

Armstrong State University
Faculty Senate Meeting
Minutes of April 18, 2016
Student Union, Ballroom A, 3:00 p.m.

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Senate President Desnoyers-Colas called the meeting to order at 3:32 (Appendix A)
- III. Senate Action
 - A. Approval of Minutes from [March 21, 2016](#) Faculty Senate Meeting
APPROVED without corrections
 - B. Brief Remarks from Dr. Linda Bleicken, President
This is a great month. There's a lot going on. I'm only going to give upbeat remarks, because I think that's what we need. I'd like to talk about values and attach them to some things that are going on. Scholarship: there is no more visible example than our Student Scholars Symposium. We are showing this week the example of faculty acting as mentors and collaborators in scholarship with students. Mentorship and Collaboration: we had such an interesting example this past weekend with the Asian Festival. This was a joint effort between the City of Savannah and Armstrong. Some people who attended had never been to Armstrong's campus. Stewardship: a collaborative effort occurred recently with Paint the Town Maroon. The faculty senate president was one of the Marooned Pirates. Thinking about our collective values, we are recognizing our students through awards this week. All are invited tomorrow night at 6:00. You can move right from that event into the percussion ensemble in the Fine Arts Hall. On other updates, we are still awaiting word on Campus Carry. We have a new draft of the Student Honor/Conduct Code. If we think about Stewardship and Service, I would like to acknowledge that today is Dr. Elizabeth Desnoyers-Colas last senate meeting. She ran for and successfully won the Chairmanship of the USGFC last Friday. Congratulations to her. We are expecting great things from you.
 - C. Brief Remarks from Dr. Mark Taylor, Director of Academic Advising and Support
I appreciate this opportunity, but I am also happy to sit down with you individually, your department, or your college to discuss any concerns or issues. Any reorganization of this sort can be met with some turbulence. We want to make sure that we are transparent. I am excited by this model and by our team. Our advising team is growing. We have two searches going on right now. As of this morning, over 2000 students have been advised and over 1600 have already registered for the fall. We aren't just going to rely on appointments, but we are moving towards walk-in times as well for Fall. We recognize that advising is also about developing relationships. We are going to begin those advising assignments close to Navigate, so students have someone to whom they can turn when questions arise. Our advisors are following up with students who have been advised but have not yet registered. Working with students through our living/learning communities will help as well. One of our first steps is working with each college to identify a contact person you can reach out to with questions. We will continue to enhance our training

resources. It's about access, availability, and relationships. We still need to look at benchmarks for when students transition to departments for advising.

Question from senator: Is there any value for you in meeting with us in terms of how you do advising? Response: Yes, I need to have an appreciation for curricular

issues. I recognize the importance of that ongoing training. I am maintaining a caseload as well. This will help me appreciate the challenges our advisors face.

Question from senator: One thing faculty are concerned about is high turnover rates among advisors. What are you doing to ensure this doesn't happen? Response: It is

important that we maintain good advisors and pay is important in retaining good people. Moving forward, we are building a team. We are meeting regularly. We are

collaborating in a way that hasn't been done. I hope this is building a family relationship and collaborative relationships – a sense of a team and sense of

purpose. This will fuel our advisors and help them see they are making a difference.

D. Old Business

1. Recurrent Updates

- i. Joint Leadership Team Summary
- ii. Faculty and Staff Vacancy Report for 4.8.16

2. Other Old Business

i. eCORE

Senate President Desnoyers-Colas: A petition went to the president. UCC took a vote and decided not to affiliate (4-5 vote). Due to that vote, it could not come to the senate. A petition was put forth to the president to bypass the senate. We should hear more information about that shortly.

ii. Campus Carry Legislation

Senate President Desnoyers-Colas: At the USGFC meeting I went to recently, the Chancellor stated he expects the Campus Carry legislation to be vetoed, although he expects it to be reintroduced next year. The Chancellor stated we need to take proactive stances on campus carry, as well as tasers on campus. We need to be writing letters to the Governor to express our concerns – faculty, parents, taxpayers. The presidents of USG schools sent a letter to the Governor in opposition to Campus Carry. The Georgia Tech representative was at the USGFC and the Chancellor noticed his name tag and commented on him not being seated with others. The Chancellor noted he was more concerned about tasers on campus due to the lower expense. The USGFC representatives wanted to take a stand and also encourage their faculty to write individually about Campus Carry. The USGFC communication will be the Resolution authored by Valdosta State. The letter that was forwarded to you on Campus Carry had some type-o's and you have a revised copy that has been distributed (Appendix B). I propose to submit this

letter to the Governor on behalf of the university in terms of where we stand on the Campus Carry.

