

Clayton State University Faculty Senate

Meeting Minutes

February 25, 2019

**Senate Members present:** Augustine Ayuk, Scott Bailey, Gail Barnes, Deborah Gritzmacher, Laura Herndon, Craig Hill, Byron Jeff, Adam Kubik, Catherine Matos, Larry Menter, Rebecca Morgan, Stephanie Richardson (also serving as proxy for Kathryn Pratt Russell), Andrew Sbaraglia, Kendolyn Smith, MeriBeth Stegall (Secretary), Mark Watson (Chair), David Williams (Vice-Chair)

**Senate Members Absent:** Eugene Ngezem, Kathryn Pratt Russell

**Guests:** Kevin Demmitt, Tim Hynes, Lila Roberts, Antoinette Miller

Agenda Item	Discussion	Senate Action/Resolution/Tasks
1) Reading & Approval of Minutes		Suggested additions were submitted via email to the minutes of the February 11, 2019, meeting. The approval of the February 11, 2019, minutes were postponed until the next meeting.
2) Reports of President and Provost i) President’s Report ii) Provost’s Report	<p>The President’s Report attached as Appendix A.            The Provost’s Report attached as Appendix B.            Comprehensive Learning Record Working Group Report/ Recommendation —See Provost’s Report</p> <p>Discussion of Comprehensive Learning Record.  <i>Suggestion:</i> Inclusion of more categories that reflect core educational objectives, e.g., Historical Perspectives, Human Rights.  <i>Response:</i> Much of this would be reflected in the transcript with the purpose of the CLR to reflect activities outside the academic core. CLR group focused on broader categories initially with potential for later addition of subcategories.  <i>Suggestion:</i> Religious Literacy as one possible category for a CLR, one that could easily be argued to be essential for citizenship or business or work. We have a lot of courses that contribute to that and we'd be well to have that more clearly underscored as an asset of some of our graduates.  <i>Suggestion:</i> Health Care Management representation on committee due to extensive internship requirement.</p>	

FACULTY SENATE MINUTES FEBRUARY 25, 2019

Agenda Item	Discussion	Senate Action/Resolution/Tasks
3) Reports of Standing Committees	See FAC report under New Business, item e.	
4) Special Orders		
5) Unfinished Business and General Orders		
<p>6) New Business</p> <p>a. Motion to approve new course EXCE 4001, as approved by the Undergraduate Curriculum Committee on February 8, 2019.</p> <p>b. Motion to approve course modification for CSCI 1100, as approved by the Undergraduate Curriculum Committee on February 8, 2019.</p> <p>c. Motion to approve new courses MATH 4986 and 4987, as approved by the Undergraduate Curriculum Committee on February 8, 2019.</p> <p>d. Motion to approve course modifications for MATH 4020, 4010, 3030, 3020, 2010, and 4988, as approved by the Undergraduate Curriculum Committee on February 8, 2019.</p> <p>e. Submission of Annual Evaluation and Promotion and Tenure Documents in Electronic Format</p>	<p>e. Submission of Annual Evaluation and Promotion and Tenure Documents in Electronic Format</p> <p>Larry Menter presented the FAC recommendation that language in Faculty Handbook be amended to “electronic or alternative format submission” where the Faculty Handbook references submission of the 3.5 inch binder.</p> <p>Discussion:            Question—any discussion of limitations on the amount of material submitted electronically?            Question—What if data corruption occurs? (Will need language to address.)            Comments:  <ul style="list-style-type: none"> <li>• If move to electronic submission, then need to provide secure place for submission; security of information.</li> </ul> </p>	<p>a. The motion to approve new course EXCE 4001, as approved by the Undergraduate Curriculum Committee on February 8, 2019, passed.</p> <p>b. The motion to approve course modification for CSCI 1100, as approved by the Undergraduate Curriculum Committee on February 8, 2019, passed.</p> <p>c. The motion to approve new courses MATH 4986 and 4987, as approved by the Undergraduate Curriculum Committee on February 8, 2019, passed.</p> <p>d. The motion to approve course modifications for MATH 4020, 4010, 3030, 3020, 2010, and 4988, as approved by the Undergraduate Curriculum Committee on February 8, 2019, passed.</p>

