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Georgia Southern University Faculty Senate Meeting
October 15, 2020 | 4:00 –6:00 p.m.

EXECUTIVE SUMMARY:

The meeting was called to order at 4:01 PM. The chat function was disabled for this meeting with the reasoning that participation from non-senators contradicts Senate bylaws.

The agenda for this meeting, the minutes of the September 17 meeting, and the Librarian's report were approved. The Senate heard reports from the General Education and Core Curriculum Committee and the Graduate Committee. The Senate heard a report from the Undergraduate Committee, which approved curriculum matters at their last meeting. The Senate voted to approve these changes.

TaJuan Wilson (AVP Inclusive Excellence) announced the roll-out of the Inclusive Excellence Action Plan and announced that the due date for academic College, Central Unit, Faculty Senate, and Staff Council Inclusive Excellence Plans has been adjusted due date to March 15, 2021.

The Senate discussed a motion for a roll call vote on the SGA Faculty Senate Joint Resolution on diversity. The roll call vote motion did not pass. The Senate discussed the SGA Faculty Senate Joint Resolution on diversity, which did pass.

The Senate discussed a resolution to counter discrimination on campus. Many Senators advocated sending this through the President's Diversity Advisory Council for feedback in time for it to appear on the November Senate agenda for a vote.

The Senate discussed a report on Armstrong Campus Climate and Morale; this ad hoc committee was encouraged to continue its work.

The Senate heard reports from President Marrero and Provost Reiber.

The meeting was adjourned at 6:02 PM.

MINUTES

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

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), Tony Morris (CAH), Kendra Parker (CAH), Jeffrey Riley (CAH), Jeffrey Secest

(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), Lucas Jensen (COE), Dee Liston (COE), Fayth Parks (COE), Nancy Remler (COE), Karelle Aiken (COSM), Christine Bedore (COSM), Yi Hu (COSM), Ionut Emil Iacob, Jim LoBue (COSM), Cathy MacGowan (COSM), Justin Montemarano (COSM), Traci Ness (COSM), Amy Potter (COSM), Nathaniel Shank (COSM), Divine Wanduku (COSM), Robert Yarbrough (COSM), Jennifer Zettler (COSM), Andrew Hansen (JPHCOPH), Haresh Rochani (JPHCOPH), William Mase (JPHCOPH), Barbara Ross (Liberty), Jessica Garner (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), Bill Yang (PCOB), Diana Botnaru (WCHP), Sheri Carey (WCHP), Katrina Embrey (WCHP), Chris Hanna (WCHP), Susan Hendrix (WCHP), Joshua Kies (WCHP), Kari Mau (WCHP), Christy Moore (WCHP)

Alternates in Attendance: Barbara Hendry (CBSS), Brett Curry (CBSS), Salman Siddiqui (PCEC)

Senators not in Attendance: Josh Kennedy (CBSS), Kristi Smith (LIB), Rocio Alba-Flores (PCEC), Felix Hamza-Lup (PCEC), Abid Shaikh (COSM), Jake Simons (PCOB), Ellen Hamilton (WCHP)

Participating Administrators: Kyle Marrero (President), Carl Reiber (Provost), Trip Addison (VPUA), Annalee Ashley (Chief of Staff), Amy Ballagh (Enrollment Management), Maura Copeland (Legal Affairs), Amber Culpepper (Title IX), 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), Vickie Shaw (HR), Ron Stalnaker (Chief Information Officer), David Walker (IT), TaJuan Wilson (AVP Inclusive Excellence), Rob Whitaker (VP Business and Finance)

Guests: Dantrell Maeweather (student), Chris Cartright (CAH), Megan Small (Faculty Senate GA), Joanne Chopak-Foss (Chair, Undergraduate Committee, JPHCOPH), Shelli Casler-Failing (Chair, Graduate Committee, COE)

Attendees: Ameer Adkins, Kristina Alexander, Ashlea Anderson, Dustin Anderson, Barry Balleck, Emily Ballesteros, Brett Ballinger, Pradip Basnet, Sharon Barrs, Stephanie Beppel, Brenda Blackwell, Yasar Bodur, Catherine Bradley, Jim Braselton, Jim Brawner, Maxine Bryant, Megan Byrd, Breanna Calamas, Lisa Carmichael, Suzanne Carpenter, Rolinda Cary, Sonya Chance, Steve Charlier, Brittany Cokley, Liz Colas, Ashley Colquitt, Tiffany Courdin, Kellianne Curley, Daniel Czech, Zakiya Daniel, Mohammad Davoud, Kristen Dickens, Nikki DiGregorio, Beth Downs, Beth Durodoye, Katie Edwards, Jessica Eisner, Adel El-Shahat, Steven Engel, Brian Feltman, Richard Flynn, Karin Fry, Miguel Garcia, Delena Bell Gatch, Eric Gato, Janet Goodman, Amanda Graham, Candace Griffith, Cindy Groover, Lori Gwinett, Michelle Haberland, Kasey Hannah, Steven Harper, Brandon Harris, Amy Heaston, Scott Hefner, Allen Henderson, Carol Herringer, Sabrina Hessinger, Jose Hidalgo, Eden Hodges, KeyShawn Housey, Youakim Kalaani, Dot Kempson, John Kraft, Logan Lewis, Natalie Logue,

