

Clayton State University Senate Minutes

Faculty Senate Meeting Minutes

Date: January 26, 2026

Time Called to Order: 11:18 AM

Location: Microsoft Teams

Presiding Officer: Michael Lindsay, Chair

Senator Attendance

Present:

Arts & Sciences: Antoinette Miller, Michael Lindsay (Chair), Erica Gannon, David Peña

Business: Stacey Reynolds (Vice-Chair), Anthony Hannah, Kate Cotter-Reilly

Health: Hae Ryong "Harry" Chung, Kendolyn Smith

STEM: Ken Nguyen, David Williams, Caroline Sheppard, Steve Burnett, Vivian Padin-Irizarry

Library: Adam Kubik, Erin Nagel

Absent:

Arts and Sciences: Eugene Ngezem

Health: Crystal Marchant, Kimberly Campbell

General Attendance

Teams: Triniti Abraham, Tuni Acosta, Arianne Adams, Shakil Akhtar, Latonia Alexander, Andrea Allen, Jack Anderson, Cephas Archie, Dennis Attick, Shuju Bai, Jennie Bergen, Alexanderia Blake, Nolan Bouakhayphengpra, Eric Bridges, Stephen Burnett, Lindsay Chandler, Andre Clanton, Penelope Cliff, Elicia Collins, Kate Cotter-Reilly, Shirnelle Council, Mesa Davis, Deborah Deckner, Jelani DeVore, Jill Drake, Martha Fairley, Elnora Farmer, Antoinette France-Harris, Michelle Furlong, Sonya Gaither, Erica Gannon, Nichelle Gause, Pinar Gurkas, Joie Hain, Nayab Hakim, Feechi Hall, Anthony Hannah, Jonathan Harris, Charlie Harris, Sara Harwood, Jaida Hayes, Laura Herndon, Dwayne Hooks, Jeff Jacobs, Kimberly Johnson, Reza Kheirandish, Ebrahim Khosravi, Adam Kubik, Mary Lamb, Marcia Laurer, Georj Lewis, Michael Lindsay, Michael Little, Samuel Maddox, Bridgette McDonald, Joshua Meddaugh, Paul Melvin, Jeff Mennicke, Antoinette Miller, Keith Miller, Jada Mitchell,

Elwakil, Mohamed, David Murray-Stoker, Erin Nagel, Michelle Nelson, Ken Nguyen, Mario Norman, Vivian Padin-Irizarry, David Pena, James Pete, Aysha Rahman, Stacey Reynolds, Shakyra Rivers, Stephanie Romo, Jessica Rose, Hae Ryong, Nikki Sawyer, Caroline Sheppard, Lisa Smiley, Kendolyn Smith, Randall Snell, Ashlee Spearman, Terri Summers, Naquilla Thomas, Jordan Thomas, Shontelle Thrash, William Thuon, Jeanette Walley-Jean, Carol White, David Williams, Tammy Wilson, Sonny Winn, Karen Young

In-Person: Meeting was held virtually due to winter storm closures. All attendance was virtual.

Note: Names of those in Teams and attending in-person are provided in both areas

Agenda

1. Introduction of Senators

- a) Roll call of Senators; attendance noted

2. Approval of Minutes

- a. 11/17, 12/01, and 1/26 minutes to be approved at 2/9 meeting

3. Remarks and Q&A – Dr. Georj Lewis, President

- a. Welcome back
 - i. Discusses weather related closure and next steps. Plans to open campus 1/27.
 - ii. Must keep in mind the geographical spread of students, so please provide flexibility to students this week
- b. Budget Updates
 - i. Presentation contains budget presentation dates
 1. Discussed budget with chancellor in December; will present to faculty on these dates. Will work with colleges to ensure widespread opportunities to engage on the issue.
- c. VP of SA
 - i. Dr. Takeem Dean is the new VP of Student Affairs
- d. Enrollment, Marketing, and Student Success
 - i. Presentation contains information on headcount, 2nd session registration, and development of AAC
 - ii. Numbers are up generally
- e. Student Affairs
 - i. Discusses resources to help students
- f. ITS
 - i. Discusses accomplishments and work done by ITS over the past year, including expanding Wi-Fi on campus, updating access points
- g. Advancement and External Affairs
 - i. Fundraising is up over FY25

- ii. Alumni engagement
 - 1. Full time Assistant Director of Alumni Engagement - Jordan Ficklin
- iii. Government Relations
 - 1. Discusses the current status of the budget in the legislature. Focusing on FY27 budget requests and FY 26 supplement and DREAMS endowment
 - 2. Has started visiting local legislators with Michael Little to advocate for items in presentation
 - 3. Legislation for strategic reserves, comes up every 5 years, can carry forward to focus on emergencies or small projects. Supported so far in legislature
- h. Good News
 - i. Dr. Michelle A. Nelson has been inducted into the Georgia Nursing Hall of Fame, Class of 2026
- i. Questions
 - i. Sen. Gannon - Our offices are freezing, seems around 60 or below. Facilities has been contacted and are waiting for movement. Wanted to put this on radar for everyone who is cold.
 - 1. President - sending text message right now; doesn't know if heat is on but will address
 - ii. Sen. Miller - Might be for Business and Operations but realized when we adopt textbooks through LochShop, they are provided by an electronic bookshelf called yuzu? Has heard of issues where this book is deep-linked in D2L and the Yuzu interface does not allow it to work. Is there a way to address this.
 - 1. President - sending the question along to the relevant office
 - 2. Response to President - I spoke with our bookstore manager who provided clarification to this question. We use YUZU which is the platform that our ebooks are 'housed' it creates a library for our students. Some go directly to the publisher and some aren't- it depends on how it's created by the publisher. If students use an access code, it will give the students access to the publisher's website and not YUZU. If it's an ebook, it will be on YUZU and presented like pdf (e-book) style. With Barnes and mobile e-books have never been housed in D2L.

4. Remarks and Q&A – Dr. Jill Drake, Provost

- a. Provost Report contains full talking points
- b. BOR/USG updates
 - i. USG Innovation & Entrepreneurship
 - 1. Dr. Dwayne Hooks is Institutional Rep
 - 2. Need internal competition to send to state competition

- a. Discusses Asia Hodnett
 - 3. Dr. Stacey Reynolds has also been selected as our CSU I&E Faculty Representative.
 - 4. Details of competition provided in report
 - a. Will be provided with wrap around support for developing pitches
 - b. Win Trophy and \$25,000 in cash prizes
 - c. Would like a minimum of 4 teams, more are welcome
- c. Academic Affairs
 - i. Policy updates that were approved at last meeting
 - 1. Change to institutional mission
 - 2. Only the USG can contract and manage employee benefits; not individual institutions
 - 3. 8.3.4.1 is noteworthy. Was Notice of Resignation by Tenured Faculty, now Voluntary Resignation by Faculty
 - a. Second paragraph entirely new
 - b. Faculty members absent more than 10 consecutive business days may be considered to have abandoned their position and resigned. No policies or procedures that generally apply to removal/resignation of Tenured faculty will apply.
 - i. Some challenges to removing faculty that deserted positions and were just riding out their contracts and who may have had other positions lined up.
- d. Post Tenure Review Audit
 - i. 144 y; 4 n; 6 a
 - 1. Policy approved and PTR corrective action report submitted and it was reviewed
 - 2. We reported we have fully implemented our corrective action
 - 3. 1/22 our report was accepted and we received preliminary approval, but looks good and is expected to pass
- e. WF Rate
 - i. The good work we are doing has resulted in a reduction in WF rate from 10.9% in 24 to 6.1% in 25
 - 1. W rates remained relatively the same
 - 2. Discussed possible reasons for the drop but seems to indicate solutions are working
- f. Faculty Senate
 - i. Added role for SACSCOC Liaison, Dr. Michelle Furlong as representative on UCC
 - ii. Looking at new and revised Core IMPACT assessments

- iii. Will be a reviewer in CourseLeaf
 - 1. Will be reviewing assessment portion of the course
 - 2. Keeps us in line with SACS
- g. CoAS Dean Search
 - i. On target to conduct zoom interviews
- h. Questions -
 - i. Sen. Miller - What does absent mean?
 - 1. Provost - no there is no accompanying definition but generally it is multiple attempts to reach faculty and they are not responsive

5. Standing Committee Reports

- a. University Curriculum Committee
 - i. Items will be voted on at the next meeting.
- b. Academic Policy Committee
 - i. Started a review of sister schools and will be meeting next month to discuss
- c. Faculty Affairs Committee
 - i. Meeting Monday 2/2 to begin this semester's business
- d. Student Affairs Committee
 - i. Will be meeting 2/16 at 11:30 a.m.