Agenda Item	Discussion	Senate Action/Resolution/Tasks
<p>f. Parking Update—Chief Antonio Long</p>	<ul style="list-style-type: none"> <li>• Implementation issues need to be addressed at university level.</li> <li>• Needs to be a common mechanism for review at the university level.</li> <li>• Implementation timeline should be clear about requirements to submit electronically (e.g., allow those in current system to submit either paper or electronic portfolios).</li> <li>• Suggestion for a three-year timeline for requiring electronic submission.</li> <li>• FAC will revise additional language for vote at next meeting. Need to approve language in current recommendation in order to move forward.</li> <li>• Discussion of how format determined. If at college level, concern with consistency for review at university level. Without specific language regarding format, leaves room for inconsistencies. Behooves faculty member to be organized in submission.</li> <li>• Paper format is not consistent across all colleges now.</li> </ul> <p>A concern was expressed regarding voting on the motion without the exact language being distributed in writing.</p> <ul style="list-style-type: none"> <li>• Parking committee has been created to evaluate parking issues. Faculty members invited to participate.</li> <li>• Will start issuing annual decals Fall 2019.</li> </ul>	<p>The Chair called the question. The FAC recommendation that language in the Faculty Handbook be amended to “electronic or alternative format submission” where the Faculty Handbook references submission of the 3.5 inch binder for annual evaluation and promotion and tenure documents was voted on by show of hands. The motion passed.</p> <p>Scott Bailey moved that the motion be reconsidered. The motion was seconded and passed. David Williams moved that the motion be postponed and considered at the next meeting. This motion was seconded and passed. The motion will be distributed in writing before the next meeting.</p> <p>Augustine Ayuk and Larry Menter will serve as faculty representatives to the parking committee.</p>

Agenda Item	Discussion	Senate Action/Resolution/Tasks
<p>g. Final Examinations Policy</p>	<ul style="list-style-type: none"> <li>• Need to tie in East Campus.</li> <li>• Guest passes will be available at the guard station for campus visitors. Faculty can have visitors pick up parking passes at the guard station.</li> <li>• Distributed pedestrian map of campus.</li> </ul> <p>Final Examinations Policy—Faculty Handbook language states final exams to be given during final examination period. Revision is suggested to address scheduling of half-semester and online courses. Question of whether giving during a final examination period is required.</p> <p>Another concern raised regarded the scheduling of final examinations during the final examinations week. Time for final may be inconsistent with the class time during the semester, e.g. scheduled during an afternoon time slot rather than evening for an evening class which causes scheduling difficulties for working students.</p> <p><i>Dr. Demmitt referenced BOR policy as follows:</i> BOR policy: <a href="https://www.usg.edu/policymanual/section3/C339">https://www.usg.edu/policymanual/section3/C339</a> 3.4.2 Uniform Academic Calendar</p> <p>“The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations.”</p>	<p>Deborah Gritzmacher moved to send the review of the Faculty Handbook policy related to scheduling of final examinations to the Academic Policy Committee. The motion was seconded and passed.</p>
<p>7) Adjournment</p>		<p>The meeting adjourned at 12:15pm.</p>

Submitted by MeriBeth Stegall, Faculty Senate Secretary, 2/25/19

**President's Report**

**Faculty Senate**

**February 25, 2019**

- **State Audit on TRS-ORP** Yesterday's **Atlanta Journal Constitution** included a report including an analysis of University System Board of Regents payment for, and conversion from, Teacher Retirement Funds and the optional retirement system in place for many faculty and senior staff colleagues. <https://www.ajc.com/news/state--regional-govt--politics/audit-tallies-600m-nonpayment-university-system-pensions/QIaz7x1A6jbMRVX355QhSI/> Auditors for the state and the university system have drawn very different conclusions about what was and is required by current and prior state law and past understandings. Since the issue involves potentially millions of dollars of previously allocated state funds, the resolution of these issues have the potential to affect USG institutions and colleagues. We will share information as we receive it.
- **Open Meeting on Communication Audit** The session is scheduled today at 1:00 PM in UC 260—this room. As a part of our strategic planning measures, we look forward to hearing from colleagues about their impressions of the findings. They can be found at [http://www.clayton.edu/Portals/2/president/Clayton%20State%20Report%20of%20Findings%20Final\\_ThornburgMay%20Solution%20Consultants\\_Extended%20Follow%20Up.pdf](http://www.clayton.edu/Portals/2/president/Clayton%20State%20Report%20of%20Findings%20Final_ThornburgMay%20Solution%20Consultants_Extended%20Follow%20Up.pdf) As we move forward with work groups based on the results of the survey, we would benefit from receiving responses from colleagues across campus.
- **Budget Hearing Update** We completed our 45 minute budget hearing successfully—the feedback on progress and steps for momentum year, financial stability, transformation of university development efforts, and enrollment management, among other items, seemed well received. Given the nature of future demographics in Georgia for traditional college aged students, and the need to match those demographics with strategies that will lead to student success and learning, the transformation of our efforts in enrollment management and student academic support services is and will be of vital interest for us and our colleagues at the university system.
- **Thanks and Questions**

