Clayton State University Faculty Senate

Meeting Minutes

September 25, 2017

Attendees: Senate Members: David Williams, Deborah Gritzmacher, Gail Barnes, Keith Miller (also serving as proxy for John Mascaritolo), Kendolyn Smith, Adam Kubik, MeriBeth Stegall (Secretary), Randall Gooden, Kathryn Pratt Russell (also serving as proxy for Eugene Ngezem), A Sbaraglia, Kara Mullen, Catherine Matos (also serving as proxy for Scott Bailey), Celeste Walley-Jean (Chair), Mark Watson (Vice-Chair)

Guests: Mark May, Brian Amsden, Adam Tate, Antoinette Miller, Tim Hynes, Kevin Demmitt

Absent:

Agenda Item	Discussion	Senate Action/Resolution/Tasks
1) Reading & Approval of August 28, 2017 Minutes		Minutes approved as distributed

2) Reports of President, Provost, & Standing Committees
   i) President's Report
 	
   ii) Provost's Report
   iii) Reports of Standing Committees
	The President's Report is attached as Appendix A.
	The Provost's Report is attached as Appendix B.	

3) Reports of Special Committees		
4) Special Orders		
5) Unfinished Business and General Orders a. SAC Guidelines for Online Courses	(Document appended as Appendix C.) Jill Lane discussed the CSU Online Course Guidelines with suggestions as to how the guidelines may be satisfied. The	

Agenda Item	Discussion	Senate Action/Resolution/Tasks
	guidelines have become more stringent over time. The review process for online classes is similar to the peer review process for seated classes. Reviewers are trained in online course instruction. (Administrative waiver available for qualified instructors.) Proposed use of fees to cover extra work of review. Quality of instruction key. Question: Would rubric satisfy (if updated)? Interaction piece is essential. If class audited, issues found, CID support for online instruction or faculty colleague mentor. Question: Who will enforce rubric? Jill suggested this would be at the department or program level. Question: Where will rubric be housed? Preferably online CID with link in Faculty Handbook Question regarding SACS and federal government regulations. SACS follows federal government regulations.	
6) New Business a. Modifications to History Major		a. Modifications to History Major i. Motion to Approve the Deletion of four (4) tracks in the History Major, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED** ii. Motion to Approve Moving HIST 3010 from upper division major to upper division history core, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**Amended to**

Agenda Item	Discussion	Senate Action/Resolution/Tasks
		read: Motion to Approve Moving HIST 3010 from upper division **requirement** to upper division history **elective**, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED as amended**
		iii. Motion to Approve Change Major Course Requirements in World History from 3 to 4 upper-level courses, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED**
		iv. Motion to Delete HIST 3150, 3215, 4010, 4120, 4130, 4200, 4350, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED**
		v. Motion to Approve Addition of HIST 3170, 3180, 3280, 3285, 4150, 4160, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED**
		vi. Motion to Adjust Course Descriptions for HIST 3130, 3140, 3240, 4010, 4250, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—Amended to strike 4010 from motion; **PASSED as amended**
		vii. Motion to Make Catalog Changes to BA in History, as Approved by the

Agenda Item	Discussion	Senate Action/Resolution/Tasks
		Undergraduate Curriculum Committee on September 8, 2017—**PASSED** b.　　Modifications to Department of Visual and Performing Arts i. Motion to Approve to Addition of Three (3) New Concentrations, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED** ii. Motion to Approve Deletion of CMS 4810, 3015 & 4210, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED** iii. Motion to Approve Addition of CMS 3700, 4650 and COMM 3600, 4020, 4600—**PASSED** iv. Motion to Approve Additions of Three (3) Courses to List of Upper-Division Elective Courses for Corporate Communication Minor, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED** v. Motion to Approve ENGL 3900, Professional and Technical Writing, with minimum grade of C as alternative to CMS Writing Assessment, as Approved by the Undergraduate Curriculum Committee on September 8, 2017—**PASSED**

Agenda Item	Discussion	Senate Action/Resolution/Tasks
c. Presentation: Loch Shop & Red Shelf (Julie Coile, Director)	Presentation appended as Appendix D. Text adoption training available. 10/13/17 deadline for adoptions. Will be purchasing more books than in past. Senate members questioned the opt-out versus opt-in to Inclusive Access.	
d. Discussion Item: Process for Leave of Absences and Pre-Tenure Time in Rank (Jill Lane)	(Document appended as Appendix E.) Discussion: Process gives formal way to request time off for specific circumstances. Question: Does it apply to post-tenure? This can be added to the document. Process developed to address pre-tenure P&T deadlines rather than post-tenure review.	
e. Adjournment		

APPENDIX A.

