southern University Faculty Senate

Librarian's Report

September 2, 2020

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Submitted respectfully by Barbara King, Faculty Senate Librarian, in preparation for the September 17, 2020 meeting of the Georgia Southern Faculty Senate.

ACADEMIC STANDARDS COMMITTEE

Meeting Minutes

August 11, 2020

Via Zoom: 2:00 pm- 3:50 pm

Attending: Lisa Abbott (CAH), Elizabeth Barrow (COE), Sara Bath (REG), Scott Beck (COE), David Calamas (CEC), Zhan Chen (COSM), Kay Coates (LIB), Nikki DiGregorio (CBSS), Lisa Dusenberry (CAH), Felix Hamza-Lup (AEPCEC), Allison Lyon (ASC), Shelli Casler-Failing (COE attending for Fayth Parks), Malerie Payne (ASC), Jessica Schwind (JPHCOPH), Solomon Smith (CAH), Kelly Sullivan (JPHCOPH), Jennifer Zettler (COSM), Stephanie Sipe (COB), Ann Fuller (LIB), Addie Martindale (CBSS)

Non-Voting Members: Christine Ludowise (PROVOST)

Absent: Nikki Cannon-Rech (LIB), Jose da Cruz (CBSS), Rose Mary Gee (WCHP), Emily Kane (COSM), Brian Koehler (PROVOST), Christine Moore (WCHP), Heather Shelly (FIN AID), Jake Simons (COB)

Guests present: Allison Lyon (ASC), Malerie Payne (ASC), Sara Bath (REG)

I. CALL TO ORDER 2:01pm

II. APPROVAL OF AGENDA

The agenda was approved unanimously.

III. NEW BUSINESS

A. Confirm access to shared folder

B. Sign in on Excel sign-in document

C. Process overview/new member training

1. Overview of academic standing policies
<https://em.georgiasouthern.edu/registrar/students/academicstanding/>
2. Overview of appeal procedures
3. Overview of appeal review considerations
4. EAB access training

The Academic Success Center provided an overview of how to access EAB and key data that would assist evaluation of appeals.

D. Chair nominations and election

Scott Beck was elected as Chair for 2020-2021 (unanimous)

E. Review of Appeals

1. Breakout groups in Zoom to review appeals

Result of reviews presented in table at end of document.

F. Next Meeting 5 January 2021 at 1pm via Zoom

IV. ADJOURNMENT

The meeting was adjourned at 3:50pm.

A. Appeals for August 11, 2020 TALLY

*Automatic (10 pts down or less or 2.0 or better for past two terms) (30 E1, 0 E2)	30	Approved by Dean (14 E1, 0 E2)	14
Approved by Committee (11 E1, 0 E2)	11	Denied by Dean (35 E1, 0 E2)	35
Denied by Committee (49 E1, 0 E2)	49	Approved by Vice Provost (0 E1, 0 E2)	0
**Total Approved Appeals (30 Auto, 11 Committee, 14 Dean)	55	Grand Total E1 & E2 Appeals (90 E1, 0 E2)	90

*E1 - Auto - this number represents the number of students who have submitted the appeal form

**Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

B. ELECTIONS COMMITTEE

Meeting Minutes

August 6, 2020

Via Zoom: 9:03 am- 10:10 am

Attending: Andrew Allen (PCEC), Kay Coates (LIB), Marina Eremeeva (JPHCOPH), Christina Gipson (WCHP), Michelle Haberland (CAH, outgoing chair), Barbara King (CBSS, Senate Librarian/ Chair), Amanda Konkle (CAH, Senate Secretary), Alex Reyes (COE), Jake Simons (PCOB), Kip Sorgen (COE), Jiehua Zhu (COSM)

Absent: Nan LoBue (CAH)

A. Call to Order

Called to order at 9:03 on August 6, 2020

B. Roll Call

C. Approval of Agenda

Agenda approved by unanimous vote

D. Chair's Update

V. Introduction of members: All members introduced themselves. There was a question by Michelle Haberland regarding 2 representatives from COE. It was determined there were not two elected members. Alex Reyes is the SEC appointment.

VI. Acknowledgment of Dr. Haberland's service as past Senate Librarian

VII. Discussion of spring committee minutes:

There was a brief review of election scheduling and the April 1 deadline for elections. Apportionment was reviewed, noting this would take place in January and is determined by number of full time faculty for each college that academic year. There is a minimum of 2 per college. In addition, a college cannot lose more than 1 seat in an academic year. The data from last year was reviewed and it was noted that election worksheets would be used again this spring to facilitate the identification of positions that need to be filled.

VIII. Review of Election Committee Bylaws (Andrew Allen requested a Review)

SECTION 19. The responsibilities of the ELECTIONS COMMITTEE shall be as follows:

- a. coordinate the election of faculty to the Senate according to the procedures set forth in the University Statutes;
- b. coordinate any other Senate elections as directed by the Senate Executive Committee;
- c. address other specific questions in this area that may be requested by the Senate Executive Committee;
- d. report to the Senate Executive Committee and the Senate as described in Article IV, Section 3;
- e. work with the President's Office to coordinate elections to university committees with Faculty Senate elections.

Monitor elections to university committees, including the Faculty Grievance Committee when requested by the president;

- f. conduct apportionment calculations annually in January using the full-time faculty count available from the

provost. The committee will report their findings to the Senate Executive Committee, which will notify the

election committees of the individual units regarding those findings and how many seats they have open for

election; and

- g. complete elections and report election results to the Senate Executive Committee by April 1 of each year.

SECTION 20. Voting membership of the Elections Committee shall be composed of one senator appointed by the

Senate Executive Committee and faculty members elected by and representing each college and the libraries, one

per unit. Non-voting membership shall be composed of the secretary of the Senate, who shall vote in the case of a

tie among the voting members of the committee. The committee shall be chaired by the Senate librarian.

IX. Committee composition and responsibilities

SECTION 20. Voting membership of the Elections Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the libraries, one per unit. Non-voting membership shall be composed of the secretary of the Senate, who shall vote in the case of a tie among the voting members of the committee. The committee shall be chaired by the Senate librarian.

Membership on standing committees shall normally be for a two-year term with the terms of office staggered to ensure no more than 50 percent turnover in any given year. No faculty member may serve more than two consecutive terms on a standing committee.

a. **Membership issues due to Covid:** There was discussion of membership changes due to covid: early retirements, schedule changes, and resignation. These changes left both college elected and senate appointment positions that need to be filled. The elections committee chair (Barbara King) mentioned she would be contacting members individually regarding openings left on the senate and/or university committees. These would need to be filled early in the fall semester. The senate bylaws were reviewed relating to the filling of senate and committee vacancies: According to Article IV, section 6 of the bylaws: Members taking academic or medical leave must step down from standing committees, while away, to ensure consistent representation of their college. The elected Senate Executive Committee member for that college will, in consultation with the standing committee chair, appoint a replacement from the senators of the college in question.

Members were urged to verify with the original senators and/or committee members that are on the list to make certain they understand the process. If the situation is a matter of leave or course conflict, the situation is temporary and should be dealt with according to the bylaws (unless they choose to resign). For the Senate and some committees, alternates are already selected to assume such vacancies. As this would be a recurring absence, the same alternate should be used in each situation.

A discussion ensued regarding replacements and the potential for revisiting bylaws in order to clarify the process. Amanda Konkle, Christina Gipson, Kip Sorgen, and Michelle Haberland all commented on the issue.

(Kay entered meeting and introduced herself)

X. Spring Election Process was briefly discussed regarding Senate officers and college level elections

a. **Senate officers**

b. **College elections** need to be completed by April 1

c. **Special considerations** Issues including election timing, especially in regards to nominations alternates were discussed.

E. Inclusive Excellence Initiative

The committee briefly discussed the motion passed on December 2, 2019 regarding the Senate's commitment to working towards the realization of Inclusive Excellence and towards the obtainment of the institutional value of Openness and Inclusion. The committee is charged with identifying ways in which each it will develop, enhance, or encourage these values, acting on those opportunities accordingly, and reporting on them regularly. There were some questions regarding further meetings in this regard. Christina Gipson asked if we were given any guidance regarding the types of policies/ initiatives that are expected. It was decided a google doc would be created where committee members could brainstorm on ideas. It was decided some ad-hoc meeting or meetings would likely occur to finalize ideas presented by committee members.

F. Committee Member Questions and Comments

Kip Sorgen had a question regarding the next meeting date. It was noted the next scheduled meeting is in February, but there may be an ad hoc meeting this fall to further discuss the Inclusion Excellence Initiative.

G. Motion to Adjourn

Meeting adjourned at 10:10 am

Respectfully submitted by Barbara King, Committee Chair

Minutes were approved 8/31/2020 by electronic vote of Committee Members

C. FACULTY SERVICE COMMITTEE

Meeting Minutes

August 31, 2020

Via Zoom: no time provided

Attending: Kwabena Boakye (PCOB), Sheri Carey (WCHP), Gwendolyn “Denise” Carroll (COSM), Dawn “Nikki” Cannon-Rech (LIB), Kristina Harbaugh (JPHCOPH), Nicholas “Nick” Holtzman (CBSS), Jessica Mutchler (WCHP), Krista Petrosino (CAH)

Absent: Catherine Howerter (COE), Marcel Ilie (PCEC)

Guests present: Candace Griffith (Provost), Tabitha West (Provost)

Normal duties for the chair are to:

1. call meeting to order,
2. send committee notes to the faculty senate
3. edit letters to individuals that have submitted proposals.
4. Two duties that are new this year:
 - a. Finalize rubric for judging faculty service proposals (Feb 12, when packets are posted on Google Drive for committee's viewing)
 - b. Craft a diversity and inclusion statement for the committee (due Oct. 30); the committee decided that these three members of the diversity subcommittee will be Dawn “Nikki” Cannon-Rech and Kwabena Boakye and the chair of our committee.

Time Line for this Year:

- August 31 - Call for proposals (Fall semester)
- Oct 2 - Deadline for submissions
- Oct 9 - Proposals uploaded to Google Drive
- Oct 30 - Allocation Meeting (9am-11am)
- Nov 6 - Call for Focus on Excellence nominations
- Dec 1-4 - Call for proposals (Spring semester)
- Jan 15 - Focus on Excellence Packets due
- Feb 12 - Proposals and Packets posted on Google Drive
- Feb 19 - Allocation Meeting (9am-11am)
- Mar 2 - Deadline for Service Award Winners to Provost

Election Results

- Jessica Mutchler - Voted in as new chair for Fall 2020 through Spring 2021
- Notetakers: *Nicholas Holtzman - Notetaker for Fall 2020 semester; Krista Petrosino - Notetaker for SP'21

Budget

- Tabitha will send out the timeline and exact budget.
- This year we have \$31,370 to allocate.
- This year the call includes language about travel restrictions and limitation of registration payment.

- All monies have to be spent by June 4th.

*Gwendolyn “Denise” Carroll and Nicholas “Nick” Holtzman served as note-takers for this meeting; Nick will take notes the remainder of Fall semester.

FACULTY WELFARE COMMITTEE

Meeting Minutes

August 12, 2020

Via Zoom: 1:00 pm to 3:01 pm

Attending: Karelle Aiken (COSM), John Barkoulas (COBA), Candice Bodkin (CBSS), Lei Chen (COEC), Cary Christian (CBSS), Laura Griffiths (COSM), Ellen Hamilton (WCHP), Mark Hannah (COBA), Susan Hendrix (WCHP), Rebecca Hunnicutt (LIB), Jeff Jones (JPHCOPH), Leticia McGrath (CAH), Samuel Oppoku (JPHCOPH), Ria Ramoutar (COSM), Nikki Rech (LIB), Dawn Tysinger (COE), Laura Valeri (CAH)

Non-Voting Members: Diana Cone (Provost Office)

D. Absent:

I. Call to Order

- a. Leticia McGrath called the meeting to order at 1:01

II. Approval of Minutes from Last Meeting

- . Minutes were unanimously approved

III. Approval of Agenda

- . Agenda was unanimously approved

IV. Welcome/Membership

- . All members introduced themselves. New Members announced.

- a. Laura Griffiths (COSM) - appointed by SEC - concerns about eligibility (staff member, not faculty)
- b. Karelle Aiken (COSM) - appointed by SEC.
- c. Ria Ramoutar (COSM) - not elected, but was asked to serve (will follow up)
- d. Empty positions to be appointed by the SEC: 1 faculty member from Paulson COEP

V. Faculty Welfare Current Business

Elections

1. Leticia McGrath was unanimously elected for chair.
2. Rebecca Hunnicutt and Susan Hendrix agreed to serve as co-secretaries.
Meetings may be recorded in Zoom from hereon to aid in compiling minutes.

a. Inclusive Excellence Plan:

1. A subcommittee was formed to come up with ideas for the FWC contribution to the Inclusive Excellence plan and will begin meeting soon so as to discuss it for Sept. meeting and revised in October
2. Subcommittee : Candice Bodkin, Nikki Rechi, Ellen Hamilton, Lei Chen (Ellen was asked to be the convener)

b. COVID-19 Policy on Faculty Evaluation

1. The committee approved of the idea behind the COVID-19 Policy on Faculty Evaluation that came from WCHP.
2. Question: Could faculty choose whether they can include SRI or not since for some the move to online was not as disruptive?

a. Discussion: There was general support for having faculty have some leeway or address in the narrative the situation with the SRI.

b. Diana Cone reminded us that the Provost made statements during the Spring 2020 semester that faculty who want to ask for extensions to the tenure or post tenure review there is a form for that extension.

Question: There has always been a deadline to the extension form. Will that be different now and longer extensions granted?