Allison Lyon, Li Ma, Nicholas Mangee, Cynthia Massey, Scott Mateer, Richard McGrath, Cassie Morgan, Delana Nivens, Erik Nordenhaug, Patrick Novotny, John O'Malley, Sarah Ortiz, Tanesha Osborne, Scott Pease, Alyson Prude, Elizabeth Rasnick, Cathy Skidmore-Hess, Chasen Smith, Chelda Smith, Dwight Senathen, Errol Stewart, Marshall Ransom, Alex Reyes, Brenda Richardson, Rand Ressler, Jonathan Roberts, Lynn Roberts, Joe Ruhland, Ashraf Saad, David Scott, Kim Simpson, Veronica Slater, Danielle Smith, Harris Smith, Trina Smith, Kip Sorgen, Brad Sturz, Kara Bridgman Sweeney, Jennifer Syno, Audra Taylor, James Thomas, Laura Valeri, Ashley Walker, Debbie Walker, Hapsatou Wane, Marieke Van Willigen, Hayden Wimmer, Brandon Weiss, Maliece Whatley, Ruth Whitworth, Laura Wilson, Wendy Woodrum, Yan Wu, Jalynn Wynn

I. CALL TO ORDER

Trish Holt (COE) called the meeting to order at 4:01 PM. Holt announced that the chat is closed in the meeting because Zoom functionality allows either everyone or no one to contribute to the chat, and everyone contributing is contrary to Senate bylaws.

Senators will vote at today's meeting via links in Georgia Southern email. Senators must enter name and college affiliation in the form to vote in order to verify each vote. To vote, Senators should be signed in under the Participant link. Senators must join with video and video should be on when speaking.

II. APPROVAL OF AGENDA

Christy Moore (WHP) moved to approve the agenda for the October 15, 2020 meeting. Robert Terry (CAH) seconded. There was no discussion. The motion passed with 67 senators approving.

III. APPROVAL OF THE MINUTES / SEPTEMBER 17, 2020

KONKLE (CAH), SENATE SECRETARY

Amanda Konkle (CAH) moved to approve the minutes of the September 17, 2020 meeting. David Calamas (PCEC) seconded. There was no discussion. Sixty-six senators voted to approve, one opposed, none abstained.

IV. LIBRARIAN'S REPORT / OCTOBER 15, 2020

KING (CBSS), SENATE LIBRARIAN

Barbara King (CBSS) moved to accept that the Librarian's Report was submitted. Sixty-three senators approved, one abstained.

A. GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE – WELLS (PCOB)

GECC reviewed the demographics of attendees at the Town Hall meetings. This committee also began assessment calibration for Core Curriculum assessment.

B. UNDERGRADUATE COMMITTEE – CHOPAK-FOSS (JPHCOPH)

Joanne Chopak-Foss (JPHCOPH) reported that all items on the September meeting agenda of the Undergraduate Committee were approved by the committee and referred

senators to the Librarian's report for more information.

Trish noted that if the committee addressed curriculum issues, the Senate needs to vote to accept. Chris Kadlec (PCEC) moved to approve. Cheryl Aasheim (PCEC) seconded. Seventy senators approved, one abstained.

C. GRADUATE COMMITTEE – CASLER-FAILING (COE)

Shelli Casler-Failing (COE) reported that the Graduate Committee had no curricular items to approve during the September meeting. Anyone needing CIM training can request that through cim@georgiasouthern.edu.

V. UPDATES

A. INCLUSIVE EXCELLENCE– DR. TAJUAN WILSON (AVP/CDO)

TaJuan Wilson reported that the Inclusive Excellence Plan was rolled out on October 15 following from Damon Williams' report. Wilson believes that we have taken steps toward meeting the recommendations in Williams's report. An Inclusive Excellence training module from diversity.edu will serve as one tool to meet goals for diversity and inclusion training for faculty, staff, and students. Academic College, Central Unit, Faculty Senate, and Staff Council Inclusive Excellence Plans have an adjusted due date of March 15, 2021. A template and tracking tool will be available from Institutional Effectiveness.

Wilson reported that Senior Leadership Score Cards are available online for individuals to review.

Wilson reported that a Campus Climate Survey will be conducted this fall to get the institution's pulse. This will aid in developing Inclusive Excellence action plans. The survey will be pushed out in two and a half to three weeks and will be open for a three-week period. Questions will address the general climate, sense of belonging, consolidation, sexual assault, and mental health. This is a password protected and confidential summary housed with third-party Studer Group. Expect an Executive Summary and central unit and college specific reports in January 2021. After this, the survey will be issued biennially.

There was no discussion.