President's Report

Faculty Senate

September 25, 2017

- **Preparations for weather events and anticipated closings A** few colleagues asked about the processes leading to cancellation of the university and classes. Decisions to close are affected by internal and external factors—state government decisions on emergencies, as well as public safety assessment of local road and weather conditions (reminding in notices that individuals must make their best judgment of safety associated with ability to come to campus). Preparations are made for the condition of the campus (high winds, for example, call for the removal of trash receptacles that might be carried by wind; key public safety and facilities and grounds personnel prepare to stay on campus during period of closure; housing anticipates contingencies for students left on campus; food services prepares for serving students and others with limited personnel and potential delays in supplies and power loss). Provost office personnel and deans work to anticipate potential loss of instructional time and in consultation with chairs identify strategies for making up classes. Communication strategies (scheduled telephone meetings, as well as messages for campus websites and TV-radio outlets). Key elements involve anticipation, planning, communication, and safety.
- **Public Safety** Post Georgia Tech public safety shooting, several colleagues posed questions about equipment and training for CSU police. At the last administrative council meeting last week, Chief Hamil shared training strategies on non-lethal weapons (Tasers and pepper spray). Sessions with university counseling on work with disturbed individuals, increased joint exercises with area law enforcement agencies, and compliance with state and regents' reporting requirements. Chief Hamil indicated the scheduling of more open meetings after the earlier Campus Carry open meetings.
- **Faculty Leadership program** Meeting is being scheduled for participants from last year's program, to discuss next steps and potential activities. A general call for participations for additional colleagues who may wish to participate in a program similar to that offered last academic year. We are incredibly appreciative of the interest and support for the program.
- **Additional Graduation ceremony** after consultation with the graduate council and the ad hoc committee on commencement, we will be adding this December a commencement ceremony for graduates of graduate programs, in conjunction with the hooding that has been in place since our first graduate degree. In addition to celebrating receipt of graduate degrees, it will allow an opportunity for more family and friends of undergraduates to attend their commencement.
- **Thanks and happy to answer questions**

APPENDIX B.

Provost's Report

September 25, 2017

There were a number of issues that arose with the bookstore this fall. The two most problematic were delays in getting books and the Inclusive Access program.

Many courses had to wait 2 – 3 weeks for textbooks to arrive. While some of the delays were caused by faculty who did not submit orders in time most of the cases involved problems with the bookstore placing the orders. Turnover in the bookstore was a contributing factor. The person who placed the orders resigned in the spring, and Manager Todd Smith resigned in July. Academic Affairs is working with the bookstore to improve service in the future. The University benefits by having its own bookstore, but faculty need to be confident that orders will be placed correctly and the books will arrive in time.

Inclusive Access is a program where students are billed in advance for course materials that are built into the course website. The benefits of this program may be reduced cost for the students and having access to course materials on the first day of class. This program was piloted two years ago when the publisher offered the service at no charge. Several problems occurred when it was expanded this year:

- Emails that looked like they were from the professor were sent to students without the professor's knowledge.
- Over 500 students did not pay for the course materials by the payment deadline and were therefore at risk to being withdrawn from the University.

The latter problem was addressed by the publisher agreeing to deny students access to course materials and withdrawing the charge from their accounts. Academic Affairs is working with the bookstore to determine whether this program should be continued. If it is to continue, then there must not be any communications sent on behalf of the faculty member and the billing must be done in a way that does not put a student's enrollment at risk.

Appendix C. **Clayton State Online Course Guidelines**

Please indicate how you satisfied the requirements. You must address all required elements for the type of online course you are developing.

| Course Overview and Introduction	Description of how the standard can be satisfied	Fully Online	Partially Online	Hybrid
1.1 Instructions make clear how to get started and where to find various course components.	"Getting Started" type of learning module on the home page. It contains instructions for starting the course, course introduction, syllabus and/or tutorials.	Required	Required	Required
1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	Syllabus	Required	Required	Required
1.3 Etiquette expectations (sometimes called "netiquette" for online discussions, email, and other forms of communication are stated clearly.		Optional	Optional	Optional
1.4 The self-introduction by the instructor is appropriate and available online.	Introduction Link, Email, Syllabus, Discussion Posting Pure Online (Video Introduction highly encouraged for fully online)	Required if no face-to-face orientation	Optional	Optional
1.5 Students are asked to introduce themselves to the class.		Optional	Optional	Optional
1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	"Course Prerequisites" in the syllabus.	Required	Required	Required