6. Faculty Senate Ad Hoc Bylaws Committee Update, Dr. David Williams

- a. Sent out the survey results last week and upon review noticed errors. Dr. Williams updated and sent our corrected report to the Senate. The revised report will be sent out to faculty as well today.
- b. Sen. Williams discusses errors and corrections to the report. Seeks direction from senate on where to focus.
 - i. Sen. Miller - Understand the mistakes happen, but more time to review updated report. Want to know what the committee/senate thinks is appropriate next steps are.
 - ii. Chair - Spoke to Sen. Williams and noted these are suggestive feedback and so would like to see what information has been taken so far and ask the committee to submit a draft of the new by-laws. Imagines committee will be open to feedback throughout the process. I would hope the first draft would be sent by late Feb. early March, and after the draft, the committee goes back and completes the final draft.

- iii. Sen. Williams - clarifies the report does not do any substantive analysis in discussion form. It simply provides comments and results of the survey. Inclined to focus on things people thought of as important but open to other processes. Also, comments may not reflect an accurate understanding of policy requirements or allowances. There is a lot of information in the report so please send any questions etc. to Sen. Williams, the committee, or the Senate Chair.
- iv. Dr. Maddox - Questions about the use of the term importance.
 - 1. Dr. Williams - agree and appreciate the extra light on the issue. Hope to get information on things that need special attention so we can take that into account in the drafting process.
 - 2. Chair Sen. Lindsay- The survey is just looking at ideas that had come up and wanted to see what faculty thought of the ideas. But between now and the draft being presented, collect feedback and send it to the committee. We look forward to hearing from the faculty.
 - 3. Sens. Pena/Williams - Inquires about Sen. Menter's replacement, as well as a replacement for Sen. Byron. Chair Recognition

7. Andre Clanton, Director of Student Conduct and Community Standards

- a. Shared information about Student Conduct
 - i. Updates and Changes - Moved from old conduct database software to a new one Advocate to Maxiant. Hopes this system will provide more data and information to help students. Encourages faculty to use the reporting software. The process is the same as previously used.
 - ii. The website has a conduct corner newsletter that should be informative and helpful. Includes information about the office and the trends they are facing to help faculty navigate and prepare for conduct issues.
 - iii. Plans to review conduct code and procedure. Plans to work with the Student Affairs committee.
 - iv. Always welcome to come by to talk to students. Can speak to class if you have to cancel the class as well. Can also help with first year and dual enrollment, as these courses tend to have more students that need assistance.
 - v. Reminds faculty of Laker Angels program
 - vi. Sen. Williams - expresses support of Dr. Clanton
 - vii. Dr. Drake expresses support for Dr. Clanton and notes this is going to be an area that will be scrutinized in the future

- viii. Dr. Maddox - Asks if virtual discussions are possible
 - 1. Certainly!
- ix. David Murray-Stoker - Glad to hear updates are occurring. Experienced two issues in the Fall semester. Misclassification of academic conduct; something listed in the policy was then informally called a “syllabus” violation without much explanation. There was also the issue of no longer using lockdown browsers. These changes seem to have been done without notice to faculty or senate, and this creates a difficult atmosphere in which to assess honest academic effort. Clarity on what misconduct is and if we change things we need to be clear and transparent.
 - 1. Provost - thank you for bringing this up because you have helped us to start looking deeper into the policy. We have an obligation to uphold the policy. The language in the policy could use clarification, and with regards to “evidence” that is where the conversations take place. The standard written in the policy was used, and just want to clarify that the process used the current language. APC will be wrestling with this question.
 - 2. Dr. Clanton - in regards to hearings students can choose a hearing officer or hearing panel. Discusses the normal process and when a hearing and panel are generally used.
 - 3. Sen. Williams - Lends support to Dr. Murray-Stoker and wants to let him know he is not alone. He has sat on these panels and has used video evidence. Notes that a syllabus that is more explicit and detailed helps faculty when addressing these issues. A larger and broad discussion on this issue is necessary.
- x. Sen. Miller - Discusses an AI task force that was to develop policies around appropriate AI usage. Would like to know where we are on the issue.
 - 1. Dr. Reza K. - Subcommittee is going to meet and finalize the document for further approval. This includes IT, Provost, Senate, etc. It is in progress.
 - 2. Sen. Miller - looking forward as this document will be very helpful. Understands and appreciates the workload Dr. Reza is under.
- xi. How can we join if interested in being on a hearing panel?
 - 1. Just email Dr. Clanton

8. Announcements

- a. Reminder that the bylaws committee will be working. Please send the Dr. Williams or Dr. Lindsay questions, comments, and concerns.

9. Adjournment

Time Adjourned: 12:40 PM

Minutes Prepared by: David Peña - Secretary

President's Report

Faculty Senate
January 26, 2026

BUDGET UPDATES

- Budget Presentation Dates
 - Monday, February 16 from 3:00 – 4:00 pm
 - Tuesday, February 17 from 11:00 am – 12:00 pm and 3:00 – 4:00 pm
 - Tuesday, February 24 from 2:30 – 3:30 pm

DR. TAKEEM DEAN - VP OF STUDENT AFFAIRS



Dr. Takeem L. Dean serves as Assistant Vice President for Student Affairs at Stevens Institute of Technology in Hoboken, New Jersey, providing strategic leadership and oversight of Residence Life, Dining Services, Community Standards & Title IX, Budget & Finance, student enrichment programs, and student belonging initiatives, along with institutional planning, compliance, and assessment efforts. A proud graduate of Passaic Public Schools, he earned his bachelor's and master's degrees from Montclair State University and advanced degrees in Community College Executive Leadership from Wingate University. Dr. Dean has held faculty and administrative roles at institutions nationwide and is deeply committed to student success, with research and practice focused on Black male student engagement, executive leadership, and mentorship. He has served nationally with ACPA and NASPA, remains active in Alpha Phi Alpha Fraternity, Inc., and is guided by the principle, "Learn from the past, live in the present, and prepare for the future."

ENROLLMENT, MARKETING AND STUDENT SUCCESS

- Spring 2026 headcount – 6,151 (up 6%) and up 5% in Credit Hour/FTE
 - Dual Enrollment – up (12-14%) in all categories
 - Undergraduate (6%) and Graduate (8%) from last year
 - 57% of students who were dropped re-registered
 - No Show- appeal process underway
- 2nd Session Registration – Open Feb. 2nd
- Development of Academic Advising Council (AAC)
 - Charged w/ standardizing systems to support students (align advising practices, trainings, establishing a standard practice of care, reviewing data directly related to progression and graduation, etc.)

STUDENT AFFAIRS

- Have concern about a student's well-being or academic engagement? **Submit a CARE Referral at clayton.edu/care**
EARLY referrals help ensure students receive timely outreach and support!
- **LeadCSU Launched Jan. 23**—*A Laker Life initiative that provides a self-paced leadership development program designed to help students grow through capacity building, self-discovery, and campus engagement.*
- **Homecoming Week—Feb. 23-28** clayton.edu/homecoming
- **Job and Graduate School Fair—March 29, 12-3 pm, SAC**



ITS

- Purchase Order has been issued for the acquisition of Google Workspace for Education Fundamentals
 - Will include Gemini for Education and NotebookLM
 - Will not include Gmail, Calendar, nor Classroom and Assignment modules
 - Target Timeline – Soft launch in Summer 2026
- Contract terms have been successfully reached with Simple Syllabus; Purchase Request initiated; Implementation to follow

Education Fundamentals

No cost

for qualifying institutions¹

A suite of innovative features and AI-driven tools to create more personalized and engaging learning experiences on a secure platform.

[Get started](#)

Includes teaching and learning essentials:

- ✓ [Gemini for Education](#) and [NotebookLM](#) - AI assistants with enterprise-grade data protection
- ✓ Collaboration with Classroom, Vids, Docs, Sheets, Slides, Forms, Gmail, Drive, Meet, Sites, Chat, and Calendar
- ✓ Security and administrative tools in the Google Admin console
- ✓ 100 TB of pooled cloud storage shared by your organization
- ✓ Automate everyday work in Google Workspace Studio, the place to design, manage, and share AI agents
- ✓ Access to Gemini in Classroom, a suite of AI tools for teaching and learning

ITS

- Purchase Order executed for the Yuja Panorama LMS Accessibility Platform; Implementation to follow
 - In support of our ADA Title II Compliance Initiatives
- Contract terms successfully reached with Xfinity to upgrade bandwidth at Instructional Centers to 10Gbps (Fayette, Henry, & Jonesboro/Lucy Huie); Purchase Order initiated
 - Xfinity has already commenced activity

ITS

- December/January Accomplishments
 - SAC Ballroom B audiovisual system has been upgraded to include Teams live streaming
 - SAC Ballroom WiFi has been upgraded for high density occupancy
 - SAC Recreation Center now contains WiFi
 - Morrow Campus outdoor WiFi access points have been updated (27); Includes WiFi for the Soccer Field
 - Additional project will add coverage for the UC Entrance Plaza; Target is March
 - Partnered with CELT/Testing Center to implement required cameras in one of their testing rooms to meet compliance requirements (17-Room Cameras; 2-Lobby Cameras)

