Georgia Southern University
Faculty Senate Meeting

November 27th, 2018
4:00-6:00pm

Nessmith-Lane Ballroom
847 Plant Dr, Statesboro, GA 30458

SSC Savannah Ballroom
11935 Library Dr, Savannah, GA 31419

Pre-Meeting Notes:
1) Read all reports, motions, and discussions included in this agenda before the meeting.
2) Bring printed copies of any items as needed. Copies will not be available at the meeting.
3) In order to allow everyone a chance to participate, and to conduct the meeting in a timely manner, please limit yourself to two talking points per item. If you feel strongly about an issue, we suggest that you prepare a statement ahead of time. No talking point should exceed two minutes.
4) Remember to sign in for the meeting on the sheet at your meeting location. The meeting starts promptly at 4pm, which means everyone should be signed in and seated at that time.
5) As a Senator, if you cannot attend, it is your responsibility to confirm a substation with the alternates from your college. Alternates should indicate which Senator they are present in place of. Alternates should vote only if they are representing another Senator.
6) Please follow the directions for microphone use. You must also keep your mouth close to the microphone while you are speaking. State your name and college (not abbreviation) every time you begin to speak. Please wait to be recognized before speaking. These practices are essential to keep an accurate transcript of the meeting.

AGENDA

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF THE MINUTES: October 16, 2018 – Carol Jamison (CAH), Senate Secretary

IV. LIBRARIAN’S REPORT: November 27, 2018 – Meca Williams-Johnson (COE), Senate Librarian
   a. General Education and Core Curriculum Committee – Michelle Cawthorn (COSM), Chair
   b. Undergraduate Committee – Chris Cartright (CAH), Chair
V. ACTION ITEMS

Announcements
a. AdHoc International Committee – Felix Hamza-Lup (CEC) and Dustin Anderson (CAH), Senate Executive Committee, Chair (page 3)
b. Elections Process – Meca Williams-Johnson (COE), Elections Committee, Chair

New Item
a. Changes to the Faculty Handbook – Jonathan Hilpert (COE), Faculty Welfare Committee, Chair (page 4)

Tabled Item
a. Guidelines for the Faculty Grievance Committee – Jim LoBue (COSM), Faculty Welfare OWG (page 8)

VI. PRESIDENT’S REPORT – Carl Reiber (VPAA) for Shelley Nickel

VII. PROVOST’S REPORT – Carl Reiber (VPAA)

VIII. SENATE EXECUTIVE COMMITTEE REPORT
a. RFI on Accessibility for Students with Short-term Disabilities (page 10)
b. RFI on Periodic Review of Administrators (page 12)
c. RFI on Policy on Terminal Degrees (page 13)
d. RFI on SRI Delivery Method (page 14)
e. Discussion Item on Transitional Tenure & Promotion Policy (page 15)

IX. ANNOUNCEMENTS AND UPDATES: Vice-Presidents & Committee Chairs
a. QEP Update – Terri Flateby (OIE) and Brad Sturz (OIE/CBSS) (page 18)
b. USGFC October Meeting Report – Liz Desnoyers-Colas (CAH) (page 20)
c. Open Announcements from VPs and Chairs

X. ADJOURNMENT

*All Senate Meetings are recorded. Edited Minutes will be distributed.*
Motion:

As a group of invested faculty and staff, we would like to make a motion to create an Ad-Hoc International Committee of the Senate that will support and provide guidance for international initiatives.

Rationale:

With the change to the university, we have a new opportunity to enhance our commitment to globalizing our students, campuses, and communities. As a group of invested faculty and staff, we would like to see faculty take an active, official role (in co-operation with the Office of International Programs and Services) in creating plans and projects that support and/or develop structures to foster international projects in the spirit of inclusion and diversity. This committee will ideally advise, promote and facilitate faculty participation in research, scholarship, teaching and professional development activities related to international initiatives. We would like to request that this committee be constituted of a representative group of faculty members and staff from all university Colleges and from the Library.