Question from Senator: Can the library be included in paragraph two? Yes.

Comment from Senator: Keep capitalization consistent. It should read "national trends". For Virginia Tech, it is Blacksburg. The last page, there is a split infinite. Move "freely"

Comment from Senator: End of third paragraph, should have comments between cities and states and include Savannah, Georgia at end.

Comment from Senator: On the third paragraph, third line: sentence is not complete. It could be more succinct. Could you take out "focusing"? How about "the uncertainty of the passage of the law creates an atmosphere....." Add a possessive for law's passing.

Cliff: I make a motion to accept this with the grammatical changes. Is there a second? Yes. No discussion. APPROVED (31-1).

iii. Salary Committee Update

Senate President-Elect Padgett: There is going to be a faculty forum this Friday on this issue. Our committee has met and most of the data processing is complete and has been passed on to administration. Most questions you have would be best addressed at that forum on Friday at noon in the Student Union Ballroom. Food will be provided.

iv. Post-Tenure Review Bill

Senate President Desnoyers-Colas: We have not received this back. We got it to administration in just enough time to meet the 3 week review period. Dr. Robert Smith, Provost: I just received the bill last Monday or Tuesday.

v. Student Success Bylaws Change (Appendix C)

Governance Committee Chair, Dr. Carol Andrews: This was a modification to the bylaws of the constitution. You can see the changes on the attached document.

Question from Senator: I think we are bringing back the Associate Vice-President of Enrollment Management, so we shouldn't strike that particular title. Motion to accept with that change. Second. No further discussion. APPROVED (32-0).

vi. Childcare Survey

We've had two representatives from the Senate on this committee. Committee Representative, Dr. Jane Rago: the Campus Climate Survey indicated there were concerns about childcare. We have a survey out to the entire campus community that closes April 31. This is a follow-up to the Climate Survey to assess our campus needs. This in no way promises anything, we are at the information gathering stage.

Question from Senator: Is there a website with the survey link if you have lost the email. Yes, on the Diversity webpage.

Diversity Officer Deidre Dennie: there are around 900 responses. We would like more students to complete the survey. May 9th we will report the results.

vii. Academic Affairs Strategic Plan (Appendix D)

Senate President-Elect Padgett: This has been passed around for some time. It is customary for us to endorse these policies even though we cannot approve them. I make a motion to endorse.

Second. No discussion. APPROVED (31-1)

viii. Elections (see below)

3. Old Business from the Floor

Dr. John Kraft: The University Grievance Committee reviewed the Anti-Bullying Bill (Appendix E for minutes). Ultimately, the committee wanted to get more input from faculty and staff on this issue. We would like to elicit more comments and thoughts - Perhaps addressing a more general workplace violence policy. The Board has only allowed staff to present to the grievance committee regarding three issues and bullying isn't one of them. I anticipate working with HR on this.

E. New Business

1. Elections.

Senate President-Elect Padgett: I make a motion to vote on the candidate for President-Elect, Dr. David Bringman. Second. APPROVE (34-2). I make a motion to approve Dr. Wendy Wolfe as secretary for next year. Second. APPROVE (31-0).

2. Committee Reports and Charges

i. University Curriculum Committee

a. Meeting Minutes and Curriculum Changes

College of Education, Childhood and Exceptional Student Education (10 items): APPROVE (27-1)

College of Education: Secondary, Adult, and Physical Education (3 items): APPROVE (28-2)

College of Liberal Arts, Criminal Justice, Social, and Political Science (10 items): APPROVE (29-0)

Senate President-Elect Padgett: The other information provided in the UCC minutes is information about the policy on double majors. Dr. Donna Brooks: We would like the double-major be remanded to the UCC. We may not be in line with USG policy. Senate President-Elect Padgett: Is there a motion to pass through everything other than the double-major policy, which is remanded back to UCC. Motion is APPROVED (29-0).

College of Education, Secondary, Adult, and Physical Education (1 item from 4/11/16 meeting of UCC): APPROVED (30-2).

Senate President-Elect Padgett: The only other item was the eCORE vote and the minutes note it was voted against.

ii. Governance Committee

a. Constitution Bylaws Change re: USGFC

Governance Committee Chair, Dr. Carol Andrews: The bill that was brought last meeting proposed guidelines for determining the USGFC representative from Armstrong. The Governance Committee recommended that the discussion on this issue be tabled so that we can see how the bylaws for the USGFC change next year. There is a rumor that the council is moving to a 3 year term. The difficulty is reconciling our senate officer's term to that 3 year term. Some of our members were concerned that the representative at least be a senator, if not an officer. Senate President Desnoyers-Colas noted that the USGFC discussion at the meeting was not to write it into their council bylaws, but rather to let individuals schools decide. The faculty council does not wish to dictate this.

