

## Faculty Senate Meeting Minutes

Monday, February 26, 2024

University Center 260 and Microsoft Teams

11:15am to 1pm

**Attendees (senators denoted in bold):** Cephes Archie, J. Celeste Walley-Jean, **Erin Nagel**, Antoinette Miller, Royal Baxter, **Adam Kubik**, **Stacey Reynolds**, **Michael Lindsay**, Pinar Gurkas, **Samuel Maddox**, Antoinette Frace-Harris, James Pete, **Larry Menter**, Georj Lewis, **Eric Bridges**, **Kate Cotter-Reilly**, Adam Tate, Ade Thompson, Adel Novin, Alexander Hall, Allie Reece, Aloysius Amin, Amber Bradberry, Amirrah Beeks, Amy Black, Andrea Jacques, Angela Hollis, Anna King, Anthony Hannah, Anthony Stinson, Antoinette France-Harris, Antoinette Miller, Antwan Aiken, Arianne Adams, Ashlee Spearman, Ashley Washington, Aubrey Dyer, **Augustine Ayuk**, Barbara Hennie, Brenda Carr, Brian Goldman, Brianna Vick, Bridgette McDonald, Brigitte Byrd, Byron Jeff, Carin Lightner-Laws, Carol Moore, Carol White, Caroly Walcott, Cassandra Parker, Ceimone Henderson-Strickland, Charles Henderson, Charlie Harris, Chen-Miao Lin, Chizara Jones, Christie Burton, Christopher Stotemyer, Comfort Obi, Conner Wright, Craig Hill, **Crystal Marchant**, David Brown, David Gilbert, David Greenebaum, David Pena, **David Plaxco**, **David Williams**, Deborah Davis, Denise Allen, Dennis Attick, **Dennis Miller**, Derrick Vanmeter, Devon Ellis-Grant, Diane Day, Ebrahim Khosravi, Eckart Werther, Elicia Collins, Elizabeth Taylor, Elizabeth Tillman, Elliot Krop, Elnora Farmer, Emanuel Abston, Emily Suber, Erica Dotson, Erica Gannon, Erin Nagel, Evelyn Blanch-Payne, Everett Sullivan, **Everod Davis**, Feechi Hall, Fredrick Bloom, George Nakos, **Hae Ryong Chung**, Heather Hutton, Jamal El-Amin, Jelinda Spotorno, Jennifer Harris, Jere Boudell, Jesse Zinn, Jessica Conrad, Jillian Morgan, Joe Johnson, Joey Helton, John Meyers, John Phelps, Joshua Meddaugh, Justin Spurley, Kamran Moghaddam, Karen Young, Keith Driscoll, Keith Miller, Kelli Nipper, **Ken Nguyen**, Kenja McCray, Kevin Demmitt, Kimberley Campbell, Kimberly Campbell, Kirill Sheynerman, Kitty Deering, LaKeisha Levy, LaSonia Espino, Latasha Adams, Leah Pieper, Leon Prieto, Lila Roberts, Linda "Joie" Hain, Lou Orchard, Marcia Bouyea-Hamlet, Marcia Butler, Mario Norman, Marko Maunula, Marla Cineas, Mary Lamb, Matthew Carter, Matthew Sansbury, Matthew Smith, Md Rokonzaman, Melanie Poudevigne, Meri Stegall, Mesa Davis, Michelle Furlong, Miles Thompson, Monay Sanders, Muhammad Rahman, Naquilla Thomas, Narem Reddy, Nasser Momayezi, Nayab Hakim, Nichelle Gause, Nick Henry, Pamela Gordon, Patricia Roberts, Patricia Smith, Patrick Coleman, Paul Melving, Penelope Cliff, Rebecca Gmeiner, **Rebecca Morgan**, Reginald Porter, Richard Bell, Robert Vaughan, Ronda Hughes-Oguagha, Rosann O'Neill, Royal Baxter, Sandra Piseno, Sanjay Lal, Sara Harwood, Scott Stegall, Shannon Cochran, Shannon Montgomery, **Sharon White**, Sharrell Porter, Sheryne Southard, Shontelle Thrash, Shuju Bai, Sonya Gaither, Spenser Emerson, Stephanie Bennett-Walker, Steven Anderson, Taralyn Keese, Tashira Jones, Terence Malloy, Terry Appleberry, Todd Janke, Tuni Acosta, Ursula Gordon, Victoria Foster, Xueyu Cheng; and about 12 Unknown Users

1. **Introduction of senators.** -->In-person then online.