Response:
SHORT TITLE:
(Please provide a short descriptive title that would be suitable for inclusion in the Senate Agenda.)

Motion to accept changes to the faculty handbook

MOTION(s):
(Please write out your motion in the exact form/wording on which you want the Senate to vote.)

Motion to accept faculty handbook changes to sections 322.02 Motion to accept faculty handbook changes to sections 322.03

RATIONALE(s):
(Please explain why the motion should be considered by the Faculty Senate, remembering that the Senate does not deal with issues limited to individual colleges or administrative units. Include pertinent data and source references for information and/or language.)

Sections 322.02 and 322.03 of the consolidated faculty handbook were not approved during the September senate meeting and sent back to the FWC for further review and changes. Changes were made to both sections based on senate discussion, individual suggestions from senators, input from the Provost’s office, and FWC discussion and review. The FWC voted on the revised sections to move them back to senate for approval. Revised section 322.02 passed 13 in favor, 1 opposed. Revised section 322.03 passed unanimously. The revised language for both sections, and specific rationale for each, is provided in separately attached documents.

If you have an attachment, press the button below to attach to form.

- [322.02 Class Meetings and Final Exams (Revised for senate approval).pdf](#)
  - 186.02 KB

- [322.03 Statement on Course Requirements (Revised for senate approval).pdf](#)
  - 216.72 KB

Submitted by: jhilpert
Phone: 9126019913
E-Mail: jhilpert@georgiasouthern.edu
Re-Enter Email: jhilpert@georgiasouthern.edu
Rationale:
To ensure clarity in Section 322.02 of the Faculty Handbook, the Faculty Welfare Committee seeks to align this section with the Final Examination Policy (see § 209, Final Examinations, 2018-2019 Faculty Handbook) which states, in part, “Final examinations must be given in all courses. The only exceptions are courses that the appropriate dean has determined do not fall under the college regulation requiring a final to be given. A test the final day of classes cannot be substituted for a final exam. Graduating seniors cannot be exempt from finals.” Please note that the Final Examination Policy aligns with Board of Regents requirement that “institutions will have two semesters, each with fifteen instructional weeks” (§ 3.4.2, Board of Regents Policy Manual). If exams are not offered on the last day of classes, this action detracts from a full fifteen instructional week semester (or the equivalent for courses offered in fewer than fifteen weeks). In other words, courses need to meet the 2250 total engaged minutes per semester (or equivalent). For a three credit hour class, that equates to 750 required engaged minutes for each credit hour x 3. We need the full fifteen weeks to meet the total engaged minute requirement.

Newly Revised Section:
322.02 Class Meetings and Final Exams
The instructor of record, or an appropriately credentialed substitute, will meet all classes promptly at the scheduled time and for the allotted amount of time. Additionally, class meetings should be held during the published final exam period. No student is exempt from a culminating assessment or learning experience appropriate to the course that occurs, or is due, during the published examination period. Exceptions to holding class meetings during the published final exam period can be made when a dean or a department chair has determined that particular courses are exempt. Classes operating on an irregular schedule will have their examinations scheduled and announced by the instructor.

Approved by Faculty Senate XXX; approved by President XXX; approved by President’s Cabinet XXX.

Previous Section Language:
322.02 Class Meetings and Final Exams
The instructor of record or a qualified substitute will meet all classes promptly at the scheduled time and for the allotted amount of time. Faculty also will give final exams in all courses as scheduled by the Registrar’s Office unless a change has been authorized by the appropriate chair or dean. A test on the final day of classes cannot substitute for the final. Seniors are not exempted from finals. Finals are required to be held as scheduled in the bulletin of classes.
Rationale:
As part of our reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Georgia Southern must demonstrate that the total course work for each class is equivalent to the credit hours assigned to that course. To respond to this standard, we cite our Credit Hour Policy (see § 206, Credit Hour Policy, 2018-2019 Georgia Southern University Faculty Handbook), which reads, in part: “Additionally, there is an expectation that students spend a minimum of two hours on course work outside of class for every hour spent in class. Out-of-course work might include, but not be limited to, such assignments as course related reading, research activity, project development, written theme or research papers, preparation for examinations, participation in discussion boards or focused chat rooms.” Please note, the policy differentiates between standard lecture courses which meet for 750 minutes for each semester credit hour and laboratory/studio/clinical courses which require 1500 engaged minutes for each semester credit hour with the understanding that most of these engaged minutes will be spent in the actual execution of the class exercises/assignments.