VI. SENATE EXECUTIVE COMMITTEE REPORT MOTION REQUESTS

A. MOTION REQUEST ON ROLL CALL VOTE FOR SGA & FACULTY SENATE JOINT RESOLUTION ON DIVERSITY – HOLTZMAN

Rationale: The rationale is that the authors would like ensure accurate recording of votes. The intention is also to hold senators accountable for their votes.

Nick Holtzman (CBSS) moved to request a roll call vote. Lisa Costello (CAH) seconded.

Discussion:

Bill Wells (PCOB) noted that the motion seems mean-spirited and that one senator asked him to find out why the motion was submitted. The rationale for the motion suggests that senators do not take their jobs seriously. Brett Curry (CBSS) added that he would like to know what it means to ask for Senators to be held accountable – does this suggest that this would influence promotion and tenure decisions? Curry noted that if we are going to engage in roll call votes, we should do so for all or none. Diana Botnaru (WCHP) responded that she understands the reservations, but her college surveyed faculty and found support for both motions. Botnaru added that the idea that every vote should be a roll call should perhaps be examined further.

Dantrell Maeweather (student) noted that students wanted a roll call vote so that they could see how their faculty members voted.

Robert Yarbrough (COSM) asked if the SGA representatives plan to have a roll call vote when this comes before the SGA as well, and Dantrell Maeweather said the SGA senators would be willing to do this.

Andrew Hansen (JPHCPH) asked how a roll call vote would differ from previous voting that is attached to our name and college. Trish Holt (Senate President, COE) answered that the Qualtrics vote is not undertaken to determine who voted in what way, but that the name and college are on the vote to verify that everyone who voted was an eligible Senator. Helen Bland (Parliamentarian, JPHCOPH) noted that the votes are recorded and saved with name and college. Due to open records law, anyone can access these votes if they request it.

Nicholas Holtzman (CBSS) pointed out that faculty need to be accountable to the students as well as to their faculty constituents as part of the democratic process. Chris Kadlec (PCEC) appreciates the idea of representing students, but this is the faculty senate. If the faculty who have asked for us to represent them have not asked for a roll call vote, then we should move on. Susan Hendrix (WCHP) asked if when we voted in person prior to the pandemic, our names were recorded with each vote. She was told no. She noted that something different is therefore happening because of the pandemic. She added that it seems like what is being requested with this vote is information about which faculty voted no, which seems like an undesirable precedent to set.

With discussion ending, 23 senators voted in favor a roll call vote, 26 voted no, and 7 abstained. The motion does not pass.

B. SGA & FACULTY SENATE JOING RESOLUTION ON DIVERSITY – HOLTZMAN

Rationale: In light of the positive response from the Faculty Senate at the September meeting: I fully support the resolution and would like to see the recommendations come to fruition.

Christopher Hendricks (CAH) moved to approve the motion. Barb King (CBSS) seconded.

Discussion:

Bill Wells (PCOB) asked when the SGA passed this motion. Dantrell Maeweather (student) noted that the working document was approved in March, but the resolution hasn't been approved officially by SGA. Wells asked for clarification on the difference between passing and approving. Maeweather noted that the resolution received the green light from the SGA in the spring, but because executive processes were halted with the pandemic, the document was not officially approved. SGA is currently in the middle of elections and expects to pass the resolution in November.

Mark Hanna (PCOB) noted that this resolution seems to address faculty recruitment and hiring, which is largely in line with what many departments are already doing. The piece that stands out as new is that new training will be required, recurrent, and effective (# 4 on the list of items), and he asked for clarification on this item. Nick Holtzmann (CBSS) asked TaJuan Wilson (AVP/CDO) to explain this. Wilson pointed out that this is directly aligned with the institutional strategy for required and recurrent training. Hanna added that this discussion seems anticlimactic because much of this has been addressed by the Inclusive Excellence Action Plan, and that the administration is rightly able to do these things already without approval from the faculty.

Robert Yarbrough (COSM) thanked the students for their work on this resolution. He asked Provost Reiber to speak on how he sees this being implemented, especially item 2 with regards to students being part of the search and interview process. He also asked how departments would be held accountable for student involvement. Provost Reiber noted that students and Faculty Senate would be responsible for ensuring that what is in the resolution is done. Yarbrough followed up noting that all the requirements for hiring go through the Provost's office. Provost Reiber reiterated that the Provost's Office would not be responsible for ensuring that faculty have followed the resolution *unless* the resolution specifies that some other body is in charge of that, which he doesn't recommend. Yarbrough then asked what recourse students would have if this resolution isn't followed. President Marrero added that the Provost and the President support this resolution, but faculty hire faculty, and it will be up to the departments to abide by the resolution if it passes. He added that the results of this resolution could move us toward being a more inclusive faculty in the future. President Marrero noted that if the faculty want this to be policed or enforced, it would be possible to put those structures in place, but the resolution would be more powerful if faculty are committed to and accountable for the steps in this resolution. The Provost added that his office is committed to diversifying our faculty, and they have set aside funds for recruitment and retention, and he supports this as an individual faculty member. As a faculty member, he would push for students to be part of search committees; but faculty hire faculty. This resolution demonstrates an affirmation of the values of the institution. Dantrell Maeweather (student) added that the language in the resolution is purposely loose to allow departments some flexibility for how students have input in searches and hiring (which could be just returning feedback on a candidate, as students can do for administrative

searches).

