

Clayton State University Faculty Senate

Meeting Minutes

January 22, 2018

Senate Members Present: Scott Bailey, Gail Barnes, Marcy Butler (also serving as proxy for Deborah Gritzmacher), Randall Gooden, Adam Kubik, John Mascaritolo, Catherine Matos, Keith Miller, Kara Mullen, 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: Deborah Gritzmacher

Guests: Tim Hynes, Jill Lane, Melody Carter, Antoinette Miller

Agenda Item	Discussion	Senate Action/Resolution/Tasks
1) Reading & Approval of Minutes		Minutes of November 27, 2017 meeting were approved as distributed.
2) Reports of President, Provost, & Standing Committees <ul style="list-style-type: none"> <li data-bbox="296 792 569 824">i) President's Report <li data-bbox="296 894 548 927">ii) Provost's Report 	<p>The President's Report is attached as Appendix A.</p> <p>Jill Lane discussed the university response to recent weather impacts. The no-show deadline was moved to the absolute latest time. Faculty will be asked to account for how missed instructional time was made up.</p> <p>The new Digital Measures faculty logon is now the same as other CSU passwords. Faculty having difficulty should check with Jill.</p>	
3) Reports of Standing Committees		
4) Special Orders		
5) Unfinished Business and General Orders		
6) New Business	a. Motion to Approve a Posthumous Bachelor of Science degree in	The Motion to Approve a Posthumous Bachelor of Science degree in

Agenda Item	Discussion	Senate Action/Resolution/Tasks
	<p>Interdisciplinary Studies for Latitia Boyd Carley, As Recommended by the Provost</p> <p>b. Motion to Revise Annual Evaluation of Faculty. Randall Gooden seconded the motion. This motion was forwarded by Randall Gooden for the purpose of discussion of the simplification of the process of annual faculty evaluation. Discussion followed. Comments on the motion included:</p> <ul style="list-style-type: none"> • It may be one thing to take out evidence of service, but the issue of scholarship documentation is different as there has been instances of lying in this area in the past. • The weighting for annual evaluations does not match the weighting for the evaluation for the promotion and tenure process. • Electronic submission can also be burdensome depending on the discipline. • Differences were noted between staff-supervisor vs faculty-department head relationships. • Different departments have different processes for the annual evaluation. (See p. 112 of the Faculty Handbook.) There appears to be great variation in department processes. 	<p>Interdisciplinary Studies for Latitia Boyd Carley, As Recommended by the Provost is attached as Appendix B. The motion was seconded by Marcy Butler. The motion passed.</p> <p>The Motion to Revise Annual Evaluation of Faculty is attached as Appendix C.</p> <p>Randall Gooden moved that the motion be referred to the Faculty Affairs Committee. The motion was seconded. Discussion followed. The vote was held by show of hands. Ten yes votes and seven no votes were counted with no abstentions. The motion carried.</p>

Agenda Item	Discussion	Senate Action/Resolution/Tasks
	<p>c. Discussion: Institutional Characteristics (Melody Carter)</p> <p>Melody Carter presented a table of institutional strengths matched with external funding interest and potential faculty interest and expertise. (Attached as Appendix D.) The development of this document is from an effort to increase cross-department collaboration. She asked that the Senate members review and share the document with faculty members. Interested faculty members can indicate their interest to the targeted grants team.</p>	<p>Senate members will review and share the document with faculty members in their Colleges.</p>
7) Adjournment		<p>MeriBeth Stegall moved that the meeting be adjourned. The motion was seconded. The motion carried. The meeting adjourned at 12:00 pm</p>

Appendix A
President Report
Faculty Senate
January 22, 2018

- **Budget processes and legislative actions** While interrupted by weather emergencies, legislature has begun to work on the Governor's budget for FY 2019 and complete work on the FY 2018 budget. The last phase of the Academic core renovations was not part of the governor's recommendation. We will begin actions to try to have this included by the legislature. The budget did include an increase for funding dual enrollment programs, as well as funds to address insufficient earlier payments for the TRS system—essential for preserving the state bond rating. It did not include recommendations for salary increases for state employees. We have scheduled a university planning and budget advisory committee meeting for early February to continue internal conversations about institutional budget processes and activities.
- **Strategic planning updates** Together with Dr. Melony Carter, I am meeting with the chairs of the strategic planning implementation groups to update progress, and prepare for public sessions after this semester
- **Weather cancellations** Thanks to our colleagues for adapting well to changes in the early parts of the semester for weather. We make every effort to balance institutional faculty staff and student safety with the commitment to advance learning for our students in classes. By way of information, we begin the process of reviewing options for closure and/or delay with early weather reports. Usually included in these generally e-mail discussions will be university police, facilities, institutional VPs, representatives of Athletics and Spivey Hall (often with programs using facilities, and effected by schedule changes). We take into consideration closure reports and recommendations from state officials (the most recent closures came with declaration of state emergency by the governor's office), other area closures (many faculty, staff and students are affected by local school closings—when Henry Schools close, we must cancel classes held at the advances academy, for example), If we have already cancelled classes, facilities and public safety provide recommendations based on conditions on and around campus. When closures occur, arrangements must be made with food services to provide meals for residential students. Even if one does believe in climate changes, weather is very difficult to predict.
- **Thanks and questions**

Appendix B.



MEMORANDUM 10/25/17 (Wednesday)

THRU: Dr. Nasser Momayezi, Dean, College of Arts and Sciences *n.m*

TO: Dr. Kevin Demmitt, Provost and Vice President for Academic Affairs

FROM: Dr. Jason Davis, Chair, Department of Interdisciplinary Studies

SUBJECT: Recommendation for Posthumous Degree for Ms. Latitia Boyd Carley

REFERENCE: Clayton State University Posthumous Award Policy

On behalf of the Department of Interdisciplinary Studies, I respectfully request that a Bachelor of Science degree be awarded to Ms. Latitia Boydⁱ (900219663) under Clayton State University's Posthumous Degree Policy.

Ms. Boyd was an Integrative Studies major with a minor in Marketing. She entered Clayton State during the Fall 2010 semester and earned a total of 27 credit hours. Latitia was enrolled in four classes during the semester she was tragically murdered (Fall 2017 semester).

On Saturday October 14, 2017, Latitia was the victim of a murder-suicide committed by her husband. The posthumous degree policy states that a student, at the time of their death, must be in the final stages of degree completion and currently enrolled in good academic standing. However, there is a stipulation that reads, "Exceptions to this guideline may be made when the student's death occurred under extraordinary circumstances." I contend that a murder victim of domestic violence qualifies as an "extraordinary circumstance." If not for this tragic event, I believe Ms. Boyd would have eventually earned her degree.

Latitia meets the second criteria that indicates a student must be currently enrolled and in good academic standing. Her overall GPA was a 2.79 while her institutional GPA was 2.90. As previously noted, Latitia was taking four classes during the Fall 2017 semester and based on her mid-term grades it appears she would have easily passed all of her courses. She earned 2 B's and one A (NOTE: A mid-term grade was not reported for one class).

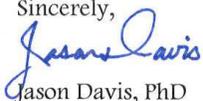
By all accounts, Latitia had joyful disposition and she was well respected across campus. According to Dr. Shannon Cochran, her AFAM 3510 Black Feminist and Womanist Theory professor, Latitia was a very devoted student who spent many hours at the Center for Academic Success. Dr. Cochran noted that Ms. Boyd exhibited a kind and friendly spirit. She greeted students as she entered the classroom and encouraged her classmates to study. Not surprisingly, Shannon stated that she was well liked by her classmates. Her sudden passing has been extremely difficult for the entire class.

Ms. Danielle Moore, Coordinator of the Alumni and Annual Giving Programs at Clayton State University, also expressed very fond memories of Ms. Boyd. Danielle stated that Latitia had a

larger than life personality who would willingly volunteer to help the alumni office with various events. As Danielle aptly stated, “[Latitia] embodied what it meant to be a Laker; which is giving back and leaving a lasting impact on your campus community as a student. Latitia will always be Forever A Laker.”