Two other announcements: Jeff Seacrest has designed a Survey Monkey survey to ask faculty about committee preferences for next year. Remember the term on these committees is 2 years. It can be repeated once, but you cannot serve more than 4 years. Tomorrow you should receive an email about the election of new UCC members. There is a new software system being used for this. You will get a ballot for your college. It will be open from tomorrow until midnight Friday for voting.

iii. Academic Standards

a. Bylaws Change (Appendix F)

No discussion (APPROVED 33-0)

iv. Education Technology

No report

v. Faculty Welfare

No updates

vi. Planning, Budget, and Facilities

Committee Chair, Dr. Wendy Wolfe: We continue to request updates on summer revenue sharing. Dr. Smith and Mr. Corrigan continue to work on a model. The latest update is to set a required enrollment of 8 for undergraduate courses and 6 for graduate courses, after which there is the potential for revenue sharing. Lower enrollment would be associated with course cancellation or an agreement for the faculty

member to teach the course for lower pay. There was a 8-10% response rate to the Campus Master Plan survey. The consultants will be on campus the week of April 25th. The Student Fees Committee met and approved \$30,000 to go toward a new position in Student Affairs (a staff person to assist Kate Steiner). We requested an estimate of how many faculty (per year) would typically meet the criteria for a post-tenure review salary increase, if that bill is approved. Mr. Corrigan reported that 6 faculty typically go through the post-tenure review process per year. Finally, we received an update on progress on campus construction. The tennis courts are on schedule and on budget and should be completed by the first week in May. All other PBF business discussed in the April meeting can be found in the minutes on the senate website.

vii. Student Success

No updates

Senate President Desnoyers-Colas: please complete your minutes and send them for posting to the senate website. People do read those agendas and minutes.

3. Elections

i. New Senators and Alternates

ii. Nominations of Officers (email carol.andrews@armstrong.edu)

4. Other New Business: None

5. New Business from the Floor

Senate President Desnoyers-Colas: I have enjoyed working with the senate and my colleagues. I hope the senate continues to accomplish more.

F. Senate Information and Announcements

1. Other Search Committee Updates: None

2. Send Committee Meeting Dates and Minutes to

faculty.senate@armstrong.edu

3. Send Changes in Committee Chairs and Senate Liaisons to

governance.senate@armstrong.edu

4. Announcements (from the floor): No announcements

IV. Adjournment at **4:39pm**

V. Minutes completed by:

Wendy Wolfe

Faculty Senate Secretary 2015-2016

Appendices

A. Attendance Sheet

B. Campus Carry Letter, Revised

C. Student Success Bill (Bylaws Change)

D. Academic Affairs Strategic Plan

E. University Grievance Committee Minutes

F. Academic Standards Bill (Bylaws Change)

Appendix A

Faculty Senators and Alternates for 2015-2016 (Senate Meeting 4/18/2016)

Department	College	# of Seats	Senator(s) and Term Years as of 2015/2016		Alternate(s)	
Adolescent and Adult Education	COE	2	Kathleen Fabrikant (3)	x	Anthony Parish	
			ElaKaye Eley (3)		Brenda Logan	
Art, Music and Theatre	CLA	3	Rachel Green (2)	x	Emily Grundstad-Hall	
			Deborah Jamieson (3)	x	Benjamin Warsaw	x
			Elizabeth Desnoyers-Colas (3)	x		
Biology	CST	4	Jennifer Broft Bailey (1)	x	Sara Gremillion	
			Brett Larson (3)		Michele Guidone	x
			Aaron Schrey (2)	x	Michael Cotrone	
			Jennifer Zettler (2)	x	Scott Mateer	
Chemistry and Physics	CST	3	Brandon Quillian (1)	x	Catherine MacGowan	
			Donna Mullenax (2)	x	Lea Padgett	
			Clifford Padgett (2)	x	Will Lynch	
Childhood and Exceptional Student Education	COE	2	Kelly Brooksher (1)	x	Bob Lloyd	
			Anne Katz (3)	x	John Hobe	
Computer Science & Information Tech	CST	1	Hongjun Su (1)	x	Frank Katz	
Criminal Justice, Social and Political Science	CLA	2	Dennis Murphy (1)	x	Michael Donahue	
			Becky da Cruz (2)	x		
Diagnostic and Therapeutic Sciences	CHP	2	Shaunell McGee (3)	x	Rhonda Bevis	
			Pam Cartright (2)		Christy Moore	x
Economics	CLA	1	Nick Mangee (3)	x	Yassi Saadatmand	
Engineering	CST	1	Wayne Johnson (2)	x	Priya Goeser	
Health Sciences	CHP	2	Lesley Clack (1)	x	Joey Crosby	
			Janet Buelow (3)	x	Rod McAdams	
History	CLA	2	James Todesca (1)	x		
			Michael Benjamin (2)		Allison Belzer	
Languages, Literature and Philosophy	CLA	5	Bill Deaver (3)	x	Nancy Tille-Victorica	
			Carol Andrews (2)	x	Nancy Remler	x
			Jane Rago (2)	x	Annie Mendenhall	
			Christy Mroczek (1)	x	Rob Terry	
			James Smith (2)		Deborah Reese	
Library	CLA	1	Aimee Reist (1)	x	Ann Fuller	
Mathematics	CST	3	Selwyn Hollis (1)		Sungkon Chang	
			Paul Hadavas (3)	x	Sean Eastman	
			Joshua Lambert (3)		Tricia Brown	
Nursing	CHP	3	Sherry Warnock (1)	x	Carole Massey	
			Gina Crabb (1)		Luz Quirimit	
			Jeff Harris (3)		Jill Beckworth	
Psychology	CST	1	Wendy Wolfe (2)	x	Nancy McCarley	
Rehabilitation Sciences	CHP	2	David Bringman (1)	x	AndiBeth Mincer	
			Maya Clark (2)	x	April Garrity	