Georgia Southern’s policy aligns with the University System of Georgia’s definition of credit hours which mandates, in part, 750 minutes of instruction or the equivalent for each semester credit hour (see § 3.4.4 of the Board of Regents Policy Manual). It further aligns with the United States Department of Education’s definition: “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates —

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required and outlined in item (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

To document this standard for SACSCOC, we rely on course syllabi, extracting examples of the class assignments required for various types of courses to show that we follow our credit hour policy. In doing so, we ran across course syllabi that did not have any evidence of class assignments. Not only is this problematic for our purposes with SACSCOC, but it may also be detrimental to student success. Consequently, we respectfully ask that the language highlighted below be added to the Statement of Course Requirements.

Newly Revised Section:
322.03 Statement on Course Requirements
To maximize student success, faculty shall provide a written statement (syllabus) of the course requirements to all class members at the beginning of the course. The course syllabus should include at a minimum: (1) an overview of the content to be studied; (2) a listing of expected student learning outcomes; (3) a statement of the attendance policy; (4) an explanation of test procedures; (5) a statement of grading standards, procedures, and relative weights given to the various assignments and tests; (6) an indication of the time frame when assignments are due if specific dates are not given; (7) a notation about the required technology and technology use for the class; and (8) a clear policy on academic dishonesty that aligns with university policy on academic dishonesty. In addition, course syllabi should also include (9) a listing of course assignments or laboratory/studio/clinical exercises that are also required in accordance with the University’s Credit Hour Policy (§ 206, Faculty Handbook) and whose cumulative effect is to develop student knowledge and abilities.

Furthermore, the basis on which grades will be determined shall be clarified to the students as follows. A statement in the syllabus indicating whether the professor intends to have a portion of the cumulative class grade reported to the student prior to the midpoint of the total grading period and reference to how that portion of the grade is determined. Prior to midpoint of the total grading period, all assigned and “turned in” graded class assignments and examinations should be graded and available to the student. The instructor and student should make every effort to be available during the instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period.
322.03 Statement on Course Requirements

Faculty should provide a written statement of the course requirements to all class members at the beginning of the course. This statement includes: an overview of the content to be studied; a listing of expected student learning outcomes; a listing of course assignments that equals two credits worth of outside class work for each course credit hour; an explanation of test procedures; a statement of grading standards, procedures, and relative weights given to the various assignments and tests; a statement of the attendance policy; an indication of the time frame when assignments are due if specific dates are not given; required technology and technology use; and a clear policy on academic dishonesty that aligns with university policy on academic dishonesty and academic misconduct.

Furthermore, the basis on which grades will be determined shall be clarified to the students as follows. A statement in the syllabus indicating whether the professor intends to have a portion of the cumulative class grade reported to the student prior to the midpoint of the total grading period and reference to how that portion of the grade is determined. Prior to midpoint of the total grading period, faculty will make every effort to grade and make available to students all assigned and “turned in” graded class assignments. The instructor and student should make every effort to be available during the instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period.
Guidelines for the Faculty Grievance Committee

Submitted by: Jim LoBue

5/19/2018

Motion:

The Welfare Committee moves that effective in fall semester 2018 the membership of the Grievance Committee be changed from 30 to 45 members as described in the table below, that the Faculty Senate adopt revisions to the Faculty Handbook to reflect these changes, and adopt the further minor Handbook language revisions included the file attached to this motion.