. Diana Cone: We don't yet know what Fall 2020 or Spring 2021 are going to look like, but if the pandemic has caused you to lose the scholarship opportunity, it is possible to ask the Provost to extend the 12 months policy extension.

Question: Is it possible to include the CoVid-19 document to include in their promotion materials even if their promotion/review is in five years?

. Discussion: the policy does not specifically say that, but we should encourage faculty to document their difficulties due to CoVid-19-related circumstances in the narrative. The document does say specifically to work with the chair to reallocate the teaching/service/scholarship ratio for that year.

Question: has there been a new faculty evaluation form for CoVid-19?

. Diana Cone: No, there has not been a new form.

Discussion:

. There was a suggestion that we should maybe have a different annual faculty evaluation form that is specifically designed around CoVid-19. WCHP is discussing this.

a. Everyone was impacted by CoVid-19. Some maybe less than others, but everyone was disrupted and the evaluation should reflect that.

b. Suggestion that the policy should be not just CoVid-19 specific but to cover emergencies in general.

c. The effects that we have seen this semester may not be visible at first but can carry on in the future. We may want to look at the long view on this.

Status: FWC will wait until WCHP Faculty Affairs Committee gets back to us with any comments or suggestions regarding the policy as they are currently discussing it, and then decide at the next meeting what kind of recommendation we bring to the Senate.

VI. Faculty Welfare Old Business

. Pathway for NTT Faculty

Last year, the FWC had formed a subcommittee to review a pathway for promotion for the new Non Tenure Track line, but the committee has not yet finalized this task. Diane Cone clarified that the task is only referring to the timelines required for a path to promotion and for the requirements for the degree. The colleges can determine their own benchmarks.

Discussion: Last year's subcommittee had a hard time coming up with any single criteria for people who had completed a degree moving into a higher pay or a higher role, and every college had a personal approach.

Diane Cone: to go from lecturer to something else you have to wait for an opening for the NTT. You cannot just go from lecturer to a promotion to NTT. What is the timeline and are there any parameters campus-wide to have those credentials? What is needed is a pathway that gives NTT faculty a timeline. The individual benchmarks are up to the colleges.

NTT Subcommittee: Ria Ramoutar, John Barkoulas, Laura Valeri, Jeff Jones, Hendrix, Mark Hannah. The subcommittee will come up with a simple timeline to bring up for the next meeting.

a. Teacher Pension Plan - University obligations

The committee was informed of an article in the AJC outlining the situation. [AJC: Georgia House approves bill making it clear University System doesn't owe teacher pension plan](#)

No comments. No discussion.

b. Faculty Evaluation Subcommittee

The Provost had requested a review of the form used for evaluating faculty and asked that it be more uniform. Leticia McGrath will follow up with SEC whether this is still something we are tasked to do.

c. House Bill 1094 Update - University Paid Parental Leave

Leticia McGrath gave an update: This bill originally included a new policy that would grant three weeks of paid parental leave to nearly 250,000 state employees, extending the popular benefit to k-12 teachers, University System of Georgia staffers and other new parents for the first time in the state's history. By June, however, Republican senators stripped the parental leave language from the proposal.

1. From March 2020: [Georgia House GOP leaders back paid parental leave for state workers](#)
2. From June 2020: [Georgia Senate advances bill to slash paychecks for legislators](#)

3. FWC should keep this issue on a radar because it's something that we may decide to address.

VII. Faculty Welfare Concerns

. Surveying for Faculty Concerns at Department/School and College Level

Members of the FWC were instructed to poll faculty in the respective colleges about their concerns and to report them on the shared spreadsheet and alert Leticia McGrath, Susan Hendrix, and Rebecca Hunnicutt in order to follow up and add to the agenda for the next meeting (if necessary).

Categories to Document Faculty Concerns:

- . COVID-19
- a. Budget/Salary/Benefits
- b. Workload/T&P
- c. Space/Facilities
- d. College/Dept. Level Concerns
- e. Other

A. COVID-19

Faculty/Students/Staff Mental Health Concerns for CoVid-19

. The FWC discussed if there are sufficient mental health services in place for faculty, students, and staff dealing with the stress of losses, sickness, death, etc.

1. Kepro and other telehealth services with counseling sources are in place
https://www.usg.edu/well-being/site/article/usg_employee_assistance_program
2. Concerns: concerns over privacy when it comes to discussing people who are suffering, hospitalized, or bearing losses or announcing deaths.
3. Question: Is there a way to make an announcement when someone passes?
 - a. Diana Cone: Legally the University is not allowed to discuss it and family members have to give approval. It's out of the realm of Academic Affairs.
 - b. Comment: part of the problem is not being allowed to discuss a loss when the legal issue is in place. Would there be a way for us to make a statement known prior to our deaths that we would want the announcement to be made?
 - c. Diana Cone: will consult with Maura Copeland. Cone mentioned that we had a situation when the family reached out and drafted an announcement and the University had their hand-slapped.

4. Concern: disclosures of CoVid-19-related illnesses or deaths.
5. Diana Cone: A student may self disclose a CoVid-19 diagnosis or exposure to a faculty member if they wish, but faculty are not allowed to share that with others in the class. The CARES system is the official system for reporting. They will take care of the process, but we are otherwise not allowed to discuss it. Administrators cannot discuss if faculty are involved, and faculty cannot discuss students, etc. The University is being held to a very high level of confidentiality.
6. Question: Some students self-disclose to faculty but not to CARES. What should faculty do?
 - a. Diana Cone: If students self-disclose then faculty can report students to CARES but it's best if we direct students to do so. Faculty can call the CARES hotline and report that a student self-disclosed so a team member can follow up.

E. Criteria for Contingency Plans

. The State of the University Address suggested that there are no benchmarks for closing. The impression is that there is no number of people sick or dead that would cause the University to close down.

a. Discussion: How to continue classes if we're sick? We can call in sick, but what if you are not capable of not completing your duties? What if you are hospitalized or in other ways your illness disables you long term? At department/school levels we are told we should step in to take over another colleague's classes, but in practicality there are problems when stepping into someone else's specialty or discipline.

Diana Cone: There is a department/school chair workshop where this is on the agenda, a plan for how to take over a faculty's workload. The Associate Deans are on standby to serve as facilitators to get the Zoom started if faculty can teach from home if they have to quarantine. There is a high level administrative committee discussing those things. There are so many different variables to consider. Those decisions will not be made in isolation. The Governor's office, the CDC, DPH, etc. are all in communication. It's hard to pinpoint today what we might do when tomorrow could be completely different: it's a moving target.

b. Comment: if someone is tested in Bulloch County and it's positive, they list the parents' address instead of the DPH. One of the problems is that if you have 10,000 students who test positive, if they are not listed in Bulloch, we would not be aware of that.

c. Question: Is the University planning to release those numbers? We were given to understand that if a large contingency of students call in sick that we would be contacted but it's not clear what the benchmark is. This is a concern.

d. Comment: the consistent message is that the University is following the CDC and the DPH, and what we see is 473 for 400,000 residents, which puts the county transmission as "very high", which by CDC standards, means moving the entire university to remote learning, but that is not happening. Many of us are struggling because we are told we are following CDC guidelines, but as we look at how each

county is faring, we are far exceeding numbers for the CDC guidelines considered safe for face to face instruction.

e. Comment: many believe that we will be open for a brief time then we will hit a “very high” number of cases and then we will move to virtual. Though we do not know the numbers, the expectation is that it will happen. Once we open, many will be looking for numbers to indicate when the critical point comes.

f. Question: is there any way to get numbers for cases at GSU?

Diana Cone: data for the CARES is self-reported so that data is not going to be released due to possible inaccuracies. There are some self-disclosed mechanisms but they are not limited to COVID-19 and they are not very accurate. We may get some data from campus testing, but not comprehensive data that would include faculty.

g. Comment: some numbers are in Bulloch EMS and some DPH. Resource: <https://dph.georgia.gov/CoVid-19-19-daily-status-report>

h. Question: who are the committees or who are in these meetings to look at the numbers?

Diana Cone: President’s Cabinet’s Meeting 3x week with Brian DeLoach, there are meetings with the RAC and all the colleges, then each unit also gets an update on what is happening in their unit that week, there are also cabinet meetings that pull out all the data. Brian DeLoach is on calls with the DPH almost every day, and with departments across the state and the USG. Once he hears from all that, we go down the list and how these impact the various units across the campus and people ask us questions related to our unit. There are also weekly updates.

i. Comment: many people have concerns about numbers and related and don’t know what questions to ask and who to ask.

Diana Cone: SEC is the best place to send the questions and let them take it to the President.

Comment: we have been doing just that, but each SEC member is allowed to ask only one question, and there are not many members to ask questions. All questions are not being addressed.

Diana Cone: I recommend that the SEC make a list of questions and to present that at the meeting and have the President and Provost determine how to answer. To send them to me or the other committees, we are not where to bring up those questions.

F. Outdoor Classes

. Many universities are allowing classes to take place outdoors. In South Georgia we enjoy mild weather and could also do this. It has been brought to the FWC agenda. Comments?

a. Question: is there anything that can stop us?

b. Comment: some people were told that we cannot do it.

c. Comment: there are some setup items needed, like tents, etc. to whom could we address the question? What are the guidelines?

d. We could ask our chairs what options are available and find out if there are any issues preventing us from doing that.

B. Ongoing Concerns from last year

Parental/Maternity Leave - there is nothing statewide and as FWC we should probably do something about this.

. Question: Other Universities do have a parental leave policy. How are they allowed but not GSU?

a. Candice Bodkin will research other Georgia University's policies and bring to the committee

G. Online Classes Size

. Question: context. Are we talking about guidelines for potential class sizes? What is the context?

a. Comment: we only provided the data. We did not really focus on the discussion last year. It's a work in progress. We should refine the questions that we want answered.

b. John Barkoulas will refine some of the questions associated with this issue and we will continue to discuss this at the next meeting.

VIII. Adjourned: 3:01 pm

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE

H. Meeting Minutes

August 14, 2020

Via Zoom: 1:00 pm to 2:32 pm

Attending: Cheryl Aasheim (PCEC), Rocio Alba-Flores (PCEC), Michelle Cawthorn (COSM), Michael Cuellar (PCOB), Finbarr Curtis (CAH), Amanda Hedrick (CAH), Catherine Howerter (COE), Linda Kimsey (JPHCOPH), Barbara King (CBSS), Natalie Logue (LIB), Jeffrey Mortimore (LIB), Taylor Norman (COE), Hans-Jorg Schanz (COSM), James Thomas (JPHCOPH), Bill Wells, (PCOB)

Non-Voting Members: Amy Ballagh (Enrollment Management), Donna Brooks(Provost), Delena Gatch (Institutional Assessment and Accreditation)

Absent: Mary (Estelle) Bester (WCHP), Chris Ludowise (Provost), Kari Mau (WCHP)

Guests: Candace Griffith (Provost), Jaime O'Connor (Institutional Assessment and Accreditation), Amara Orji (Institutional Assessment and Accreditation), Brad Sturz (Institutional Assessment and Accreditation)

I. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, August 14 at 1:04p.m.

II. APPROVAL OF AGENDA

Agenda passed unanimously.

III. CHAIR'S UPDATE

- Finbarr Curtis welcomed new members to the committee and encouraged them to review the modules in the GECC Folio course for useful information for committee service.
- Finbarr Curtis reported on his service with the ad hoc FYE curriculum committee. The committee met every week in the spring to make improvements to the curriculum and included advising in the redevelopment. Curriculum is still imperfect, but is substantially improved over last fall. The curriculum now is an extended orientation with a DEI component. The old model consisted of one-third orientation and two-thirds a mini course. The committee killed the mini course. The new curriculum is mostly orientation with five modules of DEI. Maurice in the multicultural center was highly involved, and this has made the DEI materials more sophisticated and better organized. Finbarr believes now the course will be able to be assessed, since there was no assessment report for the previous academic year.
- Amanda Hedrick asked for clarification on the focus of the course and about the inclusion of information literacy in the course. As a college composition professor, she looks for opportunities to reinforce material presented in FYE. Finbarr Curtis stated that information literacy is still included in the curriculum. Students do read a book and there is some required writing, but it is not a reduplication of what is in college composition. Michelle Cawthorn stated that in her honors FYE

there is only one day that is devoted to information literacy. It could be incorporated into other modules, but it is not the intention of those modules. Finbarr agreed that it is in the curriculum, but much less than it had been in the past.

- Amanda Hedrick asked if non-FYE faculty could see the modules to better understand what has changed. Michelle Cawthorn offered to share with her. Jaime O'Connor stated that all GECC members were granted access to the FYE modules in the previous academic year. Since FYE falls under core, the GECC is responsible for any changes to curriculum or assessment so there should be no problem with GECC members accessing those materials. Finbarr Curtis recommended contacting Brenda for access. Jaime will follow up with Brenda to request access for the committee.

IV. NEW BUSINESS

A. Election of committee chair

- Three nominees were presented to the committee: Michelle Cawthorn, Finbarr Curtis, and Bill Wells. Nominees introduced themselves and spoke about their experience with core curriculum and the GECC. A vote was taken by Zoom poll. Bill Wells was elected as chair of the committee with 5 votes. (Michelle Cawthorn, 4 votes; Finbarr Curtis, 4 votes; 1 abstention)
- Finbarr Curtis agreed to preside over the remainder of the meeting at Bill's request due to a conflict with a department meeting. Jaime O'Connor shared the Zoom recording with Bill following the meeting.