Appendix B

The Honorable Nathan Deal

Governor of the State of Georgia

206 Washington Street

111 State Capitol

Atlanta, Georgia 30334

Dear Governor Deal,

This letter comes to you from the Faculty Senate of Armstrong State University, Savannah, Georgia. As our university's faculty leaders, we join other faculty leaders throughout the University system of Georgia in stating our strongest opposition to the passage of HB589, the Concealed Carry on Campus Bill.

Our reasons for this opposition are simple. Safety on our campus and in our classrooms is paramount and conducive to cultivating and maintaining a cohesive learning environment for our students. As Armstrong faculty we find ourselves standing in the forefront of our classrooms, our labs, studios and clinics continually fostering an erudite culture of scholarship and academic acumen for our students. We also currently enjoy nearly unrestricted opportunities to freely engage colleagues and students in one-on-one or small group discourse on matters ranging from university policy impacting faculty to homework. For the most part our campus environment is peaceful, secure, and we like it that way. We recognize however it's not always an easy atmosphere to keep. A shooting incident that occurred this academic year in one of our dormitories briefly disturbed that tranquility. It shook us to the core, generating fear and deep concern throughout the entire internal and external Armstrong community that is still felt and present. For faculty, the prospect of our working environment no longer being safe now causes us to openly contemplate the real possibility of becoming open targets in our own work space.

This shooting incident and other national trend involving campus shootings empowers us to steadfastly believe that HB589's passage will permanently shatter that serenity we and other USG campuses currently enjoy. Just focusing on the uncertainty of the law passing would create an atmosphere where students and faculty are fearful to speak their true opinions in case it triggers someone to pull out their handy concealed weapon. Equally disturbing could be the prospect of altercations breaking out in our classes and because individuals have concealed weapons they could turn and use them on each other. With the passage of HB589, the looming specter of a student, colleague, administrator wielding their so called concealed weapon and killing someone at Armstrong or another USG site becomes a fatal reality like it did for campus communities like Virginia Tech, Roanoke Virginia, Umpqua Community College, Roseburg Oregon and Savannah State University.

We do thank you for sending the bill back to the legislature to address the safety concerns that our colleagues USG wide, Board of Regents, the Chancellor, campus Presidents, have shared with you. As

Georgia taxpayers and voters it is heartening to know that our voices are being heard and our input carefully considered. It is in this light that we ask you to veto HB589 to help keep Armstrong's vaunted learning, teaching and research community safe and our work environment unscathed and sheltered.

Our ability to freely and without fear, facilitate, foster and further the dissemination and application of scholarship to our students, disciplines and communities greatly depends upon hearing our opposition to the bill and bringing forth a veto of it.

Respectfully,

The Armstrong State University Faculty Senate

With Approved Changes

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111 State Capitol

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Respectfully,

The Armstrong State University Faculty Senate

Appendix C

Student Success Committee Bylaws (with approved change)

Mission

The Student Success Committee shall recommend policies on recruitment, admissions, advisement, retention, and academic progression. ~~It will also select award recipients for scholarships.~~

Duties

~~The committee will define and evaluate advisement goals, objectives and procedures as well as evaluate the relationship between academic advisement and retention. The committee will review both current and proposed policies concerning advisement and recommend changes to the Senate. The committee will additionally identify resource needs for advisement and retention and develop, assess, and help implement an annual advisement and retention plan. Committee work will also include the review of scholarship applications compiled by the Office of Financial Aid, and selection of award recipients. The committee will present the list of candidates for graduation.~~
The duties of the student success committee include evaluation of recruitment, admission, and retention goals; review of current and proposed policies related to recruitment, admission, and retention; and identification of resource needs in those areas.