To view the “further minor changes” please view the attached file in MS Review, “Track Changes” mode. The source for this attached document Comes from the 2017-2018 Georgia Southern Faculty Handbook items 220 and 220.1

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Rationale:

The University Grievance Committee (GC) is an essential element for the well-being of the faculty and faculty governance. Since the faculty has increased by more than 50% and the student body by roughly 33% an arbitrary choice was made to increase, by 15 faculty, the membership of the committee (as compared with the number, 30, which was the membership for the GC of the former Georgia Southern University).

As is true with any apportionment, assignment of representatives suffers from our inability to assign fractional representatives to a college, school, or the library. Not knowing what the exact numbers are in each of the colleges, nor how these numbers distribute themselves between campuses, the committee has chosen roughly a 2:1 assignment of representatives. A single representative should be adequate for the Liberty campus since the population of faculty there is, as yet, quite small. The Armstrong Campus faculty have a copy of this document, but it is not clear yet whether they think the above breakdown of representation is fair. If there are inequities, changes can be made with a new proposal from the “combined” Senate once it is constituted in the fall.

NOTE: In the Markup version it appears that there are 54 faculty proposed for the College of Health Professions. This is NOT the case, but the Markup “strikethrough” is obscured by the design of the “4” digit. There are actually only 5 representatives proposed for Public Health.

Attachment: Faculty Grievance Procedures

Response:
Accessibility for Students with Short-Term Disabilities

Submitted by Drew Keane (dkeane@georgiasouthern.edu)

10/31/2018

Question(s):
I request a review of resources provided to students with short-term disabilities on all three campuses to ensure full access to campus and classrooms.

Rationale:
It has recently come to my attention that the Statesboro campus does not provide mobility assistance to students with short-term disabilities (e.g., a broken leg or a student recovering from a major surgery), which is hindering these students from attending their classes. A recent example will serve to illustrate the issue: a student who had recently had hip-replacement surgery and was unable to make it to classes using crutches because of the pain involved. A faculty member contacted SARC in the Statesboro campus to ask if a golf-cart or some other form of mobility assistance could be provided; however, the faculty member was informed that such resources are not available.

Response:
11/9/2018: Response provided by SARC Director K. Woodruff. (attached)
SARC does not provide personal devices of any kind, including crutches, scooters, and wheelchairs. Students should work with their medical providers to attain these personal/medical devices when needed. It is not common practice and not advisable for our department to provide personal devices to students. Students can utilize the accessible bus system on the Statesboro campus. Personal transportation is the student's responsibility, not the responsibility of SARC or Georgia Southern University.

If personal transportation was provided, requests could come from students with permanent and temporary mobility impairments. If we provided golf cart transportation, we would have to provide it to classes, dining services and any other activity/event on campus that a student would like to attend. It is important that our office not provide personal devices, personal services, personal equipment, or personal care. Personal transportation is considered a personal service or device. We have other students who require medical equipment or personal care assistance in order to attend class (i.e. use of a motorized wheelchair, catheters, toileting assistance, medication, etc.). SARC cannot provide these services/equipment/supplies because we are not a medical provider. In addition, there is a liability involved with SARC or G.S.U. staff transporting students with injuries or other medical conditions across campus on golf carts.

Students who attend full-time, and therefore pay the recreation fee, are eligible to borrow crutches from Campus Recreation and Intramurals (CRI) if they meet with one of their certified athletic trainers to determine need. CRI has a limited supply of around 20 pairs of crutches.

Health Services has crutches that they prescribe and dispense when deemed medically appropriate. However, they are not available for students to just stop by and request. The student would have to be evaluated first. The charge is $25 for a set of aluminum crutches with padding. They also have some basic orthopedic supplies (splints, braces, knee/ankle sleeves) that can be prescribed and dispensed when medically appropriate. Charges for those range from $5 to $40.

If a student has a legitimate medical need for a more advanced device (i.e., wheelchair, wheeled knee scooter, lockout hinged knee brace or offloader, walker, etc.), Health Services staff can provide a prescription and will direct them to a local medical supply company. Health Services works to educate students on why certain devices are not needed or appropriate. If a student insists on a specific device, but Health Services staff do not feel it is appropriate or if they are unclear on the medical necessity, then they will refer students to an appropriate specialist (usually an orthopedic surgeon) for a second opinion.