B. General Education Town Hall meetings

- Delena Gatch gave an update on progress made over the summer. IAA has been trying to put plans into place to execute the charges from the GECC. The redesign is anticipated to consume a significant portion of the committee's focus this year. IAA was notified recently that the proposal has not been formally presented to the BOR, but will be presented early in 2021. The video and proposal that has been shared is still in draft form and has been delayed from the original timeline. The full implementation of the new core curriculum is now expected in Fall 2023. This allows sufficient time to develop proposals following the requests of the committee. IAA is working to coordinate the curriculum process with the Office of the Registrar. Students will need to register the spring 2023, courses will need to be in Banner the fall 2022, courses will need to go to the system for approval before that. The push to Fall 2023 allows us to meet that timeline.
- Delena Gatch stated that the committee requested Town Halls for fall term. COVID protocols meant Town Halls needed to be held virtually instead of face-to-face. IAA designed a schedule over a two week span for faculty, staff, students, and alumni, coordinated with the class schedule and offering both morning and afternoon sessions for all groups. The schedule was distributed to all faculty and staff this week. IAA has now added a registration button. IAA has been working with IT regarding best practices for this type of Town Hall. One of the challenges is not knowing how many people may attend any particular session. The Provost will be recording a short message to be included in the Town Hall presentation. The presentation will also include slides from the BOR proposal and discussion questions for attendees to provide feedback.
- Jaime O'Connor stated that the intention of the Town Halls was to collect as much feedback as possible. Recognizing the unique challenges of the start of this semester, this will not be the only

opportunity for feedback. IAA will be circulating surveys to faculty/staff and student, and can offer focus groups if the committee requests.

- Jaime O'Connor reminded the committee that it is essential for this to be faculty-governed process because it is a curriculum change. For this reason, it is critical for the committee to be present and take leadership of the Town Hall meetings. A sign-up sheet was circulated to committee members, and Jaime worked with individuals to fill in sessions based on their teaching schedules. A few sessions remain without GECC representation. Jaime encouraged the committee members to sign up for additional sessions based on their availability with the goal of having two GECC members present at each session. Since there is now a registration for the sessions, Jaime will notify members if there are no attendees signed up for a particular session the day of or day before.
- Bill Wells asked who would be moderating the Town Hall sessions. Jaime O'Connor stated that ideally the committee chair would take an active role in the presentation for as many sessions as possible and that IAA would be coordinating that with him soon. Other GECC members may also take a role in leading sessions, or if needed Jaime or Delena Gatch can step in and present that portion. Jaime will circulate another sign-up sheet for those who would like to present. Jaime emphasized that the role of the IAA is logistical and administrative support and to promote events, but that this process is owned and led by the GECC.
- Delena Gatch stated that IAA has been working with IT for best practices for setting up the sessions but that may be adjusted based on registration numbers. IAA will be providing support with moderating chat, logistics, and keeping the meetings running. Delena reiterated that we want GECC visible and present.
- Jaime O'Connor requested feedback from the committee on the draft version of the Town Hall slides for the presentation. The committee asked Jaime to go through the slides and for the link to be re-shared. Jaime provided a quick overview of the slides for the presentation.
- Jaime O'Connor stated that we anticipate writing new SLOs based on the core element overlays of critical thinking, global competencies, and information literacy. Jaime has started some preliminary research into assessing these areas on a larger scale.
- In addition to Town Hall questions, a survey will be distributed to faculty/staff and students that will ask for more specific details in relation to the core and a comment form will be available at the end of the Town Hall for attendees to provide any suggestions or feedback that may not have fit into the time restrictions of the meeting.
- Rocio Alba-Flores asked if attendees would see the current courses to help them answer questions about current courses in the core. Jaime clarified that a link to the core courses by area would be shared via chat during the meeting for attendees to reference.
- Finbarr Curtis asked if we could provide some clarity on what a thematic journey is. Jaime O'Connor referenced the examples provided by Dr. Denley in his video presentation of the redesign proposal – design and creativity; data and technology; global perspectives theme; or a broad question that can be addressed from different perspectives. Delena Gatch added that she has discussed the thematic journey concept with Steve Engels in the honors program and he has suggested the literature around “wicked problems,” such as the energy crisis which can be viewed from a scientific perspective, an economic perspective, and other lenses. This is where Georgia

Southern has an opportunity to put a stamp on students in terms of what these journeys look like and what discussions we would like to have with students through these journeys that would go across multiple courses and multiple perspectives. Feedback from stakeholders across campus through the Town Halls could really benefit this aspect of the redesign.

- Finbarr Curtis clarified that it sounds like faculty will need to develop new classes to address thematic journeys, and Delena Gatch agreed. Finbarr suggested that faculty will need to be flexible and develop something new instead of offering the same courses; we may want to directly ask in discussion questions what kinds of new courses they would be willing to produce.
- Bill Wells stated that one of the challenges is developing themes while maintaining academic freedom. We may face some faculty resistance to changing courses. We will need support from an authority who will reinforce the necessity of faculty working together and developing new approaches to courses. Bill stated that this will not be simple. Selecting 30 hours is different from getting faculty to build the thematic journey concept into the core. Bill is not opposed to thematic journeys, but emphasized that this will require faculty to think differently and be held accountable by those outside of their department.
- Delena Gatch mentioned that this is why student learning outcomes will be especially important. The institution is accustomed to looking at student learning outcomes by area, but this will be a model that uses over-arching student learning outcomes instead of area-based outcomes. Delena agrees that this will be challenging and will require collaboration across disciplines, which will prepare students for what they will be doing after they leave the institution.
- Finbarr Curtis mentioned that this will benefit those who are willing to be creative and develop new courses to be in the core. Bill Wells agreed that we will have to get out of the silo mentality. Jaime O'Connor shared that in a recent meeting with the Provost it was stated that the BOR is expecting a true redesign of the core, not just a repackaging of existing curriculum. The Provost is aware of the scope and will give support to setting a high bar for the new core.
- Cheryl Aasheim asked if there will be one thematic journey or multiple journeys, and mentioned that coordinating multiple thematic journeys will be complicated and will require the curriculum to stay consistent enough to allow students to complete thematic journeys. Jaime O'Connor replied that based on Dr. Denley's presentation it will be up to us as an institution to determine how many thematic journeys are appropriate, but it will be more than one.
- Finbarr Curtis mentioned that in a prior conference call with Dr. Denley, he tried to get clarification on the degree of flexibility surrounding some aspects of the proposal, such as digital fluency and oral communication. Jaime O'Connor replied that we have no specific details at this time about the degree of flexibility we will have, but that based on the current BOR policies, it is likely that there will be certain classes that are consistent across all institutions in the system, down to the course number, title, and description. Delena Gatch suspects that these kinds of questions will be answered early in 2021 after the official proposal goes to the BOR.
- Barb King asked about the transferability of thematic journeys, with each institution having unique thematic journeys. Delena Gatch replied that thematic journeys are seen as overlays, so she does not anticipate an expectation of having to complete a thematic journey going from one institution to another. This is offering institutions the opportunity to put a stamp on the core beyond just the institutional options.

- Donna Brooks added that she has a different perspective on thematic journeys based on a workshop in Athens in January. It seemed that Dr. Denley's suggested thematic journeys had more to do with overarching disciplines or areas of study, such as health professions, arts and humanities. Colleges may have different core expectations. We need to get some clarity. Delena Gatch mentioned that ideas have been changing along the way. Cheryl Aasheim suggested that we need clarification on this prior to the Town Halls to prevent creating confusion. Delena replied that unfortunately, we won't be able to get clarification since the proposal has not yet been finalized by the BOR. Donna Brooks suggested contacting Chris Ludowise since she is in closer contact with the system office. Cheryl mentioned that what Donna described seemed to make more sense in terms of transferability between institutions. Barb mentioned that what Donna described seemed geared toward helping guide students in selecting core courses dependent on their individual areas of study. Donna said instead of "Intro to Psychology" we might have "Intro to the Behavioral Sciences" as a broader-based course so that a student could make decisions about their majors early on.
- Jaime O'Connor stated that even though we don't have a final proposal, the Town Halls will help us to initiate conversations and gauge values of stakeholders and we can revisit any of these areas as they become more concrete through the process.
- Michael Cuellar asked to clarify thematic journeys as either broad introductory courses or series of courses addressing bigger questions threaded throughout multiple disciplines. Jaime O'Connor responded that we have heard different versions of this proposal but that we do not have a finalized proposal yet, so we will need to navigate some ambiguity in the Town Hall discussions. Until we have more specific guidance, it's open to all possibilities.
- Finbarr Curtis offered that we need to communicate that making arguments about the core based on "protecting turf" will not be effective. Proposals need to be framed around what is beneficial for the students and the institution.
- Barb King asked about the core element overlays and which courses those are applied to, such as global competencies not shown for social sciences, which seemed to carry that focus. Jaime O'Connor replied that we do not know the logic for the placement of the overlays, and that some of them do seem like they could fit in other places. We are not sure how hard and fast these designations will be, so it is something we will need to navigate. Delena Gatch added that, depending on system guidelines, if a course could make an argument for a specific overlay aligned with curriculum, it would be allowed to be included.
- Michael Cuellar raised the point that if we commit to creating these new courses, resources will be needed to develop and provide these new courses and asked if we have support from administration. Delena Gatch said that she does not have a good answer for that question, recognizing the current situation is not normal, and that time will tell. Michael said that his department would have zero resources to offer a core curriculum course. Without additional faculty, it would not be possible for them to offer these courses. Finbarr Curtis mentioned that with massive cuts to humanities, history, and sciences, some faculty will need classes and will be willing to develop new courses following thematic journeys.
- Finbarr Curtis asked about the nine institutional options and how we would accommodate a one-credit science lab or a two-credit FYE. Delena Gatch has not heard how that will be addressed, especially coming from the sciences. We may be able to make some of those adjustments as an

institution. It seems that the 18 hours of field of study courses are similar to Area F, but we won't know for sure how this will all work until there is a final version. Jaime O'Connor encouraged the committee to respond to the survey on the BOR Gen Ed Redesign website since some feedback collected through that survey has already instigated changes. The more these issues are raised, the better the chances of them being noticed and addressed at the system level.

C. Core Redesign Surveys

- Jaime O'Connor shared the draft version of the surveys for faculty/staff and students. Based on the previous timeline, these would have needed to go out quickly, but with the expanded timeline we may be able to delay administration of the survey based on the committee's preferences. Cheryl Aasheim agreed that we should delay until after the Town Halls so we can make adjustments based on that initial feedback. Barb King agreed that a delay would help us accommodate any changes due to the unpredictability of the semester. Jaime will share the Google doc versions of the survey for the committee to review and add any comments until we are ready to distribute.
- Jaime O'Connor mentioned that we are hoping to form a student working group to offer feedback throughout the process, and asked for suggestions for what we could offer as incentives for students to participate. There is no budget for incentives, so creative options are appreciated. Barb King suggested early registration. Donna Brooks suggested to reach out to SGA for input. Jaime mentioned that although we have SGA representatives on the committee, but their participation has not been consistent and we would very much like their participation through this process.

D. GECC Folio Course

- Jaime O'Connor reminded the committee that there are resources in the Folio course that would be especially beneficial for those new to the committee since we have limited time for orientation in the meetings. The course will also be used for initial stages of norming prior to peer-review of assessment documents. This will streamline the peer-review process through asynchronous training and resources. This framework was built by Brad Sturz over the summer and will improve our consistency in scoring. Jaime will let everyone know when that module will be available.
- A Core Assessment Overview Course was also created in Folio this summer and will be made available to all core course coordinators. It is a self-paced course guiding the process of developing core course documents. It combines materials from the Core Course Assessment Document Handbook with worksheets and checklists from the Assessment Document Writers Groups that took place over the summer, and includes many annotated examples from assessment documents submitted last year.

V. Old Business

I. Core Courses not reporting 2018-2019

- Jaime O'Connor presented an update on core courses that did not submit assessment documents in the 2018-2019 assessment cycle.

- CORE 2000 Core Capstone Course – some issues with the schedule and implementation of the course; lacking central leadership to coordinate assessment efforts; these issues are not yet resolved
- SABR 2960 Study Abroad – no designated faculty coordinator; Kristin Karam, Interim Director of Office of Global Engagement, attended Summer Assessment Document Writers Group and is now prepared to lead that process; with the pandemic, we may not see a report on this course for this academic year
- HONS 1133 Inquiry in the Natural Sciences – HONS courses were not offered in this academic year, but we did receive plans for all of the other courses; plans in flux due to the proposed formation of an Honors College
- HUMN 2321, 2322, 2433, 2434 – these courses have not been offered recently; the committee has discussed plans to maintain one course and retire others; course ownership has been unclear; may be addressed through the redesign
- IDS 2000 Diaspora Studies – no centralized leadership for interdisciplinary courses; recent leadership changes offer new avenues to request assessment documentation [11:04 remaining]

J. Remote instruction assessment resources

- Jaime O'Connor reminded the committee that IAA has provided a list of curated resources to support assessment during remote or hybrid instruction. These resources are included on the IAA website under "Assessment in a Time of COVID-19."

K. IAA consultations with core courses

- Jaime O'Connor provided an update on core courses that were identified for additional support following the last assessment cycle.
- IAA met with 35 core course coordinators to review feedback from the committee and make recommendations for next steps prior to the pivot to emergency remote instruction.
- Meetings were in the process of being set for 12 additional courses. Communication with those courses has been ongoing due to the COVID disruption.
- IAA will be contacting these courses directly prior to the submission deadline to offer additional assistance as they finalize their assessment documents for 2019-2020.

VI. ANNOUNCEMENTS

A. IAA will be sending out an Assessment Update Newsletter on Friday, August 21 with additional details about new resources and upcoming events.

B. IAA has scheduled a Data Day with open appointments for assessment coordinators to share the

data they have collected and get suggestions for data analysis and visualization. Half-hour appointment slots are available on Friday, September 11.