## Appendix B. Provost's Report

In November of 2018, we were convened as a group and provided with the below charge. This report will summarize the work done since that time by our group on these items and provide recommendations per the charge.

### Committee Charge:

1. Review various models of comprehensive learning records (CLR's) that are being used by other universities (e.g. ePortfolios, Badges, Extracurricular Transcripts)
2. Explore the creation of a CLR for Clayton State that includes student learning from a variety of experiences, including academic courses, extracurricular activities and other opportunities.
3. If such a record can be created, recommend a CLR model that can be:
  - a. Maintained without straining existing resources.
  - b. Delivered in a useable format upon request by the student/graduate.
  - c. Clearly defines what is verified by the University.
  - d. Used jointly or separately by Student Affairs and Academic Affairs.
4. If such a record can be created, recommend a process for developing and maintaining the concentrations that are included.
5. Share recommendations by mid-February.

### Review various models

The group reviewed multiple models available at various institutions, including Elon University (<https://www.elon.edu/u/elon-experiences-transcript/>) and what may be available through OrgSync/Engage from Campus Labs. Ideally, the group recommends a record that is as robust and detailed as the Elon model but specifically using categories that are authentic to our students.

### Explore creation of a CLR for Clayton State

Among other things, the group identified several potential categories/concentrations based upon our examination of relevant models and preliminary resource identification through already ongoing work in both Academic and Student Affairs. This included but is not limited to:

- Career Services' career readiness initiatives
- College of Arts and Sciences collection of workforce readiness aspects of various academic programs and ongoing internship programs
- College of Health's ongoing practica and clinical experiences for students
- College of Business's creation of and initial piloting of the Career Spine
- College of Information and Mathematical Sciences internships and other opportunities including the Launchpad Academy
- ongoing work by PACE
- Campus Life's many programs including student organizations and volunteerism

We also conducted a survey of the Administrative Council (survey attached and results included) to evaluate and expand that initial concentration list if needed. We used the survey to preliminarily identify potential data sources for collecting, reporting, and maintaining the reports of student activities related to those categories.

### Recommend a model

As stated earlier, the group recommends the creation of a record that is as robust and detailed as the Elon model but specifically using categories that are authentic to our students.

Initial list of categories/concentrations:

- Career Management
- Community Engagement
- Experiential Learning
- Global Engagement
- Student Organization/Leadership
- Student Research

Both Academic and Student Affairs can and may provide information on specific student activities that would fit with these categories/concentrations, provided these activities are verified in some fashion by the department/program that offers them. Verification will be determined by the activity and the requirements of the program hosting it.

### Recommend a process

Following the initial work of this group and the survey results, the group recommends the following:

A development group be created including stakeholders from Academic Affairs, OITS, and Student Affairs which should be charged with the following activities:

1. Beginning with the Administrative Council survey results and input, finalize the categories/concentrations to be included on the CLR
2. Beginning with the same survey input, identify already-existing data sources for the student activities and their verification
3. Identify a specific platform to host the CLR, preferably using an already-purchased (such as OrgSync/Engage) or institution-created tool.

Particularly critical in our group's charge is that the CLR should be "Maintained without straining resources". As noted in a previous section, there has already been significant work in many areas of campus (both in Academic and Student Affairs) to identify, define, and create means to document and verify student activities that will be represented on this CLR. A careful and thorough inventory should be made of that information on a campus-wide basis to ensure that work is represented on the final CLR, including the format that data may be tracked in those areas. OITS has specific guidelines and best practices available for identifying and merging these data sources with Banner and other University systems.

