

## Faculty Senate Meeting Minutes

Monday, January 8, 2024

University Center 260 and Microsoft Teams

11:15am to 1pm

**Attendees:** Ashlee Spearman, J. Celeste Ealley-Jean, Antoinette Miller, **Erin Nagel**, Eugene Ngezem, **Adam Kubik**, Pinar Gurkas, **Michael Lindsay**, **Sammuel Maddox**, Spenser Emerson, **Larry Menter**, Kevin Demmit, Georj Lewis, **Eric Bridges**, **Kate Cotter-Reilly**, Adam Tate, Ade Thompson, Adel Novin, Alexander Hall, Allie Reece, Aloysius Amin, Amber Bradberry, Amirrah Beeks, Amy Black, Andrea Jacques, Angela Hollis, Anna King, Anthony Hannah, Anthony Stinson, Antoinette France-Harris, Antoinette Miller, Antwan Aikin, Arianne Adams, Ashlee Spearman, Ashley Washington, Asia Hauter, Aubrey Dyer, **Augustine Ayuk**, Barbara Hennie, Bennett Nworie, Billie May, Brandi Werther, Brenda Carr, Brian Goldman, Brianna Vick, Bridgette McDonald, Brigitte Byrd, Byron Jeff, Carol White, Carolyn Walcott, Cassandra Parker, Ceimone Henderson-Strickland, Cephias Archie, Charles Elfer, Charles Henderson, Charlie Harrie, Chen-Miao Lin, Chizara Jones, Christie Burton, Christian Grange, Christopher Stotelmyer, Clint Edmunds, Comfort Obi, Connor Wright, Craig Hill, **Crystal Marchant**, David Brown, David Gilbert, David Greenebaum, David Pena, **David Plaxco**, **David Williams**, Deborah Davis, Denise Allen, Dennis Attick, Derrick Vanmeter, Decon Ellis-Grant, Diane Day, Don Stansberry, Dwayne Hooks, Ebrahim Khosravi, Eckart Werther, Elicia Collins, Elizabeth Taylor, Elizabeth Tillman, Elliot Krop, Elnora Farmer, Emanuel Abston, Emily Surber, Eric McBeth, Erica Dotson, Erica Gannon, Erin Nagel, Evelyn Blanch-Payne, Everett Sullivan, **Everod Davis**, Feechi Hall, Francine Norflus, Frederick Bloom, George Nakos, **Hae Ryong Chung**, Heather Hutton, Jacob Chacko, Jada Mitchell, Jamal El-Amin, James Pete, Jason Davis, Jelinda Spotorno, Jennifer Harris, Jere Boudell, Jesse Zinn, Jessica Conrad, Jillian Morgan, Jim Rickerson, Joe Johnson, Joey Helton, John Meyers, John Phelps, Jonathan Harris, Joshua Meddaugh, Justin Spurley, Kamran Moghaddam, Karen Young, Keira Davis, Keith Driscoll, Keith Miller, Kelli Nipper, **Ken Nguyen**, Kenja McCray, Kevin Demmit, Khamis Bilbeisi, Kimberley Campbell, Kimberly Campbell, Kimberly Johnson, Kimberly McLeod, Kirill Sheynerman, Kitty Deering, Kristina Graves, LaKeisha Levy, LaSonia Espino, Latasha Adams, Latoya Devezin, Leah Pieper, Leon Prieto, Lila Roberts, Linda Hain, Louis Orchard, Louisa Catalano, Marcia Bouyea-Hamlet, Marcia Butler, Margaret Thompson, Mario Norman, Marko Maunula, Marla Cineas, Mary Lamb, Matthew Carter, Matthew Sansbury, Matthew Smith, MD Rokonuzzaman, Melanie Poudevigne, Meri Stegall, Mesa Davis, Michael Dalmat, Michelle Furlong, Michelle Nelson, Miles Thompson, Monay Sanders, Muhammad Rahman, Naquilla Thomas, Narem Reddy, Nasser Momayezi, Nichelle Gause, Nick Henry, Pamela Gordon, Patricia Roberts, Patricia Smith, Patrick Coleman, Paul Melvin, Penelope Cliff, Rebecca Gmeiner, **Rebecca Morgan**, Reginald Porter, Richard Bell, Robert Vaughan, Ronda Hughes-Oguagha, Salvatore Lucido, Sandra Pisen, Sanjay Lal, Sara Harwood, Scott Stegall, Shannon Cochran, Shannon Montgomery, **Sharon White**, Sharrell Porter, Sheryne Southard, Shontelle Thrash, Shuju Bai, Sonya Gaither, Spenser Emerson, Stacey Houghton, **Stacey Reynolds**, Stephanie Bennett-Walker, Steven Anderson, Taralyn Keese, Tashira Jones, Terence Malloy, Terry Appleberry, Todd Janke, Tuni Acosta, Ursula Gordon, Victoria Foster, Vinod Vincent, Vivian Padin-Irizarry, William Hill, and Xueyu Cheng

1. **Introduction of senators.**—In-person then online.
2. **Approval of minutes.**—Need to be edited and will do next meeting.
3. **Remarks and Q & A, Dr. Georj Lewis, President of Clayton State University.**--

Long report today. Intentionally highlighting our students first—they are back and ready to go. Help us focus on the success of our students. Recent transitions—Dr. McLeod is no longer with us. Dr. Demmitt is interim interim provost to make sure there is no lapse in efforts for enrollment, SACS accreditation, etc. As to Dr. McLeod's leaving—cannot give any information or have any conversations about it. All actions are thoughtful and measured and in the best interest of the university long term. We will complete the process of identifying a long term interim provost ---should be about 4 weeks for that. Dr. Hooks interim dean of A&S. Searches for permanent people to fill these positions will be later in 2024.