2. **Moment of silence in honor of Dr. Anthony B. Stinson.**
3. **Approval of minutes.**-->None available this meeting.
4. **Remarks and Q & A, Dr. Georj Lewis, President of Clayton State University.**-->From the Capital: the amended the FY 24 budget has passed both the house and the senate. There are still some small differences that need to be worked through. FY 25 should be coming out soon, we should know more about that soon. More than 100 students from the college of health and faculty and administration were there and we were recognized on the floor. Thank you to those who attended. We are tracking over 400 bills that potentially have an impact on the USG, parental leave, Georgia military stuff, library things, just a lot of discussion right now. Reach out to Michael Little with any specific questions as he is there almost every day that they are in sessions.  
Enrollment update—spring looks good we are up 5% and 42 enrolled for next wave (goal is 200, so there is still work to do). Strategic enrollment management plan is in stage 2 and will be unveiled soon. Questions about the common app--we have it now and it has been positive for us. 311 applications through the common app since February 1<sup>st</sup>. So, things have started of the right way.  
Banner 8 URL will be deactivated as of March 6<sup>th</sup>. If you haven't transitioned to Banner 9, please do so. USG will get rid of it for everyone by March 31<sup>st</sup>.  
For costs, faculty and staff will be moved to MS authenticator, more about that in the next couple of weeks and is likely to roll out in July.  
Last announcement club sports will be at Clayton State in the fall of 2024. Football will be part of club sports—it's essentially pay to play. We are not getting a football team per se.  
Is club sports out of pocket? Yes.  
If the authenticator goes away over the summer, some faculty might not get that memo before the change happens. Is there a way IT can send out an email to make sure everyone is aware. Spring break MS Authenticator will be launched and you can sign up/set up for it as soon as then and don't have to wait until the summer.
5. **Remarks and Q & A, Dr. Carol Moore, Interim Provost, and Vice President of Academic Affairs.**-->Good news: she has recently obtained the last report from the Nessie survey. Going through that there were a lot of positive responses from students about the education that they are getting. What Nessie calls high impact learning items the university did really well, so we are going to put together a one pager to send out to everyone of all of the results. Everyone should take pride in the work that's going on with students. That will be coming out to everyone in the not too distant future. The other thing to know that is up and coming and you will be getting emails about it, thanks to the registrar and the people in her office we will be able to start registering students for a full year as opposed to for just a semester. According to the research students who are able to do this feel more secure in the institution and not stressed about the next semester and generally helps raise retention of students by 1-2%. There will be emails about this coming out soon. Registration for next fall will happen as usual

(March 15<sup>th</sup>) in about 10 days around the 25<sup>th</sup> of March the schedule for next spring will come out—that of course can change, but it does give students a little level of comfort and at other institutions it has increased retention a bit.

Another item is looking at the registrar's report for the number of DFWs for every course the university offers. Looking at that report there are numerous classes that have high DFW rates and those faculty members who teach those classes will be hearing from their deans soon to start thinking of ideas to reduce those rates. We want to make sure that every student has a chance to be successful. The numbers in the report are high enough that they are alarming to me and indicate that we can do better.

The budget process as you all know we are still working on how we will use the academic affairs budget that we have been given. You will hear more about that—nothing is written in stone, but some ideas are coming together.

Since this hasn't been done in a while the provost and deans will be reviewing the academic policies to see if they need updating or tweaking—that will take months, but you will hear about it as it happens.

Senate plans to create a general education committee—a wise decision in her mind. In the coming months and particularly in the fall we will need to watch what we are requiring students to take, but there are lots of possibilities to tweak the core for future students. We will set up a process for that once the committee is created and we can meet with them to start these discussions. Somewhere in the state procedures there is a process that every 5 years that a college or university should review its core curriculum and so we need to get on top of this as quickly as we can.

A process of program prioritization otherwise known as program review and used to be for only academic programs. Now it goes through all academic and nonacademic things. It will be a process and will go on for several months. This will begin soon.

The state has a process of looking at under-enrolled programs and if there is a low graduation rate from a program, that program goes on a list considering phasing it out. The deadline for that is coming up and the deadline for the university to make some recommendations is March 11<sup>th</sup>. Coupled with that will be the question from the state: What new programs would you like to explore?

DFW follow up: what is the plan to address those issues? I don't know if the deans have sent a memo out yet, but every faculty member with a high DFW rated course will need to submit a plan to say what they are going to do lower the DFW rate. That will go first to the deans and then go to the provost. Is the level of courses being taken into account introductory level vs. higher level? Yes, but when some of those DFW rates are over 50% I am concerned and something has to change. Also, the discipline has a role to play—some disciplines predictively have higher DFW rates than others. All of this needs to be taken into consideration, but when 50% of the class is not passing things need to be looked into.

