Clayton State University Faculty Senate

Meeting Minutes

February 12, 2018 11:00 AM

**Senate Members Present:** Scott Bailey, Gail Barnes, Randall Gooden, Deborah Gritzmacher (also serving as proxy for Marcy Butler), Catherine Matos, Keith Miller (also serving as proxy for John Mascaritolo), Eugene Ngezem, Kathryn Pratt Russell, Muhammed Rahman, Andrew Sbaraglia, Kendolyn Smith, MeriBeth Stegall (Secretary), Celeste Walley-Jean (Chair), Mark Watson (Vice-Chair), David Williams

**Senate Members Absent:** Marcy Butler, Adam Kubik, John Mascaritolo, Kara Mullen

**Guests:** Tim Hynes, Kevin Demmitt, Greg McNamara, Antoinette Miller

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<td>1) Reading &amp; Approval of Minutes</td>
<td>The minutes of the January 22, 2018, meeting were approved as distributed.</td>
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<td>2) Reports of President and Provost</td>
<td>The President’s Report is attached as Appendix A. The Provost’s Report is attached as Appendix B. Discussion followed the Provost’s Report regarding committee membership and requirements for service for promotion and tenure. Comments:</td>
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<td>i) President’s Report</td>
<td>Committee service contributes to shared governance. If not required, will service on committees decrease?</td>
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<td>ii) Provost’s Report</td>
<td>There was support for expansion of the definition of service beyond committee work with addition of new areas, rather than simply subtracting committee work.</td>
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<td>3) Reports of Standing Committees</td>
<td>First, departments should consider changes rather than top-down directives.</td>
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<td>4) Special Orders</td>
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<td>5) Unfinished Business and General Orders</td>
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6) New Business
   a. Well-Being Incentives Program
      (Maisie Kocher)
      a. Maisie Kocher presented information regarding
         the 2018 Well-Being credit. Everyone will be
         receiving mailers regarding how credits are earned
         and the options for earning credits. (Handout
         attached as Appendix C.)
   b. Report from University System of
      Georgia Faculty Council
      (Celeste Walley-Jean)
      b. Celeste Walley-Jean presented a brief report
         from the last meeting of the University System of
         Georgia Faculty Council.
   c. Motion to amend section IV of the
      Faculty Bylaws to include section D
      c. A motion to amend the Faculty Bylaws was
         presented by the Faculty Affairs Committee.
         Discussion:
         The motion was presented to distinguish changes in
         the Faculty Handbook that can be changed
         by/updated by the Provost’s Office regarding BOR
         changes.
         Comment: Needs to be more inclusive of other
         changes, not only BOR. Add alignment with BOR
         and federal law.
         Comment: Section VI requires a 60% vote of the
         Faculty Senate and a 60% vote of the faculty.
         What does “in consultation” mean?
         Suggestion that reference should be made to
         specific sections of the Faculty Handbook.
         Suggestion that the two parts of the motion could
         be separated with language added to increase the
         specificity of the first part.
   D. Changes to the Faculty Handbook
      Academic Affairs, in consultation with
      the Faculty Senate, has responsibility for
      changing sections of the Faculty Handbook
      containing Board of Regents
      policy. However, the procedure to amend
      the sections of the Faculty Handbook
      pertaining to annual faculty evaluations,
      promotion and tenure, pre- and post-tenure review,
      academic freedom and
      responsibility, syllabus and course
      structure, textbook and materials, faculty
      office hours, and grade reporting shall
      follow the procedures listed in section VI
      of the Faculty Bylaws.
      MOTION by Kathryn Pratt Russell to
      postpone the motion so that the Faculty
      Senate can reconsider the parts of this
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<td>motion. This motion was seconded. The vote was held by show of hands. Nine yes votes and six no votes with no abstentions were counted. The motion passed. Celeste asked that Senate members send her thoughts and comments on changes in the resolution.</td>
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<td>7) Adjournment</td>
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<td>Randall Gooden moved that the meeting be adjourned. The motion was seconded. The motion was passed and the meeting adjourned at 12:10 pm.</td>
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Free Speech legislation [http://www.legis.ga.gov/Legislation/20172018/171302.pdf](http://www.legis.ga.gov/Legislation/20172018/171302.pdf) this is the version of proposed legislation to be discussed today by a senate committee. The USG will be testifying that institutional and board policies are sufficient safeguards for campus speech. This involves both affiliated speeches (invited by campus groups) and requests for uses of facilities by unaffiliated groups. Board Policy manual, among other policies, speak to this issue [http://www.usg.edu/policymanual/section6/C2653](http://www.usg.edu/policymanual/section6/C2653)