Membership

The committee shall be composed of ten faculty representatives with at least two from each college, one undergraduate student, one graduate student, and ~~seven~~ **ten** ex officio non-voting members. The ex officio, non-voting members are the ~~Director of Academic Orientation and Advisement, the Director of Multicultural Affairs, the Registrar, the Director of the Honors Program, the Director of Financial Aid, the Director of First Year Experience, the Associate Provost for Student Engagement and Success, and the Assistant Vice President of Graduate Studies.~~

Associate Vice President for Enrollment Management, the Associate Provost for Student Engagement and Success, the Dean of Students, the Director of Academic Advising and Support, the Director of Financial Aid, the Director of First Year Experience, the Director of the Honors Program, the Director of Multicultural Affairs, the Registrar, and the Trio Director.

Meetings

This committee shall meet ~~at least~~ once per month **or as needed** during the Fall and Spring semesters. The committee will determine meeting dates and times to be posted on the **Senate** website.

Reports

The minutes of each meeting will be provided to the Secretary of the Senate for posting. A separate report will be submitted to the faculty senate when a recommendation for action is made by this committee. At the end of each semester, the chair of the committee will submit to the Senate a summary of committee activities.

Appendix D
Armstrong State University
Academic Affairs Strategic Plan
2015-2020

Presented by the Academic Strategic Plan Committee:

Becky daCruz, Faculty Development, Co-Chair
Jane Wong, Interim Dean of CST, Co-Chair
Greg Anderson, First Year Experience
William Baird, Faculty Senate Representative
Jason Beck, College of Liberal Arts
Janet Buckenmeyer, Dean of the College of Education
Doug Frazier, University Librarian
Dorothy Kempson, Liberty Center
Brenda Logan, College of Education
Jonathan Roberts, College of Science and Technology
TimMarie Williams, College of Health Professions

Armstrong State University
Academic Affairs Strategic Plan
2015-2020

Mission:

Academic Affairs provides a rigorous student-centered, engaging education that transforms our students into life-long learners, professionals, community leaders, and ethical citizens of the world.

Vision:

Academic Affairs offers exceptional educational programs that engage and inspire its diverse student body.

Values:

Academic Affairs demonstrates its commitment to the values Armstrong advances in its strategic plan. Specifically:

- We value the intellectual growth of the Armstrong Community through engaged teaching and learning, research, scholarship, and creative endeavors.
- We value the liberal arts and sciences core as the underpinning of each academic discipline and program.
- We value academic freedom, collegiality, diversity, inclusion, equity, and transparency.
- We value service to our students, the University, the community, and the disciplines.
- We value active, ethical, and informed participation in a global society.
- We value our commitment to shared governance with the active participation of the faculty and staff.

Goal 1: To inspire student engagement and success through excellence in teaching and learning.

- Must maintain:
 - ❖ Recognition of student achievement (e.g., Dean's List, Silver A Academic Award, etc.);
 - ❖ Faculty stewardship of the curriculum;
 - ❖ Achievement in teaching is the most heavily weighted aspect of faculty evaluations for annual review, tenure, and promotion.
- Currently striving to achieve:
 - ❖ Facilitation and recognition of excellence in students' engagement in the learning process (e.g. Honor's Program, transcript notation for Dean's Recognition as a Research Scholar, etc.);
 - ❖ Expansion of resources for student success (e.g., tutoring, mentoring, labs, etc.);