When discussion concluded, the resolution moved to a vote. Sixty senators approved, 5 opposed, and 4 abstained.

REQUESTS FOR INFORMATION – OCTOBER 2020

Trish Holt (Senate President, COE) pointed out that requests for information are on the agenda for record-keeping purposes. These were received after the agenda went out but before the September meeting, so these were sent to the Provost and addressed during the September meeting.

RFI — MONITORING OF INSTRUCTION - HEIDI ALTMAN

RFI — CLASS SCHEDULE - JACK SIMMONS

RFI — SPRING SEMESTER SCHEDULE CHANGES - MICHELLE CAWTHORN

RFI — MW SCHEDULE CHANGES - JEFF RILEY

DISCUSSION ITEMS – OCTOBER 2020

A. COUNTERING DISCRIMINATION AT GEORGIA SOUTHERN – ABBOTT

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.

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.

Lisa Abbott (CAH) turned the item over to Chris Cartright (CAH) to introduce. Cartright was a senator in the past two sessions. Cartright reported that this effort began in response to instances of discrimination on campus, where students or faculty used racially insensitive language, attempted to recruit or share white nationalist ideas in a classroom setting, or burned the book of an invited speaker. These events are part of a longer history on both campuses preceding consolidation. Cartright is one of several faculty members who felt that faculty need to address this range of behaviors and ideas

that could have a negative impact on students' learning. With feedback from Maura Copeland in Legal Affairs and others, this group considered constraints to what faculty could do in these areas. This was initially slated for discussion in spring of 2020 but was delayed due to Covid. Since then the Inclusive Excellence Action Plan has been released, which addresses many of these issues but not all of them. Administration has caught up, and Cartright would like to charge the new Senate with creating academic avenues for faculty to counter discriminatory activities on campus.

Lisa Abbott (CAH) noted that this is a crucial time for us to consider this discussion item and move it forward as a motion. White supremacist and domestic terrorist organizations are actively recruiting on our campuses. We need to be able to address this in our classes with consideration for freedom of speech.

Helen Bland (Parliamentarian, JPHCOPH) asked whether this is intended as a Resolution or a Motion. Cartright (CAH) asked for clarification. Bland said a Resolution is passed by the Senate only, and a Motion goes up the chain from the Senate to the Provost and President. Trish Holt (President, CAH) noted that we would vote on this in another meeting.

Cary Christian (CBSS) noted that we need to make certain that Article 3 in this resolution doesn't give faculty a pass. We should ensure that faculty are held accountable for any potentially discriminatory behavior as well as students. We also need some specifics regarding what types of actions we as faculty can take if we encounter discriminatory speech and behavior in classes. Faculty need to be armed with knowledge about how to fight discriminatory and terrorist rhetoric and actions on campus.

Andrew Hansen (JPHCOPH) noted that the College of Public Health has had difficulty without a single message that is strong and powerful. He suggested sending this through the Office of Inclusive Excellence and PDAC to ensure that we have one message about this. TaJuan Wilson (AVP/CDO) fully supported this and noted that PDAC has members from each college and central unit.

Chris Cartright (CAH) noted that the resolution encourages faculty to seek training (e.g., The Southern Poverty Law Center's Teaching Tolerance curricula). He added that he hoped we could think of this beyond policing. This resolution is not designed to silence anyone and couldn't legally do so. Instead, it equips faculty to say something against racism. Faculty should be able to make stronger statements than the administration is often willing to do. Trish Holt (Senate President, COE) asked if this could be shared with PDAC, and Cartright asked if it really had not been shared with PDAC in the year he had been discussing it with Wilson. Wilson clarified that it has not. Cartright noted that he hoped if this needed to go through additional review, we could move quickly, because this has been moving slowly. Bill Wells (PCOB) noted that the Senate Executive Committee could discuss this to put on the agenda for the next meeting.

Finbarr Curtis (CAH) requested clarification regarding what we are potentially voting on. Helen Bland (Parliamentarian, JPHCOPH) clarified that we are determining whether we support this going through PDAC or not. Curtis added that he supports it being on the agenda for November meeting. Cary Christian (CBSS) added that he supports it going through PDAC in time for the November meeting. Chris Kadlec (PCEC) added that this