Kelly Woodruff, Director
Student Accessibility Resource Center
Senate Executive Committee Request for Information

Periodic review of administrators, Section 302.01 of Faculty Handbook

Submitted by: Lori Gwinett (lgwinett)

11/5/2018

Question(s):

Periodic review of administrators, Section 302 of the Faculty Handbook, was approved May 2017, after recommendation by the Faculty Welfare Committee. In light of the consolidation, where do these evaluations of deans and department chairs stand? The reviews were begun on the Statesboro campus. For new colleges or colleges with new deans, when will these reviews begin? Can faculty see the schedule for all administrator reviews?

Rationale:

Both sections of 302.01, Periodic Review of Deans and Periodic Review of Department Chairs, were approved as amended May 10, 2017 by the CIC. This should indicate that there is a schedule for these reviews, and faculty should be aware when their department chair and dean are up for review, in order to provide valuable feedback, which in some cases may take some time to prepare. Being aware of the schedule for these reviews will help to ensure that faculty input is provided in a timely and thoughtful manner, and contribute to transparency in the evaluation process.

Response:

11/12/2018-Approved to send to the VP for Academic Affairs. Please include the review mechanism for associate deans.
Policy on Terminal Degrees

Submitted by Heidi Altman (haltman@georgiasouthern.edu)

10/31/2018

Question(s):

What is Georgia Southern's policy on JD/MD degrees? Is the JD/MD degree considered to be a terminal degree or its equivalent?

Rationale:

Faculty members at Georgia Southern have diverse educational backgrounds and include those holding JD/MD degrees (without the PhD degree). Both degrees are terminal degrees in the respective fields, yet there is no clear policy at GSU that would indicate if the JD/MD is a terminal degree or its equivalent. At the same time, the 2018-1019 Faculty Handbook Section 311 (page 43) states the "terminal degree or its equivalent is required for promotion to associate and full professor" which would indicate that a Georgia Southern faculty member with a JD or MD, who was promoted to these academic ranks, holds a terminal degree or its equivalent. The language seems ambiguous and seems to exclude these faculty members from qualifying for university level leadership positions that do not specifically list JD or MD in the required qualifications.

Response:

11/9/2018:

The SEC agreed that this request should include the scope of terminal degrees, not only the two mentioned here. For instance, the DrPH, MFA, EdD, and DNS (which are all offered at GSU) as well as professional degrees are terminal degrees in law, medicine, dentistry, pharmacy, veterinary medicine, and theology are recognized by the USG. The SEC approves this to move to the VP of Academic Affairs and the VP of Human Resources for clarification.
Student Ratings of Instruction (SRI) Method of Delivery

Submitted by: Rob Yarbrough

11/2/2018

Question(s):

Are all departments required to administer Student Ratings of Instruction (SRIs) via an online/digital platform for fall 2018?

If so, when and how was this decided?

Are Statesboro and Armstrong campuses using the same SRI form/instrument?

Rationale:

Section 317 of the 2018-19 Faculty Handbook states "Courses shall be evaluated by students in the same manner as the course is conducted" (p. 53). The requirement to conduct SRIs for all courses via a digital platform regardless of a course's mode of delivery is a clear violation of the Faculty Handbook.

