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Faculty Senate Agendas

Faculty Senate Agendas and Minutes

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2-5-2019

## Faculty Senate Agenda

*Georgia Southern University, Faculty Senate*

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# Georgia Southern University Faculty Senate Meeting

February 5th, 2019

4:00-6:00pm

## SSC Savannah Ballroom

11935 Library Dr, Savannah, GA 31419

### Pre-Meeting Notes:

- 1) Read all reports, motions, and discussions included in this agenda *before* the meeting.
- 2) Bring printed copies of any items as needed. Copies will not be available at the meeting.
- 3) In order 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) Remember to sign in for the meeting on the sheet at your meeting location. The meeting starts promptly at 4pm, which means everyone should be signed in and seated at that time.
- 5) As a Senator, if you cannot attend, it is your responsibility to confirm a substitution with the alternates from your college.
- 6) Alternates must indicate which Senator they are present in place of. Alternates may vote *only if* they are representing another Senator.
- 7) Please follow the directions for microphone use. You must also keep your mouth close to the microphone while you are speaking. State your name and college (not abbreviation) every time you begin to speak. Please wait to be recognized before speaking. These practices are essential to keep an accurate transcript of the meeting.

## AGENDA

### I. CALL TO ORDER

### II. APPROVAL OF AGENDA

### III. APPROVAL OF THE MINUTES: November 27, 2018 – Carol Jamison (CAH), Senate Secretary

### IV. LIBRARIAN'S REPORT: February 5, 2019 – Meca Williams-Johnson (COE), Senate Librarian

- a. General Education and Core Curriculum Committee – Michelle Cawthorn (COSM), Chair
- b. Undergraduate Committee – Chris Cartright (CAH), Chair
- c. Graduate Committee – Brandon Harris (WCHP), Chair

**AGENDA, cont.**

**V. PRESIDENT'S REPORT** – Shelley Nickel

**VI. PROVOST'S REPORT** – Carl Reiber (VPAA)

**VII. ACTION ITEMS**

- a. ***Discussion - Tenure & Promotion Transitional Policy*** – Jonathan Hilpert (COE), Faculty Welfare Committee, Chair (page 3)
- b. ***Motion - Addition of Principal Lecturer Title to Faculty Handbook*** – Jonathan Hilpert (COE), Faculty Welfare Committee, Chair (page 4)
- c. ***Motion - Changes to section 321.01 in the Faculty Handbook*** – Jonathan Hilpert (COE), Faculty Welfare Committee, Chair (page 5)
- d. ***Motion - Campus Announcement of Deceased Staff or Faculty Members*** – Jonathan Hilpert (COE), Faculty Welfare Committee, Chair (page 6)
- e. ***Motion - Temporary Adoption of Merged Student Ratings of Instruction Instrument*** – Dustin Anderson (CAH), Senate Executive Committee, Chair (page 8)

**VIII. SENATE EXECUTIVE COMMITTEE REPORT**

- a. ***Announcement - Elections Update*** – Meca Williams-Johnson (COE), Senate Elections Committee, Chair
- b. ***RFI - Information Regarding Transitional Tenure & Promotion Policy*** (page 14)
- c. ***RFI - Number of faculty affected by transition to new Tenure & Promotion guidelines*** (page 16)
- d. ***RFI - Merit Raise Percentage*** (page 17)
- e. ***RFI - Salary Study Timeline*** (page 18)
- f. ***RFI - Parking (October Meeting Follow-up)*** – Rob Whitaker (VPB&F)

**IX. ANNOUNCEMENTS AND UPDATES: Vice-Presidents & Committee Chairs**

- a. ***QEP Update*** – Terri Flateby (OIE) and Brad Sturz (OIE/CBSS) (page X)
- b. Open Announcements from VPs and Chairs

**X. ADJOURNMENT**

*\*All Senate Meetings are recorded. Edited Minutes will be distributed.*

## Senate Executive Committee Discussion Item Request

# Motion to discuss a draft copy of the transitional tenure and promotion policy

Submitted by: Jonathan Hilpert

1/23/2019

### Subject of Discussion:

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Motion to discuss a draft copy of the transitional tenure and promotion policy

### Rationale:

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In the Fall of 2018 faculty senate began renewed discussion of a transitional tenure and promotion policy. The purpose of the policy is to provide guidelines for how faculty will transition to the new tenure and promotion expectations for the consolidated Georgia Southern. The senate discussion, and subsequent feedback solicited from faculty thereafter, revealed three areas of the policy that need to be considered further.

