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3-7-2019

Faculty Senate Agenda

Georgia Southern University, Faculty Senate

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Georgia Southern University Faculty Senate Meeting

March 7th, 2019
4:00-6:00pm

Nessmith-Lane Ballroom
847 Plant Dr, Statesboro, GA 30458

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: February 5, 2019 – Carol Jamison (CAH), Senate Secretary

IV. LIBRARIAN'S REPORT: March 7, 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 – Brandonn Harris (WCHP), Chair

AGENDA, cont.

V. ACTION ITEMS

- a. ***Motion - Tenure & Promotion Transitional Policy*** – Helen Bland (JPHCOPH), Faculty Welfare Committee [for Jonathan Hilpert (COE), FWC, Chair] (page 3)
- b. ***Motion – Update to section 317 (course evaluation language) in the Faculty Handbook*** – Helen Bland (JPHCOPH), Faculty Welfare Committee (page 6)
- c. ***Motion – Update to section 218 (textbook policy) in the Faculty Handbook*** – Candace Griffith (VPAA) (page 8)
- d. ***Tabled Motion - Campus Announcement of Deceased Staff or Faculty Members*** – Dustin Anderson (CAH), Senate Executive Committee, Chair

VI. PRESIDENT’S REPORT – Shelley Nickel

VII. PROVOST’S REPORT – Carl Reiber (VPAA)

VIII. SENATE EXECUTIVE COMMITTEE REPORT

- a. ***Announcement – Standing Committee Times and Dates*** – Dustin Anderson (CAH), Senate Executive Committee, Chair (page 11)
- b. ***RFI – Salary Study Impact on Faculty Hiring*** (page 12)
- c. ***RFI – Budget Diversion*** (page 13)

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

- a. Announcements and Updates from VPs and Chairs

X. ADJOURNMENT

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

Senate Executive Committee Motion Request

Approved by the Faculty Senate:

Approved by the President:

Motion to approve the transitional tenure and promotion policy

Submitted by: Jonathan Hillpert

2/21/2019

Motion(s):

Motion to approve the transitional tenure and promotion policy

Rationale:

In the Fall of 2018 and the Spring of 2019 the faculty senate discussed a draft 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 faculty welfare committee has made changes to the policy based on senate feedback and discussion and now requests a motion to approve. A marked copy of the policy, highlighting changes to the policy that have been made since senate discussion on 2/5/19, is included..

Response:

Attachment: Draft Transitional T & P Policy (FWC Approved)

Draft Transitional T and P policy
Georgia Southern University
Faculty Welfare Subcommittee 2018-2019
Subcommittee Approval: 10/16/18
Faculty Welfare Committee Approval for Senate Discussion: 10/22/18
Faculty Welfare Committee Approval for Senate Discussion: 11/12/18
Faculty Welfare Committee Approval for Senate Vote 2/20/19

In light of the consolidation of Georgia Southern and Armstrong State and shifting evaluation expectations, members of the faculty must recognize and take account of new conditions for tenure and promotion. Careful consideration must be given in the review process and tenure/promotion decisions for faculty members lecturers and tenure-track assistant, and associate, and full professors who will transition to differing evaluation expectations resulting from the consolidation between Georgia Southern University and Armstrong State.

Evaluation Expectations

At all levels of review, aAt the first major review, administrative officers and faculty reviewers must evaluate lecturers and tenure-track assistant, and associate, and full professors~~faculty members~~ using the expectations the faculty member was bound to when consolidation was made effective by the Board of Regents, January 1st 2018. After the first major review following when consolidation was made effective, faculty members shall be responsible for meeting the college and departmental/school promotion criteria voted upon and approved in congruence with faculty governance processes post consolidation. Major reviews are defined as, 1) the sixth year review for ~~promotion to~~ lecturer, 2) fifth year review for promotion to senior lecturer, 3) fifth year review for promotion to principal lecturer, 4) tenure, 5) promotion, and 6) post-tenure review. Tenure-track aAssistant faculty members hired before consolidation will be responsible within their full probationary period for meeting the college and departmental/school promotion and tenure criteria in effect at the time consolidation was made effective.

Early Transition to New Guidelines

Faculty members who wish to switch to new guidelines before their first major review may do so in consultation with their department chair during their annual performance review. Faculty members who have transitioned to the new guidelines early cannot switch back to their previous guidelines.

Evaluation Timeline

All faculty will follow the timeline for promotion and tenure described in the faculty handbook and published on their respective college websites.

Provision of Evaluation Expectations

The department chairs and deans ~~who that~~ oversee faculty must keep careful records of the appropriate evaluation expectations, as described in the respective guidelines, for each faculty member as well as

target dates for [major/significant performance](#) review. Appropriate guidelines and target dates of performance review must be easily accessible to all faculty. Additionally, faculty are encouraged to include copies of the appropriate evaluation guidelines in their dossiers. Colleges and departments may adopt their own processes (e.g. committee liaison) for ensuring that the correct evaluation guidelines are followed during review.