Response:

11/12/2018: The SEC approves this to be forwarded to the VP for Academic Affairs.
Motion to discuss transitional tenure and promotion policy

Submitted by: Jonathan Hilpert

11/6/2018

Subject of Discussion:

Motion to discuss a draft copy of the transitional tenure and promotion policy

Rationale:

During consolidation, the faculty welfare OWG began work on a transitional tenure and promotion policy meant to provide guidance for how and when faculty will transition to the new tenure and promotion guidelines formed post consolidation by the departments and colleges of the new institution. This work remained incomplete at the end of the 2017-2018 academic year. In Fall 2018, a subcommittee of the FWC completed a draft policy. The draft policy was created based on statements made by the provost during the 2017-2018 academic year (i.e. from senate minutes), draft language discussed by the faculty senate provided by the faculty welfare OWG, draft language provided by the former Armstrong senate president, and suggestions made by the FWC subcommittee members assigned to draft the policy. The draft policy was unanimously approved for senate discussion by the FWC subcommittee on 10/16/18 and the FWC on 10/22/18. We do not seek a vote of approval. Rather, we hope to gain input from senators and administrators to help us move toward a version of the policy that can be passed by the senate at a future meeting. A copy of the draft policy is provided in the attached documentation.

Response:

Attachment: Draft Transitional T and P policy for Senate Discussion

11/9/2018: SEC approves this to move to the floor for discussion.
In light of the consolidation of Georgia Southern and Armstrong State and shifting evaluation expectations, members of the faculty must recognize and take account of new conditions. Careful consideration must be given in the review process and tenure/promotion decisions for faculty members who will transition to differing evaluation expectations resulting from the consolidation between Georgia Southern University and Armstrong State.

**Evaluation Expectations**

Assistant faculty members hired before consolidation will be responsible within their probationary period for meeting the college and departmental/school promotion and tenure criteria in effect at the time consolidation was made effective. Faculty members holding the rank of associate professor before consolidation will be responsible for meeting the college and departmental/school criteria for promotion to full professor in effect at the time consolidation was made effective. For lecturers the period of evaluation under former expectations ends after successful promotion to senior lecturer. At all levels of review, administrative officers and faculty reviewers must evaluate faculty members using the expectations the faculty member was bound to when consolidation was made effective by the Board of Regents, January 1st 2018. For subsequent promotions, faculty members shall be responsible for meeting the college and departmental/school promotion criteria voted upon and approved in congruence with faculty governance processes post consolidation.

**Evaluation Timeline**

All faculty will follow the timeline for promotion and tenure described in the faculty handbook and published on their respective college websites.

**Provision of Evaluation Expectations**

The department chairs and deans that oversee faculty must keep careful records of the appropriate evaluation expectations, as described in the respective guidelines, for each faculty member as well as target dates for significant performance review. Appropriate guidelines and target dates of performance review must be easily accessible to all faculty. Additionally, faculty are encouraged to include copies of the appropriate evaluation guidelines in their dossiers. Colleges and departments may adopt their own processes (e.g. committee liaison) for ensuring that the correct evaluation guidelines are followed during review.

**Workload Changes**
Any elected changes to promotion or tenure or post-tenure criteria and mix of teaching, research and service duties should be negotiated with the department chair in writing. Changes in expected teaching contact hour loads (e.g. 12:12 to 9:9), while maintaining the same full-time equivalency (FTE) over the length of successive appointments, shall not constitute a change in the mix of teaching, research, and service duties unless notified and agreed upon by the faculty member.

External Letters

As per university handbook policy (Section 306.06), all department chairs and deans, regardless of faculty evaluation expectations, will solicit external letters of review during the tenure and promotion process. Copies of the appropriate evaluation guidelines will be provided to all letter writers.

Sunset Clause

This policy expires July 1, 2025 unless a faculty member’s extension of timeline reaches past this date. In that case, for that particular faculty member, the expiration date will be July 1 of the year in which their extension placed their tenure or senior lecturer decision.

New Hires

New hires in the Fall of 2018 and thereafter will follow new guidelines established for the consolidated institution.
Think in *ink* is a writing and thinking initiative that weaves crucial communication and critical thinking skills into a wide range of disciplines through *writing and thinking-enriched courses*.