ITS

- December/January Accomplishments
 - Lucy Huie contains all new audiovisual equipment (Programming to follow); Classrooms are Teams enabled
 - Additional project will bring WiFi to the hangar; Target is March
 - Supported the College of Health and Continuing Education office moves
 - Implemented a new Uninterruptible Power System for UC135 (Main University Network Distribution Room) to help prevent service disruptions
 - Partnered with Xfinity Communities to test and activate one-wired, resident port per bedroom/living room where available to help residents more easily utilize their recreational devices

ADVANCEMENT & EXTERNAL AFFAIRS

- Development
 - Fundraising is up approximately 17% over FY25
 - Recently received major gifts from Lettie Pate Whitehead Foundation, Georgia Power, and Chick-fil-A
 - Work is taking place with the University Foundation to approve a comprehensive capital campaign
- Alumni Engagement
 - New Assistant Director, Jordan Ficklin, has hit the ground running—executed networking event, Senior Toast, and Winter Alumni Board meeting
 - Alumni Awards taking place during Homecoming, February 27

ADVANCEMENT & EXTERNAL AFFAIRS

- Government Relations
 - State legislative session started January 12th, last day will be April 2nd
 - Will follow all legislation that could affect the university
 - Please notify GR if you or students will be at the Capitol
 - Budget reports released by Governor last Thursday; recommendations include:
 - AFY26
 - \$2K one-time payroll supplement to all state employees
 - \$325m to establish endowment for DREAMS, a statewide needs-based scholarship program
 - FY27
 - \$1.5m for CSU Downs Center project equipment
 - \$3.5m for CSU Infrastructure Phase III project
 - Full USG formula funding request

GOOD NEWS

- **Dr. Michelle A. Nelson** has been selected for induction into the **Georgia Nursing Hall of Fame, Class of 2026**.

Provost's Report

Faculty Senate
January 26, 2026

ACADEMIC AFFAIRS

- BOR/USG Updates
 - Costas Spirou made Chief Innovation and Entrepreneurial Strategies Officer (August 2025)
 - Dr. Dwayne Hooks named Clayton State's Institutional Representative/POC for the Office of Innovation and Entrepreneurial Strategies (September 2025)
 - Asia Hodnett represented Clayton State University at BOR Meeting's Campus Spotlight
 - USG Innovation & Entrepreneurship Competition

Air Force Veteran Asia Hodnett Discusses PTSD and Healing with Therapy and Creative Arts

(November 11, 2025) - Asia Hodnett is a Communications and Media Studies major at Clayton State University, currently a senior with an anticipated graduation date of May 2026. She came to Clayton State after receiving an associate degree in Film from Perimeter College at Georgia State University.

Asia recently participated in the College of Business Innovation Week event, the S.T.E.M. Social Innovation Challenge, where students pitched their businesses to judges who awarded cash prizes to the top three winners. Her business plan was to launch the Hazy Haven digital media platform, which will expand to an interactive program that offers creative arts therapy, marketed to military veterans who have Post Traumatic Stress Disorder (PTSD) and other mental health and stress-related life challenges.



ACADEMIC AFFAIRS

- USG Innovation & Entrepreneurship Competition
 - Each USG institution will select one team of up to five student creators to represent them in this system-wide challenge. Teams will pitch their original ideas to a panel of judges for a chance to win the USG Innovation & Entrepreneurship Trophy, \$25,000 in cash prizes, mentorship from industry experts, and access to top institutional accelerators.

Planning Schedule



Promotional Launch

Jan 23 - 27



CSU Competition

Mar 4 (4:30 pm to 6:30 pm)



Team Sign up

Feb 1-15



Training Winner for State

March 16-Apr 3



Team Support

Feb 16-27



State Competition

April 6-7

ACADEMIC AFFAIRS

- BOR Policy Updates
 - Revisions were made to the following policies
 - Board Policy 2.8 Institutional Mission
 - Board Policy 8.2.9 Insurance
 - Board Policy 8.3.4.1 Notice of Resignation of Tenured Faculty

ACADEMIC AFFAIRS

Revised Policy Language in Change Tracker

8.3.4.1 Notice of **Voluntary** Resignation by ~~Tenured~~ Faculty

All **Any** ~~tenured~~ faculty members employed under written contract for the fiscal or academic year shall give at least 60 **calendar** days written notice of their intention to resign to **the direct supervisor** **as well as** the President of the institution or his or her designee.

New Policy

8.3.4.1 Voluntary Resignation by Faculty

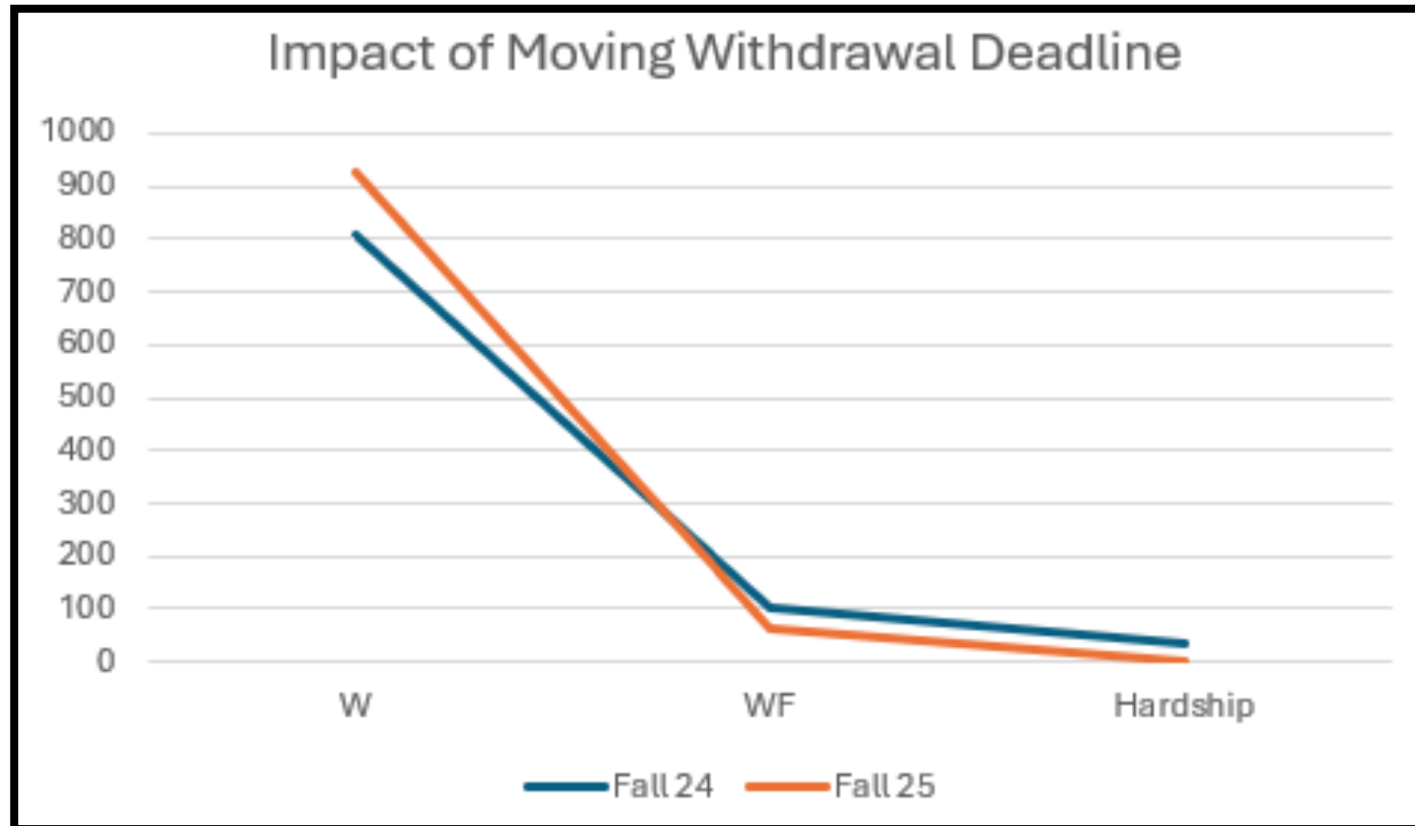
Any faculty members employed under written contract for the fiscal or academic year shall give at least 60 calendar days written notice of their intention to resign to the direct supervisor as well as the President of the institution or his or her designee.

That requirement notwithstanding, any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, it must notify the faculty member in writing and give the faculty member an opportunity to respond. Each institution must have a process to review extenuating circumstances of the absence.