Budgetary issues the general assembly has just begun the review of the FY 2019 budget, as discussed at our last session. We are working with delegations from south metro counties in an effort to include the completion of the Academic Core funding ($5.3m) as the budget is reviewed by the House and then the state senate. Increases for dual enrollment and retirement funds remain in the proposed budget. We are rescheduling a meeting of the Planning and Budget Advisory committee in the effort to increase the number of participants—likely to occur later in February.

General matters—homecoming occurs this week, a significant set of events for many of our traditional students, and others on campus, ranging from a 5K to men’s and women’s basketball to a Spivey Hall concert with Gil Shaham [http://gilshaham.com/about/](http://gilshaham.com/about/) noted as one of the great violinists of our times. The campus was once again named by the Arbor Day Foundation as part of Tree Campus USA [https://www.arborday.org/programs/treecampususa/learn.cfm](https://www.arborday.org/programs/treecampususa/learn.cfm)

Strategic Planning after completing update sessions with leaders of implementation groups for the CSU strategic plan, we will be holding update open meetings as well as web posting of implementation updates

Thanks and Questions
Appendix B.

Faculty Senate Provost’s Report

February 12, 2017

In a recent Provost’s report I discussed the physical format of promotion and tenure portfolios and the opportunity for the faculty to design evaluations of teaching that are more reflective and professional growth oriented. This week I would like to share some thoughts on the service component of faculty responsibilities.

According to section 205.03.1.2c of our Faculty Handbook:

**Outstanding Service to the Institution:** Demonstration of effectiveness as shown by areas such as service on committees at the departmental, college/school, and/or university level, advisement and mentoring, faculty mentorship, student activity engagement and other evidence germane to this category may be included as the candidate deems appropriate for evaluation (205.03.1.2c Universal Requirements for Promotion and/or Tenure)

In the portfolios that I have reviewed over the years the most common evidence of service has been participation on departmental, college or university committees. While service on committees is essential to the optimal functioning of the University, there are other activities that get less attention but may be equally valuable – especially those that tie directly to the University’s Strategic Plan and mission. These activities would include community engagement activities (e.g. school presentation, service to community organizations, teaching a PACE course), career engagement activities (e.g. outreach to area businesses to create internship opportunities) and activities that have improve student retention and graduation rates (e.g. mentoring, independent student research projects, sponsoring a student organization). Unlike committee membership opportunities, which may be limited in number, these latter type of service activities are virtually limitless and can be customized to the strengths of individual faculty members.

Elsewhere in the handbook section addressing annual evaluations (202.02), this category is stated as **Outstanding Service to the Institution and Larger Community.** In a section 4.7.2 of the University System of Georgia Faculty Handbook, the following comments are made about service for institutions like Clayton State that have teacher education programs:

**Definition:** service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

**Evidence of Service:**
• Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life.

• Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.

• Evidence that the faculty member contributes to the continuous improvement of public higher education.

• Evidence that the faculty member contributes in some way to the public good.

Our promotion and tenure guidelines vary by design according to the characteristics of the individual colleges and academic department. Some have relatively broad and inclusive definitions of service while others are more limited. The purpose of this report is to further a conversation on our faculty evaluation guidelines rather than to propose a single one-size-fits-all definition of service. I believe comprehensive definitions of service that include activities that advance institutional goals and strategic priorities can be beneficial to faculty, to students, to the University, and to the larger community in which we live and work.
Appendix C.

**USG: WELL-BEING CREDIT**

- Who is eligible?
  - Benefits enrolled employees and their benefits enrolled spouse
- What is the earning potential?
  - $100 well-being credit
- When is the earning period?
  - March 1 through September 30, 2018
- When will the well-being credit be paid?
  - November 2018
- USG email and home mailer will be distributed mid-late February.
- Please send questions to: MaisieKocher@clayton.edu