Following the work of the development group, an implementation group including representatives from Academic Affairs, OITS, and Student Affairs can complete the creation and rollout of the CLR.

CLR Working Group Members

Victoria Foster, COH

Jonathon Goodson, OITS

Natasha Hutson, Campus Life

Joshua Kitchens (Co-Chair), CIMS

Bridgette McDonald, Career Services

Antoinette Miller (Chair), PACE

Charles Read, OITS

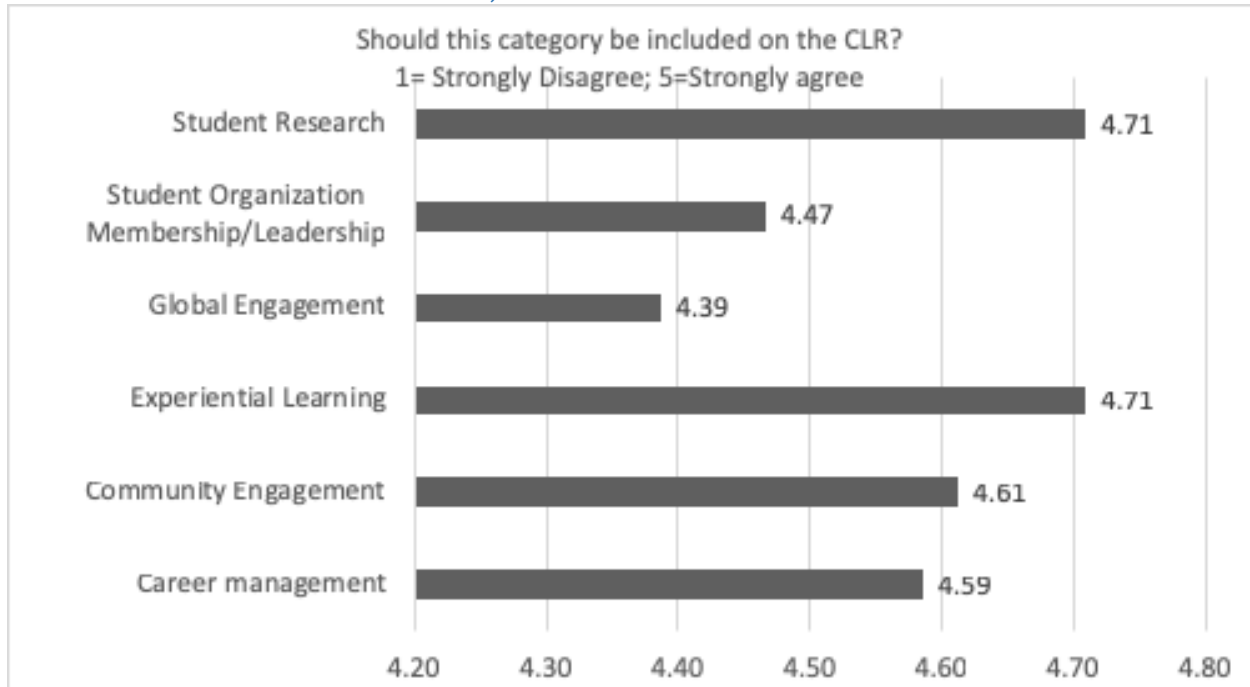
Adam Tate, CAS

Margaret Thompson, COB

Allen Ward, Student Affairs

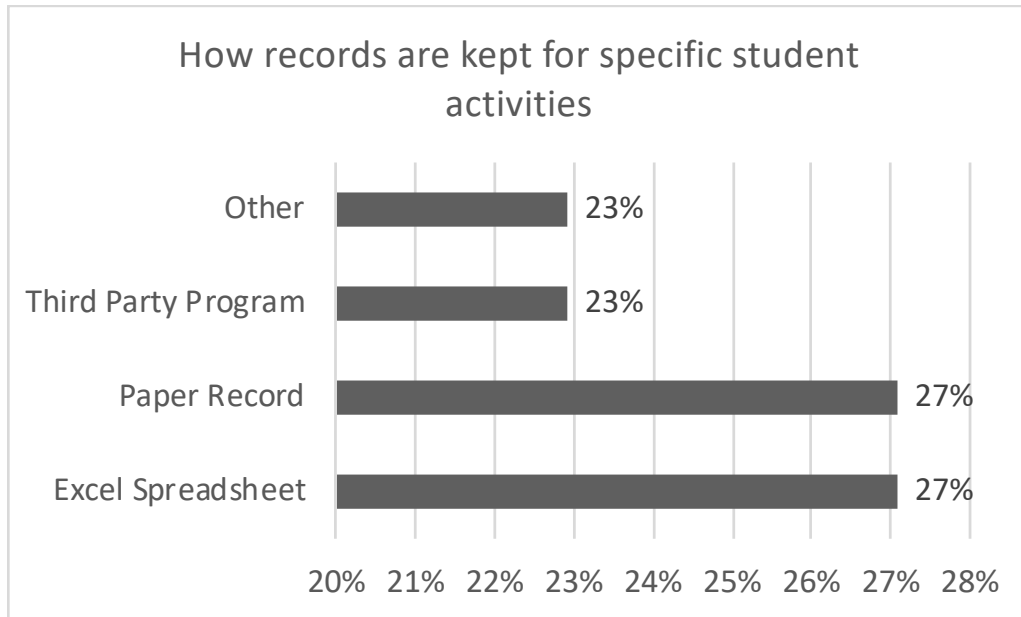


CLR Administrative Council Results, n=33



**Additional categories were also suggested:**

Please list a one or two word title for the category here:	Please write a description of this category here OR examples of this category here:
Diversity and Inclusion	Specific focus on diverse issues and cultural competence
interculturalism/civil & human rights/ social justice	This could be a stand alone area but I actually think this should be added as an and/or to the globalism section or, that the term "globalism" should be changed to Civil & Human Rights. This would include things like being socially or politically engaged and/or fighting for/toward the rights of individuals in ways that create change for marginalized groups, individuals, or communities, locally OR globally. I think if it remains just "globalism" alone, students who may be unable to study abroad or have a "global experience" may think they are ineligible. I also think that "globalism" at its core is more about recognizing and addressing civil and human rights.
Global Engagement	It is not a new category but not mentioned as an activity - Volunteering or providing service learning among and in international countries
Cross Cultural Competency	Studying or participating in activities that require learning how to interact with those from other cultural groups (race, ethnicity, gender, etc.)



**Examples of “Other”:**

Qualtrics survey, centralized department handles evaluation for study abroad

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Their transcript; and we teach them how to explain what they've learned in writing and in interview; they create work for their portfolio to share with employers.

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The Career Spine is a new implementation, and we have not formally determined a tracking mechanism at the student level, and student participation is currently tracked at the activity level.