Workload Changes

Any elected changes to promotion or tenure or post-tenure [guidelines/criteria](#) and mix of teaching, research and service duties should be negotiated with the department chair in writing. Changes in expected teaching contact hour loads (e.g. 12:12 to 9:9), while maintaining the same full-time equivalency (FTE) over the length of successive appointments, shall not constitute a change in the mix of teaching, research, and service duties unless notified and agreed ~~to upon~~ by the faculty member.

External Letters

As per university handbook policy (Section 306.06), all department chairs and deans, regardless of faculty evaluation expectations, will solicit external letters of review during the tenure and promotion process [for tenure-track faculty](#). Copies of the appropriate evaluation guidelines will be provided to all letter writers.

Sunset Clause

~~This policy expires July 1, 2025 unless a faculty member's extension of timeline reaches past this date. In that case, for that particular faculty member, the expiration date will be July 1 of the year in which their extension placed their tenure or senior lecturer decision.~~

New Hires

New hires in the Fall of 2018 and thereafter will follow new guidelines established for the consolidated institution.

Senate Executive Committee Motion Request

Approved by the Faculty Senate:

Approved by the President:

Motion to approve changes to section 317 of the faculty handbook

Submitted by: Jonathan Hillpert

2/21/2019

Motion(s):

Motion to approve changes to section 317 of the faculty handbook

Rationale:

Recent changes to the course evaluation procedures at Georgia Southern required minor edits to section 317 of the faculty handbook to bring the policy in line with university procedures. The corrected version was approved unanimously by the FWC.

Response:

Attachment: [Student Ratings of Instruction Corrected 2019.pdf](#)

Current:

317 Student Ratings of Instruction

Georgia Southern requires and conducts written or online student ratings of instruction each academic term (excluding summer) to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. Department chairs return a summary of numerical results and students' written comments to faculty each academic term; original responses are the property of the University. Courses shall be evaluated by students in the same manner as the course is conducted.

Partially online courses whose content is offered 50% or more online are evaluated through CoursEval. As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.

Approved by Faculty Senate, March 6, 2018, and President, March 8, 2018.

Proposed:

317 Student Ratings of Instruction

Georgia Southern requires and conducts ~~written or~~ online student ratings of instruction each academic term (excluding summer) to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. ~~Department chairs return a summary of numerical results and students' written comments to faculty each academic term; original responses are the property of the University. Courses shall be evaluated by students in the same manner as the course is conducted.~~ All courses are evaluated through an online platform CoursEval; responses are the property of the University. As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.

~~Partially online courses whose content is offered 50% or more online are evaluated through CoursEval. As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.~~

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Approved by Faculty Senate, March 6, 2018, and President, March 8, 2018.

Senate Executive Committee Motion Request

Approved by the Faculty Senate:

Approved by the President:

Approved by the President's Cabinet:

Motion to update the textbook policy (218) to align with the current Board of Regents Policy

Submitted by: Dustin Anderson

2/21/2019

Motion(s):

Motion to update the textbook policy (218) to align with current Board of Regents policy.

Rationale:

The University System of Georgia updated the language in Section 2.19, Academic Textbooks, of the Academic & Student Affairs Handbook on July 19, 2018, necessitating that the first section of this policy be amended. The remaining two sections of this policy reflect institutional policy. This language is not part of the Board's policy.

Response:

Attachment: [218 Textbook Policy](#)

Rationale:

The University System of Georgia updated the language in *Section 2.19, Academic Textbooks*, of the *Academic & Student Affairs Handbook* on July 19, 2018, necessitating that the first section of this policy be amended. The remaining two sections of this policy reflect institutional policy. This language is not part of the Board's policy.

218 Textbook Policy

Academic Textbooks

The Executive Vice Chancellor and Chief Academic Officer of the University System of Georgia establishes guidelines concerning the designation and sale of textbooks required for coursework. Educational material is defined as any instruments, devices, software, web content, or copied or published materials used in the classroom, laboratory, online courses, or correspondence courses.

All information required for ordering educational materials should be submitted to the University's bookstore. Exceptions can be approved at the departmental level. The bookstore will distribute lists of these educational materials to private competitors. Recommendations to students, as to source for materials, should not list one supplier over another.

1. There are no restrictions on the adoption of textbooks written by faculty members. Prior to the adoption of a textbook, approval must be obtained from the departmental committee. The existence of such a committee is necessary to prevent any possible conflicts of interest.
2. No faculty member may charge/collect remuneration for educational materials directly from students.
3. If any conflict of interest arises as a result of sales of textbooks or other educational materials, the provost and vice president for academic affairs, in consultation with deans council, Faculty Senate, and the Student Government Association, will appoint a committee to hear the case and advise the provost and vice president for academic affairs on a course of action.
4. Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through the bookstore. Institutional and System general counsel may insist on this process.
5. Royalties may not be paid to individual faculty for compilations he/she produces for copy and resale through the bookstore.