We are focusing more on communicating with faculty staff and students. Faculty—looking forward to visiting departments and hearing about things that are good, not good, etc. There's a comment box in the faculty/staff portal—please I encourage you to use it. If you would prefer more confidentiality, please talk to Rodny Byrd or Corlis. We need to know things so we can improve things. USG hotline is also available for our community but we would like to talk together if we can.

Jan 5<sup>th</sup> had various members of the extended cabinet to talk about the steering committee's work. We will have a draft of the strategic plan by the end of the month. We are up about 35 students this semester, but nonpayment students have not been dropped yet. We are pushing up into the next wave/minimester. We need to get our students paid and off of waitlists for classes.

General updates from IT we are moving forward with outsourcing the residential network to Comcast to support students 24/7. This will be up in the next few weeks. Banner 9 started 12/16. We also have a new contract with Toshiba.

20 students were acknowledged by the Peach Belt for their academic achievement. That's a big jump from year before.

Interacting with and/or responding to students over the break—there was a group that responded to students who communicated over the break within 24 hours of their initial communication. Students dealing with food and housing insecurities, etc. Thank you to everyone who volunteered, but these are our students and they are going through a lot. Please support them as you can.

Anticipated timeline for provost and A&S dean—we have CVs already, and then we'll have teams review them, then in person interviews for a day. Tentatively, we're thinking the 25<sup>th</sup>/26<sup>th</sup> that we will have that engagement; then feedback, offers, etc. We're looking at people who have been provosts and presidents in the past. A search for a more permanent fill of the position won't happen this semester with everything that's going on.

Is there a way to better the process for a provost given how Dr. McLeod left? We're going to take all of those things into consideration when we are going into the eventual search.

Where is the link for faculty feedback? It's in the top right of the website under

“Faculty/Staff”, but an email with a link to it will go out.

Given what happened at Harvard and the political situation that is happening in higher ed, this is in line with the previous question—are these things being taken into account whether these things might happen here at CSU? People in leadership roles can be targeted and things may feel less than fair. However, as we go through everything things need to be fact based, based off of the tools we have, and we need to work and make sure people are not treated unfairly. Will take the question as a comment to take into consideration with this situation.

Unfairness happens in the darkness so transparency is important. When any decision is made on campus, they are made fairly. People may be treated differently off campus and with peers, that is the unfairness that he was talking about.

How will the dean search go? The provost gets to hire the dean, the president hires the provost—but that is in a perfect world. If we have to move faster, than we would need to maybe work outside of that normalcy. Dr. Hooks could potentially be a double dean for a year or more possibly.

Dr. McLeod was big on getting together with the community—will those efforts continue now that she’s not here? Yes, absolutely.

**4. Remarks and Q& A, Dr. Kevin Demmitt, Interim Provost/Interim Vice President of Academic Affairs.--**

In the 2 years since he was provost there have been a lot of changes and there is a very strong team that has been put together to take care of our students, cohesive and working towards a clear mission. I am encouraged by everything I’ve seen.

The School of Science is in the process of being relocated to CIMS. The soft launch was 1/1/24. We need a final formal name for the colleges, then letterhead, signage, etc. There are budget implications; implications from faculty senate and the committees in preparation for the fall—how the number of senators are figured out. We want the best transition possible.

Next Wave is on going. Half semester courses are something we are looking at as nontraditional students tend to do better in half term courses in general. What are ways we can really embed this and really make current students (not just use this to catch students) more successful.

IMPACTS the new USG core--this ties very closely to our SACS visit. SACS is coming the 24/25 of this month, but the formal visit is in April. Faculty’s key role is of making the curriculum. That is a primary responsibility with faculty. The core is very important as part of the SACS accreditation—students need to be broadly trained and have a broad set of skills to take into the workforce. It’s the responsibility of the institution that these things are embedded properly, with faculty working on that core. Faculty exercises its responsibilities through faculty senate. The system has it’s own policies and we have it in our bylaws that we defer to the system and will abide by them. The board started discussion for this back in 2017/2018. So, IMPACTS is the minimum and institutions can decide what works best for them as long as they meet the minimum. This needed to be soft implemented—in syllabi, etc—Spring 2024 because the core must be complete for Fall 2024 for catalogue. One of the things that SACS said about our catalogue—who

monitors the general overall core curriculum? SACS wants a group that oversees the core and the assessment for the core. There needs to be a strategy and plan of how we show that our students overall (not just from one major) leave the university with these skills. A more holistic view of the students.