needs to go on the November agenda, and if there is time to get additional input, then we could do that. Lisa Abbott (CAH) notes that she fully supports adding this to the next agenda as a Motion and also that we should revisit the idea of adding motions from the floor. Daniel Chapman (COE) and Rami Haddad (PCEC) added support for getting this onto the agenda with clarification from OIE and PDAC as well as the language of Resolution and Motion for the next meeting. Robert Terry (CAH) asked if it is possible for PDAC to provide feedback for the next meeting. TaJuan Wilson (AVP/CDO) noted that he could have it on the next PDAC meeting which is two weeks out or call a special meeting of PDAC. Terry, Cheryl Aasheim (PCEC), and William Amponsah (PCOB) also supported having PDAC look at this and putting it on the agenda in November. Amponsah added that this should be a motion to go up to the President. Cartright encouraged everyone to review this and tell the SEC what they think, and he added that white supremacy is an academic issue that we should be engaged in learning more about. William Mase (JPHCOPH) added that Maura Copeland (Legal Affairs) might also be involved in the discussion over the next month. Copeland added that she and Cartright worked together on the language of the resolution, and bullet 3 in particular covers protected speech. She noted that the asterisk on the updated version might exceed what we are able to do as entities of the institution – departmental statements need to be reviewed to make sure they fall within scholarly freedom (as opposed to representatives of the institution). Other than that all of the wording is legal. President Marrero supported this coming forward as a motion that he can sign.

B. ARMSTRONG CAMPUS CLIMATE & MORALE – DAWERS

Subject of Discussion: This ad hoc committee, which was created in spring 2020, seeks input on its findings and recommendations for improving morale on the Armstrong Campus.

Rationale: The low morale on the Armstrong Campus, which was documented in the 2019 report from the Center for Strategic Diversity Leadership & Social Innovation, is having negative impacts that are being felt across the university.

Bill Dawers (CAH) reported that this committee began working in the spring, but it feels longer. He pointed out that no one is being blamed for consolidation and that the people responsible for the problems associated with consolidation are no longer with the university. This committee met several times and narrowed down three main areas explaining why faculty on the Armstrong campus feel dissatisfied and a poor sense of belonging: issues of communication, including a great deal of variation across departments and colleges regarding how big of an issue communication is; academic programs, where things that had worked on the Armstrong campus are now not working or have been eliminated; and how campus morale, engagement, and overall sense of community have taken a hit on the Armstrong campus. Those recommendations have been framed in a way to help the entire university and not affect any other campus negatively. Some of these recommendations are already being actively addressed, such as communication issues. Dawers asked at this point whether this committee should keep going or what it should do in the future.

Carol Jamison (CAH) thanked this committee for their work and encouraged them to keep moving forward with this. President Marrero added that he and Provost Reiber and Bill Dawers (CAH) have met and talked through this. They are in the process of

implementing many of these recommendations, and the effectiveness of that will come out via the Climate Survey. In February, a full engagement and satisfaction survey will go out to all faculty which will help determine action items and accountability. The President encouraged an ad hoc committee or advisory group connected to Senate that would continue to provide input to the President about experiences on the ground. He pointed out that the Freshman class is back over 800, as high as it was in 2012, and plans for the new Discovery Center and club sports are also expected to reactivate the Armstrong campus.

Nancy McCarley (CBSS) thanked the committee and emphasized the importance of repeating some of these same questions in the same ways to see if current actions are returning different results now a couple of years out from consolidation. Bill Dawers (CAH) noted that he was happy to see TaJuan Wilson (AVP/CDO) asking questions regarding a sense of belonging because the Armstrong campus has reported feeling a lack of belonging.

Provost Reiber noted that although they don't have an agenda item that says "consider Armstrong," each discussion is about the unique needs of Armstrong, Statesboro, Liberty, and online campuses. In addition to concerns about consolidation, he has also consistently heard about what members on each campus are proud of. And while the consolidation and the pandemic have affected that, we are starting to see growth and positive change. We should continue these efforts and continue to be proud of all campuses. The Regional Academic Plan for the Savannah area demonstrates the university's commitment to growing in the Savannah area, and committees are needed to provide that input.

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

The President provided Covid-19 updates of the seven strategic areas across campus operations. We are fully operational with no clusters or no issues and are in a better place than we have been in the first week. Covid numbers are holding steady, but cautiously optimistic. We have to remain vigilant and be careful with flu season beginning. Everyone is encouraged to get a flu shot. Brian DeLoach (Medical Director) added that flu vaccines are available through the pharmacy on the Statesboro campus via walk-in Monday through Friday. On the Armstrong campus, the flu vaccine can be scheduled through the Armstrong campus Health Center. Information will go out over the next week with these details. The recommendation is to get the vaccine before the end of October. President Marrero reported that Bulloch was at 106 cases per 100,000 on October 15, Chatham is at 145 cases per 100,000, and Liberty county at 68 cases per 100,000.

Enrollment at the date of the census was 26,949. Last year's enrollment was 26,054, so this is 3.45% growth, 2.85% up in credit hours. President Marrero commended faculty's efforts in this regard. President Marrero reported a record freshman class, largest in the history of the institution, 40% growth from last year: online up 16%, dual enrollment up 32%, graduate up 4.22%. College enrollments break down as follows: CBSS 9.77% up, WCHP 7.17% up, COE up 6.19%, COSM down 2.7%, JPHCOPH up 1.74%, CAH down 2.81% but are teaching the freshman English composition courses, PCEC up .05%, PCOB up 2.26%.