(University System of Georgia Academic & Student Affairs Handbook, § 2.19, Academic Textbooks)

Policy for Textbooks Authored by Faculty

Either as individuals or as members of departmental committees, faculty members select textbooks that they think will best enhance the teaching and learning processes for the courses that they offer. To provide students with the best learning resources possible for a course, faculty members may choose to provide their own textbook(s) for the course. Self-authored texts and course materials may be required or recommended for student purchase in course(s) taught by the faculty member; however, to avoid any appearance of conflict of interest, faculty authors may not benefit financially from assigning their textbook(s) or course materials to the students in their course(s).

Before assigning a self-authored textbook or other course materials to students, the faculty member must seek approval from the department-designated textbook review committee. Once reviewed and approved, requests will be maintained in the department's main office.

Royalties may not be paid to individual faculty members for materials she or he produces for copy and resale through the university bookstore. No faculty member may charge or collect remuneration for educational materials directly from students.

Affordable Learning Georgia

¹ Faculty Handbook 2019-2020
<http://academics.georgiasouthern.edu/procedures/policies/#handbookpreface>

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<https://www.usg.edu/policymanual/section3/C345/>¶
(University System of Georgia Academic & Student Affairs Handbook, 2.19 Academic Textbooks¶
https://www.usg.edu/academic_affairs_handbook/section2/C784)¶

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Georgia Southern University will clearly identify sections of courses in which course materials exclusively consist of no-cost (open or free textbooks) or low-cost (total of \$40 or less) course materials. Faculty are encouraged to identify open education resources and other low-cost course materials for students enrolled in their classes, where applicable and appropriate.

Approved by Faculty Senate, XXX; approved by the President, XXX; approved by President's Cabinet, XXX

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Standing Committee Meeting Times (beginning Fall 2019)

day of the week	time of day	week of the month	committee
Academic Standards Committee			
*	*	*	(meets twice ahead of each semester)
Faculty Service Committee			
M	9:00-11:00	1st week	(meets once a term)
Libraries Committee			
M	9:00-11:00	2nd week	
Faculty Development Committee			
T	11:00-1:00	3rd week	
Undergraduate Committee			
T	3:30-5:30	2nd week	(3 weeks head of SEC)
Planning, Budget, and Facilities Committee			
W	9:00-11:00	3rd week	
Faculty Welfare Committee			
W	1:00-3:00	2nd week	(3 weeks ahead of SEC)
Senate Elections Committee			
R	9:00-11:00	1st week	(meets once a term)
Graduate Committee			
R	9:00-11:00	2nd week	(3 weeks ahead of SEC)
Student Success Committee			
R	1:00-3:00	2nd week	
Faculty Research Committee			
F	12:00-2:00	1st & 3rd weeks	(will not meet every two weeks in the Fall)
General Education and Core Curriculum Committee			
F	1:00-3:00	4th week	(2 weeks ahead of UGC)
Senate Executive Committee			
F	1:00-3:00	1st week	(adjusted August and January)

Senate Executive Committee Request for Information

The salary study's impact on current job searches

Submitted by: Finbarr Curtis
2/13/2019

Question(s):

What steps are being taken to ensure that the timing of the salary study will not affect current tenure-track job searches?

Rationale:

It appears that the salary study will be completed by the end of February, at which point we will develop a plan for implementation for the next fiscal year. At the same time, a number of searches for tenure-track faculty are being held up while we are waiting on word from the salary study. I wonder if the completion date of the salary study is simply too late for a plan of action to be developed for the following fiscal year without harming our ability to complete searches in the spring (ie., right now). Issues of salary compression and inversion are important matters that will require analysis and additional resources over time in order to rectify faculty pay inequities. Considering that the adjunct crisis is the biggest personnel crisis facing higher education, however, it seems unethical to consider the possibility of cancelling tenure-track job searches so that tenured faculty can receive raises. Is it possible that we need to move the implementation of the plan of action to the following fiscal year, or at least to take tenure-track job searches off the table and begin to implement the plan of action next year with whatever resources are available?

Response:

Senate Executive Committee Request for Information

Budget diversion and increased enrollment

Submitted by: Christopher Cartright
1/30/2019

Question(s):

How does the university plan to address the potential for increased enrollment in Fall 2019, particularly in light of the 10 percent budget diversion among university departments in AY 2018?

Given the importance of low class sizes to student success, how does the university plan to ensure that this potential confluence of factors (lower budgets plus higher enrollment) does not result in a faculty-student ratio that is detrimental to student success?

Rationale:

In Fall of 2018, the Provost's Office asked university departments to divert 10 percent of their budgets back to the university. In Spring of 2019, faculty were told by administrators that there could be an increase in university enrollment of up to 9 percent in Fall 2019. Currently, in at least one department, course caps already exceed disciplinary recommendations. For example, composition courses provided by the Department of Writing and Linguistics are currently set at 24, while the Association of Departments of English recommends courses be capped at 15. Some composition instructors teach 5 courses per semester, for a total of up to 120. The ADE recommends instructors teach no more than 60 students per term. Given the historical relationship, in educational contexts, between lower budgets and increased class sizes, it is incumbent on the Senate and the University to ensure that our budget decisions do not produce inappropriate class sizes within the departments.

Response:
