

Clayton State University Faculty Senate

Meeting Minutes

November 12, 2018

Senate Members present: Augustine Ayuk, Gail Barnes, Marcy Butler, Deborah Gritzmacher, Laura Herndon, Craig Hill, Byron Jeff, Adam Kubik, Catherine Matos, Kathryn Pratt Russell, Andrew Sbaraglia, Kendolyn Smith, MeriBeth Stegall (Secretary), Mark Watson (Chair)

Senate Members Absent: Scott Bailey, Lawrence Menter, Eugene Ngezem, Stephanie Richardson, David Williams (Vice-Chair)

Guests: Kevin Demmitt, Tim Hynes

Agenda Item	Discussion	Senate Action/Resolution/Tasks
1) Reading & Approval of Minutes		Minutes of October 22, 2018, meeting approved as distributed.
2) Reports of President and Provost i) President's Report ii) Provost's Report	The President's Report is attached as Appendix A. President Hynes addressed a question regarding the frequency of the Comprehensive Administrative Review process. CSU does this on an annual basis by structure and by plan. The Provost's Report is attached as Appendix B.	
3) Reports of Standing Committees		
4) Special Orders		
5) Unfinished Business and General Orders		
6) New Business i) Motion to approve the new Early Childhood Education Program, as approved by the Undergraduate Curriculum Committee on October 12, 2018. ii) Discussion item: Collegiality	Discussion regarding: <ul style="list-style-type: none"> • What is the process for informing someone of "uncollegial" behavior? • How do we treat collegiality as an evaluation criterion? • What constitutes collegiality? Are there guidelines for faculty? • It was noted that collegiality can be used as a weapon. Without guidelines, it is difficult to determine what constitutes "uncollegial" behavior. It was suggested that 	The motion from the Undergraduate Curriculum Committee to approve the new Early Childhood Education Program passed with all those present voting yes.

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Agenda Item	Discussion	Senate Action/Resolution/Tasks
	<p>perhaps a committee could be formed to further discuss this issue.</p> <ul style="list-style-type: none"> • Although the faculty handbook addresses professional conduct, one aspect of which is professional conduct as a colleague, is this a sufficient discussion of collegiality? (See Faculty Handbook 211.04.01 Professional Conduct, p. 74.) 	<p>The University Admissions Appeal Committee needs a Faculty Senate member. Please contact Mark Watson if you can serve on this committee.</p>
7) Adjournment		<p>Marcy Butler moved that the meeting adjourn. The motion was seconded. All voted in favor. The motion passed and the meeting adjourned at 12:01pm.</p>

Submitted by MeriBeth Stegall, Faculty Senate Secretary, November 20, 2018

Appendix A. President's Report

Faculty Senate

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CAR apologies to those who may find this redundant—but redundancy is often important for emphasis. The Comprehensive Administrative review is a project of the university system, and will be completed in the coming months (if not already completed) at every University System Institution. <http://www.clayton.edu/about/office-of-the-president/car-report> provides a summary of work done to date, as well as pending work on the project. I do encourage you and colleagues to read at your convenience the Huron report, as we will benefit from your observations. This is part of our collective effort to demonstrate ways in which USG institutions are great stewards of public and student dollars.

SACS Minute—SACSCOC principle 12.4 (student complaints) “The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.” Our procedure is found at <http://www.clayton.edu/about/administration/student-affairs/student-complaints> A Few comments: This standard is part of a federal regulation; only complaints that come to either Academic Affairs or the President's office as part of the appeal process are recorded; SACSCOC is only looking to make sure that the process and procedures are followed and to determine if any general areas are consistently appearing. SACSCOC representatives are not looking at the individuals involved in the complaint or appeal, but rather whether the institution has addressed complaints that might relate to accreditation issues.

Making Things Better awards Congratulations to Professors Dadonna and Kolb for the faculty awards, as well as other faculty nominees recognized by their colleagues.

ARCHE <http://www.atlantahighered.org/AboutARCHE/tabid/392/Default.aspx> Clayton State has been a long time member of the Atlanta Regional Council for Higher Education. As the site indicates “Nineteen public and private colleges and universities comprise the membership of ARCHE, as well as five affiliated libraries and 12 corporate and nonprofit community partners. ARCHE brings them together to build awareness of the campuses collective scope, impact and value and to help them share strengths through cooperative programs. We work to strengthen public support for higher education, promote economic and community development, and help our members collaborate in ways that leverage their individual strengths. ARCHE offers cooperative programs – such as library sharing and cross registration for courses – that help our member institutions expand opportunities for students, faculty and staff.” I recommend you share with your colleagues this site, even as you are able to take advantage of member institutions library facilities (and interlibrary services), as well as possible registration on a space available basis of courses elsewhere in member insitutions for our students.