- 1) The rank of faculty affected by the policy
- 2) The length and effectiveness of the sunset clause
- 3) The implications of workload changes for transitioning to new expectations The faculty welfare committee requests continued discussion of the policy with specific focus on these areas. The committee recommends that the faculty senate consider motions from the floor to adopt portions of the policy that are acceptable, as well as consider motions from the floor to make edits or changes to the policy, or to send portions of the policy back to FWC so they can be reworked for consideration during the next senate meeting.

### Response:

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Attachment: [Draft Transitional T and P policy \(for senate discussion\) \(3\)](#)

## Senate Executive Committee Motion Request

### Addition of Principal Lecturer Title to Faculty Handbook

Submitted by: Jonathan Hillpert  
1/23/2018

#### Motion(s):

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Motion to approve changes to Section 315 of the faculty handbook

#### Rationale:

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The Board of Regents has recently approved a new academic rank, "Principal Lecturer," to the career trajectory of lecturers in the USG. The Faculty Welfare Committee recommends adopting the new rank into the faculty handbook. The attached changes to the faculty handbook were unanimously approved by the faculty welfare subcommittee for handbook changes on 11/6/18 and the faculty welfare committee on 11/12/18.

#### Response:

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Attachment: [Section 315 and Principal Lecturers \(for senate approval\)](#)

## Senate Executive Committee Motion Request

### Changes to section 321.01 in the faculty handbook

Submitted by: Jonathan Hillpert  
1/23/2018

#### Motion(s):

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Motion to approve changes to section 321.01 in the faculty handbook

#### Rationale:

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The university educational leave policy needed to be updated to align with the Board of Regents educational leave policy. The Faculty Welfare Committee recommends adopting the attached edits to section 321.01 of the faculty handbook. The attached changes to the faculty handbook were unanimously approved by the faculty welfare subcommittee for handbook changes on 11/6/18 and the faculty welfare committee on 11/12/18.

#### Response:

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Attachment: [Section 321.03 Educational Leave Policy \(for senate approval\).pdf](#)

## Senate Executive Committee Agenda Request

*Approved by the Senate:*

*Approved by the President:*

### **Campus Announcement of Deceased Staff or Faculty Members**

Submitted by: Jonathan Hilpert

1/25/2019

#### **Motion(s):**

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In the event of the death of a Georgia Southern University (GS) staff or faculty member, GS Human Resources will seek with discretion, permission from their surviving family members to announce the death and/or funeral arrangements of the deceased GS staff or faculty member to the GS community. The announcement can be made via email or by other appropriate

#### **Rationale:**

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The loss of a GS staff or faculty colleague is a challenging event. To a great extent this is due to the strong professional bonds and relationships established as we work closely to advance our shared goals of student recruitment, retention and success. GS has had an inconsistent policy regarding the announcement of the death of staff or faculty member. Given the size of the GS Statesboro campus, and more so now that GS is distributed across three physical campuses, there are certainly situations where the colleagues of the deceased staff or faculty member may not be aware of their former colleague's passing. As an institution with core values that include integrity, civility and kindness, we owe it to any deceased staff or faculty member and the surviving staff and faculty members to at least announce (with proper approval from the deceased family) their passing via email or appropriate means. While it is duly noted that Faculty Senate does not have any standing regarding staff matters, we wish to show solidarity with our staff colleagues regarding this profoundly important matter. Submitted on behalf of the FWC.