- ❖ Recruitment, development, and retention of a more diverse and highly qualified faculty;
- ❖ Recognition of and reward for outstanding teaching;
- ❖ Development of readily available experiential learning/high impact educational practices (e.g., undergraduate research experiences, moot court, study abroad, clinicals, internships);
- ❖ Access to state-of-the-art curriculum, information resources, and technology based on best practices for the discipline;
- ❖ Encouragement of and reward for effective curricular improvement.
- Within reach to achieve:
 - ❖ Expansion of Honors programming;
 - ❖ Enhancement of the quality of “work life” for faculty and staff through building a sense of Armstrong identity and improving working conditions, including compensation, office space, opportunities for professional development, and access to technology;
 - ❖ Recognition of and support for faculty and staff endeavors to remain at the forefront of teaching in their fields, e.g. reward for the Scholarship of Teaching and Learning;
 - ❖ Encouragement and full support of faculty participation in Fulbright, NEH, and other scholars’ programs;
 - ❖ Enhancement of teaching evaluations, faculty mentoring, interdisciplinary collaborations and team teaching, and use of mid-term evaluations;
 - ❖ Linkage of post-tenure review with recognition and/or rewards for outstanding work;
 - ❖ Expansion of new faculty orientation to include “teach the teacher” workshops (e.g., during the week prior to the semester’s start, semester of course release, and/or designated protected time-slots);
 - ❖ Development of a Summer Institute led by Armstrong Teaching Fellows;
 - ❖ Development of readily available faculty seminars on pedagogy and other opportunities to develop as teachers and incentivize/reward active participation;
 - ❖ Modification of the Teaching and Learning internal grant program with increased awards and emphasis on the Scholarship of Teaching and Learning (SoTL).
- Longer range goals:
 - ❖ Creation of a Center for Teaching and Learning and a program of Teaching and Learning Fellows in each college;
 - ❖ Development and maintenance of state of the art facilities, technology, and other relevant teaching tools;
 - ❖ Development of a Sophomore Year Experience program to address the “sophomore slump.”

Goal 2: To support student success through scholarly engagement, professional development, and creative activities.

- Must maintain:
 - ❖ Academic freedom through recognition and reward of professional development, creative activities, and scholarship in the areas of discovery, integration, application and engagement, and teaching and learning (consistent with Boyer’s Model of Scholarship);
 - ❖ Continued efforts to procure Complete College Georgia (CCG) and similar funding so students remain on campus and are more fully integrated into the disciplines;

- ❖ Funding of Advanced Academic Leaves;
- ❖ Financial support for existing internal grants and other support for scholarly and creative activities (e.g. travel, funding for supplies and materials, etc.).
- Currently striving to achieve:
 - ❖ Expansion and encouragement of research with graduate and undergraduate students;
 - ❖ Enhancement of grants for research and scholarship for both students and faculty;
 - ❖ Support of widespread faculty collaboration with other universities and institutions and research/cultural/community organizations;
 - ❖ Allocation of minimum start-up funds for research endeavors appropriate to the department and discipline to initiate the type of research new faculty members are expected to conduct.
- Within reach to achieve:
 - ❖ Encouragement and recognition of contributions by faculty and staff that advance their respective disciplines;
 - ❖ Encouragement of participation in and expansion of opportunities for advanced academic leave and to earn course releases to pursue scholarship.
- Longer range goals:
 - ❖ Establishment of a Visiting Scholars in Residence program;
 - ❖ Establishment of an endowed Undergraduate Research funds to fund faculty time and student positions.

Goal 3: To support student success through community service and public engagement.

- Must maintain:
 - ❖ Funding of internal grants that support service activities and public engagement.
- Currently striving to achieve:
 - ❖ Encouragement, support, and recognition of outstanding staff and faculty service and public engagement.
- Within reach to achieve:
 - ❖ Promotion of and reward for collaborations and partnerships between the university and stakeholders (e.g. public school system, hospitals, government agencies, etc.);
 - ❖ Development of programs to attract and engage more 62+ students;
 - ❖ Development of educational enrichment opportunities for youth both on and off campus;
 - ❖ Development of rigorous, systematic evaluations of all outreach and extension programs;
 - ❖ Encouragement and recognition of both community public service (e.g., Savannah Council of World Affairs, Cyber Forensics Lab, Public Service Center) and on-campus public service (e.g., sexual assault prevention);
 - ❖ Recognition of and support for faculty and staff leadership service to external professional and/or academic organizations.
- Longer range goals:
 - ❖ Connection of service and public engagement to on-campus research and educational strengths;

- ❖ Development of a Life-Long Learning Institute/Continuing Education Program to offer evening and weekend classes for credit in community venues (e.g. Hunter AAF, downtown, senior centers, etc.);
- ❖ Development of an on-campus Child Care Facility/Lab School to become a resource for the area.

Goal 4: To encourage diversity in our academic community to provide education from diverse perspectives that inspires our students to be open-minded and engaged citizens of the world.