### Growth

**Student Involvement**
- 2015-2016: 2,900
- 2016-2017: 9,000
- 2017-2018: 28

**Faculty Involvement**
- 2015-2016: 79
- 2016-2017: 166
- 2017-2018: 67

**Course Involvement**
- 2015-2016: 35
- 2016-2017: 14
- 2017-2018: 67

### Student Impact

- **Student writing was scored on a rubric based on five levels, with level 3.0 representing acceptable quality writing and level 5.0 representing exceptional quality writing within the context of professional standards and audience.**

- **The graph shows the percentage of students who scored 3.0 and above on specific traits in the first course of the 2015-2016 cohort of programs and a subsequent course in 2017-2018 from the same cohort of programs.**
Think in ink

students

It gives me time to gather my thoughts, walk away from my words, and come back with a fresh eye and new outlook.

I feel that I have become a stronger writer and researcher from this process. I am able to better organize my thoughts and make a solid argument based on the knowledge gained.

Going through this process made me a better and more thoughtful writer.

My writing has benefited because I was thorough and reflective during the process.

Hey, I got a job and an internship. Look who’s winning now!

student writing fellows

This is an amazing program, and I am so happy I was able to be a part of it. I have learned a lot about writing and hope the program continues to grow.

My input is requested, my ideas are heard, and the class is reminded regularly of the valuable opportunity found in seeking my help. . . . I believe my job matters.

I built relationships with faculty and professors and acquired more practice helping other students academically. I also improved my own writing through identifying strengths and weaknesses of others’ work.

faculty

It is clear from the results that many students became stronger and more thoughtful writers as a result of adopting a multi-layered approach to their writing with several opportunities for feedback and revision.

Being much more active and involved with their learning makes this course more enjoyable for me and is more rewarding as I see students who struggle improve when given the chance to work on it with me there to help.

I found that the presence of the writing assignments in the course significantly helped to achieve the second (and most important) student learning outcome -- to articulate analytical thinking.
Brian has put together the minutes for our USGFC Fall Meeting and they are attached. I also wanted to take the opportunity to update you on a few items we had talked about the meeting:

1. **Meeting Survey:** We are circulating one around the executive committee right now and hope to have it out by next week.

2. **Summer Pay Policy:** During the meeting Vice Chancellor Marti Venn discussed needing some additional information pertaining to the summer salary processes at campuses. We are in the process of following up to close the loop on this item and see when the survey will be sent out.

3. **Professional Development:** Jeff Galle discusses the many types of opportunities that the USG was rolling out to support faculty development, particularly in teaching. As promised, he sent some information to me which I passed along. Please let me know if you didn’t receive the email and need me to resend.

4. **Issue related to institutions blocking reimbursement for Day Care allowed by sponsors:** HR AVC Karin Elliot is looking into this issue, and we will be following up on it with her.

5. **CARR’s Effect on Faculty:** The Chancellor made his stance clear that the intent of the CARR wasn’t to impact Faculty in terms of compensation, etc. Please let the EC, or me know if anyone is still having issues about CARR. In other words, if CARR is being used as reason to remove title and compensation while the duties remaining the same, or if course relief for carrying out duties is being taking away.

6. **Technology upgrades needed to support Shared Governance:** I passed this issue onto the Chancellor and they are looking into options to address this issue.

7. **Pooling Research Support Services:** At the meeting we discussed the possibility of the USG finding a way to improve support for research at smaller intuitions by pooling them with larger ones. I brought this up with VC Venn and the idea was well received. I will follow up to see what the next step may be in fleshing out this idea and moving it forward.

8. **Meeting Location and Time:** I recently sent out an email to inform everyone that the Spring USGFC date will be April 11-12. I will try to close the loop on the location this coming week. As per the input at the meeting, the desire is to hold it at University of West Georgia’s Newman campus.

9. **Savannah State layoffs:** There were some that have inquired about the layoffs at Savannah State do to their enrollment drops. I confirmed with VC Venn that the first round dealt with NTT. However, a second round may be necessary and if so, it may include some tenure-track faculty. It is not planned to impact tenured faculty at this time.

10. **Period Phone Meetings with VC Denley:** At VC Denley’s request, the EC will be conducting monthly conference calls with him to maintain open communications about issues. So, if you have an issue at any time, please let the EC, or myself know.