#### **Response:**

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1/25/2019: Request Response from Director of Human Resources

Other motions:

[Motion to establish procedure for response to death in University community](#)  
[Notification of a Death in the University Community](#)



# Senate Executive Committee Request Form

SEC via campus mail: PO Box 8033-1

E-Mail: [fsoffice@georgiasouthern.edu](mailto:fsoffice@georgiasouthern.edu)

Standard View

Close

## Motion Request

1/28/2019

### SHORT TITLE:

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

Merged Student Ratings of Instruction Instrument

### MOTION(s):

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


The SEC moves that the attached Student Rating of Instruction instrument be adopted for all Georgia Southern University courses for the current term (including mini-semester) in place of the existing, separate ratings of instructions (or course evaluations) previously used by each campus.


### 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.)


The attached instrument is the product of the AdHoc committee's work to merging the Student Rating of Instruction instruments used on both campuses. The committee produced the instrument by primarily removing redundancies (including some slight revision to language) and regularization of the likert scales used. This instrument included most questions from both existing instruments in order for faculty to continue using that data in their annual and promotional reviews (n.b. Faculty Handbook 306.01: Student ratings of instruction shall not be the sole measure of teaching effectiveness for any review, nor shall instructors be ranked according to student ratings for evaluation; rather, a complete picture should be obtained through multiple sources). The instrument is a stop-gap measure to be used only until the instrument is fully revised to reflect the new university. Senate President-Elect, Helen Bland, will be creating and charging a faculty committee to create a revised SRI instrument to be used across the university. As part of the communications that will accompany the instrument, faculty and chairs will receive instructions and a list of indicators marking the alignment of questions from the original forms. The changes to this instrument will not affect an individual faculty member's choice of providing in-class time for proctoring student ratings of instruction.

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

 SRI-consolidated.pdf  
139.16 KB

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Submitted by:

Phone:

danderson

8-1354

E-Mail:

Re-Enter Email:

danderson@georgiasouthern.edu

danderson@georgiasouthern.edu

### ACCEPTABLE USE POLICY

**This site is for use exclusively by Georgia Southern University faculty, staff, and administrators. Submissions are reviewed by the SEC for relevance to the mission and business of the Faculty Senate. This site is a tool not for debate but solely for information exchange. Redundant and contentious submissions will not be accepted.**

**Note to faculty users: Double-check your data before submitting, because the data cannot be edited afterward.**

#### Approval

Response:


Approved


SEC Response:


1/25/2019


Senate Response:

Presidents Response:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Recommended Changes to Consolidated Student Ratings of Instruction Instrument  
Ad Hoc Faculty Senate Committee

**SRI Proposal**

Course Number:

Course Name:

Department:

Faculty:

*[Student Orientated Questions]*

1. Compared to other courses of similar credit value, how much effort did you put into learning the material covered in this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More
  
2. Compared to other courses of similar credit value, how much did you learn in this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More
  
3. Compared to other courses of similar credit value, to what degree were you intellectually challenged in this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More
  
4. Compared to other courses of similar credit value, how often did you seek outside help with this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More
  
5. Compared to other courses of similar credit value, how difficult was this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More

Recommended Changes to Consolidated Student Ratings of Instruction Instrument  
Ad Hoc Faculty Senate Committee

6. Compared to other courses of similar credit value, how was the workload of this course?
  - a. Much Less
  - b. Less
  - c. About the Same
  - d. More
  - e. Much More
  
7. What was your level of interest in this subject matter before taking this course?
  - a. No Interest at All
  - b. Mildly Interested
  - c. Average
  - d. Interested
  - e. Very Interested
  
8. What was your level of interest in this subject matter after taking this course?
  - a. No Interest at All
  - b. Mildly Interested
  - c. Average
  - d. Interested
  - e. Very Interested
  
9. Is this a required course for you?
  - a. Yes
  - b. No
  - c. I don't know
  
10. Is this course in your major?
  - a. Yes
  - b. No
  - c. I don't know
  
11. What grade do you expect in this course?
  - a. A
  - b. B
  - c. C
  - d. D
  - e. F

Recommended Changes to Consolidated Student Ratings of Instruction Instrument  
Ad Hoc Faculty Senate Committee