- Must maintain:
 - ❖ Funding for academically-based student retention efforts (e.g., Men of Vision and Excellence, Hispanic Outreach Coordinator and programming, Honors, Study Abroad, and STEM Student Success Center, etc.) to achieve a more diverse student population;
 - ❖ Scholarships to recruit diverse students;
 - ❖ Funding for Complete College Georgia (CCG) to support students' remaining on campus.
- Currently striving to achieve:
 - ❖ Resources to recruit a more diverse faculty, staff, and administration;
 - ❖ Collaboration with the Office of Diversity, Inclusion, and Equity to provide professional development and training on diversity, inclusion, and multi-cultural education;
 - ❖ Assessment of the University's Affirmative Action Plan to ensure that we adhere to best practices;
 - ❖ Diverse membership on our academic advisory groups;
 - ❖ Scholarships to recruit diverse students;
 - ❖ Opportunities for students to "learn and live diversity" through the core and high impact practices (e.g., study away/abroad, honors, disciplinary living-learning communities, etc.).
- Within reach to achieve:
 - ❖ Strategies for hiring and retaining a more diverse faculty, staff, and administration (e.g., invest in specialty publication advertisements to enhance applicant pool, "grow your own" hiring pathway for ASU alumni);
 - ❖ Strategies for attracting and retaining a more diverse student body (e.g., scholarships, grants, programing, etc.);
 - ❖ Policy of support to recruit and retain qualified international faculty;
 - ❖ Enhancement of study abroad programs.
- Longer range goals:
 - ❖ Strategic plan to attract and retain a more diverse faculty, staff, and administration;
 - ❖ Competitive compensation to recruit and retain the best faculty, staff, and administration;
 - ❖ A level of diversity in our faculty, staff, and administration that is reflective of our student population.

Appendix E

Agenda

Introduction to the University Grievance Committee (UGC)

1. Welcome and thank you for serving on the UGC
2. History of this committee
 - a. Inadequate options for faculty and staff
 - b. Fair process needed
 - c. University conflict management plan
 - i. Address directly with person
 - ii. Informal dispute procedure (e.g., mediation, facilitated discussion)
 - iii. Formal grievance complaint
3. What does the UGC do?
 - a. Determine if an employee has been harmed by violations of policy
 - b. Restrictions apply depending on faculty or staff status
4. How were you selected?
 - a. Faculty recommended by Senate Officers and Dispute Resolution Coordinator
 - b. Staff recommended by the Director of HR and Staff Advisory Council
 - c. Reasonableness; Just as likely to find in favor of administration as faculty or staff
5. Hearings
 - a. Subset of faculty and staff contingents hear cases
 - b. Dispute Resolution Coordinator or Director of HR chairs panel
 - c. Each party makes their case, presents evidence or witnesses, asks questions
 - d. Hearing panel makes decisions and recommendations to VP or President

Special Assignment

1. Senate Bill Approved by President
 - a. UGC to change grievance and conflict resolution procedures to include a grievance or disciplinary review process policy for the UGC to use for review and discipline of academic bullying/hazing and bullying complaints/disputes made about any administrator, faculty and staff members by faculty, staff, and students.
 - b. What is academic bullying?
 - i. Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks. . . . It has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., at least six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts (Keashly & Neuman, 2010).
 - ii. Bullying is unwanted offensive and malicious behavior that undermines an individual or group through persistently negative attacks. The behavior generally includes an element of vindictiveness, and is intended to undermine, patronize, humiliate, intimidate or demean the recipient (UGA Policy).
 - c. Workplace violence vs. harassment-based policies may address bullying
 - d. Possible plan of action
 - i. Committee members read articles and do any research you can
 - ii. Faculty and staff survey by end of semester
 - iii. Committee convenes to sketch an outline

Conclusion: The committee agreed that we would like to gather thoughts and comments from faculty and staff before proceeding. Kraft will create and administer the survey and then report back to the committee.

Draft survey to be administered to faculty and staff before the end of spring semester (see next page).

Appendix E

Page 1

The University Grievance Committee has been charged with amending grievance and conflict resolution procedures to include a disciplinary review process for use in cases of academic bullying/hazing and bullying complaints/disputes made about any administrator, faculty or staff member by any faculty, staff, or students.

The committee would like feedback from the larger Armstrong community before proceeding. This survey consists of four open-ended questions that ask for feedback on the following: creating a working definition of workplace bullying; why you might support the creation of anti-bullying policies at Armstrong; the University of Georgia's Workplace Violence Policy that includes bullying; and any concerns you might have about Armstrong developing an anti-bullying policy.

Page 2

A recent speaker on campus, Linda Johnson from the Siegel Institute, provided an article with the following definition of workplace bullying:

"Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks. . . . It has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., at least six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts." (Keashly & Neuman, 2010)

Please provide any thoughts you may have about this definition of workplace bullying. For example, does it seem adequate? Are there any changes you would like to make to it?

Open-ended text box

Page 3

What are your thoughts on creating a workplace bullying policy with a hearing procedure to allow complainants and responders to be heard by their peers and have those peers make recommendations for addressing bullying complaints?

Open-ended text box

Page 4

The University of Georgia addresses workplace bullying in the larger context of workplace violence.