Questions and Thanks

Appendix B. Provost's Report

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Community Engagement and Non-partisanship

Clayton State University's mission includes the importance of experience-based learning enriched by active community engagement. One expression of that value is our participation in the American Democracy Project. As stated in this initiative's website:

Students must have knowledge of the structures and processes of democracy. They must learn to develop civic skills of critical thinking, deliberation, thoughtful listening and dialogue, particularly with opposing views and perspectives. Students must have experiences with democratic processes, and they need to be able to reflect on those experiences (www.aascu.org/ADP).

In October, Clayton State's Division of Student Affairs held their annual Diversity and Leadership Institute. This year they included a faculty track with an excellent presentation on academic freedom by University of North Georgia professor Matthew Boedy. Among the topics he discussed was the importance of political neutrality when it comes to our work as faculty. As Dr. Boedy shared, non-partisanship is more important than ever with the prevalence of social media. I appreciate the work of the faculty who helped organize this discussion on campus.

As an additional reminder, I sent the following reminder to all faculty last week:

Dear Faculty,

Recently, the CSU Social Sciences Society hosted a campaign event here on campus. You may have supported this community engagement opportunity by offering extra credit for students who attended. With such activities, it is essential to keep in mind that Board of Regents policies and the Clayton State University Faculty Handbook protect the rights of students to have their academic performance evaluated without regard to political activism or personal beliefs (section 211.05.02).

Extra credit cannot be based solely on attendance at an event for one political party or candidate without offering a similar opportunity for attendance at events offered by other parties or candidates. If the non-partisan nature of any extra credit you offered was not clearly conveyed to your students, then it is important that you do so immediately by clearly indicating to your students that other extra credit opportunities are available for participation in specific similar political events for other parties or candidates.

While Clayton State's mission includes promoting community engagement, please continue to ensure that all extra credit is offered in a non-partisan manner. This guidance is consistent with Board of Regents Policy and the CSU Faculty Handbook and rooted in fairness and equity, such that all students, regardless as to party affiliation, will have equal access to any offered incentives. Should you have any questions regarding any planned offerings, please contact my office for clarification.

The recent election (which is still ongoing) created spirited conversations on and off campus. Social media and 24-hour news cycles generated a steady supply of political dialogue – some of which was constructive and some which was not. Even before the dust has settled from this election, conversations about the 2020 election are already filling in the air. This environment will continue to pose challenges for higher education as we employ non-partisan means for helping students become informed citizens who are actively engaged in improving their local communities.

Student Transcripts

The traditional college transcript as mandated by federal regulations is essentially limited to a list of courses, grades and degrees. In their limited form, they convey just a fraction of what students have learned in and out of the classroom.

Student affairs divisions have been seeking to remedy this through the development of co-curricular transcripts that detail involvement in extracurricular activities – such as student organizations or service projects. Our own division of Student Affairs is working on developing such a record.

Recently, college registrars have joined in the conversation and are exploring the development of a comprehensive learner record (CLR) that includes student learning from a variety of experiences, including academic courses, extracurricular activities and other opportunities. This type of record could also include recognition of other competencies resulting from successful completion of a variety of activities. Dr. Antoinette Miller is exploring ways to capture student learning and accomplishments related to community engagement through PACE because it was one of the items to be implemented as part of our QEP. I have met with other faculty who are interested in recognizing learning related to cultural competency and diversity.

I believe that a joint effort between Academic Affairs and Student Affairs to develop new ways to document student learning would be beneficial for our students and provide new tools for faculty and staff to use as we prepare our students to accomplish their goals. Dr. Shakeer Abdullah and I will be meeting soon with a group staff and with a faculty representative from each college to serve as a task force for developing a structure for a new comprehensive learning record and recommendations for implementation. The Faculty Senate will be kept apprised of their work and have opportunities for input throughout the process.

(The graphic below is a sample visualization of a more comprehensive learning record)

Open Badges, CCR, ePortfolios Friends...with benefits?