1.7 Minimum technical skills expected of the student are clearly stated.	"Computer Skill Prerequisites" in the syllabus.	Required	Required	Required
Learning Objectives				
2.1 The course learning objectives describe outcomes that are measurable, clearly stated and written from a student's perspective. (*Revised to incorporate 2.1 and 2.3*)	1. "Course Learning Outcomes" in the syllabus. 2. Include directions on how to access alignment of outcomes, objectives, assessments (e.g. Located within the syllabus or modules, access using Goals feature).	Required	Required	Required
2.2 The module/unit learning objectives describe outcomes that are measurable, consistent with the course-level objectives, clearly stated and written from a student's perspective.	Align Course Outcomes and Learning Module Objectives Using: 1. Syllabus Chart 2. Checklist within modules 3. Description of assignment or module 4. Course Competencies	Required	Required	Optional
Assessment and Measurement				
3.1 The types of assessments and activities selected measure the stated learning objectives, are consistent with course content, and are appropriate for the content being assessed.	Align Course Outcomes and Assessments Using : 1. Course Competencies (Recommended); or 2. Syllabus Chart ; or 3. Checklist within modules	Required	Required	Required
3.2 The course grading policy is stated clearly.	"Evaluation" and "Grades" in the syllabus.	Required	Required	Required
3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	Set out the grading criteria in a rubric, description section of the assessment, or module instructions.	Required	Required	Required
3.5 "Self-check" or practice assignments are provided, with timely feedback to students.	Purpose: To allow students multiple opportunities to assess their understanding of the material prior to completion of the module. 1. Self test (Practice test with feedback) 2. Quiz (with feedback) 3. Draft or practice writing assignment with instructor feedback. 4. Discussion posting with feedback (grading form or feedback)	Required	Optional	Optional

Resources and Materials				
4.1 The instructional materials are sufficiently comprehensive to achieve the stated course/unit outcomes.	Align Course Outcomes to Instructional Materials Using: 1. Competencies Tool (Recommended); or 2. Syllabus Chart ; or 3. Checklist within modules	Required	Required	Optional
4.3 The instructional materials are varied and are provided in at least three different formats (*Revised to incorporate 6.7*)	Use at least three methods to convey course content, such as audio, video, PowerPoint, virtual classroom, screen external websites, other source documents, etc.	Required	Required	Optional

4.4 All resources and materials used in the course are appropriately cited and follow copyright guidelines.	See http://www.clayton.edu/cid/copyright/
	     Citation to the source
	     All audio, visual, pictures, articles and other materials should contain a statement similar to the follow: This content is only for the use students in the course for the purpose associated with the course and may not be retained or further disseminated. (Include in the header or description of each link)
		Required	Required	Required

Learning Engagement				
5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction. (*Revised to incorporate 6.2*)	Student/content interaction can be addressed by having students: Read materials, both online and in a textbook or course packet View or listen to online video clip or audio file Animations/Simulations Interactive Games (StudyMate) Student/instructor interaction can be addressed by having students: Communicate directly to the instructor by email Instructor mediated discussions or chat sessions Critique of presentations or written work Meetings via webconference or teleconference Student/Student interaction can be addressed by having students: Student mediated discussions or chat sessions Meetings via webconference or teleconference Collaborative projects or activities Critique of each other's work Email communications Online presentations *Note: Student-Student interaction is necessary when the course outcomes include group work, team work, or a communication/presentation component.*	Required	Required	Required
5.3 Clear standards are set for instructor responsiveness and	Syllabus	Required	Required	Required

availability (turn-around time for email, grade posting, etc.)				
Course Technology				
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.		Required	Required	Required
6.4 Students have clear instructions on how to access the technologies required in the course. (*Revised*)	List of required software and technical support: 1. Include information in the syllabus or in the getting started learning module with instructions for using the software needed (i.e. Adobe Acrobat for PDF files); or 2. Create Weblinks to Software Downloads and Instructions Necessary	Required	Required	Required
Learner Support				
7.1 The course instructions articulate or link to clear description of the technical support offered.	Weblink to HUB site: http://thehub.clayton.edu	Required	Required	Required
7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	Weblink to CSU Academic Support Services: http://www.clayton.edu/cas	Required	Required	Required
Accessibility				
8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses.	1. Include a disability statement in the syllabus; and 2. Work with disability services as need to accommodate any student registered with this office (common accommodation – additional time for quizzes or exams)	Required	Required	Required