<http://policies.uga.edu/FA/view/1136#statement>

That policy defines bullying as:

"Bullying is unwanted offensive and malicious behavior that undermines an individual or group through persistently negative attacks. The behavior generally includes an element of vindictiveness, and is intended to undermine, patronize, humiliate, intimidate or demean the recipient"

Currently, Armstrong doesn't have an explicit workplace violence policy. Does addressing workplace bullying in the context of workplace violence appeal to you?

Open-ended text box

Page 5

Do you have any other concerns about Armstrong developing an anti-bullying policy?

Open-ended text box

Appendix F

Proposed revisions to the Bylaws of the Academic Standards Committee

The members of the Academic Standards Committee, meeting on September 29, 2015, proposed the following revisions to the Bylaws, which include removing the Student Conduct Subcommittee:

Mission

The Academic **Appeals and** Standards Committee shall hear appeals on undergraduate academic admission and readmission and shall be responsible for recommending policies related to the Academic **Standards of the University**. ~~Honor Code and the Code of Conduct. The Academic Standards Committee shall consist of two Subcommittees: The Academic Appeals Subcommittee and the Student Conduct Subcommittee.~~

Membership

The Academic **Appeals and** Standards Committee shall be composed of six (6) faculty members, with at least one faculty member from each of the four colleges; along with the following ex-officio, ~~non-voting~~ members: the Vice President for Student Affairs or his or her designee; the **Provost and** Vice-President for Academic Affairs or his or her designee; the Registrar or his or her designee; the University Appeals Officer; a representative from the Counseling Services Office, and the Director of Academic Advisement. ~~; and four non-voting student members. The four students shall be the President and Vice President of the Student Court, the President of the Student Government Association, and one student at large.~~

Reports

The Committee will submit reports to the Secretary of the Faculty Senate. The summary of decisions of the Academic Appeals ~~Subcommittee~~ will be available to Senators but are not subject to a vote of the body of the whole. ~~The recommendations from the Student Conduct Subcommittee will be included in the materials to be considered and voted upon by the Senate as a whole.~~

~~Academic Appeals Subcommittee~~

~~Duties~~

~~The Academic Appeals Subcommittee shall be informed and make decisions regarding students' appeals for academic admission and readmission.~~

~~Membership~~

~~The Academic Appeals Subcommittee shall be composed of the six faculty members of the Academic Standards Committee along with the following ex-officio, non-voting members: the Vice President for Student Affairs or his or her designee, the Vice President for Academic Affairs or his/her designee, the Registrar or his or her designee, the University Appeals Officer, and a representative from the Counseling Services Office. The representative from the counseling Services Office may be the designee for the Vice President for Student Affairs. The~~

~~University Appeals Officer will serve as chair of this subcommittee so long as he/she is a full time member of the faculty.~~

Meetings

~~The Academic Appeals Subcommittee shall meet~~ **will be heard** a minimum of six (6) times per academic year: **ideally** the first weekday in August, two days before the start of fall semester classes, mid-November, two days before the start of spring semester classes, mid-April, and one day before the start of summer classes.

Reports

~~This subcommittee shall report a summary of their decisions to the Academic Standards Committee for informational purposes only.~~

Student Conduct Subcommittee

Duties

~~All rules and regulations relating to student conduct that are proposed by any University official, committee, or student group, and for which sanctions may be imposed in the name of the University, must be submitted to the Student Conduct Subcommittee for consideration and review prior to submission to the Faculty Senate and the student body. The Student Conduct Subcommittee will also select the members of the Student Court.~~

Membership

~~The Student Conduct Subcommittee shall be composed of the six (6) faculty members and the four (4) student members of the Academic Standards Committee, and the Vice President of Student Affairs or his or her designee. The Vice President of Student Affairs or his or her designee will have voting rights on this subcommittee.~~

Meetings

~~This subcommittee shall meet at the beginning of the academic year to determine student membership. Otherwise, this subcommittee will meet when necessary.~~

Reports

~~This subcommittee shall report their decisions and make recommendations to the Academic Standard Committee for their approval.~~

Rationale: Student Conduct has historically been under the purview of Student Affairs. Therefore, the Academic Standards Committee recommends removing this subcommittee from Senate control but requests that Student Affairs invite faculty representation to review Student Court nominations. This committee has never been involved in policy regarding student conduct despite this being listed as a duty of the Student Conduct Subcommittee. Student conduct policies are written and enforced by Student Affairs. Furthermore, faculty members with limited serving terms are not legally qualified to assess sanctions from violations of student conduct. With the reorganization of and expertise of the leadership of the Dean of Students and Assistant

Dean of Student Integrity with Student Affairs, issues related to student conduct and title IX violations should not be managed by faculty members. Academic Standards and Appeals should be the focus of the Academic Standards Senate Standing Committee.