In closing, I believe the awarding Ms. Boyd a Bachelor’s degree is the right thing to do. It would be extremely meaningful for Latitia’s family given the circumstances of her sudden death. It would recognize her academic accomplishments and hard work. Further, a degree would acknowledge the lasting impressions Latitia left on some many across the Clayton State campus.

Sincerely,



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ⁱ On Latitia’s DUCK record, her last name in Carley. However, in a GoFundMe post and funeral announcement the family appears to being Boyd which I assume is her maiden name. Since Latitia was a fatal victim of domestic violence they may be avoiding references to her married name.

Appendix C.

Motion to Revise the Annual Evaluation of Faculty

Whereas, changing pedagogical expectations, including those within the fluid online teaching environment, and increasing roles for faculty in student retention impinge upon faculty time and impact the time available for traditional teaching, scholarship, and service, and a need exists to free faculty time so that more time might be devoted to these expectations and roles;

Whereas, the present annual faculty evaluation process is time consuming and detracts from the vital work of faculty at a crucial point of the academic year;

Whereas, the present annual faculty evaluation process is in large part redundant of the pre-tenure, promotion and tenure, and post-tenure review processes;

Whereas, an evaluation system exists for staff at the University—whose value and role at the University is equally vital—which is thorough, promotes self-reflection, provides for the setting of goals for improvement, and allows for supervisors to evaluate the strengths and weaknesses of employees, and yet is not onerous, and provides a model on many points;

Whereas, the University System of Georgia, in Section 8.3.5.1 of its Board of Regents Policy Manual and in Section 4.7 of its Academic & Student Affairs Handbook, sets forth minimum criteria and steps for the evaluation of faculty.

Be it resolved that, the University policy for annual faculty evaluation, contained in Section 202 of the Faculty Handbook, be revised to provide for the following:

- The elimination of the requirement for submission of an annual evaluation portfolio
- The provision for all memos, evidence, and forms to be submitted and signed electronically
- The opportunity for self-evaluation by the faculty member through a memo to the department head and supporting evidence, as deemed necessary by the faculty member, in support of the faculty member's efforts toward superior teaching—including instruction of students and the planning, development, and evaluation of programs, courses, and materials; outstanding service to the institution—including committee and other service within the university community and service to the larger community; and scholarly activities and professional development
- Changes in the Annual Faculty Evaluation Summary Form to include mandatory department head comments, based on objective evidence, on the faculty member's efforts toward superior

teaching—including instruction of students and the planning, development, and evaluation of programs, courses, and materials; outstanding service to the institution—including committee and other service within the university community and service to the larger community; and scholarly activities and professional development

- Changes in the Annual Faculty Evaluation Summary Form to include statements on the fulfillment of the faculty member's goals from the previous year and goals for the coming year
- The elimination of the use of the current rating scale, including the use of weight factors
- The inclusion of a simple rating scale which includes the categories of outstanding (consistently exceeds all expectations), excellent (frequently exceeds most expectations), standard (meets all expectations), low standard (meets most expectations), and needs improvement (does not meet expectations)—with the focus of these ratings being the evaluation of the faculty member's progress toward promotion, tenure, and/or post-tenure progress
- The retention of the opportunity for the faculty member to meet with the department head to discuss the evaluation
- The signing of the Annual Faculty Evaluation Summary Form by the faculty member, department head, and dean or the dean's designated representative and the forwarding of the form to the Provost's Office
- The opportunity for the faculty member to attach written comments about the evaluation within thirty days after he or she has reviewed the form.

Appendix D.