President Marrero reported that the budget narrative due the third week of November. All prioritizations will be shared. We won't know our allocation until April after the legislative session.

President Marrero reminded the Senate that the Employee Excellence Awards deadline was extended until October 30. Team member deadline extended to November 9.

President Marrero thanked the commencement committee. The students wanted a face-to-face experience, which required five ceremonies, which will take place during the week after finals and will provide an opportunity for Armstrong students to graduate in Savannah. Faculty do not need to attend, and graduation will be streamed live.

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

Provost Reiber followed up on the concerns about commencement. His office will call for faculty volunteers who want to attend, but this is not required for faculty. Forty people walking in regalia per ceremony are needed, and chairs, associate deans, and directors will likely do that.

The Provost reported that the system is looking at doing a major review of how to submit program proposals and how we do program review. It will be more data-informed with less prose. Websites for this process are being reviewed. The Board wants to see data that will support the likelihood of a program being supported by students. They will be looking at program headcount more closely than they had in the past. This will be similar to the comprehensive curriculum and program review process that some programs participated in earlier, including the College of Education, which did a good job of that. Programs in the College of Health Professions and College of Science and Mathematics are currently in process.

The Provost noted that we have and want to continue to deliver quality instruction. The Senate Executive Committee suspended the bylaw requiring every class to have a final exam at the end of the semester, to allow faculty to do what is pedagogically best for their classes (exam, presentation, etc.).

Discussion:

Robert Yarbrough (COSM) asked the President and Provost to speak to the Board of Regents Resolution of the previous week regarding maximum face-to-face instruction. President Marrero responded that we were already following this resolution.

Traci Ness (COSM) followed up on this, noting that our online enrollment has increased 16%, which is fabulous. Georgia Southern has a chance to land a new contract with the US Naval College, which will be delivering online curricula to active military. Ness asked how this fits with the message sent to deans that we need to cut back our online offerings in the spring. The message being received is that we should not go above what we had in spring 2020, which means a reduction in offerings to students who have been using online asynchronous and synchronous offerings. The President noted that the up 16% is students in fully online programs. When we hit the demographic cliff in 2025-2026, we need to capitalize on nontraditional students. The current issue is getting classes that were formerly face-to-face and went to online back to face-to-face. The Provost

clarified that there is a difference between an individual class that a faculty member wants to teach online and a strategic initiative for developing online programs. There are strategic opportunities that can be discussed one on one with the deans for developing online opportunities for students and programs. The Board of Regents will be looking at significant spikes in online classes, but the Provost can justify strategic initiatives to the Board.

Wendy Wolfe (CBSS) asked whether there has been any discussion about moving online during the week after Thanksgiving, especially with more flexibility in the delivery of final exams. Wolfe asked if there is a point in disease transmission in the state and neighboring states that would lead the university to not return to the current mode of delivery after Thanksgiving. President Marrero noted that we would need an increase in cases in the campuses and surrounding areas that would need to be assessed and approved by the board, and this assessment would not take place until the week heading into Thanksgiving. At this point, we are following the action plan as it has been outlined.

X. ANNOUNCEMENTS AND UPDATES

Trish Holt (Senate President, COE) reminded everyone that many of our students are dealing with issues that they have not dealt with before. If faculty see students having issues coping or have students confide in them, the police and materials on the counseling center's website can help faculty determine what steps to take and how to help students get help. Shay Little (VP, Student Affairs) will be distributing mental health folders in January and can visit departments as well.

The Provost added that we need to prepare for upset students after the upcoming election. We need to be considerate of the effect of the election on students. The Provost will be working with Student Affairs to get faculty information to help students cope with potential distress after the election. We should all be considerate of our students' emotional state as this election and results might drag on. Maura Copeland (Legal Affairs) noted that we might want to avoid major assignments and exams around election day as well as controversial discussions.

XI. ADJOURNMENT

Bill Wells (PCOB) made a motion to adjourn. Kendra Parker (CAH) seconded. The meeting was adjourned at 6:02 PM.

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

APPENDICES

A. 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 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;
 - 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 Diversity³ Science, 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:

Include protocols and training requirements to facilitate the standardized inclusion of students in departmental faculty hiring processes,

 - a. Provide an Index of Diversity Recruitment Resources⁵ which academic departments can use to diversify applicant pools through job announcements,
 - b. 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,
 - c. 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

C. RESOLUTION TO COUNTER DISCRIMINATION ON CAMPUS (AUGUST 20, 2020)

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”¹:

Whereas the University community has experienced several incidents of racial discrimination in which members of our community used racist language², burned the books of an invited speaker³, and promoted white nationalist ideas in classrooms⁴:

Whereas racial discrimination and white nationalism are incompatible with the goals and values of our institution; racial discrimination impacts student retention⁵, impedes the culture of respect and critical thinking that is essential to learning⁶, 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”⁷:

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”⁸:

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”⁹:

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”¹⁰:

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 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:

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

NOTES:

¹[Faculty Senate](#)

²[Georgia Southern responds to student's apparent racist text](#)

³[Racist Incidents, Budget Cuts, and Faculty Warnings: Inside the Run-Up to a Campus Book-Burning](#)

⁴[Georgia Southern student promotes white supremacist theory in class](#)

⁵Gusa, Diane Lynn. 2010. “White Institutional Presence: The Impact of Whiteness on Campus Climate.” *Harvard Educational Review*, vol. 80, no. 4, pp. 464-489.