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This is only an idea. The foundation has not begun to explore how to make this happen, though there is a significant opportunity

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Research--Students publish abstracts, produce posters, write research papers, publish papers. Community engagement will vary per project. Global Engagement would be study abroad courses on the transcript which is currently difficult to document (the co-curricular transcript would help document this).

## Comprehensive Learning Record Survey

A group representing perspectives from across campus has been charged with investigating the possibility of creating a comprehensive learning record (CLR). This record will document important learning and development experiences and activities that students participate in that are not captured by a traditional academic record. The purpose of this survey is to identify student learning experiences both inside and outside of the classroom that should be included on a Clayton State CLR. We are asking that members of the Administrative Council take a few minutes to identify opportunities in your area that could be included on the CLR. This survey will ask you about experiences in specific categories of student engagement, sources of data for that engagement, and then suggestions for other areas of engagement that should be included. The survey should take approximately 5-10 minutes to complete.

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(Optional): please provide your contact information in case we have additional questions regarding your submission:

Name: \_\_\_\_\_

Department/Program: \_\_\_\_\_

CSU email address: \_\_\_\_\_

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- **Career management.** This category includes activities that assist students in articulating their skills, strengths, knowledge, and experiences relevant to their desired career goals. Students learn how to navigate and explore job options and graduate school and how to self-advocate for these opportunities. This category would include activities and experiences such as:
  - Career readiness activities (practice interviews, LinkedIn, informational interviews, career fairs)
  - Training and/or conferences
  - Specialized training institutes

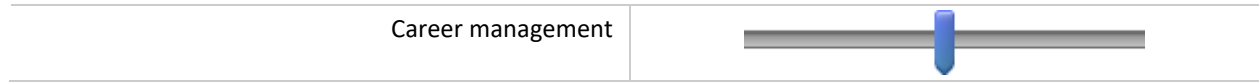
Should this category be included on the CSU CLR?