CLAYTON STATE UNIVERSITY

INSTITUTIONAL CHARACTERISTICS MATCHED TO EXTERNAL FUNDER INTEREST AND

INTERNAL CAPABILITY/INTEREST

Institutional Characteristics	External Funder Interest	Capability/Interest
Predominately African American Serving Institution (60%)	<p>Lumina Foundation—to increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025; <i>Post-secondary attainment, traditionally under-represented students/low-income, first-generation, access grants</i></p> <p>Kresge Foundation—Building capacity of institutions focused on low-income and underrepresented students; Strengthening pathways to and through college; <i>capacity building through partnership</i></p>	<p><u>Melody Carter</u>—first-generation, low-income students</p> <p><u>Jill Lane</u>—predominately black institutions, retention initiatives</p> <p><u>Stephen Schultheis</u>--enrollment</p>
High number of First-Generation, Lower-Income Students: Pell-eligible (70%)		
High number of Student Parents	<p>W. K. Kellogg Foundation—to advance racial equality and healing, developing leaders and fostering authentic community engagement (Thriving Children—to support a healthy start and quality learning experiences for all children); <i>project or program support grants</i></p>	<p><u>Deborah Deckner Davis</u>—child care for student parents</p>

High number of Adult Learners (39%)		
High number of Female Students (74%)	Office of Violence Against Women—Justice for Families Program Solicitation: Department of Justice (501(c)(3) status eligible, to improve the response of all aspects of the civil and criminal justice system to families with a history of sexual assault, domestic violence, dating violence, and stalking, or in cases involving allegations of child sexual abuse. <i>Capacity building grants.</i>	
High number of Student Veterans; Military Friendly Campus (6%)	W. K. Kellogg Foundation —to advance racial equality and healing, developing leaders and fostering authentic community engagement (Working Families—to help families obtain stable, high-quality jobs and connecting employers with talented candidates.); <i>project or program supports</i>	<u>Erin Nagel</u> —World War I and America grant
Online Programs		
High quality STEM programs	Gates Foundation —to enhance education through innovation; <i>Post-Secondary Success, capacity building grants</i> William T. Grant Foundation —interested in research with the potential to improve the lives of young people between the ages of 5 and 25 in: reducing inequality;	<u>Michelle Furlong</u> —biology, chemistry <u>Jillian Jones</u> —female students in biology <u>Guy Melvin</u> —biology <u>Jaqueline Jordan</u> —biology <u>Yvette Gardner</u> --biology

	<p>improving the use of research evidence; connecting research, policy and practice; to nurture creative scientists who address broad issues and work in interdisciplinary ways to assist young people to reach their full potential; <i>research grants</i></p> <p>John D. and Catherine T. MacArthur Foundation—to support creative people, effective institutions, and influential networks building a more just, verdant and peaceful world (Climate solutions, by curbing emissions and supporting global leadership on climate solutions); <i>research grants</i></p>	
<p>Uniquely significant Film Industry program</p>	<p>John D. and Catherine T. MacArthur Foundation—to support creative people, effective institutions, and influential networks building a more just, verdant and peaceful world (Journalism and Media, non-fiction multimedia, storytelling); <i>documentary filmmaking project grants.</i></p>	<p><u>Shandra McDonald--</u></p>
<p>Uniquely significant Spivey Hall/ Music program</p>	<p>Kresge Foundation—Support to help vulnerable, low-income people achieve economic security (Arts and Culture: seeking to build strong cities by promoting the integration of arts and culture in <i>community revitalization</i>; community engaged design, creative place-making);</p>	<p><u>Sam Dixon--</u></p>

Uniquely significant Outreach Learning through PACE program	W. K. Kellogg Foundation —to advance racial equality and healing, developing leaders and fostering authentic community engagement (Equitable Communities); <i>project or program supports</i>	<u>Antoinette Miller--PACE</u>
Uniquely significant Dental Clinic		<u>Sue Duley--</u>
Uniquely significant Nursing program		<u>Lisa Eichelberger--</u> <u>Sue Bingham—</u>
Urban Institution		
Well Established K-12 Partners		<u>Dennis Attick—</u>
Community Engaged Mission		
Emerging Career Based Curriculum Review		
High number of Dually Enrolled Students		<u>Jarrett Terry—</u>
Uniquely significant Campus Forestry and Lakes		
Consistent U.S. News and World Reports, Great Workplace Recognition		
Emerging Careers Based Curriculum for Information and Mathematical Sciences--		<u>Lila Roberts—</u> <u>Chaogui Zhang—</u> <u>David Plaxco—</u>