C. IAA has planned Assessment Document Charrettes as an opportunity for authors to get initial feedback on their assessment documentation. This is a structured, interactive activity that yields feedback quickly and from multiple perspectives. Charrettes will be offered Thursday, September 17th in the afternoon and Friday, September 18th in the morning.

VII. ADJOURNMENT

The meeting was adjourned at 2:32 p.m.

Respectfully submitted, Jaime O'Connor, Recording Coordinator

Minutes were approved 8/24/2020 by electronic vote of Committee Members

L. LIBRARY COMMITTEE
Meeting Minutes
August 10, 2020
Via Zoom: 9:05 am- 10:10 am

Attending: Lisandra R. Carmichael (Dean of the GS University Libraries), Stephanie Jones (COE), Jessica Rigg (LIB), Hyunju Shin (PCOB), Ruth Whitworth (JPHCOPH), Barbara Hendry (CBSS), Maliece Whatley (PCOB), Shainaz Landge (COSM)

Absent: John O’Malley (PCEC), Christian Hanna (WCHP), Julia Griffin (CAH)

I. CALL TO ORDER

Dr. Lisandra R. Carmichael called the meeting to order on Monday, August 10 at 9:05 AM.

II. NEW BUSINESS

A. Introductions

Dean Carmichael welcomed everyone to the first Georgia Southern University Libraries Faculty Senate Committee meeting for the fall semester of 2020. Everyone then introduced themselves.

B. Chair Appointment

Dean Carmichael called for volunteers to be chair. Ruth Whitworth volunteered. Dean Carmichael made a motion to have Ruth Whitworth elected as chair. All voted in favor. Motion passed.

C. Plan for Openness and Inclusion.

The Faculty Senate has charged all of the committees to draft a measurable plan to develop, enhance, or encourage the values of openness and inclusion. The deadline to submit the plan to the Faculty Senate office is October 30th. After some discussion on the subject it was agreed that Dean Carmichael and Ruth Whitworth would draft an email to the Faculty Senate asking for clarification on the charge.

D. Changes at the GS University Libraries for the Fall Semester.

a. Reduced Library Hours due to implementation of health and safety protocols as a result of COVID-19:

M. At Henderson:

Sunday: Noon – Midnight Monday - Thursday:
7:30 am - Midnight Friday: 7:30 am to 5:00 pm
Saturday: Closed

At Lane: Monday - Thursday 8am - 8pm Friday
8am - 5pm Saturdays closed Sundays 2pm - 8pm

b. Laptops & Technology

During the emergency closure of the university due to the pandemic, the colleges, ITS, and the Libraries together collected 172 laptops that were then checked out to students at the Libraries or mailed to students' homes so they could continue their studies online during the spring and summer semesters. As the students prepare for the return to campus, the Libraries have been getting back those laptops back and returning them to ITS for processing before going back to the colleges. During the fall semester students will be allowed to check out laptops for 7 days at a time instead of the pre-pandemic checkout time of 3 days. Laptops will not be mailed to students; they must physically check them out of the libraries as was the policy before the pandemic. They will also be able to check out web cameras and headphones to participate in virtual classes.

c. Testing in the Libraries

Students are welcome to reserve a study room up to one week in advance for studying or test taking purposes. They can also checkout a laptop with webcam and microphone to take a test in a quiet corner of the library. Presently the GS University libraries do not have the staff available to proctor exams.

d. Community Patrons

Due to COVID-19, the GS University Libraries will only be open to students, faculty and staff of Georgia Southern University and East Georgia University during the fall semester. This is a temporary measure. The Libraries are committed to serving the community and will resume community patronage as soon as it is possible to do so. During this time the community is welcome to use the GS University Libraries online resources, and to work with a librarian through our online chat service.

E. Faculty Senate Library Committee Meeting Schedule

Some of the members have a conflict in their teaching schedule with the present time in which these meetings are scheduled and for that reason they were not able to be present at this meeting. After a review of schedules of members present, the best times for these meetings are the second Tuesday of the month, from 3:30 to 5:30PM. Lizette will send out an email to determine if the members not present are able to attend future meetings at the new time.

III. ANNOUNCEMENTS

A. None.

IV. ADJOURNMENT

The meeting was adjourned on Monday, August 10 at 10:10 AM

Respectfully submitted, Lizette Cruz, Recording Coordinator

V. UNDERGRADUATE COMMITTEE

Meeting Minutes

August 23, 2020

Via Zoom: 3:30 pm- 4:09 pm

Attending: Cheryl Aasheim (PCEC), Kasie Alt (CAH), Chris Barnhill (WCHP), David Calamas (PCEC), Joanne Chopak-Foss (JPHCOPH), Nedra Cossa (COE), Jamie Cromley (JPHCOPH), Leslie Haas (LIB), Ann Henderson (PCOB), Autumn Johnson (LIB), Drew Keane (CAH), Josh Kies (WCHP), Patsy Kraeger (CBSS), Julie Kuykendall (WCHP), Yongki Lee (COSM), Richard McGrath (PCOB), Beverly Miller (COE), Lowell Sneathen (PCOB), Jason Tatlock (CAH), Russell Thackston (PCEC), James Thomas (JPHCOPH), Laura Valeri (CBSS), Clare Walsh (CBSS), Chris Williams (PCEC)

Non-Voting Members: Donna Brooks (Provost), Delena Gatch (Institutional Assessment and Accreditation), Candace Griffith (Provost)

Absent: Asli Aslan (JPHCOPH), Beth Burnett (LIB), Chunshan Zhao (COSM)

Guests: Tiffany Hedrick (Registrar), Doris Mack (Registrar), Wayne Smith (Registrar), Kathryn Stewart (Registrar)

I. CALL TO ORDER

Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, August 25, 2020 at 3:32 p.m.

II. APPROVAL OF AGENDA

Dr. Cheryl Aasheim made a motion to approve the agenda. A second motion was made. The motion to approve the agenda was passed.

III. WELCOME AND INTRODUCTIONS

IV. COMMITTEE RESPONSIBILITIES

Dr. Joanne Chopak-Foss stated that this committee reviews curriculum changes that include consolidation clean up, new course proposals, changes to existing programs as well as inactivation of courses and programs. Dr. Chopak-Foss encouraged the committee to read each proposal and come prepared to the committee to vote.

V. SELECTION OF UNDERGRADUATE COMMITTEE CHAIR

Dr. Chopak-Foss asked the committee to nominate a new committee chair for the 2020-2021 academic year. After no response from any committee members, alternate member, Dr. Richard McGrath stated that this is shameful. Dr. McGrath expressed that this is the most important committee in the university and there is no excuse for no one offering

nominations. Dr. David Calamas then nominated himself as chair of this committee. Dr. Chopak- Foss asked Dr. Calamas if this was his first year on the committee and if he wanted to do this. Dr. Cheryl Aasheim stated she is willing to assist Dr. Calamas, but cannot be the chair this year. Dr. Chopak-Foss then asked the committee for any other nominations. Mrs. Jamie Cromley nominated Dr. Chopak-Foss to be the committee chair. Dr. Calamas then stated that he is happy to shadow this year as it is his first year on the committee. Dr. Chopak-Foss asked again for any other nominations. No other nominations were offered. Dr. Chopak-Foss asked if we needed a vote. Dr. Calamas moved to close nominations. Dr. Chopak-Foss will serve as the chair this year and Dr. Calamas will shadow.

VI. NEW BUSINESS

A. Curriculum Inventory Management (CIM) Form Overview

Presented by the Office of the Registrar

Mrs. Kathryn Stewart presented the updated Curriculum Inventory Management (CIM) course and program forms to the committee. Many new features are now available, including required explanation fields that must be completed in order to submit the form into workflow. The Office of the Registrar will offer more in depth CIM training and one-on-one CIM training sessions in the future. Dr. Russell Thackston commented about the “Will this course be listed on a program page” field on the course form. Dr. Thackston clarified that if the course is listed on a program page this is where it would need to be included. Dr. Donna Brooks mentioned that if the change does impact other programs, there should be a way to alert those other programs so they can make changes to their programs as well. Mrs. Stewart stated the users should receive an FYI email notifying them when their department is included as impacted on the form. Ms. Doris Mack clarified that this field was not a required field, and if the user did not select the impacted department, that department would not be notified. Dr. Aasheim asked what someone should do if they do not know all of the programs impacted by a change. Mrs. Stewart stated that the user should reference the ecosystem on the course/program forms.

Mrs. Stewart mentioned that there are templates available to copy when creating new program forms. The templates provide an outline in the program requirements/catalog page section to provide consistency among the program forms. Mrs. Stewart stated that the deans and associate deans are responsible for reviewing the forms in detail before approving. Dr. Aasheim inquired about the program assessment methods field on the program form. She asked if there was any way to import this information to avoid having multiple copies of the same information. Ms. Mack stated that once the information is entered, it will remain until another user removes it from the form. Ms. Candace Griffith stated that as far as the program reviews are concerned, they are not housed in a database to pull into this form, so this is not a possibility. Dr. Brooks stated that as a committee they would instruct others to find this information. Dr. Delena Gatch stated that this information is not stored in a database, but every month she goes through these areas of the form to make sure they are consistent with what she has in her office. Dr. Aasheim suggested adding a help bubble instructing the user to see their SACS person.

III. OTHER BUSINESS

Mr. Wayne Smith stated the Office of the Registrar will offer CIM training sessions and inform the committee of training dates. In regards to who needs to be trained, Dr.

Chopak-Foss stated it varies by college who is inputting the forms and other fields come from the faculty. She would like to have a bigger training session.

Dr. Chopak-Foss asked if there is any other business that needs to come to the floor. Dr. Chopak-Foss stated the official first meeting will be September 15th via Zoom unless we have clearance to meet face to face. She mentioned to be on the lookout for curriculum items coming in for that meeting. Dr. Chopak-Foss notified the committee they can filter their emails from CIM. Mr. Smith stated during the next meeting we will vote on the Spring Undergraduate Curriculum Committee meeting dates. Dr. Chopak-Foss stated depending on the volume of curriculum, we may need to meet twice in April. Dr. Gatch added that the General Education and Core Curriculum Committee (GECC) is undertaking a redesign of the Core Curriculum. As this proceeds forward, this will generate a lot of curriculum items. GECC has requested to coordinate Spring meeting dates with Undergraduate Curriculum Committee Spring meeting dates to avoid extensive curriculum delays.

IV. ADJOURNMENT

Dr. Chopak-Foss asked for a motion to adjourn. Dr. Aasheim made a motion to adjourn the meeting. A second was made by Ms. Laura Valeri and the meeting was adjourned at 4:09 p.m.

OPEN FORUM

COURSE SCHEDULING REVISIONS

Spring 2020 Scheduling Advice, Guidelines, and Constraints

Summary

Based on the practical lessons from the reopening scheduling process and the needs identified by schedulers, faculty, and students over the past year, we are recommending the following scheduling advice, guidelines and constraints to promote student engagement, success, and retention, reduce sub-sectioned course density, and minimize the gap between students and direct instruction.

- Our advice falls in elements such as promoting graduate level courses for the Saturday option, creating strategic sequences for term A and term B minimester courses, and reviewing departmental loads.
- Our constraints continue to be not exceeding the number of courses delivered online that the system has approved.
- Our guidelines focus on scheduling courses based on need, extending and evenly populating the scheduling window, appropriately indicating courses elements and delivery types, and aligning with delivery methods with catalog descriptions.

These are broader than the detail-level information included in the schedule resource guide. We ask that schedulers take note of the enrollment by classification data included as a mapping tool rather than re-rolling previous, per-COVID semester schedule plans.

Considerations for Enrollment by Classification (as of third week of fall term)

- Freshmen enrollment is up 12.6% (+692), with 6,203 enrolled this fall compared to 5,511 last fall. This includes 1,207 returning students with less than 30 hours.
 - Enrollment of new beginning freshmen is up 46.4% (+1,513), with 4,775 enrolled this fall.
- Sophomore enrollment is down 4.8% (-247) with 4,918 enrolled this term
- Upper class student enrollment is down 2.3%
 - Juniors are down 2.2% (-106) with 4,831 enrolled
 - Seniors are down 2.5% (-149) with 5,776 enrolled

Extend the Scheduling Window

1. Expand M-F day to 8:00am (start time) - 10:00pm (end time for last class); labs already scheduled for 7:30am start times can continue. *Courses should be spread evenly across the day - and throughout the week.* This should be done by each department to ensure distribution.
 - a. 17% of classes offered between 8:00am and 10:00am
 - b. 17% of classes offered between 10:00am and 12:00pm
 - c. 17% of classes offered between 12:00pm and 2:00pm
 - d. 17% of classes offered between 2:00pm and 4:00pm

- e. 17% of classes offered between 4:00pm and 6:00pm
 - f. 15% of classes offered between 6:00pm and 10:00pm
2. Revised times to include post-2:30pm F for MWF courses, and table MW courses for the time-being are now available for registration. The available MWF course times are:
- a. 8:00am - 8:50am
 - b. 9:05am - 9:55am
 - c. 10:10am - 11:00am
 - d. 11:15am - 12:05pm
 - e. 12:20pm - 1:10pm
 - f. 1:25pm - 2:15pm
 - g. 2:30pm - 3:20pm
 - h. 3:35pm - 4:25pm
 - i. 4:40pm - 5:30pm

Link to revised times on Registrar's website:

<https://drive.google.com/file/d/1dzuraDI147JntZQm2Qu657k-eBedss1C/view>.