Disagree

Agree

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0 1 2 3 4 5



Do you know of additional activities that could be included under this category?

- No
- Yes
- Unsure

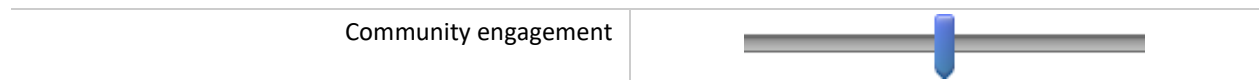
**Community Engagement.** Students are provided with alternative learning experiences, real-world learning experiences, and opportunities to be more involved in school and community. This category would include activities and experiences such as:

- Participation in PACE course projects
- Volunteer projects
- Capstone/Other projects that have students work with community partners

Should this category be included on the CSU CLR?

Disagree Agree

0 1 2 3 4 5



Do you know of additional activities that could be included under this category?

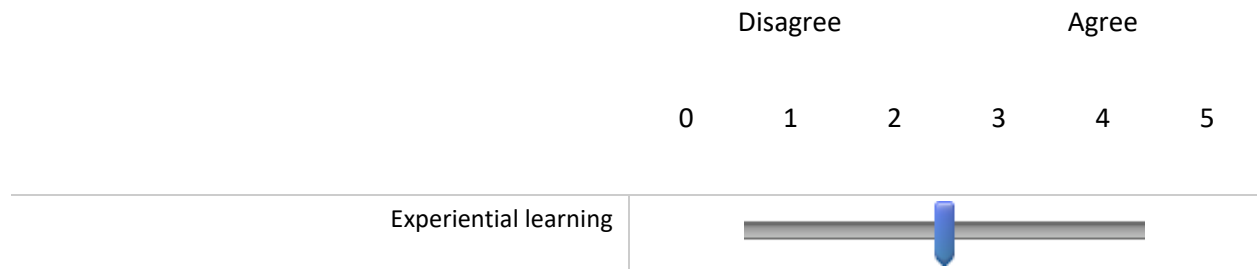
- No
- Yes
- Unsure

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**Experiential Learning.** Students have the chance to see the application of the theoretical concepts in practice, process that application, and make generalizations. This category would include activities and experiences such as:

- internships
- co-ops
- practicums
- externships
- clinical
- directed practice

Should this category be included on the CSU CLR?



Do you know of additional activities that could be included under this category?

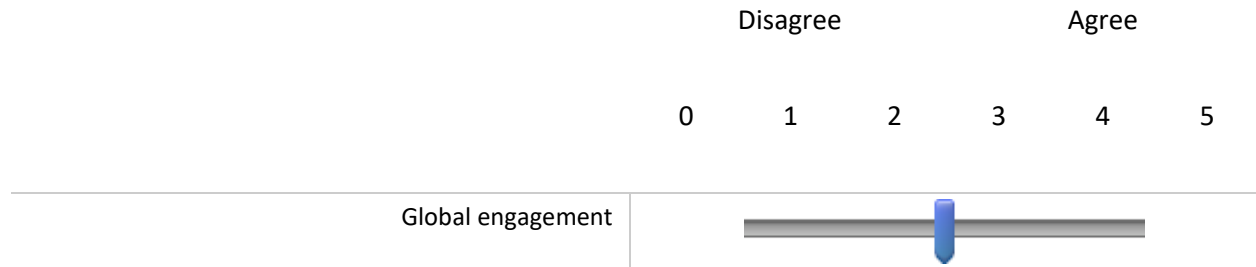
- No
- Yes
- Unsure

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**Global Engagement.** These experiences will help students become more cross-culturally and globally conscious citizens of the world and develop important competencies that will help them collaborate more effectively with people from different cultures. This category would include activities and experiences such as:

- Study Abroad
- Participation in conferences and institutes focused on global or multicultural issues
- Additional training or coursework in global issues

Should this category be included on the CSU CLR?