ACADEMIC AFFAIRS

- BOR Post-Tenure Review Audit
 - Full-Faculty vote completed and corrective language approved (December 2025)
 - Yea = 144
 - Nay = 4
 - Abstain = 6
 - CSU CLSU Post-Tenure Review Corrective Action Report sent (January 21, 2026)
 - USG acceptance and preliminary approval (January 22, 2026)

THE WF RATE DROPPED FROM 10.9% IN 24 TO 6.1% IN 25. THE OVERALL PERCENT OF W GRADES ISSUED REMAINED FLAT AT APPROXIMATELY 15.4%



ACADEMIC AFFAIRS

- College of Arts and Sciences Dean's Search
 - Search Committee is scheduled to meet on Jan 30, 2026. They will identify the recommended semi-finalists for first round zoom interviewees.
- Faculty Senate
 - Added role for SACSCOC Liaison, Dr. Michelle Furlong
 - Review new and revised program assessments
 - Review new and revised Core IMPACTS course assessments
 - Will be added as a reviewer in CourseLeaf

CLAYTON
STATE
UNIVERSITY



THANK YOU!



CHANCELLOR SONNY PERDUE
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**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

January 13, 2026

Presidents
University System of Georgia
sent via email

Dear Presidents:

The Board of Regents (BOR) of the University System of Georgia (USG) convened for its scheduled meeting on January 13, 2026. During this meeting, the following BOR policies were revised.

Institutional Governance

➤ **Board Policy 2.8 Institutional Mission**

Personnel

➤ **Board Policy 8.2.9 Insurance**

➤ **Board Policy 8.3.4.1 Notice of Resignation by Tenured Faculty**

The attached Exhibit provides background information on the policy revisions, the effective date, and the language added or removed from the policy sections.

Sincerely,

Sonny Perdue
Chancellor

Enclosure

cc: Tracey Cook, Chief Fiscal Officer
Teresa MacCartney, Chief Operating Officer
Dr. Ashwani Monga, Executive Vice Chancellor & Chief Academic Officer
Ashley Jones May, Chief of Staff and Vice Chancellor for External Affairs
Dr. Costas Spirou, Chief Innovation and Entrepreneurial Strategies Officer
Dr. Angela Bell, Vice Chancellor for Research and Policy Analysis
Dr. Timothy Chester, Chief Information Officer
Jeff Davis, Vice Chancellor for Fiscal Affairs
Karin Elliott, Vice Chancellor for Human Resources
Dr. Scot Lingrell, Vice Chancellor for Enrollment Management and Student Affairs
Dr. Dana Nichols, Vice Chancellor for Academic Affairs and Student Success

Chris McGraw, Vice Chancellor for Legal Affairs and Secretary to the Board
J. Frank Smith, Vice Chancellor for Real Estate and Facilities
Jenna Wiese, Vice Chancellor for Internal Audit, Chief Audit Officer
Dr. Laura Lynch, Associate Vice Chancellor, Academic Programs and Policy
Wesley Horne, AVC Compliance, Chief Ethics Officer
Institutional Chief Business Officers
Institutional Provosts
Institutional Dean of Students
Institutional Chief Student Affairs Officers
Institutional Chief Human Resource Officers
Institutional Legal Officers
Institutional Audit Directors

Exhibit
BOARD OF REGENTS POLICY MANUAL
Revised Policies with Markup
Meeting of January 13, 2026

I. Revisions to Board of Regents Policy Manual, Section 2.8 Institutional Mission

Background:

In December 2025, the Board gave final approval for the consolidation of Georgia Southern University and East Georgia State College. This revision removes East Georgia State College as an independent institution and adds a secondary section/function of “State College” to Georgia Southern University.

Questions regarding these revisions should be directed to Dr. Ashwani Monga, Executive Vice Chancellor and Chief Academic Officer. Dr. Monga may be reached at ashwani.monga@usg.edu.

Effective Date:

The effective date of this policy revision is January 13, 2026.

Former Policy Language:

2.8 Institutional Mission

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia’s strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional mission statements shall be evaluated by the Board as part of the regular cycle of accreditation and reaffirmation for the institution. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,

5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and Agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Master programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs

Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer

bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degree can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	Approved for select career-advancing master's programs
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
East Georgia State College	State College - Associate Dominant, Select Bachelor’s	n/a	n/a
Georgia Highlands College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
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Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

Revised Policy Language in Change Tracker

2.8 Institutional Mission

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional mission statements shall be evaluated by the Board as part of the regular cycle of accreditation and reaffirmation for the institution. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,

5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia's technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia's land-grant institution and Agricultural experiment station
Augusta University	Research University	n/a	State's dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master's-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Master programs at comprehensive universities are characterized as master's-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a State College	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs

Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
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Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	Approved for select career-advancing master's programs
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Highlands College	State College – Balanced Bachelor’s & Associate Degrees	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor’s	n/a	n/a

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The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

II. Revisions to Board of Regents Policy Manual, Section 8.2.9 Insurance

Background:

In 2014, the USG consolidated the management and administration of the employee supplemental insurance and benefits programs to the system office for efficient and consistent operations and to ensure a standardized system-wide benefits offering. At that time, Board Policy 8.2.9 was updated to indicate this change in administration. However, the policy still allowed for institutions to contract on their own for insurance coverage that was not offered by the system office. This policy revision removed that allowance and now aligns with our expectations for how institutions should operate in that all supplemental insurance offerings for employees should be managed and contracted from the system office.

Questions regarding these revisions should be directed to Karin Elliott, Vice Chancellor for Human Resources. Ms. Elliott may be reached at karin.elliott@usg.edu.

Effective Date:

The effective date of this policy revision is January 13, 2026.

Former Policy Language:

Section 8.2.9 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits to include health insurance, basic life insurance, accidental death and dismemberment and all other group insurance plans. Institutions may not contract for employee health or voluntary benefits. Institutions may select, if desired, to contract for supplemental employee insurance coverage that is not in conflict with those offered by the Board of Regents. (BoR minutes, Sept. 2013, Oct. 2016).

Revised Policy Language in Change Tracker

Section 8.2.9 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits **for all institutions** to include, **but not limited to**, health insurance, basic life insurance, accidental death and dismemberment and all other group insurance plans. Institutions may not contract **directly** for employee health or voluntary benefits. ~~Institutions may select, if desired, to contract for supplemental employee insurance coverage that is not in conflict with those offered by the Board of Regents.~~ (BoR minutes, Sept. 2013, Oct. 2016).

New Policy Language

Section 8.2.9 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits for all institutions to include, but not limited to, health insurance, basic life insurance, accidental death and dismemberment and all other group insurance plans. Institutions may not contract directly for employee health or voluntary benefits.

III. Revisions to Board of Regents Policy Manual, Section 8.3.4.1 Notice of Resignation by Tenured Faculty

Background:

Currently, there is not a Board policy that addresses and defines job abandonment by faculty members. The revisions to Board policy 8.3.4.1 now provide specific details of when an institution may consider a faculty member to have abandoned their job. Under the revised policy, any faculty member, under written contract, who is absent for 10 or more consecutive business days without written approval from their direct supervisor will be considered to have abandoned their position and voluntarily resigned.

The provisions of Board policy 8.3.9 Discipline and Removal of Faculty Members would not apply in this circumstance as the faculty member will be considered to have voluntarily resigned. Each institution will be required to develop a process to review extenuating circumstances when these situations arise.

These revisions now provide a clear and consistent understanding of what is considered job abandonment for faculty members across USG institutions.

Questions regarding these revisions should be directed to Karin Elliott, Vice Chancellor for Human Resources. Ms. Elliott may be reached at karin.elliott@usg.edu.

Effective Date:

The effective date of this policy revision is January 13, 2026.

Former Policy Language:

8.3.4.1 Notice of Resignation by Tenured Faculty

All tenured faculty members employed under written contract for the fiscal or academic year shall give at least 60 days written notice of their intention to resign to the President of the institution or his or her designee.

Revised Policy Language in Change Tracker

8.3.4.1 Notice of **Voluntary Resignation by ~~Tenured~~ Faculty**

All **Any** tenured faculty members employed under written contract for the fiscal or academic year shall give at least 60 **calendar** days written notice of their intention to resign to **the direct supervisor as well as** the President of the institution or his or her designee.

That requirement notwithstanding, any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, it must notify the faculty member in writing and give the faculty member an opportunity to respond. Each institution must have a process to review extenuating circumstances of the absence.

New Policy

8.3.4.1 Voluntary Resignation by Faculty

Any faculty members employed under written contract for the fiscal or academic year shall give at least 60 calendar days written notice of their intention to resign to the direct supervisor as well as the President of the institution or his or her designee.

That requirement notwithstanding, any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, it must notify the faculty member in writing and give the faculty member an opportunity to respond. Each institution must have a process to review extenuating circumstances of the absence.

Survey Process and Explanation of Data Presented

Description of Survey and Responses

The Ad Hoc Bylaws Committee created a survey to assess the relative importance of 12 suggested changes to the Faculty Bylaws. The survey was distributed to the all-faculty email list by the Senate Chair. The survey was open from Monday, Oct-20 until 11:59P on Friday, Oct-31. Survey respondents were required to be unique. Survey respondents were asked to rate the importance level of each suggestion according to the following scale:

- 5: Extremely important
- 4: Very important
- 3: Moderately important
- 2: Slightly important
- 1: Not at all important

Survey respondents were optionally allowed to leave comments for each suggestion, and for the survey as a whole.