Can under-enrolled programs be rolled into new programs? Could that be considered? Anything can be considered, but the state wants us to say this program as is, is under-enrolled. Graduating only 2 or 3 students a year per program, we definitely need to change things. Merge it with another program? Look at interdisciplinary possibilities, etc.

Survey to change fall schedule—any results with that? Don't know about it.

Actions once courses and instructors have been identified as high DFW rates. What kinds of solutions are you thinking about and helping with?

Math and sciences are typically the higher DFW rates—goes along with the discipline. That has to be considered. There are some things that can be done: study sessions, more problem solving in the classroom, have students help each other, etc. There's not one answer and that's why she's sending it back to the faculty asking them to come up with ideas.

Math department for sure has been trying to work on this. Is there a percentage that she feels is acceptable? A threshold, and does that vary by field? Yes, and based on experience. You're not going to save them all—the students have to meet you there. So, that's normal. Classes with too many As and Bs is questionable too. 25% is around where you're doing what you can. It's the laws of statistics you're going to get students who just don't want to do the work. It's an arbitrary number but looking across the board that's realistic.

DFW rate is a national standardized statistic. The W is something that the faculty have no control over. Would it be possible to recalculate the numbers for what we have control over? There needs to be justification as to the bar we use to measure ourselves by. There can be reasons why a student would withdrawal that has nothing to do with the faculty: job change, death in the family, etc. On the other hand faculty do have some control over that in that the students are probably already not doing well in the class and they're not stupid so they withdrawal before they can be negatively affected by it. Faculty can reach out to students who are doing very poorly and help them somehow. She hears the point and will talk to the registrar about not looking at the Ws—they are probably a whole different type of intervention.

Get the Center for Academic Success (CAS) involved in the DFW solutions? Wasn't in the forefront of her mind. The plans from faculty should include the CAS. Tutoring is important, so yes, they should be involved.

Up until the launch of the new DUCK we could see why they withdrawal, but now we can't. This data has already been minded, but it would probably be worthwhile looking at.

For full year registration—for retention are we looking at the metric first year student, or what? What metrics are we looking at for retention with a full calendar? Generally, when people talk about retention in the literature they are looking from fall to fall. Sometimes they look at fall to spring, but generally it's fall to fall. The retention of the university needs to be improved to be comparable to others in our system and across the country. Basically, we're talking about fall to fall first time students, but that's misleading and she's knows it. For example, nationally we are experiencing another what they used to call the first year clip—where first year students drop between freshman and sophomore years; but now it's between sophomore and junior year and no one seems to understand why this phenomenon is happening. She's looking initially at first year to second year. Then she's going to have to put on the table and look at what the retention from sophomore to junior year. Graduation rate is extremely low

and so some attention needs to be paid to that. I know lots of other schools are experiencing this.

March 25<sup>th</sup>—is that when students will start to register? Or just when the schedule will simply be available and visible? Registrar said she'd have a schedule ready to go out March 25<sup>th</sup>, but not sure. With respect to advisement, we struggle with our students getting a chance to meet with an advisor to get holds taken off. Has there been a discussion about holds and them not creating unnecessary barriers to our students? She has talked to Ashlee, and she's going to talk to her people. Was unaware of issues with holds and this will show what issues there are with the current process. Once you find the process—you fix it. Holds are something that every university handles differently. We will take a look of that.

In other universities, the W deadline is later than ours. Extending that deadline might help us retain students. The registrars in the system are trying to get the policies changed so that they can be more flexible, but there's no telling when that might happen. If other universities have a better policy, why not use it?

Program review issue—are student inputs included in that review? I think they should be involved after all they know what's going on and whether or not the policies, procedures, or programs are meeting their needs. All the steps of the process haven't been worked out yet, there's only 3-5 processes in the US and so it's a matter of picking one and tailor it to your needs.

Research could be shared with that second enrollment.

What data do you want that would be helpful to you? There are some pieces of data that people don't regularly have. If you have thoughts let her know.

President: we've asked Dr. Moore to really lean into everything. In addition to the regular leadership that a provost would do. He will be asking for recommendations for summer pay and that process, SACs COC, strategic plan, academic affairs strategic plan, will be asking for an internal analysis of academic affairs and staffing and a traditional guide for the provost coming in at the end.