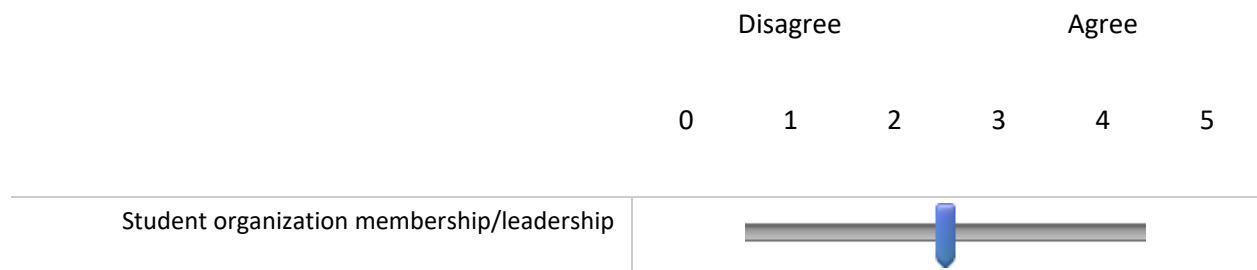
Do you know of additional activities that could be included under this category?

- No
  - Yes
  - Unsure
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**Student Organization Membership/Leadership.** A student organization is a collective group of students who share common interests and organize to educate and promote these interests or activities as registered student groups on campus. Student organization membership and leadership provides students with an opportunity to develop their leadership, organizational, networking, teamwork, and social skills that can transfer into the workplace. This category includes

- special interests student organizations
- academic and honor associations/societies
- department sponsored student groups that students can join or become a part of to enhance their educational and social experiences.

Should this category be included on the CSU CLR?



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Do you know of additional activities that could be included under this category?

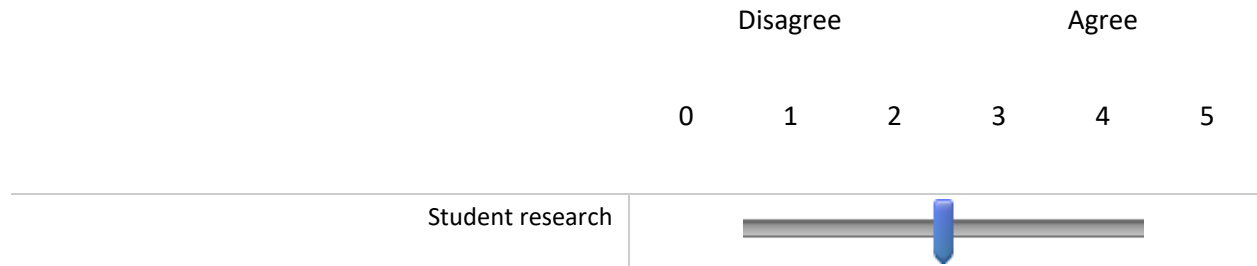
- No
- Yes
- Unsure

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**Student Research.** Research requires a number of important academic and personal skills that directly relate to future job performance. This category would include activities and experiences such as:

- Participation in the Student Research Conference
- Working with faculty on research projects and research-based capstone courses
- Presenting at external academic conferences
- Participating in symposia

Should this category be included on the CSU CLR?



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Do you know of additional activities that could be included under this category?

- No
- Yes
- Unsure



Please list up to 5 student activities that are **organized or offered through your area or department** that could be included on this CLR, and (if known) how those activities are documented:

	Paper record	Excel Spreadsheet	Third Party Vendor Program	Other
Activity 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*Display This Question:*

*If Please list up to 5 student activities that are organized or offered through your area or departm... = Other*

You selected "other" as a means to document student activities organized or offered through your area or department. Please describe the process below:

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If you listed activities above, please include the name of your office or department here:

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Is there another category **not already represented on this survey** that should be included on this record?

Yes

No

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*Display This Question:*

*If Is there another category not already represented on this survey that should be included on this... = Yes*

Please list a one or two word title for the category here:

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*Display This Question:*

*If Is there another category not already represented on this survey that should be included on this... = Yes*

Please write a description of this category here OR examples of this category here:

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End of Block: CLR Survey

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