[*Course Oriented Questions*]

12. Important points were stressed in this course:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
13. The course material was well organized:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
14. The presentation of the course material was clear:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
15. The class stayed focused on course objectives:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
16. The graded activities reflected course content:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
17. The expectations of this class were clearly communicated in the course syllabus:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree

Recommended Changes to Consolidated Student Ratings of Instruction Instrument  
Ad Hoc Faculty Senate Committee

*[Instructor Oriented Questions]*

18. The instructor was availability to students:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
19. The instructor was helpful to students:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
20. The instructor was enthusiastic about the content (or material) in this course:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
21. The instructor was prepared for this course:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree
  
22. The instructor encouraged class participation, discussion, or questions:
  - a. Strongly Disagree
  - b. Disagree
  - c. Neutral
  - d. Agree
  - e. Strongly Agree

*[Open-ended Responses]*

23. What aspects of this course contributed most to your learning? Please be as specific as possible.
  
24. In what ways can this course be improved to enhance student learning?

## Information Regarding Transitional T and P Policy

Submitted by: Ted Brimeyer

Date: 1/13/2019

### Question(s):

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How many faculty who earned the rank of full professor at Armstrong State (or an earlier name of the school) and are teaching fall 2018 choose to remain at a 4/4 teaching load?

How many choose a 3/3 load?

How many were switched into a 3/3 load by the course scheduler?

How many wanted to move to a 3/3 but remain at a 4/4 due to program needs?

How many remained on a 4/4 due to research productivity?

How many faculty who earned the rank of associate professor at Armstrong State (or an earlier name of the school) and are teaching fall 2018 choose to remain at a 4/4 teaching load?

How many choose a 3/3 load?

How many were switched into a 3/3 load by the course scheduler?

How many wanted to move to a 3/3 but remain at a 4/4 due to program needs?

How many remained on a 4/4 due to research productivity?

How many assistant professors at Armstrong State (or an earlier name of the school) hired before consolidation and are teaching fall 2018 choose to remain at a 4/4 teaching load?

How many choose a 3/3 load?

How many were switched into a 3/3 load by the course scheduler?

How many wanted to move to a 3/3 but remain at a 4/4 due to program needs?

**Rationale:**

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If we are trying to decide on a transitional policy it would be useful to know how many faculty have chosen to switch their mixture of teaching and research expectations. The Senate could use this information to make a more informed decision. It may be that the transition has been completed without a policy.

**Response:**

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## Senate Executive Committee Request for Information

### Number of faculty affected by transition to new tenure and promotion guidelines

Submitted by: Jonathan Hilpert  
1/23/2019

#### Question(s):

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At the time consolidation was made effective by the Board of Regents (i.e. January 1st 2018) how many lecturers, assistant professors, and associate professors were employed by Georgia Southern and Armstrong State? Please break the response down by institution, college, and academic rank.

#### Rationale:

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The faculty welfare committee wants to determine how many faculty are estimated to be affected by the upcoming transition to new tenure and promotion requirements.

#### Response:

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## Senate Executive Committee Request for Information

### Merit Raise Percentage

Submitted by: Dustin Anderson  
1/22/2019

### Question(s):

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What was the actual merit raise percentage? If this changed, how was that decided? If this changed, who made the decision?

### Rationale:

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The general impression was that the merit raises would be 2% (meaning an increase average of 2% across all employees). It appears that this was actually 1% (the faculty comfortable enough to share salary increases indicates the raise at, or very near, 1%). If this was changed, the faculty deserve to know how and why this happened. (submitted on behalf of multiple parties).

### Response:

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# Salary Study Timeline

Submitted by: Dustin Anderson

1/22/2019

## Question(s)

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When will the salary study for faculty be completed, distributed, and implemented?

## Rationale:

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Other Discussion Items and general questions have been put on hold until the salary study has been completed. In order to prevent those questions and issues from dying on the table, we would like an update with a specific timeline for the study. (submitted on behalf of multiple parties)

## Response:

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