In the following pages the respondent data are organized into sections, one for each of the 12 suggestions. Each section begins with a restatement of the suggestion for clarity. Response data for each suggestion is summarized by a graphic showing respondent frequency of rated importance level and a wordcloud created from respondent comments. Following the graphical summaries are the actual comments left by respondents for each suggestion. At the very end of this document is a list of general comments made by respondents regarding the survey as a whole. The survey received a total of 46 responses.

Explanation of Graphical Summaries

For each of the 12 suggestions surveyed, the graphical summary lists the frequency of respondents who rated that suggestion by importance level. In the title of each graphic, the mean importance level is displayed with two aggregated percentages labeled **WARM** and **COOL**. These labels refer to the following: **WARM** is the percentage of respondents who rated the suggestion as either very important or extremely important, **COOL** is the percentage of respondents who rated the suggestion as either slightly important or not important at all.

Following the graphical summary of the importance level is a wordcloud created from the comments left by respondents. Word frequency in respondent comments is conveyed by font-size in the wordcloud, with larger font-size representing more frequent words. The color theme of the wordcloud was selected to coordinate with the color theme of the importance level graphic and should not be interpreted as conveying any additional information.

Respondent Comments

- As noted in the cons, it will be difficult to work in someone who may no longer be on the senate and how to address if someone leaves is an issue, but the general idea seems worthwhile.
- The previous chair should join the meetings for 3 months to help and guide during the transition.
- There is no need for a chair elect since officers are elected from current senators and hopefully the next chair is someone with an existing term on the senate. Regarding past-chair, this is also unnecessary as chair should seek their input regardless of their position on the senate or not.
- I think having a chair-elect will prepare the incoming chair to be more effective during the first few months of their tenure.
- It seems as if it could be a good idea. However, as noted, there will need to be consideration of term limits. Would the "Past Chair" have to be a voting member of the body, or could that be someone whose "term" is over?
- none
- seems too complicated and redundant. If worried about training time, do the election for chair a month earlier so they can get 2 meetings to observe current chair.
- Before this becomes a reality you will need to address how unexpected departures will be handled and how term limits will be defined in such circumstances. If you do not map out the rules today there will likely be confusion and complications when these things occur. Avoid conflict and publish these with the new bylaws.
- I like this idea because I can imagine that being chair comes with a lot of responsibilities that one might not even think to ask about or how to handle.
- Chair and Chair-Elect work well; as discussed, terms and eligibility may need to be revised so that a chair-elect has enough eligibility to continue as chair and doesn't need to be re-elected.
- I believe that opening the Faculty Senate of an officer who is in the administration is not wise. Administrators should be welcome to attend the meetings and invited when needed. Plenty of faculty who are not administrators hold the institutional memory.
- The chair and chair elect option is the best. The continuity of leadership is more advantages to everyone involved and outweigh any cons.
- The past President could be a non-voting member.
- Most chairs will probably be elected having experience on Faculty Senate, but that is not required. Chairs can become overwhelmed and may need someone else to help ease the burdens or offer advice. I like the idea of chair and past chair better

because I think the faculty will want to elect the chair for immediate assumption of the office. Chairs would essentially be serving two year terms if there were a chair and vice chair. If one wanted to get rid of a vice-chair, removal would take an extra year. If you wanted to keep a chair, it would be easier to keep a past chair on, than to keep a vice chair in the same position.

- Prefer the chair/chair-elect structure.
- Many of the other schools in our sector do this. This allows for continuity and gives a sort of training period for the new chair. Also, the past chair can act as advisor.
- Having a chair elect is a standard practice on boards and it's been my experience that the process protects continuity and adds value more than complicates processes.
- Surprised we didn't have Ex-Officio or President-Elect system. President-Elect is actually better; to learn the ropes before taking over.
- Must make contingency plan mandatory if implemented.
- I believe we currently have a Vice-Chair position. We could rename that to Chair-Elect, or update the position's description to state the Vice-Chair is intended to take on the chair position the following year, should the Chair not continue in the role. However, is the Chair position limited to one year? I don't think it is? By adopting this structure, we could be forcing people who are actually *good* at being FS Chair to serve only a single year.
- Past Chair can serve in ex-officio member or advisor to chair capacity but I don't know that the officer structure needs to be changed to make this accommodation.

Respondent Comments

- Not needed
- The Faculty Senate serves as the executive body. Delegating authority to a smaller controlling group introduces unnecessary risk allowing narrow interests to override institutional priorities. Our executive committee consists of college-elected senators, maintaining the representational integrity essential for sound governance..
- I think the Chair can use the existing structure to assist with elections and routine issues without having the authority for an Executive Committee to take action without Senate approval.
- I don't oppose the idea, but I do wonder, "Do we really have enough business that such a body is necessary? How much business comes up during the summer months? Will the executive committee itself be unfailingly available in the summer--no research trips to Timbuktu?"
- not sure why it's needed
- Who would this committee consist of? This is not clear enough to provide adequate feedback. It would make sense to have it be the current Senate officers, and to have it handle things like elections and other administrative parts of faculty Senate (like getting the minutes out in a more timely manner), but not really have more power than that. But it's hard to assess without knowing the proposed composition.
- It seems superfluous. Only fix things if they are broken. Nothing seems to be broken here.
- Worried this would be occupied by specific loud voices that don't represent the greater body, and that they would have disproportionate power.
- IN this case the cons may outweigh the pros, particularly since in recent years the motivations to put names forward for elections (at least in our college) have been low...like, we have just as many nominees as we do seats (if we're lucky).
- I am surprised that since university traditionally function on the principle of shared governance, the Faculty Senate does not already partake to decisions taken at the executive level. Is this shared governance then?
- The pros of #2 outweigh the cons. There may be additional bureaucracy, but used the correct way could be very beneficial. Also, simply handling election procedures is enough to create the committee.
- Faculty Senate is too large. A smaller working group would be more efficient in terms of setting priorities and ensuring the other committees are working well.
- Believe cons outweigh pros on this one.
- These cons are a way for us to wiggle out the of the necessary work of shared governance.

- I'm not in favor of this because it further dilutes the voice of individual faculty. Senators represent faculty and the slate of senators is not so big that it hasn't been able to effectively handle the issues and assignments it's received. We also want to do all that we can to ensure each faculty member is aware of and invested in the life of the Senate and the issues. Faculty feel over-burdened at times, but it is good for each person to spend at least some amount of time grappling with the issues that directly impact them. An executive committee seems to lessen psychological accountability for decisions.
- If the Senate Composition is 15-20, I do not think an Exec Committee would be necessary, especially if we have a President-Elect to help the president. It might be useful if the Senate is more than 20 faculty members.
- The present structure allows for committees to be formed as needed and if additional committee work is needed to tackle an issue that can be decided upon at the time of need.
- I don't feel this is needed. The Chair currently is expected to attend to certain things at the USG level that might occur outside of Fall/Spring. The Faculty Senate is expected to meet over the summer when time-critical issues come up, anyway.

Respondent Comments

- The biggest issue for me is defining why this would be done - it seems to me that the ability to remove an officer would either depend on something seriously wrong being done. Other than that, I would prefer to avoid this. The specter of "recall elections" seems like it would be a serious problem that would not be worth the headache!
- Not needed, senators rotate
- Establishing clear removal procedures is a fundamental governance requirement that directly supports institutional integrity and operational effectiveness. The absence of defined processes creates organizational vulnerability and undermines accountability structures. There must be a statement regarding the fact that senators caught in doing absolutely nothing for their constituents such as lacking reporting back to their colleagues within their colleagues in a timely matter should be part of this removal process.
- I would only support establishing a process to remove a Senator if the control lies entirely with the college or school they represent.
- Well, the current national situation makes blindingly obvious that unfit or malicious actors CAN indeed be elected, even if it happens as rarely as every 250 years or so, and in such cases, if there are no clear and easily accessible pathways to remove such persons from office, disaster results. We should be better prepared than the Republic has been.
- none
- Before implementing this suggestion, define the basic responsibilities of a member of faculty senate in the bylaws, such as attendance at senate meetings, committee meetings, etc. Removal procedures can be defined in terms of failure to fulfill responsibilities. This could also be a place to include a provision for an unexpected absence for an extended period (such as illness or injury) to ensure that representation of all academic units is maintained continuously.
- I don't disagree with this, but it seems murky. You will need to be very careful about how this is spelled out. Also, you will need another committee to do this work. I can see a lot of shenanigans that can arise from having this. I don't think it is that important.
- Give no ability to remove members to anyone who is not a senator. I worry about there being reprisal from admin if there are disagreements.
- Important. To minimize problems, consider developing an orientation and/or mentoring for new members of Senate.
- I would like to see cases described in which this would have been beneficial in the past. Why is this even here? Again, the cons outweigh the pros.
- I am not sure why this question is even asked. The faculty members who serve on the Faculty Senate seem very dedicated and responsible.