⁶Chun, Edna B, and Joe R. Feagin. 2019. *Rethinking Diversity Frameworks in Higher Education*. Routledge.

⁷[Reaffirmation of the University’s Equal Opportunity and Affirmative Action Policy | Equal Opportunity & Title IX](#) ⁸[2019-2020 Code of Student Conduct](#)

⁹[Strategic Plan: Performance Excellence](#)

¹⁰[Inclusive Excellence: seven recommendations for Georgia Southern University](#)

¹¹[Faculty Senate Minutes](#)

D. REPORT OF AD HOC COMMITTEE ON ARMSTRONG CAMPUS CLIMATE & MORALE

To: Patricia Holt

From: Bill Dawers

Date: Sept. 28, 2020

Re: Report from the Ad Hoc Committee on Armstrong Campus Climate & Morale

Background:

The June 2019 report “3 Campuses One Heartbeat: Toward Inclusive Excellence at Ga Southern University” by the Center for Strategic Diversity Leadership & Social Innovation under the direction of Dr. Damon Williams (hereafter referred to as “the Williams report”) documented that only 31% of faculty, 30% of staff, and 35% of undergraduate students reported a sense of being valued and belonging on the Armstrong Campus. The numbers for the Armstrong Campus were markedly lower than for the Statesboro and Liberty campuses. The weak sense of belonging was spotlighted by the inclusion of lengthy comments quoted in the Williams report. (Narrative comments from that report can be found at the end of this document.)

The Williams report’s findings were discussed at the Feb. 2020 meeting of the Faculty Senate, and the Senate Executive Committee subsequently approved my recommendation for the formation of an ad hoc committee comprised of a representative from each college and each campus to consider the findings and make recommendations.

Caveats:

- The pandemic has hampered the work of this committee, and obviously some of the recommendations in this document would be difficult to implement as long as the pandemic continues.
- Several recommendations are already being addressed through existing initiatives.
- Several recommendations are counter to existing university policies.
- This document addresses concerns that might also be shared among Armstrong Campus students and staff, but no effort was made to solicit input from those groups.

Committee Membership:

David Bringman - Armstrong Campus, Waters College of Health Professions

Bill Dawers - Chair, Armstrong Campus, College of Arts and Humanities

Priya Goeser - Armstrong Campus, Allen E. Paulson College of Engineering and Computing

Michelle Haberland - Statesboro Campus, College of Arts and Humanities

Patricia (Trish) Holt - Armstrong Campus, College of Education

Christopher Hendricks - Armstrong Campus, Jack N. Averitt College of Graduate Studies

Marcus Mitchell - Liberty Campus, College of Arts and Humanities

Donna Mullenax - Armstrong Campus, College of Science and Mathematics

Dziyana Nazaruk - Armstrong Campus, Jiann-Ping Hsu College of Public Health

Rick McGrath - Armstrong Campus, Parker College of Business

Ned Rinalducci - Armstrong Campus, College of Behavioral and Social Sciences

Findings and Recommendations:

Communication

Committee members agreed that communication issues during and after consolidation have contributed to the low levels of feeling valued and belonging on the Armstrong Campus. The current situation varies among departments and colleges, but communication clearly remains an obstacle. Committee members reported that faculty on the Armstrong Campus often feel like they do not have an equal voice in their departments and that some faculty have become dispirited about the AC's future.

Committee members think that the recommendations for improved communication will complement the university's strides toward inclusive excellence.

Recommendations:

1) Communication within departments:

- Each department should identify the lingering post-consolidation communication challenges.
- Each department should identify ongoing opportunities for faculty across the campuses to socialize and collaborate.
- Each department should create plans for inclusive communication that address the following questions:
 - 1) How and how often are meetings being held?
 - 2) In what ways can those meetings be improved to ensure that Armstrong faculty have a clear voice?
 - 3) What are the channels through which Armstrong Campus faculty can have input on policy, especially in those departments where the chairs and the majority of faculty are based on the Statesboro Campus?

2) Communication at the College and University level:

- Deans should review the communication challenges, practices, and plans for each department. In conjunction with faculty, they should identify best practices and make recommendations to department chairs.
- The provost, deans, and department chairs should discuss these same communication challenges, practices, and plans.
- The Faculty Welfare Committee will review the proposals generated at the department, college, and university level and report back to the full Senate.

- Deans should be available for regular meetings with faculty on all campuses.
- The university should explore ways to disseminate information about existing majors and programs so that faculty on all campuses have a clearer sense of university-wide opportunities.