There should be a committee to look at the core, but who was looking at it before? Jill Lane did a lot of that but it has fallen between the cracks since then because we don't have it firmly down anywhere as to whose job this is. There is an executive director of assessment who probably should be looking at it, but departments were doing some of this work.

Ecore has a very robust student support system, they have a lot of infrastructure that would be great if we could do here too especially for the online short session students. This will be a collaborative effort and will work with Ashlee Spearman and her department on all of this. We really need to be intentional as to how we do this. Looking at high performance student sequence possibility for those students (flights and pathways). We need to be more intentional about trying. How do we take these and look long term?

Is there data from the fall's Next Wave to see how successful those students were? Dual enrollment didn't do well and brand new students didn't do well. So, new dual enrollment students can't do the courses. There were no midterm grades for students, and if they didn't have a midterm grade, they were the ones who ended up failing. Early Alert is currently only for high DFW classes, but looking at having early alert for ALL classes. Target X isn't as good as the vendor we were using before. Last time we were really targeting freshman, but transfer students were really more the students that took advantage of this opportunity. It's a combination of things that we are looking at. Starting small, to do this bigger we would need more of the support/infrastructure. If you fail a dual enrollment course you fail ALL the DE courses—you're flunked out of it. We have been offering short term sessions for ages, transparency and fostering faculty commitments especially with the shortcomings of the past leadership that we had. Thank you for making sure that we are making sure that we are looking at the data and doing what is best for our students.

Are there differences in the types of classes they are failing (content)? We need more people to do the work/analysis, but we have made some correlations based on majors. Also want to look at the modality to see what works better (data shows that students do better in person, but our students are asking for more online options.) Looking at the credentials we are providing and that they are needed in the workforce. We want to make sure that the demand from the industry is what we are responding to now. And this is where these partnerships will be essential.

Can micro credentials be embedded into programs?

If you're looking at modality there is interest at what CRNs are being looked at for this. We are looking at reorganizing online classes in a Quality Matters style. It's not just the modality, but how the class is designed.

What are the budget implications? We're looking at everything line by line with the 2 deans to make sure everything is provided for (Dr. Hooks and Kholravi).

5. **Core Curriculum Update- Dr. Celeste Walley-Jean, Assistant Provost/ Assistant Vice President of Academic Affairs, Strategy & Innovation Dean, School of Graduate Studies & Inclusive Engagement.**

Remind people of our timeline: we have gotten through the first phase of the core curriculum process. There are some courses that haven't been reviewed simply because they weren't being offered this spring. Everything being offered this spring has been reviewed. Only 6 courses had questions (aka they needed to make sure the learning outcomes match the new learning outcomes). Next step is that we have to look at all these other aspects—back of the house—coding, etc. for the hard launch in the fall. SACS essentially gave us feedback that we are not doing a comprehensive evaluation of our learning outcomes. The career competency's part will be coming to us soon to let us know what those kind of things that we need to do/what it needs to look like.

6. Sub-committee reports, as needed.

a. **University Curriculum Committee**

No updates.

b. **Academic Policy Committee**

Had a meeting on the 13<sup>th</sup> and created a survey for the faculty to see what thoughts are about whether should go to full week off for Thanksgiving. And COB 7,7+4 and 3-part semester. Next meeting is on Wednesday.

Possible registration/financial aid issues with the 3-part semester was brought up last time. Will that be addressed at Wednesday's meeting? Yes.

c. **Faculty Affairs Committee**

No updates.

d. **Student Affairs Committee**

No updates, but will be sending out a poll to set meeting date for January.

7. **Old business, as needed.**—Actual allocation of 11 hours of the core. A committee was created to allocate the remaining 11 credit hours that needed to be allocated under the new core. As long as at least 2 members from the UCC are on that committee that could constitute shared governance.

Question about history requirements. Input and feedback were requested via email.

There have been many chances for input, although a conversation around this is being requested.

In the committee when this was discussed no one got everything that they wanted. The ways different courses can map to other IMPACTS areas are dependent on how the learning outcomes are written. American History may have ethics and written communication, for example. These core courses have already been approved but could also be moved to other places (as opposed to disappearing).

Each representative in the committee was requested to solicit recommendations and suggestions from the faculty in their respective colleges. Can the email mentioned be found/sent out/shown? Why the big rush? Since this was not mandated by the board, why are we rushing to get this done now? Why can't we take another month or 2 to discuss? Because we need a hard launch for fall and so everything needs to be updated

in banner, etc. and that deadline is February.

This needs to be settled before the core can be implemented. The Regents have asked that we do that and so that's why we are doing this. This needs to be ready for complete launch in the fall 2024. Decisions need to be made so that the backend stuff can be fixed/implemented and so that's why we need to get this done now.

Motion to postpone the current vote that is on the table to a later date to possibly make use of electronic voting and then have a result perhaps 10 days or so from now.—

Unanimous. Dr. Demmitt will share all of the information about the new core details so that we can have an informed discussion—the FAQ is the most information that he has. In his powerpoint there are links to the FAQ as well as the SACS provisions.

**8. Adjourned—Time not recorded.**