- This is an important point, but the procedure by which and infractions that lead to such removal should be clearly defined.
- I am not sure if I favor this approach. I would hope that an elected faculty member would resign if asked to or if needed to for personal reasons. I don't think it would send a good message to the administration and would cause difficulties with supporters.
- There are senators who do little to nothing as representatives of their colleges. This process would allow for a recall or their removal.
- I'm not in favor of this. Senators and other roles are elected by their representatives and if the behavior is that egregious, the electors should handle this within their own academic unit. I might change my mind if there is a real scenario to be shared that sparked this suggestion but otherwise, this doesn't seem necessary.
- If the person is duly elected, they should not be removed unless they lose their faculty status in the university.
- Removing ineffective or non-participatory members/officers is a must for the health of the organization. There are ways to structure and enforce procedural methods and steps that allow for the person(s) to be treated fairly and allow for the organization to maintain integrity in the process.
- Any process for removing regular members of the FS should come from the member's college. Removal of regular FS members might be appropriate if the member is chronically missing FS meetings and actively not representing their College's interests, and should be initiated by the member's College, not FS. Removal of officers should be only for removing them from the officer position (due to failure to follow the duties of their position, not holding meetings, etc.), not from FS.

Respondent Comments

- My only caveat would be to limit the length of the replacement term to the length of the departed member's remaining amount of term.
- This seems like it should result in a snap election at the appropriate level, but it should be clear how it's done, the timeline, etc.
- A defined succession process is essential infrastructure for governance continuity. While removal processes address accountability failures, replacement mechanisms ensure uninterrupted operational capacity these are complementary, not redundant functions.
- I think the bylaws should just say that the process is determined by the college or school they represent.
- People leave the institution all the time (HOW many search committees have I been on in 24 years? Nearly 40)—this is a fact of life. We should be prepared for Senators to not finish their terms and to be succeeded with a minimum of disruption. That's just common sense.
- none
- The current bylaws state that the Office of the Provost will coordinate the election process, so if there are current internal college/library processes, is that even following our current bylaws? Seems like the real suggestion should be to clarify who is responsible for coordinating elections and then ensure that is what is actually occurring. It seems like the coordination could be handled at the academic unit level, but that the processes should be defined in the faculty bylaws.
- This is extremely important. We have been making it up as we go along in the past. This is something important.
- I can't believe we don't already have this. Should be special election from the faculty, not from top down.
- Absolutely needed for continuity.
- THIS is much more important than #3. We've had some significant turnover in recent years (either willingly or unwillingly) of faculty, and at least sometimes it's been a keystone cop situation trying to figure out how to replace them. Having a defined process will make this much more stable.
- Yes. I think that this is important in expanding transparency and accountability.
- It seems the current procedure work just fine. I would understand, however, modifications if the current language is unclear.
- Replacement elections should be done by the College/library. Senate does not need a procedure for this.

- Academic units elect their senator and they can replace them. This seems unnecessary.
- If they were elected to represent a department/college, they should be replaced if they withdraw/resign before the end of their term, otherwise whatever unit they were representing would lose their representation. It can be done in one of two ways:1. use the runner up from when the person withdrawing was elected OR2. Have the unit they represent to conduct in-house Special election to elect a new representative.
- The process can be simplified by keeping records of election voting. If someone has to leave the person who had the nearest total votes would be asked to step up and fill the vacant seat. Since everyone had already vote a new vote would not be needed. Of course, the timing of the departure and the preference of the person having the next highest votes could make this remedy a moot point if the person no longer wishes or has the ability to serve. But the next person in line could be asked etc...
- The process for FS members should already exist at the College level, but does not seem to (at least for my college). It would be better to have it laid out in FS by-laws, rather than having Deans make up their own process. I would suggest requiring the College to have an election for the replacement member if the member's term would have ended more than 6 months from the time of departure.
- If this is implemented then colleges/library will need to review/adjust processes to align with this change

Respondent Comments

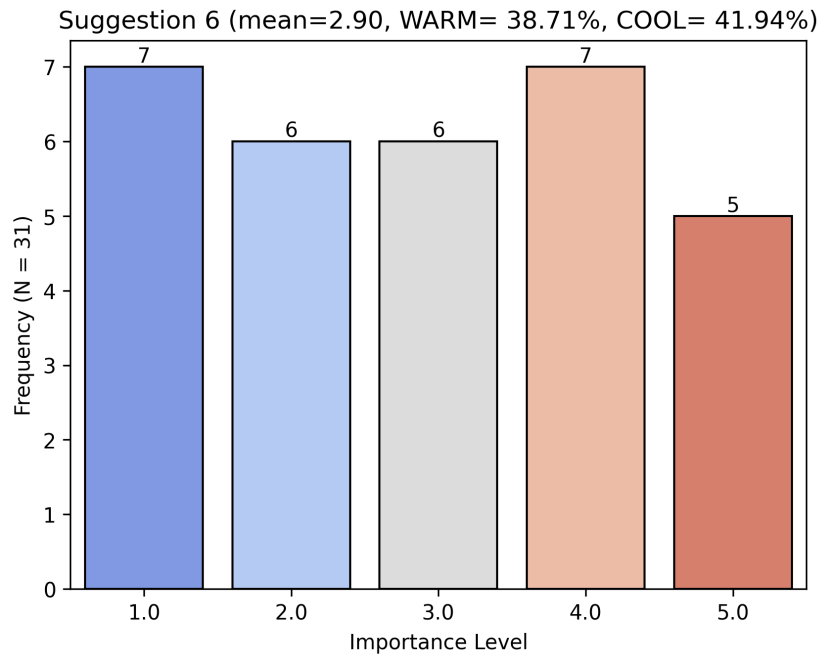
- Colleges do election
- The Senate should establish: Mandatory standards: Eligibility requirements, election timelines, term limits, vacancy procedures College Execution: Individual units conduct elections within Senate bylaws Senate Oversight: Authority to audit compliance and intervene when colleges fail to meet standards or fill vacancies within specified timeframes
- I think the current decentralized process works well enough.
- This suggestion isn't crucial, but it seems like common sense to me. Why have each school handle elections in their own way and at their own times, when we could do it all at once and get it over with?
- I believe that the colleges and their deans in general have historically ignored and even flaunted the faculty by-laws in the election of senators. The result has been the choosing of senators by other than election, the inequitable election of senators, and the election of senators in an untimely manner.
- none
- need more information on what this would look like before I'd be comfortable considering it
- I see the value in this. But I worry. There are a lot of moving parts to this process. If this is done incorrectly it can cause a lot of disruption. Carol White brings up great points about this. While this can be valuable it should be approached very carefully and the details should be considered.
- Elections for university committees are currently initiated by Academic Affairs and the Faculty Manager in the spring, right? And individual colleges "run elections" for univ. committees by sending out emails and the voting survey, then share results with the faculty manager to post online. The process does need clarifying; if elections are "relocated" to faculty senate, which committee would handle it? Add an elections/bylaws committee? And those committees would be given accurate faculty lists for counts and distributions lists? We also need to clarify the "academic affairs" university committees vs. the senate committees on the website.
- I am not even sure that this means – the Senate would elect the standing committees? more description would help (and I know I could watch the recording but having the text would be preferable)
- No particular thoughts on the question here! However, I am always for more transparency, accountability, and self-management.
- Moving the election process to the Senate is most appropriate. The Executive Committee could run the election process. Because the senate is a faculty thing, it makes little sense to have Academic Affairs oversee it.

- I would worry that the senate members would work to appoint their buddies or would call on already overworked colleagues who are doing a great job in other areas.
- Believe this should remain in colleges.
- I think the provost's office currently handles this, which means Tammy Wilson. Pardon the harshest, she does absolutely the bare minimum when it comes to senate.
- I'm not in favor of this. Faculty in the academic units know their colleagues and know who will work hard for them. Electing your representative is also a shared and unifying social process that binds people together. Removing it to another level makes the process feel less meaningful.
- No and Yes: No, to relocating the election of Senate members to the Senate Yes, to having the senate elect its standing committee members from within the senate.
- I'm trying to understand why the standing committees would need to be elected? Aren't they largely volunteer committees called into service by the Chair?
- For officers of FS and the standing sub-committees, yes, FS should run those. For members, those elections should be done by the Colleges, though probably with prompting (and a deadline) set by FS.