Academic Programs and Structures

This committee recommends detailed study of the impacts of programmatic changes on the Armstrong Campus. The committee broadly agreed that some programs and organizational structures that work on the Statesboro Campus have not translated well to the smaller Armstrong Campus. We do not think any significant changes are necessary on the SC or to existing structures; we are simply looking for ways to reinvigorate certain aspects of the AC.

Recommendations:

- A group of faculty and administrators should compare data on enrollment and majors for the final years of Armstrong State University to current data for the Armstrong Campus so that we can identify the programs, departments, and colleges that have seen the sharpest enrollment declines.
- Faculty and administrators should create action plans to reinvigorate programs with strong track records on the Armstrong Campus.
- Faculty, department chairs, and deans should create action plans for growth on the Armstrong Campus. These plans should be shared with staff in admissions, advising, marketing, and enrollment management, as well as with faculty campuswide.
- Department chairs, deans, and the provost should encourage interdisciplinary efforts and the creation of new degree programs as appropriate.
- We should create more flexibility for scheduling Monday/Wednesday classes.
- Administration should reinstitute ASU's programs to support students who are veterans, current members of the military, and military spouses.
- Armstrong Campus faculty and academic advisers should collaborate more closely, perhaps with an eye toward creating a stronger support network for struggling and nontraditional students.

Campus Morale and Engagement

In meetings and other communications, this committee noted many reasons for the post-consolidation decline in the sense of community on the Armstrong Campus, including the decline in enrollment, loss of intercollegiate sports, poorly implemented rebranding efforts, confusion about new academic programs and processes, alienation of many alumni and retirees, loss of institutional memory, and lingering community misperceptions.

This committee realizes that the current administration is addressing some of these issues, but the Armstrong Campus remains fragile. We believe that strengthening the campus identity will benefit the university as a whole in myriad ways.

Recommendations:

- Act on this recommendation from the Williams report: “Have the president, provost and other senior leaders get back into the Armstrong campus in a natural and organic way, beating the pavement as if the integration is happening for the very first time.”
- Bring back Armstrong Day and explore other events to bring the campus together.
- Revive the Moveable Feast series and explore other ways to engage the broader Savannah community.
- Create a stronger sense of place on and around the Armstrong Campus. Look for long-term creative uses of the triangle site; work with Savannah city officials to implement elements of the Congress For New Urbanism’s Southside Legacy Project published in 2018.
- Re-engage emeritus faculty and recently retired faculty.
- Explore ways to strengthen Armstrong institutional memory.
- Send emails to Armstrong alumni about happenings on the Armstrong Campus.
- Retain the Armstrong tradition of notifications of deaths of faculty, staff, and emeritus faculty.
- Address ongoing rumors and misconceptions about the current status of Armstrong. (E.g. the rumor that Armstrong would have failed without consolidation, the ongoing confusion among high school teachers and counselors, etc.)
- Seize opportunities to show pride in the Armstrong name and history. In communications in the Savannah community, pledge to heal and reinvigorate the institutional relationship with Armstrong alumni and supporters. And then do those things.
- Utilize existing strengths like the arboretum, aquaponics program, walking trails, athletic facilities, and green space to engage the broader Savannah community.
- Schedule more events in the Fine Arts Hall (e.g., partner with local music promoters).
- Collaborate with students to identify amenities that would be popular (e.g., a pool, a day care center).

Sports

The loss of Armstrong’s intercollegiate athletics program had far-reaching negative consequences on campus life and institutional cohesion. The athletes who came from around the country and around the world helped to diversify the campus and brought energy to the classroom. Critically, those athletes served as enthusiastic ambassadors for Armstrong both during college and after graduation.

Recommendations:

- Create a robust club sports program. Upper administration has already been planning for club sports, so we hope to see those efforts continue as soon as possible after the pandemic is under control. Committee members mentioned sports like lacrosse and crew as possibilities.
- Base one or more intercollegiate sports in Savannah. The committee recognizes that basing a sport in Savannah would be fraught with problems, but the Armstrong Campus has 5,000 students, the Savannah metro area population is approaching 400,000, and Georgia Southern is one of the largest public universities in the state. Basing one or more

sports on the Armstrong Campus would help mitigate the widespread feeling that the AC is merely a satellite campus.

- Look for models of other campuses that have identities but do not have intercollegiate sports.

Ongoing Work:

The committee seeks Faculty Senate and administration input regarding next steps. Issues to consider:

- The Williams report generated solid data about the Armstrong Campus climate by asking general questions about inclusivity. This committee recommends that the new climate study include similar open-ended questions.
- Should this committee continue work at least through the spring? (Committee chair Bill Dawers would like the work to continue.)
- Should this committee generate various forms and documents (e.g., a standard form for departments to identify their plans for growth on the Armstrong Campus)?
- Should this committee help with analysis of data to identify the former ASU majors and programs that have seen the sharpest enrollment declines?
- Should the Senate endorse this document or more detailed subsequent documents/resolutions as blueprints for action?
- As noted earlier, this committee has concentrated on faculty concerns; it would probably be valuable for a different but related effort to consider staff and student concerns.