3. Add Saturday in 3-hour blocks (first consider graduate level courses for this option).
4. **85%** of courses offered by each department in the Spring need to be f2f courses
- a. Includes in-person and hybrid (H) courses.
5. **15%** of courses offered by each department in the Spring can be online courses according to SACSCOC definitions:
- a. Includes partially remote/online, fully online (asynchronous), and entirely online courses
6. Large course sections that will have to be sub-sectioned should be offered on a MWF schedule.

Loads within Department

1. Departments may want to look at SCH, seats offered/filled, not just courses to create faculty loads.
2. When scheduling courses based on need, use Business Objects and EAB APS reports to look at DFW rates and historical data for over- and under-enrolled courses. Use the program maps for each degree program--and the 3-year rotation of courses for each program/department--to help determine schedule. Work with the advising office to identify how many students need the course to progress (this may require more seats or an additional section). Please note that departments

and programs need to pull the data first and then work with advising to confirm and/or fine-tune the proposed schedule (i.e. do not dump the data requests on academic advisors).

3. Consider sequencing courses and using Term A and Term B strategically. For example, offer sequenced pre-requisite courses in Term A and Term B; offer some sections of ENGL 1101 in Term A and some sections of ENGL 1102 in Term B.
4. Make sure that courses with low-cost textbooks (total \$45 and under) and no-costs (\$0 - perhaps using open source resources or the instructor provides all materials through FOLIO) are designated using the appropriate attributes. Also make sure that capstone courses, internships, and service learning courses are designated using the appropriate HIP attribute. This information provides important guidance to students and is part of our reporting requirements to the USG. Please see the schedule resource guide for the specific attributes and appropriate BANNER screen.

Section Coding

- Course Comments - use the BANNER Comments feature (SSATEXT) to clearly state the type of course, for example:
 - Asynchronous Course: Instruction delivered online without specified meeting days, times, or building/room locations.
 - Remote-Synchronous Course: Instruction delivered completely online at the assigned meeting days/times listed in WINGS.
 - Sub-sectioned Course: Face-to-face course that uses Folio GROUPS feature to designate specific meeting dates and times.
 - Hybrid Course: Course in which instruction is provided both face-to-face and online.

Room Scheduling

The COVID-19 room capacity spreadsheet must be consulted when assigning a classroom space. 25Live now reflects most instructional spaces with up-to-date capacities. Since chairs currently have those capacity numbers, we will move forward with the traditional scheduling method (rather than funneling through AA or RO). Course enrollments should approximate their standard numbers, not be adjusted to fit specific spaces. There will be greater need for flexibility in what have been referred to as “owned” spaces. Where conflicts arise in space and scheduling needs, we will ask the deans to work inter-collegiately to resolve those scheduling issues.

Hybrid & Definitions

It is imperative to create student-friendly language at the beginning of the syllabus that fully explains the nature, pattern, rationale, and expectations of a hybrid-type course. Students must have access to this information ahead of the semester. This means Folio sites with syllabi included should be available to students by the end of Thanksgiving break (November 30).

Align Course Delivery with Catalog Type

We have been dealing with a significant number of student and parent questions (and complaints) in regards to how courses are delivered. Please make sure that the design of a sub-sectioned course aligns with the course description, course level, and delivery type in the catalog.

The screenshot shows a course registration form with several sections. Red boxes highlight the following fields:

- Is this a variable credit hour course?** (radio buttons for Yes and No)
- Credit hours** (text input field)
- Weekly contact hours:** (text input fields for Lecture/Seminar, Lab, and Other)
- Is this course repeatable for credit that can count towards graduation?** (radio buttons for Yes and No)
- Course fees:** (radio buttons for Yes and No)
- Primary Grade Mode** (dropdown menu showing Normal (N))
- Other Grading Mode(s) (check all that apply)** (checkboxes for Learning Support English, Learning Support Math, Learning Support Reading, Audit, Required High School Curriculum, Satisfactory)
- Schedule type** (checkboxes for Asynchronous Instruction, Directed Study (one-to-one), Dissertation, Independent Study (Correspond), Internship/Practicum, Lecture, Lecture/Supervised Laboratory, Lecture/Unsupervised Lab, Practice Teaching, Seminar, Supervised Laboratory, Synchronous Instruction, Thesis, Unsupervised Laboratory)
- General Course Description** (text area)
- Student Learning Course Outcomes** (text area)

For instance, if a course is coded as Lecture--especially those at the 1000 and 2000 levels--a flipped model might not be the best delivery method. Students in these introductory and non-majors courses have expressed serious and thoughtful concerns about the lack of *direct* instruction during their in-person classroom time. On the other hand, a flipped model might be perfectly appropriate for an upper-division course for majors or a Seminar.

One level of this is, of course, managing student expectations under the circumstances, but aligning with those expectations to a greater degree will help significantly. A second level is clear and thorough communication with the class as a whole. However, a course sub-section design that stands counter to what the catalog offers *should not* be employed. It is incumbent on department chairs to ensure appropriate delivery is designed and adequately communicated to students.

Schedule Timeline

The Spring 2021 course schedule will be rolled from the Spring 2020 version, and the Summer 2021 will be generated from Summer 2019. Please note that there may be newer classes that will need to be added manually.

Planned Schedule

- Wednesday, September 9, 2020 - Spring 2021 schedule rolled from Spring 2020
- Monday, September 21, 2020 (8 AM) - Schedulers deadline for modifications Spring 2021
- Monday, September 21, 2020 (9 AM) - Spring 2021 schedule will be 'live' for advisement purposes
- Monday, September 21, 2020 - Summer 2021 schedule rolled from Summer 2019
- Monday, October 5, 2020 (8 AM) - Schedulers deadline for modifications Summer 2021
- Monday, October 5, 2020 (8 AM) - Summer 2021 schedule will be 'live' for advisement purposes

Please see addendum files for additional documents:

- Revised Standard Class Meeting Times
- Schedule of Classes Procedure Manual

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Motion Request

3/16/2020



SHORT TITLE:

(Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

Change the wait time for waitlist to 24 hours

MOTION(s):

(Please write out your motion in the exact form/wording on which you want the Senate to vote.)

Change the time a student has from notification of being able to register for a class from the waitlist to 24 hours.

RATIONALE(s):

(Please explain why the motion should be considered by the Faculty Senate, remembering that the Senate does not deal with issues limited to individual colleges or administrative units. Include pertinent data and source references for information and/or language.)

Students that are on a waitlist have 12 hours to respond to an opening in a class before losing their position on the waitlist. This seems unrealistic and can potentially hurt student success. Many of our students work off campus and/or have families. 1) Not every student is attached to the University through email 24/7. Faculty are not expected to be, so why do we expect students. 2) Additionally, students that work 12 hour shifts (medical, military, etc.) can easily miss the opportunity because they are working. We should not expect them to check their GSU email right before reporting to work and then right after work. 3) If a student has a question about the respective course or other changes that adding this course may cause, who will respond to their questions within 12 hours, especially in the evening or during the weekend? 4) For students that are involved in activities such as athletics, drama, etc, 12 hours could be while they are on the road, training, etc. A more realistic time would be 24 hours during regular business days. So if an opening occurs at 7:48 PM on a Friday, the student has until 7:48 PM on Monday at the minimum to respond.

If you have an attachment, press the button below to attach to form.

Submitted by:

pholt

Phone:

344-2916

E-Mail:

dmullenax@

Re-Enter Email:

dmullenax@

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Request for Information

8/6/2020

SHORT TITLE:

(1) (Please provide a short descriptive title.)

Inter campus shuttle ridership tally for 2019-2020 academic year.

QUESTION(s):

(2) (Please state your request or requests in question form as concisely as possible.)

Question:

I am requesting a report on the number of riders per month on average for the individual time slot.s.

b) *RATIONALE(s):*

(1) (Please explain why this issue is one of general concern for the Faculty Senate or for the University and not a matter concerning only an individual college or administrative area. Please note what other, if any, attempts you have made to garner this information before submitting this request to the Faculty Senate.)

c) ***I believe a quick review of the schedule is warranted after one year by the faculty to ensure its schedule is the most efficient in its orientation***

(1) If you have an attachment, press the button below to attach to form and send.



Click here to attach a file

SUBMITTED BY:

pholt

PHONE NO:

912 344 299

E-MAIL ADDRESS:

cmacgowan

RE-ENTER EMAIL

cmacgowan

Georgia Southern University Inter Campus Ridership Monthly Count Sheet

Fall		STATESBORO GSU										SAVANNAH GSU										
2019		645		945		1215		1330		1630		1915		815		1115		1500		1800		
DAY	DATE	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	ON	OFF	
August																						
Mon	19	2		2	2		1	1		1			2	2	2	1	2		1	2	1	11
Tue	20	3		1	2		1			2	2			2	3	1	1	2			2	11
Wed	21	4		2	1		1	1			2		3	1	4	1	2	2	1	3		14
Thu	22	3		2	3		3	3		1	1		3	3	3	3	2	1	3	3	1	19
Fri	23	2		3	2		1	4		2	2		1	2	2	1	3	2	4	1	2	17
Sat	24																					
Sun	25																					
Mon	26	4			4		5	1		6			2	4	4	5			1	2	6	22
Tue	27	4			2			2		3	4		3	2	4		4	2	3	3		18
Wed	28	3		4	1		1	0		3	3	0	3	1	3	1	4	3	0	3	3	18
Thu	29	3		1	3		3	5		6	1		3	3	3	3	1	1	5	3	6	25
Fri	30	3		2	0		2	7		4	0		3	0	3	2	2	0	7	3	4	21
Sat	31																					
September																						
Sun	1																					
Mon	2																					
Tue	3																					
Wed	4																					
Thu	5																					
Fri	6																					
Sat	7																					
Sun	8																					
Mon	9	1		0	5		2	4		4	2		2	5	1	2	0	2	4	2	4	20
Tue	10	5		2	3		3	1		4	5		0	3	5	3	2	5	1	0	4	23
Wed	11	2		3	5		1	7		0	0		6	5	2	1	3	0	7	6	0	24
Thu	12	4		1	3		4	3	0	4	2		2	3	4	4	1	2	3	2	4	23
Fri	13	5		1	3		8	7		5	4		1	3	5	8	1	4	7	1	5	34
Sat	14																					
Sun	15																					
Mon	16	6		0	4		1	4		5	0		5	4	6	1	0	0	4	5	5	25
Tue	17	4		2	3		4	3		4	4		3	3	4	4	2	4	3	3	4	27
Wed	18	5		3	3		2	2		2	4		2	3	5	2	3	4	2	2	2	23
Thu	19	5		1	5		8	12		6	2		5	5	5	8	1	2	12	5	6	44
Fri	20	2		2	4		5	4		3	2		4	4	2	5	2	2	4	4	3	26
Sat	21																					
Sun	22																					
Mon	23	2		3	4		3	4		4	3		4	4	2	3	3	3	4	4	4	27
Tue	24	4		1	2		4	2		4	4		1	2	4	4	1	4	2	1	4	22
Wed	25	4		2	4		2	4		1	2		1	4	4	2	2	2	4	1	1	20
Thu	26	5		2	3		7	6		4	1		2	3	5	7	2	1	6	2	4	30
Fri	27	1		9	6		5	8		5	5		5	6	1	5	9	5	8	5	5	44
Sat	28																					
Sun	29																					
Mon	30	2		1	3		2	3		4	2		1	3	2	2	1	2	3	1	4	18

October																				
Tue	1	3	2	3	4	1	5	6	1	3	3	4	2	6	1	1	5	25		
Wed	2	3	0	0	4	2	3	1	0	0	0	3	4	0	1	2	0	3	13	
Thu	3	3	2	2	2	2	4	2	3	2	2	2	2	2	2	3	4	20		
Fri	4	1	4	3	1	10	5	3	4	3	1	1	4	3	10	4	5	31		
Sat	5																			
Sun	6																			
Mon	7	7	0	5	2	2	0	4	1	3	5	7	2	0	1	2	3	4	24	
Tue	8	6	0	1	3	2	0	3	4	2	1	6	3	0	4	2	2	3	21	
Wed	9	6	0	4	1	3	0	2	2	4	4	6	1	0	2	3	4	2	22	
Thu	10	3	3	1	6	2	0	7	3	1	1	3	6	3	3	2	1	7	26	
Fri	11	4	3	1	1	8	0	4	5	0	1	4	1	3	5	8	0	4	26	
Sat	12																			
Sun	13																			
Mon	14	4	2	5	4	4	0	2	3	5	4	4	4	2	2	4	3	24		
Tue	15	5	1	1	2	2	4	4	3	1	5	2	2	1	4	2	3	4	22	
Wed	16	7	1	2	4	2	3	3	1	2	7	4	4	1	3	2	1	3	23	
Thu	17	4	2	4	4	3	5	1	3	4	4	4	4	2	1	3	3	5	26	
Fri	18	3	5	7	5	5	6	7	3	7	3	5	5	7	5	3	6	41		
Sat	19																			
Sun	20																			
Mon	21	9	2	4	0	3	2	7	2	4	9	0	2	7	3	2	2	29		
Tue	22	3	1	2	4	1	5	2	1	2	3	4	4	1	2	1	0	5	18	
Wed	23	3	1	0	0	2	11	3	0	3	0	3	0	1	3	2	3	11	23	
Thu	24	2	1	3	3	2	2	3	3	2	3	2	3	1	3	2	0	2	16	
Fri	25	5	3	7	3	10	4	7	4	7	7	5	3	3	7	10	4	4	43	
Sat	26																			
Sun	27																			
Mon	28	8	2	4	1	2	2	4	0	3	4	8	1	2	4	2	3	2	26	
Tue	29	3	2	4	3	3	0	2	3	1	4	3	3	2	3	3	1	2	21	
Wed	30	3	4	3	1	5	1	3	3	3	3	3	1	4	3	5	3	1	23	
Thu	31	3	3	2	2	2	2	1	3	2	2	3	2	3	1	2	3	2	18	
November																				
Fri	1	1	4	3	2	4	5	4	1	3	1	2	4	4	4	1	5	24		
Sat	2																			
Sun	3																			
Mon	4	3	2	6	4	2	3	3	1	6	3	4	2	3	2	1	3	24		
Tue	5	5	1	3	6	3	7	2	1	3	5	6	1	2	3	1	7	28		
Wed	6	4	2	2	1	3	3	5	4	2	4	1	2	5	3	4	3	24		
Thur	7	3	1	1	3	3	3	3	5	1	3	3	3	1	3	3	5	3	22	
Fri	8	4	3	4	2	7	9	2	1	4	4	2	3	2	7	1	9	32		
Sat	9																			
Sun	10																			
Mon	11	7	1	6	5	1	4	2	6	6	7	5	1	2	1	6	4	32		
Tue	12	8	4	1	1	1	1	5	3	1	8	1	4	5	1	3	1	24		
Wed	13	3	1	4	1	5	4	4	4	4	3	1	1	4	5	4	4	26		
Thur	14	5	1	2	3	2	3		2	2	5	3	1	0	2	2	3	18		
Fri	15	5	3	1	2	5	2	4	5	1	5	2	3	4	5	5	2	27		
Sat	16																			
Sun	17																			
Mon	18																			
Tue	19																			
Wed	20																			