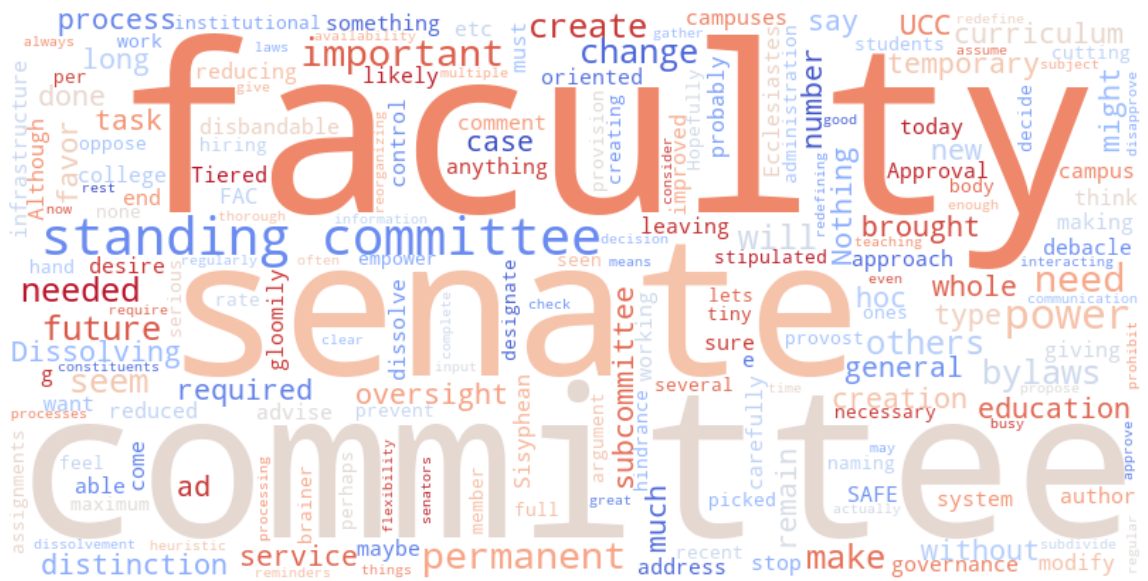
Suggestion 6

Invest Faculty Senate with the power to create, dissolve, redefine, and/or subdivide standing committees as needed.

Graphical Summary



Respondent Comments Wordcloud



Respondent Comments

- I would want to make sure this is done carefully - some of these committees seem too important to be disbandable at the desire of the senate (e.g., FAC, UCC, etc) so I would be more in favor of leaving this to something the senate can advise but the whole faculty would need to address.
- ? Why
- Tiered approach is required after the debacle with the SAFE Committee. The senate should be able to dissolve or create ad hoc working committees that are temporary and task-oriented. However, faculty Approval must be required to modify standing committees (permanent governance infrastructure)
- This system could be improved without giving so much control to the Senate.
- I'd be in favor of anything that reduced the number of committees on campus, but I think reducing committees on college campuses is probably a Sisyphean task. Nothing will come of it--of the making of committees there is no end, the author of Ecclesiastes would gloomily comment today, and nothing the Senate or the faculty bylaws say is likely to stop it. (Although maybe if the bylaws stipulated a maximum number of committee assignments per faculty member, the administration might get serious about hiring more faculty to do the institutional service work. Service to the students doesn't seem to be cutting it as an argument.)
- I oppose this provision. The senate should not have that much power.
- none
- Make a distinction in types of standing committees - designate the permanent ones as permanent standing committees, and the others as just standing committees or some other naming distinction. Permanent remains under oversight of full body of faculty, others under power of the senate, but can remain for as long as senate lets it.
- This seems like a no brainer. I feel it is important. Hopefully this will prevent a future provost from creating their own tiny and hand-picked committee to make a change to the general education curriculum. This will also empower the senate to decide if a general education curriculum committee is necessary in the future (or a subcommittee of the UCC).
- Not important to me because I haven't seen this process as a hindrance, but perhaps others have.
- I rate this as important because there have been several recent cases where we needed such committees (availability heuristic) however this would require and assume that the senators would actually be interacting with their constituents regularly to gather their input on things. This is not always (or even often) the case.
- This decision would be great as long as there is clear and thorough communication with faculty from the Faculty Senate. The teaching faculty is very busy, which

means that we need the time for processing any type of information and multiple reminders.

- Dissolving or redefining a standing committee should be subject to Bylaws changes, not a regular senate process. There's enough flexibility to for standing committees to do what needs to be done without dissolving or reorganizing any of them.
- Who has this power now? What do the by-laws say?
- No, the faculty should have oversight of those processes. The senate may propose, but the faculty need to approve or disapprove such changes.
- As a power check, prohibit the complete dissolution of a committee but give all the rest of the powers to create, redefine, and subdivide to the subcommittee.
- It might be good to consider the creation of new committees similarly to how Special Topics courses are run. The FS can create ad hoc/temporary committees as needed, and if that committee is going to be needed for the foreseeable future (or X years or more), then the creation of that new standing committee should be brought to the faculty at the next all-faculty meeting. We've existed with the current standing committees for ages, and I don't know that I see any of them needing to be dissolved or redefined, but those should still be brought to the faculty as a whole.

Respondent Comments

- Governance bodies without clear procedural frameworks inevitably waste time on process disputes during critical moments.
- We are indeed pretty sloppy about parliamentary procedure at this institution, but do you really think you're going to herd those cats?
- The current by-laws give importance to Roberts Rules but allows discretion in instances of impracticability. When discretion is used, appeal is allowed. It would be too rigid if the use of Roberts Rules was locked in (though Roberts Rules actually allow discretion, many people do not realize this and will insist on rigidity, making meetings more contentious)
- none
- Having "rules" in place and in writing is always important. Why do I feel this is important? There have been some issues with behavior/decorum in the recent past which have caused a lot of confusion, turmoil and DRAMA. There is far too much flexibility and the learning curve is not very steep. We are all pretty smart and regularly use our critical thinking skills. :)
- Roberts Rules are fairly complicated and are well beyond the needs of the body. Having a simplified code would help. If it's SIMPLIFIED then the cons won't really figure.
- No opinion.
- This is important for reasons that may not be so obvious. Today, as a faculty we are collegial, so any looseness with parliamentary procedures handled with understanding and care. However, there may come a day, after our time, when faculty are not so collegial. Then, it will matter how that we have more specific language.
- Getting agreement with the administration on this topic could help FS perform its work better.
- Again, the cons are a way for senators who do nothing to not be vested in their capacities as senators.
- Need to avoid grey areas or confusion.
- One of the officers of the senate should be Parliamentarian. This person would be charged with informing the body when a boundary rule has been overstepped or broken and the bylaws should contain the operating rules and protocols.
- This would be helpful, but not critical. If more specific language about procedures, etc is added, a *short* "cheat sheet" for those (Roberts Rules, whatever) would be extremely helpful for both new and returning members.

Respondent Comments

- Nothing wrong with that
- This suggestion is so vague as to be meaningless—who is NOT in favor of “consistency, clarity, and improvement of comprehension”? But what would that really mean in the context of the bylaws?
- will help to make them more user-friendly
- Yes! Make sure to get more than one set of eyes on it and assign the task to detail oriented individuals. There are a lot of obvious inconsistencies that I have noted which could lead to confusion and conflict.
- Yes, Please.
- I agree that consistency of expectations is important.
- Make by-laws FS wand the administration will follow.
- The by-laws should be reviewed periodically as a matter of practice. Maybe a cycle of every 3-4 years.
- Avoid any confusion and cross-overs of responsibilities and powers!
- Consistency is key and helps to prevent misunderstandings.
- I think this has been done in dribs and drabs over the years, but there might be benefit to a concentrated effort to edit the existing by-laws for clarity.

Respondent Comments

- As long as it's for information sharing, this is good. These liaison positions should not be voting positions.
- Simultaneously invite SGA and Staff Council to designate liaisons to Faculty Senate make it bilateral
- I've got no opinion. I guess I could imagine good things a liaison could do, but at the end of the day, are SGA and Staff Council really any of our business?
- No! I absolutely oppose this. I began inviting the staff council chair to senate meetings when I chaired the senate, and the staff council reciprocated. This was a courtesy that allowed for exchange of information, but neither the staff council nor SGA should have a voice in faculty matters. The faculty senate is a forum where faculty should be heard and represented without diversion or distraction. It is not intended to represent staff or students.
- none
- I don't know enough about this to know if this has actually been effective over the past couple of years. Is there "communication" to maintain? Does senate have "liaison positions" on SGA or Staff council?
- Not sure because I haven't seen any issues in the current bylaws with this. I don't think the bylaws have been followed, sometimes, so these haven't been set up. I really don't have enough knowledge or experience to comment on this.
- I appreciate the desire and need to have open lines of communication but in the past my understanding was that the Chair or another officer would naturally attend these meetings. But if we want to spread that to another individual that's fine. But we don't have a UNIVERSITY Senate as do other USG institutions (or outside of the USG) - perhaps this should be considered for creation if these liaisons are expected to have voting rights (or if we start having staff and student liaisons that also would have voting privileges). But I may be getting ahead of things here.
- What is SGA?
- As long as the language specifies that this liaison is in place for better communication and collaboration, I think it's an excellent idea.
- This superstructure is needed. Many issues are of concern for all.
- This underscores the value of the liaison and teaches students about shared governance. I think staff may sometimes feel undervalued or overlooked, so it would be a good thing.
- Explain the role of a liaison to all concerned!
- I think to codify is ok but with the understanding that the bottom line is communication and having relationship with the other campus organization is important. A log of communications between the organization and others should be maintained and important topics brought to the whole Senate when deemed important.