- 6. Strategic Plan Presentation, Antoinette France-Harris and James Peete, Co-chairs of the strategic initiative planning/steering committee.-->**The last time we spoke was the townhall in December. 130 people showed up for that and today is a continuation of that discussion. There was a leadership retreat on January 5<sup>th</sup> with Huron. Several other meetings have occurred in February. February 19<sup>th</sup> went to a Clayton County comprehensive plan meeting. At the meeting there was a 20-year discussion. At the first meeting CSU was mentioned once, now we are mentioned over and over again. They will be coming to campus soon as well.

Process update: we are at the finalization of the plan and preparing for execution and implementation. Have had student focus groups, stakeholders' interviews, etc. So, a wide array of input has gone into the choices that we've made today. "Transforming today for tomorrow." We have been known as being difficult to work with, and so we have to work on that for real! Mission Statement, "Our Mission is social mobility. We transform lives through teaching, scholarship, and service." Currently going through the process to get this approved with SACS and USG. SACS did not think this was a

substantive change. Vision statement, “We will have a positive impact on the state of Georgia and beyond by serving students and our community through broadening access to high-quality education and advancing workforce development.” For the life of the plan—3 years. Core values: Adaptability, Collaborations, Excellence, Integrity, People-centered.

We need to achieve financial sustainability—what are our sources and how do we improve revenue? How do we control our expenditures? How can we use our underutilized assets better?

Advancing Operational Excellence—building a policy library and reviewing all policies; establishing service level agreements—how do we work well together? Can we build a 1 stop shop for students for customer service: like a customer service counter? Like The HUB, but for customer service for our students. Promote a data-driven culture—we have a lot of data, but how are we using it? Reimagine traditional ways of working enhancing university wellbeing—cultivating faculty and staff growth, training and travel tend to get cut first, but that hurts us in the long run; foster a supportive and inclusive environment; promote campus vibrancy and engagement—like club sports

Strengthening Reputation and Awareness—create a communications strategy and calendar; empower enrollment management; promotes a unified and consistent CSU message; strengthen the central communications team

Strategic enrollment plan and strategic plan are working together.

Areas of focus: Building academic and career pathways; driving students success and social mobility; Growing Enrollment; Increasing Community and Corporate Engagement

- 7. Presentation on Core IMPACTS, Dr. Celeste Walley-Jean, Assistant Vice Provost of Academic Affairs and Dean of Graduate Studies and Inclusive Engagement.**—Refresh of the core curriculum. One of the important parts about it is that it is “Designed to ensure that students acquire essential knowledge in foundational academic areas and develop career-ready competencies.” Basically, to help students understand what the core means to them and relate to it better. The name is a mnemonic, and the changes are to help students understand what they need. Designed for transferability within the USG as well so that courses are more easily transferable between institutions. This spring was the soft launch. Once a course was approved, core standard statements were added to the syllabi. We will have to map/track how things are going. There are also proposals to become core courses. 7 were proposed; 2 approved; 2 temporarily approved; 3 denied. Full launch in Fall 2024. We aren’t just teaching our core any more, we are supposed to be selling the core impacts. Are faculty able to communicate what the importance of each core course is? There are still some remaining old core classes that still need to be reviewed and we will do that this semester. Mapping old core into new core—some specific courses mentioned—will they be part of area S as they were supposed to. Yes, but if they were reviewed for area S. If they have not been reviewed, they will need to be. There is an individual and/or team that are reviewing things. Please advise how this process works and how we should move forward. Chair will be working with Celeste to figure this out.

Upper division courses are allowed in the field of study? Yes.

**8. Sub-committee reports, as needed.**

**a. University Curriculum Committee**

No update

**b. Academic Policy Committee**

No update.

**c. Faculty Affairs Committee**

New student evaluations is being built out so that it can be piloted in the summer.

**d. Student Affairs Committee**

Will be meeting this Thursday at 11am. Everyone is busy so not everyone will be able to attend, but we will record the session. Review of policy for honors as well as continuing on other things that already been working on.

**9. Faculty Athletic Representative report, Dr. Eric M. Bridges.**—Germaine is doing tremendous work and has had the althetics program evaluated by an outside organization. Chair will be althetics faculty representative and intends to give updates on athletics in all meetings going forward.

**10. Old business-senate vote for the creation of ad hoc general education committee.**—11 voted; 10 for the creation and 1 against. So, that it has been voted on, has passed, and will be created very soon.

Is there a description of how they will get nominations for the new committee. There will be in a day or two.

**11.** Adjourned after 1 hour 47 minutes and 24 seconds.