Thur	21																		
Fri	22																		
Sat	23																		
Sun	24																		
Mon	25																		
Tue	26																		
Wed	27																		
Thur	28																		
Fri	29																		
Sat	30																		
December																			
Sun	1																		
Mon	2	3	3	5	7	1	0	5	2	1	5	3	7	3	2	1	1	5	27
Tue	3	9	1	2	4	1		3	5	2	2	9	4	1	5	1	2	3	27
Wed	4	8	2	5	1	4		3	5	4	5	8	1	2	5	4	4	3	32
Thu	5	5	2	2	3	0	0	2	2	3	2	5	3	2	2	0	3	2	19
Fri	6	5	6	4	3	4	0	4	3	0	4	5	3	6	3	4	0	4	29
Sat	7																		
Sun	8																		
Mon	9	6	1	4	3	3	0	1	3	2	4	6	3	1	3	3	2	1	23
Tue	10	3	0	1	2	1		1	3	2	1	3	2	0	3	1	2	1	13
Wed	11	5	1	4	1	3		2	3	2	4	5	1	1	3	3	2	2	21
Thu	12	3	3	3	1	1		0	4	0	3	3	1	3	4	1	0	0	15
Fri	13	2	1	2	1	6		1	0		2	2	1	1	0	6	0	1	13
Sat	14																		
Sun	15																		
Mon	16	3	2	2	1			4	2	3	2	3	1	2	2	0	3	4	17
Tue	17	2	1	3	1	4		3	2	1	3	2	1	1	2	4	1	3	17
Wed	18	4	3	2	1	2				1	2	4	1	3	0	2	1	0	13
Thu	19	2	2	1	1	3		2			1	2	1	2	0	3		2	11
Fri	20	4	2	2	0	3		2	1		2	4	0	2	1	3	0	2	14
Sat	21																		
Sun	22																		
Mon	23																		
Tue	24																		
Wed	25																		
Thu	26																		
Fri	27																		
Sat	28																		
Sun	29																		
Mon	30																		
Tue	31																		

January

Wed	1																			
Thur	2																			
Fri	3																			
Sat	4																			
Sun	5																			
Mon	6	4	1	2	1	2	0	1			2	4	1	1	1	2				11
Tue	7	2	1	2	1	0	0	3	1		2	2	1	1	1	0	0	3		10
Wed	8	1	2	2	1	0	0	0	3	1	2	1	1	2	3	0	1	0		10
Thur	9	1	2	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1		9
Fri	10	1	2	1	0	2	0	1	2	0	1	1	0	2	2	2	0	1		9
Sat	11																			
Sun	12																			
Mon	13	3	5	2	4	3	0	3	5	5	2	3	4	5	5	3	5	3		30
Tue	14	2	2	5	3	3	0	5	2	4	5	2	3	2	2	3	4	5		26
Wed	15	2	4	4	3	4	0	5	4	4	4	2	3	4	4	4	4	5		30
Thur	16	7	2	6	3	3	0	5	3	3	6	7	3	2	3	3	3	5		32
Fri	17	3	2	3	1	7	0	3	3	4	3	3	1	2	3	7	4	3		26
Sat	18																			
Sun	19																			
Mon	20																			
Tue	21	6	2	6	3	2	0	4	3	2	6	6	3	2	3	2	2	4		28
Wed	22	2	4	7	5	5	0	5	3	5	7	2	5	4	3	5	5	5		36
Thur	23	4	1	7	3	4		7	5	2	7	4	3	1	5	4	2	7		33
Fri	24	3	3	2	4	8		6	3	1	2	3	4	3	3	8	1	6		30
Sat	25																			
Sun	26																			
Mon	27	5	3	6	7	3	0	6	4	3	6	5	7	3	4	3	3	6		37
Tue	28	1	1	3	1	2	0	2	0	3	3	1	1	1	0	2	3	2		13
Wed	29	2	3	6	3	5		8	4	5	6	2	3	3	4	5	5	8		36
Thur	30	4	1	6	5	3		3	5	0	6	4	5	1	5	3	0	3		27
Fri	31	2	3	7	2	5		9	3	3	7	2	2	3	3	5	3	9		34
February																				
Sat	1																			
Sun	2																			
Mon	3	4	0	4	6	4	5	0	3	5	0	6	4	4	4	5	5	4	3	35
Tue	4	3	0	4	2	1	3	0	2	5	0	2	3	1	4	5	3	3	2	23
Wed	5	1	0	2	8	2	4	0	5	3	0	8	1	2	2	3	4	2	5	27
Thu	6	6	0	2	4	5	1	0	2	3	0	4	6	5	2	3	1	0	2	23
Fri	7	5	0	6	5	3	8	0	9	7	0	5	5	3	6	7	8	1	9	44
Sat	8																			
Sun	9																			
Mon	10	4	0	4	6	6	8	0	3	6	0	6	4	6	4	6	8	4	3	41
Tue	11	1	0	4	6	1	6	0	6	5	0	6	1	1	4	5	6	7	6	36
Wed	12	6	0	3	5	5	3	0	4	3	0	5	6	5	3	3	3	5	4	34
Thu	13	4	0	1	4	2	2	0	5	3	0	4	4	2	1	3	2	4	5	25
Fri	14	4	0	5	6	5	8	0	7	2	0	6	4	5	5	2	8	7	7	44
Sat	15																			
Sun	16																			

Mon	17	7	0	5	5		6	6	0	5	4	0	3		5	7	6	5	4	6	3	5	41
Tue	18	1	0	1	5		1	1	0	4	3	0	1		5	1	1	1	3	1	1	4	17
Wed	19	2	0	4	4		3	7	0	6	5	0	3		4	2	3	4	5	7	3	6	34
Thu	20	4	0	4	5		3	2	0	3	2	0	4		5	4	3	4	2	2	4	3	27
Fri	21	7	0	5	2		8	6	0	7	6	0	2		2	7	8	5	6	6	2	7	43
Sat	22																						
Sun	23																						
Mon	24	3	0	5	4		4	7	0	4	5	0	5		4	3	4	5	5	7	5	4	37
Tue	25	7	0	2	4		1	2	0	3	5	0	3		4	7	1	2	5	2	3	3	27
Wed	26	3	0	5	5		4	3	0	7	6	0	5		5	3	4	5	6	3	5	7	38
Thu	27	4	0	2	6		4	3	0	6	1	0	6		6	4	4	2	1	3	6	6	32
Fri	28	1	0	6	3		6	9	0	8	5	0	3		3	1	6	6	5	9	3	8	41
Sat	29																						

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Request for Information

8/27/2020



SHORT TITLE:

(2) (Please provide a short descriptive title.)

Parking Permits

QUESTION(s):

(3) (Please state your request or requests in question form as concisely as possible.)

Question:

Why are those faculty who must teach face-to-face during the pandemic this semester being asked to purchase parking permits when their colleagues who are able to teach from home will not need to do so? Why are parking tickets being issued for lack of permit when no reminders or instructions about purchasing those permits were sent? Why can't faculty purchase permits while parking appeals are in process? Why were some faculty issued parking tickets before the website for purchasing those permits was operational? What process determines which ticket appeals are approved?

d) RATIONALE(s):

(1) (Please explain why this issue is one of general concern for the Faculty Senate or for the University and not a matter concerning only an individual college or administrative area. Please note what other, if any, attempts you have made to garner this information before submitting this request to the Faculty Senate.)

e) Faculty did not receive any kind of notification about parking permits this year or any instructions about purchasing them, and yet we are being ticketed. Some faculty members were ticketed on the very first day of class. Particularly for those of us on the Armstrong and Liberty campuses, paying for parking is relatively new and not something we automatically remember to do. Further, the website was not initially working as some faculty who tried to purchase online permits for cars found that they were being charged for an Armstrong motorcycle at \$25. One colleague who repeatedly had this problem was told that she must come in person to parking services to purchase her permit. There was no notice online that faculty wanting to pay in full for a permit had to make the purchase in person and according to one colleague, even after multiple phone calls, no one answered. Faculty cannot purchase permits until outstanding tickets are paid. Thus, we cannot appeal an outstanding ticket without risking more tickets each day until the appeal is processed and affirmed or denied. Further, appeals seem to be arbitrary as some are approved and others are not for the same parking violation. More importantly, it seems unfair that those of us who are teaching face to face must pay parking fees this year at all considering the unusual circumstances of COVID19. Many of our colleagues are working from home and will not have to pay for a permit this year. Those of us who are teaching on campus are thus being penalized for not having an underlying condition that allows us to work from home and avoid these fees. Further, with reduced faculty traffic on campus, I again question why we should have to pay for parking under the present circumstances. We are risking our health to teach in person, and some of us are travelling at our own expense between campuses. We lost the battle about paying to park last year, but under the circumstances, I'm hoping something can be done to help out those of us teaching face-to-face in a pandemic. At the very least, we need to be able to buy permits online, to receive instructions about how to do so before the semester begins, to have a process that is in working order before tickets are issued, and to avoid further ticketing while appeals are in process.

(1) If you have an attachment, press the button below to attach to form and send.



Click here to attach a file

SUBMITTED BY:

PHONE NO:

E-MAIL ADDRESS:

RE-ENTER EMAIL

Response from Rob Whitaker:

Faculty and Staff who want to park on campus in a Faculty/Staff parking lot must purchase a parking permit. The cost of the permit is \$100/year and can be paid via payroll deduction.

Payment for or appealing of a citation is done through the Parking and Transportation Web Portal. You may also access the web portal via MyGS under Auxiliary Services > Parking Permits & Citation. Appeals are reviewed by the Parking & Transportation Appeals Committee.

When we transitioned to paid parking permits on the Armstrong campus, we communicated on several occasions outlining the process which included noting the free parking lot that can be used by Faculty and Staff who don't want to pay for the permit.

Setting up your permit on payroll deduction will eliminate the need to re-purchase your permit every year.

Each year, we start the first week with warnings not tickets. We also waive the first ticket on appeal.

You can purchase your parking permit online with a credit card. If you want payroll deduct you will have to fill out the form to give us authorization to initiate the payroll deduction. A signed form can be emailed to Parking and Transportation.

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Request for Information

8/30/2020



SHORT TITLE:

(2) (Please provide a short descriptive title.)

Facilitating & Encouraging Outdoor Course/Group Meetings

QUESTION(s):

(3) (Please state your request or requests in question form as concisely as possible.)

Question:

Can the GA Southern administration create a list or map of reservable locations using GIS, 25Live, and/or Banner that will encourage & facilitate the shift of course & group meetings into outdoor spaces - as judged appropriate by faculty members & their department chairs? Relatedly, can the GA Southern administration make sure that classes and faculty are given priority access to existing, particularly appropriate locations, such as pavilions controlled by the RAC, Wildlife Center, Gardens, and Athletics? Can the university step up WiFi access in at least some of these outdoor locations?

f) RATIONALE(s):

(1) (Please explain why this issue is one of general concern for the Faculty Senate or for the University and not a matter concerning only an individual college or administrative area. Please note what other, if any, attempts you have made to garner this information before submitting this request to the Faculty Senate.)

g) **First, as compared to the risks of indoor spaces that lack adequate ventilation or high-end filtration, the science and research regarding the reduced transmission of COVID among socially-distanced, masked individuals in outdoor settings deserves consideration.**

[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7255254/;](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7255254/)

[https://www.medrxiv.org/content/10.1101/2020.02.28.20029272v2 ;](https://www.medrxiv.org/content/10.1101/2020.02.28.20029272v2)

[https://wwwnc.cdc.gov/eid/article/26/8/20-1274_article ;](https://wwwnc.cdc.gov/eid/article/26/8/20-1274_article)

[https://academic.oup.com/jid/article/222/2/214/5841129 ;](https://academic.oup.com/jid/article/222/2/214/5841129)

[https://www.medrxiv.org/content/10.1101/2020.04.04.20053058v1 ;](https://www.medrxiv.org/content/10.1101/2020.04.04.20053058v1)

[https://www.sciencedirect.com/science/article/pii/S0160412020317876 ;](https://www.sciencedirect.com/science/article/pii/S0160412020317876)

<https://www.medrxiv.org/content/10.1101/2020.07.20.20158238v1> **Second, This past week, UGA emailed their campus community the following message, which included a link to a GIS map: "Online Interactive UGA Study Space Map Now Available: We are pleased to announce the launch of an online interactive map ... Faculty may find this map useful to discover outside venues to hold a class." MAP:**

<http://usg.maps.arcgis.com/apps/webappviewer/index.html?id=4f501e66d68645048cb9972f19466646>

SOURCE: <https://dar.uga.edu/apps/htmlmails/viewinbrowser/17773> Third, recently: Statesboro turned an ominous corner with the local daily count of new COVID cases suddenly increasing from 21 to 64 to 133 from 8/26 to 8/28; The EGRMC lingered in ambulance diversion and overcrowded ER status; The count of students who are ill/quarantined/COVID+ in many classes passed 10%; and Multiple athletics teams have experienced outbreak/quarantine situations. Fourth, my outdoor class meetings have generally gone well thus this semester. Thank you, Scott Beck, Professor, MGSE, COE

(1) If you have an attachment, press the button below to attach to form and send.