- This is a fine idea.

Respondent Comments

- This needs to be done very carefully. There was some discussion in the town hall about having the representation be at the level of the department, but as someone who is in a department that was just combined with another one having only one rep would dramatically reduce our voice. There would need to be some consideration of the size of the departments and/or colleges.
- Misaligned formulas undermine institutional credibility. Each program should be represented. Programs have unique needs even within larger units. Some programs have been placed on a leash with extremely limited credits. Their efforts are currently being undermined.
- none
- This seems like multiple suggestions in one - I support re-examining the apportionment and how well it is working. If it is not working, then modifying the apportionment makes sense, but I'm not sure that sunseting is really needed as it would probably complication things further. Changing the apportionment seems like something that should need approval by the full body of faculty, since these are standing committees? So if the changes are approved just implement at the start of a new academic year.
- This should be evaluated closely and I agree adjustments should be made. The currently apportionment has been in place for way too long.
- Not sure: I understand what others have said and see the sides. I'm not sure numbers are a block to representation; rather one of the biggest drawbacks to fuller faculty participation is that Senate meetings are held during teaching times. Otherwise, I do think it's important for the committee to review even if no changes are ultimately deemed necessary.
- We'd have to look again at the current College structure to determine whether this is even needed.
- Not sure. BUT I have a question: Why are the President of the University and the Provost attending the entirety of all meetings? Shouldn't there be a portion of the time reserved to faculty only?
- College representation should be by FTE generated (i.e. students served), not by number of tenured faculty.
- I think this is important and also complicated. I lost my senate seat many years ago when I was re-assigned to a different academic unit and I didn't have the courage at the time to advocate for myself...and no one else seemed concerned about it either. If there is a way to do it well and fairly, then it preserves the spirit and intent of representation.
- Use Proportional representation, and replacement when a rep withdraws as proposed earlier.

- I think that once a standing committee has been created, it should be reevaluated periodically to see it's effectiveness. and whether it is needed at this time. It shouldn't go away because the need is not there at this time it should remain a standing committee but be noted as inactive at the time. So that important groups and issues not lose the opportunity to be represented.
- Melanie's suggestion of having representation by department is a good one. Currently, if one department is much bigger than the others, they could easily win all the positions in a College. Perhaps setting representation by college, with a requirement of "at least one representative from each department of size greater than X" might be a good compromise. Small departments (like Archival Studies, which has 1-2 faculty members) should have the opportunity to serve on FS but it's not realistic for them to have a representative always on FS and all standing committees. For example, suppose CSTEM is allocated 5 representatives for FS. That could mean at least 1 representative from Math, one from CS/IT, and one from SoS. The other 2 would be from the College as a whole.

Respondent Comments

- Special meeting procedures must be clearly specified in parliamentary framework. Bylaws should be clear: This is exactly the type of ambiguity your clarity initiative should address.
- I agree as long as the requirements for a called special meeting are clearly laid out.
- Frankly, I'd like to see a policy that would virtually prohibit special meetings. If you can't get meetings scheduled by the time the semester starts and work done at the scheduled meetings, then there's something wrong with the way you're doing it. Faculty don't have unlimited time for jaw-boning. While I'm dreaming pipe dreams, I'd also like Senate meetings not to be scheduled during prime teaching time. I've never been interested in being a Senator because I've got teaching to do. (If the Senate met on, say, Tuesday evenings, then I might consider it.)
- The current process safeguards faculty input.
- none
- set a lower quorum for special meetings during breaks instead of the executive committee idea
- Reexamining is always warranted. It will be interesting to see what this looks like.
- The bodies really should be open to/expected to meet during summer as work necessitates it. in the age of Teams this isn't as huge an ask as it was back in the Dark Ages Before VideoCalls.
- I think that expecting faculty to work outside of their contract, thus without pay, should not be encouraged and am surprised that it may be expected.
- This could work beautifully, or create an additional, unnecessary bureaucratic step.
- If the decisions in a special meeting are revisited in a full senate meeting, then those special meetings should not be called at all. However, if an Exec Committee is constituted, hopefully comprising the senate officers and the chairpersons of the standing committees, then the Exec Committee should be given the power/authority to make decisions for the whole senate, provided a specified quorum is formed for such a special meeting.
- The call for special meetings is an important issue during emergencies or non semester dates, but the chair can always determine the need to re-examine and/or ratify actions later by full committee.
- Election to FS comes with the understanding that there may be meetings called during the breaks (winter break, summer semester) that members are expected to attend, regardless of whether or not faculty are working. With Teams available for virtual meetings, there's really no reason why special meetings can't be held and have a majority of members attempt.

Respondent Comments

- It needs to stay for the full faculty, but we need to be in accordance with the law!
- We need better meeting time for Senate
- Decisions made through legally non-compliant processes lack legal standing and increase liability for the University.
- If this activity contravenes current law and precedent, then it is important that we tow the line.
- none
- What is the equivalent process for general faculty body and where can it be found? Please clarify when implementing this suggestion.
- I agree it needs to be removed and on the next question I also state another area concerning voting that needs to be considered for the same reasons. Being present (online or in person) promotes deliberation and consensus building when a vote is being considered and this is a really important part of representing your constituents. Public meetings should require public votes. You represent your constituents and they should know how you feel about the issues impacting all faculty.
- Unless a way can be constructed to record the votes by member as we do in live in person meetings. this can definitely be done. I can understand the concerns around this but a requirement that *ballots record the person who votes and how they vote* then this might be moot.
- Not allowing electronic voting seems antiquated, honestly, so I have no other comment here.
- It's been explained by Corlis Cummings that electronic voting does not violate GA law and is consistent with USG policy. Before this is changed or modified, there should be an additional conversation with Corlis to be sure that move is consistent with USG policy.
- Don't go through with this one. Let it stand.
- Can you still have a public electronic vote? Not sure I understand this we can still use technology to vote correct??
- What law? Doesn't Georgia conduct electronic voting? Why should public voting via, say Google forms, or other polling forms be against the law in 2025?
- agree
- I'm not clear on why this needs to be removed. I understand that Georgia Law requires public votes(though don't agree except for bodies with publicly elected representatives, such as the Georgia Legislature, PSC, etc, but that's besides the point), but this is for accountability reasons. So long as the electronic voting is not anonymous, and records are maintained, why would it not be allowed?

General Survey Comments

- Don't meet during most busy times
- Nah—I'm too close to retirement; there's really no point in organizing things to suit me!
- none
- In keeping with the public meetings/public votes line of thinking in the last suggestion, is there a way to get the meeting minutes out to faculty in a more timely manner as well as posted on the website sooner?
- VE4b states the following: While it is expected that faculty members will attend Faculty Senate meetings on a regular basis, a member unable to attend a meeting may provide the chair with a hardcopy or email proxy prior to a Senate meeting instructing the chair how the absent member's vote is to be cast on specified meeting agenda items. In the previous recommendation for VE4f the following "pro" was given: "public meetings require public votes". So leaving this in here seems to conflict with removing the electronic vote. To be consistent and to allow flexibility for a pandemic, a faculty member who has a family emergency and cannot attend or any unexpected thing that could disrupt "public voting", I think the statement in VE4b should be edited. Here is my recommendation (take it or leave it). Faculty senators are expected to attend Faculty Senate meetings on a regular basis (in person or online). Being present promotes deliberation and consensus building on important matters requiring senator votes. It is understood that situations may occur, that are beyond the senators' control, that may require a senator to be absent from a meeting (examples may include, unexpected illness, family emergency, a pandemic, etc.). In these circumstances the senator should alert all members of the senate of their absence from the meeting and if they wish to cast their vote they should send a copy of their proxy vote to the senators or senate chair and the vote will be posted publicly during the meeting (read verbally or posted for view). If the absent senator wishes to include any deliberation with their vote they are welcome to do so and this will be included in the public posting. This may help to settle the conflict that is evident between recommendation #12 and this area and it also explicitly states by being present for a vote is important.
- The bylaws revisions group should also take into consideration how things are approved (or refresh how they are approved) such as handbook and bylaws revisions
- Keep up the good work!
- Some people may not like this, however, I never understood why we use the language that senate acts as an advisory body to the president. Given the political nature of the times that we are in, when faculty are losing more and more power, why say this? When this is in the bylaws, this takes away more power from faculty. Faculty on this campus are already passive, unless it has something to do with removing African American women from provost positions as was done with Dr. McLeod.
- No.

- Bylaws are a living document that can be updated or changed at any time. When voting all members should keep that in mind to prohibit abuse and allow for growth is a difficult balance but that is what a legislative body must do.