Adapted from Quality Matter Rubric Standards 2008-2010

APPENDIX D.
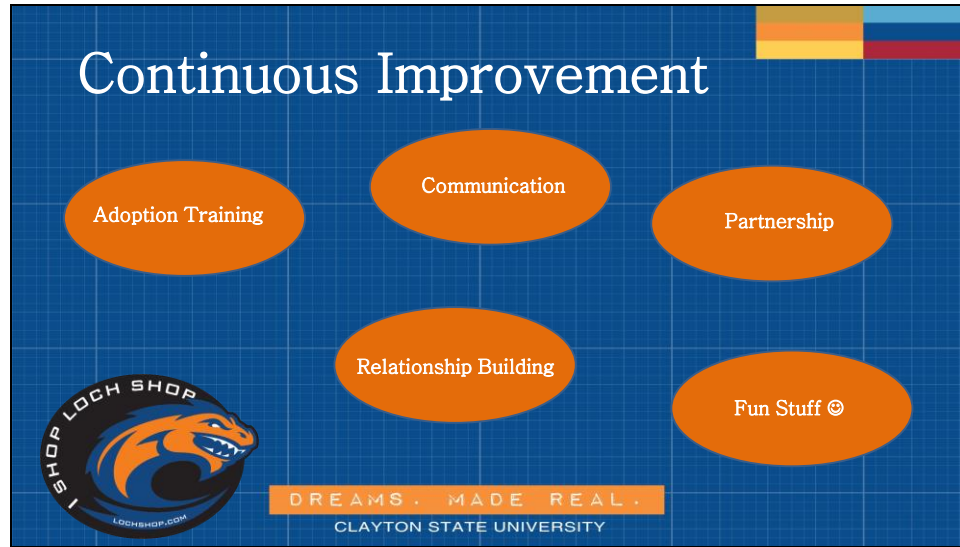
Fall 2017 Inclusive Access

117 classes	1800 students	2100 charges

Course fee range $33-$120	58% Average savings

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Inclusive Access

Improvement Plan
- Change name from LochEd Inclusive Access to Instant Access.
- Begin communication earlier in the semester.
- Introduction email will come from Loch Shop, not professor.
- Meet with publisher reps to establish protocol.
- Conduct faculty and student exit surveys at the end of spring semester
- Assess student charges earlier in the semester. Opt-outs will receive a refund.
- Reconvene Bookstore Advisory Committee.

DREAMS. MADE REAL.
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Appendix E. **Leave of Absence and Probationary (Pre-Tenure) Time in Rank**

Procedures for Requesting Approved Suspension of Time in Rank

As per the policies of the Board of Regents of the University System of Georgia, faculty members may request a suspension of probationary time in rank for an approved leave of absence (see BoR Policies 8.2.7.5, 8.2.7.6, 8.3.7.4 & 8.3.7.6 below). The leave of absence must occur while the faculty member is under annual contract.

As per the promotion and tenure guidelines contained in the faculty handbook, the submission of materials for the awarding of tenure occurs in August; therefore, if a suspension of probationary time in rank is desired, the faculty member should submit the request as soon as the leave of absence is anticipated and/or requested. The president has the authority to approve the suspension of probationary time in rank for the academic year that coincides with the leave of absence. As per BoR Policy 8.3.7.4, a maximum of two (2) years of interruption because of leave can occur within the probationary period.

Board of Regents Policies

8.2.7.5 Military Leave with Pay

"Leave of Absence

An employee who receives orders for active military duty shall be entitled to absent himself or herself from his or her duties and shall be deemed to have a leave of absence with pay for the period of such ordered military duty, and while going to and returning from such duty, not to exceed a total of eighteen (18) workdays in any one federal fiscal year (October 1 - September 30) as authorized by Georgia Law O.C.G.A. § 38-2-279[e]. At the expiration of the maximum paid leave time, continued absence by the employee shall be considered as military leave without pay. The employee shall be required to submit a copy of his or her orders to active military duty."

8.2.7.6 Family and Medical Leave

"…The FMLA entitles an employee to up to twelve (12) work weeks of leave for one of the following conditions:

1. Birth and care of a newborn child of the employee;
2. Legal placement of a child with the employee for adoption or foster care;
3. Care of an immediate family member (defined as the employee's spouse, child, or parent) with a serious health condition; or,
4. A serious health condition of the employee himself/herself, which renders the employee unable to perform the duties of his/her job."

8.3.7.4 Award of Tenure

"…Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher (BoR Minutes, August 2007). The five-year period must be continuous, except that a maximum of two (2) years interruption because of a leave of absence or part-time service may be permitted, provided, however, that an award of credit for the probationary period of an interruption shall be at the discretion of the president.

In all cases in which a leave of absence, approved by the president, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence."

8.3.7.6 Maximum Times Without Award of Tenure

"Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven (7) years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president.

The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten (10) years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president. (BoR Minutes, 1992-93, p. 188; April 2000, pp. 31-32; August 2007)

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven (7) years (BoR Minutes, April 2000, pp. 31-32)."