Click here to attach a file

SUBMITTED BY:

PHONE NO:

E-MAIL ADDRESS:

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Response from Carl Reiber:

There are currently several outdoor locations in 25Live - In Statesboro there are Sweetheart Circle, RAC fields, MC Anderson Pavilion, Magnolia Gardens, Wildlife Center; International

Gardens at Armstrong, just to name a few. All are available for booking through 25Live if professors choose.

All other open areas are available for professors to use but will not be on 25Live for booking. Faculty would be encouraged to take into account the weather when choosing to move the class outside as well as any accessibility needs of their students. Tables and chairs would not be provided and there is limited to no WiFi in most areas. Social distancing would still be required even in an outdoor environment and while not mandatory, face masks would continue to be encouraged.

Faculty need to be considerate of student issues when scheduling classes outside. Weather must be considered as well as student sensitivities to grass, dust, insects and allergies. If students file complaints that their learning or health is impacted by any of these issues the class must have a regular indoor classroom assigned.

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Request for Information

9/1/2020



SHORT TITLE:

(2) (Please provide a short descriptive title.)

Monitoring of instruction

QUESTION(s):

(3) (Please state your request or requests in question form as concisely as possible.)

Question:

What methods are being used to monitor faculty instruction? Are Face to Face classes, Folio shells, and Zoom sessions all being monitored? Who is performing this monitoring? What are they being paid and from what source?

RATIONALE(s):

h) Monitoring of instruction Question *What methods are being used to monitor faculty instruction? Are Face to Face classes, Folio shells, and Zoom sessions all being monitored? Who is performing this monitoring? What are they being paid and from what source? Rationale* This is an issue of general concern for several reasons. Based on communications faculty members have received from department chairs and deans, instruction monitoring systems are in place. Some faculty have reported people who are unknown to them standing outside their classrooms, and apparently observing their courses. Others have noted the appearance of unauthorized files into their Folio course pages and are concerned that the ability of administrators to use software back doors, combined with requests that faculty include department chairs as members of their courses, allow for electronic monitoring of both students and instructors. Taken together, these actions and notifications imply that faculty members are not trusted to deliver instruction in the ways listed on the Course Schedule without direct oversight and creates a general atmosphere of distrust. Aside from creating a climate of apprehension, this practice does not take into account all of the possible scenarios that might be taking place in any given course. With multiple possible models in place, multiple scenarios in each model, the variability of student wellness and behavior, the relaxation of attendance policies to discourage students who know that they have been exposed or are ill from coming to class, it would be very difficult for a monitor to get an accurate picture of what is actually happening in any particular class. In addition to indicating that faculty are not trusted to do as they have agreed to do, not allowing faculty to decide what works best for their content and their individual students is a violation of academic freedom. Page 29 of the Faculty Handbook states: "301 Academic Freedom Georgia Southern University supports the statement on Academic Freedom by the American Association of University Professors. PREAMBLE The purpose of this statement is to promote public understanding and support of academic freedom. Academic freedom exists within the institutional framework of shared governance in which collegial forms of deliberations are valued, responsibilities are shared, and constructive joint thought and action are fostered among the components of the academic institution. Institutions of higher education are conducted for the common good and not to further the interests of either the individual or the institution. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Membership in the academic community imposes on students, faculty members, administrators, and board members an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, and free expression on and off the campus. ACADEMIC FREEDOM Teachers are entitled to freedom in the classroom in discussing issues relevant to their subject. Pedagogical decisions should be made by the faculty in accordance with the policies of that academic unit. Pedagogical decisions should be consistent with university policies, codes of professional ethics and conduct as well as the educational goals of the course and the evaluation standards held in the academic unit. Teachers are entitled to full freedom in scholarly activities and in dissemination of the results, subject to the adequate performance of their other academic duties. Scholarly activities for pecuniary return should be based upon policies established by the governing bodies of the institution and the University System." The threat of instructional monitoring is an insult to hardworking faculty members in a semester when most, if not all, instructors have already received CARES notifications for students who need to complete their coursework in ways that might not align with the mode of instruction listed on the schedule. Signed, Heidi M. Altman, Ph.D. College of Behavioral and Social Sciences Diana T. Botnaru, M.D. Waters College of Health Professions Jeffrey D. Burson, Ph.D. College of Arts and Humanities Kathleen M. Comerford, Ph.D. College of Arts and Humanities Christopher B. Cartright College of Arts and Humanities Michelle A. Haberland, Ph.D. College of Arts and Humanities Nancy G. McCarley, Ph.D. College of Behavioral and Social Sciences Robert A. Yarbrough, Ph.D. College of Science ad Mathematics

(1) If you have an attachment, press the button below to attach to form and send.

SUBMITTED BY:	pholt	PHONE NO:	912-478-572
E-MAIL ADDRESS:		RE-ENTER EMAIL	
	haltman@ge		haltman@ge

Response from Carl Reiber: As has always been the policy, faculty workload, course assignments and course delivery modes are addressed in the Faculty Workload policy. Department chairs and deans have administrative oversight responsibility regarding faculty workload, attendance and delivery of courses. Faculty are expected to engage their assigned courses in the mode approved by the chair unless the faculty have approval to adjust their course load or delivery method. ADA accommodations can be requested through HR as can telework/flex work adjustments to schedules. The USG requires all institutions report D2L: Last Access Reports for Faculty and Students which assures that all scheduled courses have active Folio accounts and that students are engaging these accounts. If a course Folio account is not active the chair/dean will contact the instructor of record to request Folio activation as this is the Georgia Southern University continuity of instruction platform. The attendance verification quiz is uploaded to all active Folio accounts.

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Discussion Item Request Print View

(2) SHORT TITLE

(3) (Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

Discussion regarding the SGA & Faculty Senate Joint Resolution on Diversity

i) *SUBJECT OF DISCUSSION:*

(1) (Please state the nature of your request as concisely as possible.)

j) ***The subject is the SGA-FS Joint Resolution on Diversity document.***

k) *RATIONALE(s):*

(1) (Please explain why this issue is one of general concern for the Faculty Senate or for the University and not a matter concerning only an individual college or administrative area.)

l) ***The authors of the Joint Resolution would like the opportunity to discuss the Resolution with the Senators.***

m)

(1) If you have an attachment, press the button below to attach to form and send.

Submitted by:

Phone:

Email:

Re-Enter Email:

**Georgia Southern University Student Government Association
SGA-Faculty Senate Joint Resolution**

Sponsoring Executive: KeyShawn Housey, Vice President of Student Engagement

Sponsoring Committee: Diversity Advisory Board

Sponsoring Senator(s): Zakiya Daniel, CBSS;

**Co-Sponsors: Dantrell Maeweather, Provost Student Fellow; Michelle Haberland, CAH; and
Nicholas Holtzman, CBSS, Faculty Senator**

RESOLUTION

The Georgia Southern University Student Government Association and Faculty Senate support the implementation of systems encouraging diverse faculty hires which aim to enhance student-faculty relations and promote diversity and Inclusive Excellence University-wide.

Section 1: Summary

The faculty population of Georgia Southern University does not reflect the student population they serve. Therefore, we, the members of the Georgia Southern Student Government Association and the members of the Georgia Southern Faculty Senate ask that the University implement the following items to improve and diversify the faculty of Georgia Southern University.

Whereas Pillar 3 of the University Administration’s Strategic Plan states, “Georgia Southern University celebrates diversity in all its forms. All populations will feel valued and respected, regardless of race, gender, ethnicity, religion, national origin, age, sexual orientation or identity, education, or disability. In addition, the University will capitalize on distinctive, unique campus cultures while encouraging strong institutional unity;”

Whereas the SGA and Faculty Senate request that the University provides resources and support for faculty search processes that will enhance the ability to recruit and retain faculty from underrepresented groups;

Whereas Georgia Southern University aims to improve the climate of inclusivity and resilience among the increasingly diverse populations of the Statesboro, Liberty, and Armstrong campuses;

Whereas University System of Georgia (USG) institutions have published *A Concise Guide to Conducting Inclusive Faculty Searches*¹ in 2019 to standardize student involvement in faculty searches, and facilitate the process of hiring of diverse faculty and staff, and a *Resolution on Diversifying the*

¹ “Conducting Inclusive Faculty Searches: A Concise Guide,” Office of Faculty Affairs, Georgia State University, last modified September 2019, <https://faculty.gsu.edu/files/2019/09/Conducting-Inclusive-Faculty-Searches.pdf>.

*Faculty*² to support a culture of inclusion and collaboration through standardized accountability, training, mentoring, and onboarding programs;

Whereas Georgia Southern University has successfully established and filled the Associate Vice President of Inclusive Excellence and Chief Diversity Officer position within the Administration to directly facilitate and support Inclusive Excellence initiatives on all three campuses;

Therefore let it be resolved that the Georgia Southern University Student Government Association and the Faculty Senate:

1. Recommend that, in order to achieve a diverse faculty, all faculty searches aim to have an applicant pool that reflects the expected diversity of the academic discipline according to the latest annual Berkshire EEO-1 reports at the start of the application review process by:
 - a. Requiring that Departmental Search Committees (DSCs) identify a faculty committee member to serve as the committee’s liaison to the Office of the Associate Vice President of Inclusive Excellence and Chief Diversity Officer for the purpose of reporting on the search progress and achieving a diverse candidate pool,
 - b. Urging DSCs to recruit from key national registries and databases of doctoral and postdoctoral scholars from underrepresented groups and that departments use Diversity Recruitment Resources to diversify the applicant pool,
 - c. Promoting the creation and use of diversity fellowships, cluster hires, and the development of an international pipeline and other innovative programs to recruit, retain, and advance diverse faculty, and,
 - d. Allocating meaningful financial and non-financial resources, including at least \$100,000 in annual funds beginning in the fiscal year 2021, from the Provost and Vice President of Academic Affairs and other sources toward search efforts to increase the diversity of the applicant pool;

2. Advocate for diverse undergraduate and graduate students’ involvement in the departmental faculty hiring process through:
 - a. Active recruitment of students within specified academic departments, according to their major(s) to participate in DSCs,
 - b. Distribution of announcements for the DSC Student Volunteer position similar to University-wide student hiring announcements,
 - c. Implementation of a fair and selective recruitment process within the department for students interested in the DSC Student Volunteer position, and,
 - d. Participation of selected DSC Student Volunteers throughout the process for determining viable candidates for departmental faculty positions, including but not limited to:
 - i. Student involvement in the process of curriculum vitae and application review for prospective faculty candidates,

² “University of West Georgia Faculty Senate Resolution on Diversifying the Faculty,” Diversity and Internationalization Committee, University of West Georgia, accessed April 20, 2020, https://www.westga.edu/campus-life/diversity/assets/docs/resolution_faculty.pdf.

- ii. Inclusion of a minimum of one student volunteer in the interview proceedings for prospective faculty candidates, and,
 - iii. Provision for feedback from the student volunteer for further consideration by departmental faculty;
- 3. Urge all DSC Members to participate in a mandatory specialized training course for best hiring practices according to Diversity Science,³ or according to a rigorous program backed by the Associate Vice President of Inclusive Excellence and Chief Diversity Officer, which will:
 - a. Be developed collaboratively by the Associate Vice President of Inclusive Excellence and Chief Diversity Officer as well as Office of Inclusive Excellence (OIE), the Office of Multicultural Affairs (OMA), the Office of the Provost and Academic Affairs, and Human Resources (HR),
 - b. Provide certification at its conclusion to verify DSC Members' eligibility to participate in the hiring process;
- 4. Recommend that the University requires all faculty members to go through recurrent, effective, and standardized Diversity, Equity, and Inclusion (DEI) training developed by the OIE;
- 5. Support the optimization of College Diversity Committees (CDCs) to promote the recruitment, retention, and advancement of University faculty by:
 - a. Incorporating faculty search committee practices to advance equity such as those included in the *Faculty Search Committee Practices to Advance Equity*,⁴
 - b. Developing mentorship programs for diverse faculty to assist them in their research, provide them with professional development opportunities, and support career advancement, promotion, and tenure,
 - c. Incentivizing credit in the domain of service towards faculty tenure and promotion through engagement in Inclusive Excellence initiatives, and,
 - d. Summarizing these efforts in a brief CDC report that will be integrated in the overall report created by the OIE;
- 6. Promote the publication and adoption of *Protocols for Conducting Inclusive Faculty Searches* on behalf of Georgia Southern University. This document shall:
 - a. Include protocols and training requirements to facilitate the standardized inclusion of students in departmental faculty hiring processes,
 - b. Provide an Index of Diversity Recruitment Resources⁵ which academic departments can use to diversify applicant pools through job announcements,

³ “Diversity Science: Achieve Equality & Full Inclusion In The Workplace,” Diversity Science, accessed April 20, 2020, <https://www.diversityscience.org/>.

⁴ “Faculty Search Committee Practices to Advance Equity,” Office of the Executive Vice President & Provost, December 20, 2017, https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf.

⁵ “Diversity Recruitment Links, Case University, April 2018, <https://case.edu/diversity/sites/case.edu.diversity/files/2018-04/DiversityRecruitmentWebsites.pdf>.

- c. Require an Inclusive Excellence Action Statement in each faculty and staff position search announcement that clearly reflects the University’s commitment to diversity and inclusion, and,
 - d. Be made available on the Faculty Search Procedures page of the Office of the Provost and Vice President of Academic Affairs website;⁶
7. Advise that Georgia Southern University, in coordination with the Associate Vice President of Inclusive Excellence and Chief Diversity Officer as well as the Provost and Vice President for Academic Affairs, releases an annual, integrated report on all departmental faculty hiring with attention given towards initiatives dedicated to improving faculty representation of underrepresented groups. This report shall:
- a. Produce statistical data to monitor and analyze the effectiveness of Inclusive Excellence initiatives that have been instituted by faculty and staff during the previous academic year by documenting the following:
 - i. Composition of diverse faculty according to assessable categories such as ethnicity, gender, college, and department,
 - ii. Retention rates, promotion frequency, and attainment of tenure among diverse faculty after completion of the hiring and onboarding processes,
 - iii. Analysis of internal pay equity within departments by academic rank, and other diversity categories,
 - iv. Examination of faculty exit survey data through “Stay Interviews” to explore the factors related to diversity and how these factors explain why faculty leave GSU, and,
 - v. Qualitative and quantitative record of faculty and staff who have attempted and completed an Inclusive Excellence training course,
 - b. Account for key points from CDC reports, and
 - c. Be made accessible to the public and University community via the Inclusive Excellence page of the Georgia Southern University website.

⁶ “Search Procedures,” Office of the Provost and Vice President for Academic Affairs, Georgia Southern University, April 16, 2020, <https://academics.georgiasouthern.edu/procedures/search/>.

Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: fsoffice@georgiasouthern.edu

Discussion Item Request Print View

(2) SHORT TITLE

(3) (Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

Countering discrimination at Georgia Southern

n) SUBJECT OF DISCUSSION:

(1) (Please state the nature of your request as concisely as possible.)

o) **SUBJECT OF DISCUSSION** *Based on the Senate discussions held in the 2019-2020 term, how should this body progress its efforts to racism and discrimination as they appear on campus? Key elements of the discussion include: Best practices for responding to racism and discrimination in educational settings; The professional and ethical responsibilities of faculty and other university employees to respond to and/or counter racism and discrimination; The role of the academic units in responding to instances of racism or discrimination which impact our students; The relationship between the IE Action Plan, other university policies, and faculty efforts to counter racism and discrimination.*

p) RATIONALE(s):

(1) (Please explain why this issue is one of general concern for the Faculty Senate or for the University and not a matter concerning only an individual college or administrative area.)

q) **RATIONALE** *Legal but harmful instances of racism and discrimination impact members of our community and our institutional reputation. Last year, senators developed a draft resolution on countering discrimination at Georgia Southern, but a vote was delayed due to the Covid disruption. Since then, the University's Inclusive Excellence Action Plan has come into effect and it addresses some of the concerns raised in the draft resolution. The Senate should progress these efforts by continuing this discussion, assigning tasks to committees as needed, and moving to advise the president and academic affairs on how best to address racism and discrimination on campus. The original resolution and an updated version are both attached.*

r)

(1) If you have an attachment, press the button below to attach to form and send.



DRAFT (MARCH 24, 2020)_ Resolution to Counter Discrimination on Campus (2).docx
452.95 KB



DRAFT (August 26, 2020)_ Resolution to Counter Discrimination on Campus.odt
21.75 KB

Submitted by:

pholt

Phone:

9124780530

Email:

labott@gec

Re-Enter Email:

labott@gec

DRAFT (24 MAR, 2020): Resolution to Counter Discrimination on Campus

WHEREAS “it continues to be the policy of Georgia Southern University to implement equal opportunity... which prohibits any employee, student, or patron from unlawfully harassing, threatening, or physically or verbally abusing another individual with the effect of unreasonably interfering with that person’s work or academic performance or of creating an intimidating, hostile, or offensive work or academic environment”¹:

Whereas Georgia Southern University’s 2019-2020 Student Code of Conduct regulates student conduct including “any classroom behavior that interferes with the Faculty’s ability to conduct class, failure to conform to the Faculty member’s announced expectations for the classroom, or the ability of other Students to learn”; “speech or other expression (words, pictures, symbols) that constitutes fighting words and is sufficiently severe, pervasive, or persistent so as to interfere, limit, or deny one’s ability to participate in or benefit from an educational program”; “any act of intimidation or bullying directed against any person or group of persons”²:

Whereas the Georgia Southern University Faculty Senate is responsible to “serve as the representative and legislative agency of the faculty,” to “serve as the official faculty advisory body to the President,” and for “formulating policies and reviewing procedures” related to “general educational policy of the University, the welfare of the faculty, and other matters which maintain and promote the best interests of the faculty and the University”³:

Whereas the University strategic pillars require the institution to develop “students into holistic critical thinkers who contribute as productive citizens to societal enrichment”; to ensure that “all populations will feel valued and respected, regardless of race, gender, ethnicity, religion, national origin, age, sexual orientation or identity, education, or disability”; to implement “robust policies, procedures, and practices to ensure current and future sustainability... risk management, and employee satisfaction”; to provide “access to resources for support” and “strong curricular and co-curricular opportunities” to promote “the intellectual, personal, and professional development of students”; and to deepen “strategic relationships” and expand “cultural opportunities” to distinguish the university “as a valued partner and community resource”⁴:

¹ [Reaffirmation of the University's Equal Opportunity and Affirmative Action Policy | Equal Opportunity & Title IX](#)

² [2019-2020 Code of Student Conduct](#)

³ [Faculty Senate](#)

⁴ [Strategic Plan | Performance Excellence](#)

Whereas the University Administration have committed to following recommendations from the 2019 Inclusive Excellence report, which include: “training and professional development,” “cultural competence [in] curriculum and co-curriculum,” and “faculty and staff diversity program”⁵:

Whereas the University community has experienced several incidents of racial discrimination in which members of our community used racist language⁶, burned the books of an invited speaker⁷, and promoted white nationalist ideas in classrooms⁸.

Whereas racial discrimination and white nationalism are not simply incompatible with the goals and values of our institution: racial discrimination harms our students, impacts student retention⁹, and impedes the culture of respect and critical thinking which is essential to learning¹⁰:

Whereas during the 2019-2020 session, the Faculty Senate has reviewed University policies and procedures related to free speech, unprotected speech, equal opportunity, and racial discrimination¹¹:

The Faculty Senate resolves that:

- 1) Every member of the GSU community has the right to their opinion, but University Administrators, Faculty, and Staff have a professional responsibility to recognize, report, and respond to forms of discrimination wherever they appear in the University community.
- 2) In order to guarantee equal opportunity, enforce the Student Code of Conduct, achieve the University’s strategic goals, and fulfill their commitments following the Inclusive Excellence report, the Administration must invest in annual, evidence-based learning opportunities for all members of the university community; these opportunities must equip members of the community to recognize, report, and respond to forms discrimination expressed in behaviors, language, and symbols.
- 3) In order to guarantee equal opportunity for Employees and Students, the University Administration must defend Faculty and Staff’s free speech rights while supporting their efforts to prohibit unlawful harassment, interference with academic performance, or the creation of a hostile learning environment.
- 4) In order to achieve the University’s strategic goals regarding fiscal responsibility and employee satisfaction, the Administration must rely on Faculty expertise to create and deliver anti-discrimination learning resources while documenting clear recognition of Faculty service for tenure and promotion.

⁵ [Inclusive Excellence: seven recommendations for Georgia Southern University](#)

⁶ [Georgia Southern responds to student's apparent racist text](#)

⁷ [Racist Incidents, Budget Cuts, and Faculty Warnings: Inside the Run-Up to a Campus Book-Burning](#)

⁸ [Georgia Southern student promotes white supremacist theory in class](#)

⁹ Gusa, Diane Lynn. 2010. “White Institutional Presence: The Impact of Whiteness on Campus Climate.” *Harvard Educational Review*, vol. 80, no. 4, pp. 464-489.

¹⁰ Chun, Edna B, and Joe R. Feagin. 2019. *Rethinking Diversity Frameworks in Higher Education*. Routledge.

¹¹ [Faculty Senate Minutes | Faculty Senate Documents](#)

- 5) In order to achieve its commitments and goals, the University must implement a new hiring strategy to increase diversity among Administrators, Staff, and Faculty until these groups reflect the diversity of our student body and our region.

DRAFT (26 AUG, 2020): Resolution to Counter Discrimination on Campus

WHEREAS the Georgia Southern University Faculty Senate is responsible to “serve as the representative and legislative agency of the faculty,” to “serve as the official faculty advisory body to the President,” and for “formulating policies and reviewing procedures” related to “general educational policy of the University, the welfare of the faculty, and other matters which maintain and promote the best interests of the faculty and the University”¹²:

Whereas the University community has experienced several incidents of racial discrimination in which members of our community used racist language¹³, burned the books of an invited speaker¹⁴, and promoted white nationalist ideas in classrooms¹⁵:

Whereas racial discrimination and white nationalism are incompatible with the goals and values of our institution; racial discrimination impacts student retention¹⁶, impedes the culture of respect and critical thinking that is essential to learning¹⁷, and harms the personal development of our students:

Whereas “it continues to be the policy of Georgia Southern University to implement equal opportunity... which prohibits any employee, student, or patron from unlawfully harassing, threatening, or physically or verbally abusing another individual with the effect of unreasonably interfering with that person’s work or academic performance or of creating an intimidating, hostile, or offensive work or academic environment”¹⁸:

Whereas Georgia Southern University’s 2019-2020 Student Code of Conduct regulates student conduct including “any classroom behavior that interferes with the Faculty’s ability to conduct class, failure to conform to the Faculty member’s announced expectations for the classroom, or the ability of other Students to learn”; “speech or other expression (words, pictures, symbols) that constitutes fighting words and is sufficiently severe, pervasive, or persistent so as to interfere, limit, or deny one’s ability to participate in or benefit from an educational program”; “any act of intimidation or bullying directed against any person or group of persons”¹⁹:

Whereas the University strategic pillars require the institution to develop “students into holistic critical thinkers who contribute as productive citizens to societal enrichment”; to ensure that “all populations will feel valued and respected, regardless of race, gender, ethnicity, religion, national origin, age, sexual orientation or identity, education, or disability”; to implement “robust policies, procedures, and

¹²[Faculty Senate](#)

¹³[Georgia Southern responds to student's apparent racist text](#)

¹⁴[Racist Incidents, Budget Cuts, and Faculty Warnings: Inside the Run-Up to a Campus Book-Burning](#)

¹⁵[Georgia Southern student promotes white supremacist theory in class](#)

¹⁶Gusa, Diane Lynn. 2010. “White Institutional Presence: The Impact of Whiteness on Campus Climate.” *Harvard Educational Review*, vol. 80, no. 4, pp. 464-489.

¹⁷Chun, Edna B, and Joe R. Feagin. 2019. *Rethinking Diversity Frameworks in Higher Education*. Routledge.

¹⁸[Reaffirmation of the University’s Equal Opportunity and Affirmative Action Policy | Equal Opportunity & Title IX](#)

¹⁹[2019-2020 Code of Student Conduct](#)

practices to ensure current and future sustainability... risk management, and employee satisfaction”; to provide “access to resources for support” and “strong curricular and co-curricular opportunities” to promote “the intellectual, personal, and professional development of students”; and to deepen “strategic relationships” and expand “cultural opportunities” to distinguish the university “as a valued partner and community resource”²⁰:

Whereas the University Administration has committed to following recommendations from the 2019 Inclusive Excellence report, which include: “training and professional development” and “cultural competence... curriculum and co-curriculum”²¹:

Whereas during the 2019-2020 session, the Faculty Senate has reviewed University policies and procedures related to free speech, unprotected speech, equal opportunity, and racial discrimination²²:

The Faculty Senate resolves that:

- 1) Every member of the GSU community has the right to express their opinion; University Administrators, Faculty, and Staff have a professional and ethical responsibility to recognize and respond to forms of discrimination wherever they appear in the University community.
- 2) In order to guarantee equal opportunity, enforce the Student Code of Conduct, achieve the University’s strategic goals, and support the Inclusive Excellence Action Plan, Academic Units should develop teaching and learning opportunities that equip members of the community with evidence-based strategies to recognize, report, and respond to forms of discrimination and/or racism expressed in behaviors, language, and symbols.
- 3) In order to guarantee equal opportunity for Employees and Students, the University Administration should firmly and explicitly defend Faculty and Staff’s free speech rights while supporting their efforts to prohibit discrimination and harassment, interference with academic performance, or the creation of a hostile learning environment.*
- 4) In order to achieve the University’s strategic goals regarding fiscal responsibility and employee satisfaction, the Administration should rely on Faculty with relevant expertise to create and deliver anti-discrimination learning resources, compensating work appropriately, documenting clear recognition of Faculty service and scholarship in these areas as contributing to tenure and promotion, and providing course releases as appropriate.

POTENTIAL AMENDMENT:

²⁰[Strategic Plan: Performance Excellence](#)

²¹[Inclusive Excellence: seven recommendations for Georgia Southern University](#)

²²[Faculty Senate Minutes](#)

*The Administration must allow academic colleges and departments to make public statements about discriminatory ideas and practices when they relate to our disciplines.