

**COMMITTEE NAME:** EXECUTIVE COMMITTEE OF UNIVERSITY SENATE (ECUS) WITH STANDING COMMITTEE CHAIRS (SCC)

**MEETING DATE & TIME:** FRIDAY, JANUARY 8, 2020, 3:30-4:45 P.M.

**MEETING LOCATION:** WEBEX

**ATTENDANCE:**

<b>MEMBERS</b>		<b>“P” denotes Present, “A” denotes Absent, “R” denotes Regrets</b>
<b>P</b>	Alex Blazer (CoAS, ECUS Chair Secretary)	
<b>P</b>	Hauke Busch (CoAS, ECUS Chair)	
<b>R</b>	Steve Dorman (University President)	
<b>P</b>	Catherine Fowler (CoHS, ECUS Vice-Chair)	
<b>P</b>	David Johnson (CoAS, ECUS Chair Emeritus)	
<b>P</b>	Karl Manrodt (CoB, ECUS Member)	
<b>P</b>	Lyndall Muschell (CoE, ECUS Member)	
<b>P</b>	Costas Spirou (Provost)	
<b>P</b>	Jennifer Townes (Library, ECUS Member)	
<b>P</b>	John Swinton (APC Chair)	
<b>P</b>	Hank Edmondson (FAPC Chair)	
<b>R</b>	Rodica Cazacu (RIPC Chair)	
<b>R</b>	Jamie Addy (SAPC Chair)	
<b>GUESTS</b>		
Shea Council (Administrative Assistant of the 2020-2021 University Senate)		
Carolyn Denard (Associate Vice President/Chief Diversity Officer)		
Damian Francis (Vice-Chair, Resources, Planning and Institutional Policy Committee)		

**Legend**

*Italicized text denotes information from a previous meeting.*

\*Denotes new discussion on old business.

**Highlighted text denotes follow-up.**

**Bold text denotes action or recommendation.**

**I. Call to Order:** The meeting was called to order at 3:31 pm by Hauke Busch (Chair).

**II. Approval of Agenda:** A Motion to approve the agenda was made and seconded. **The agenda was approved as circulated.**

**III. Approval of Minutes:** A draft of the 6 Nov 2020 minutes of the Executive Committee with Standing Committee Chairs had been circulated to the meeting attendees via email. A Motion to approve the minutes was made and seconded. **The minutes were approved.**

**IV. Reports**

**University President — President Dorman**

1. As President Dorman had extended *Regrets* and was unable to attend this meeting, there was no President’s Report.

## University Provost — Provost Spirou

1. **Spring 2021 Semester** We anticipate starting Spring semester 2021 (January 19) much like the Fall with face-to-face instruction along with social distancing and other important mitigation efforts on campus. To accomplish social distancing, classroom settings will be reconfigured once again, and section sizes will be reduced with larger rooms continuing to be part of the schedule.
2. **Personal Protective Equipment** Georgia College will continue to follow the guidance from the Georgia Department of Public Health (GDPH) and the Centers for Disease Control and Prevention (CDC), as well as the USG to ensure that we create a safe environment for everyone on campus. To this end, we are maintaining an ample stock of personal protective equipment (PPE), including washable cloth and disposable face masks, disinfectants, and sanitizing materials. We will continue to request that individual office areas are sanitized while Building Services will continue to routinely clean and sanitize the common areas. For additional PPE or assistance in cleaning or sanitizing workspaces, please submit work orders by calling 478-445-4279 or call Shea Groebner 478-445-2043. Face masks will continue to be required for anyone entering campus and where at least six feet of social distancing will be difficult to maintain.
3. **Alternate Work Arrangements** Faculty who fall into high-risk categories for severe illness with COVID-19 may request alternate work arrangements. If you believe you fall into a high-risk category that would make you a vulnerable employee, please contact the Georgia College Human Resources Office. Human Resources will review the request and, upon approval, will work with the employee and their immediate supervisor in documenting and providing for an alternate work arrangement.
4. **Tent and Ventilation** The tent set up in the Bell Hall parking lot will be available for usage throughout Spring semester for classes or meeting space. For buildings with HVAC controls, the HVAC shop will continue programming the air conditioning and heating systems to bring in more outside air for improved ventilation. System filters have also been upgraded to minimize the chances of the HVAC system spreading the virus.
5. **College of Education** The Georgia College's John H. Lounsbury College of Education earned a Level 4 rating on the 2020 Teacher Preparation Program Effectiveness Measures (PPEMs) published by the Georgia Professional Standards Commission (GaPSC). The highest-ranking available, Level 4 is labeled "exemplary" and is above the desired level of performance for effectively preparing future teachers. This marks the second year of the statewide rankings and the second year in a row Georgia College has received the highest rank. The PPEMs evaluate educator preparation programs using measures collected during candidates' time in the program—such as certification assessments required by the state—and measures collected following completion once candidates are in the classroom, including classroom observations by supervisors and surveys of employers as well as newly employed teachers. The primary purpose of the PPEMs is to give educator preparation programs detailed information that they can use to improve.
6. **University Retention Committee** The University Retention Committee submitted its preliminary report with a number of recommendations including:

- a. Revising the Freshman Seminar to help students feel more engaged to their programs as freshmen and sophomores.
  - b. Enrollment Management will start asking more in-depth questions when students leave (i.e., If student states GC doesn't offer the major they want, admissions will find out specifically which major).
  - c. Enrollment Management will start offering a student leave of absence for a semester that will allow a more streamlined return for students.
  - d. Several areas across campus are researching enhanced parent engagement.
  - e. The GC Nudge Unit, a student-led initiative overseen by the Economics & Finance and Psychology departments will assist the committee in developing strategies for improving retention through behavioral changes.
7. **GC Journeys** GC Journeys won the USG Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation.
8. **Center for Teaching and Learning** The Center for Teaching and Learning will be offering the following to support faculty. Please contact the CTL for additional information:
- a. Creating Accessible Documents - Track: Course Structure - January 26.
  - b. The Science of Learning - Track: Learning and Getting it Right - January 27.
  - c. Transformative Learning Experiences & Essential Learning Outcomes - January 29.
  - d. Developing Relationships in a Digital Environment - February 2.
  - e. Creating an Inviting and Welcoming Space for Learning: UDL - February 9.
  - f. Video Recording Solutions for Recording Your Presentations or Tutorials - February 9.
  - g. Creating Accessible Media – February 10.
  - h. Who Is Generation Z and Why It Matters - February 16.
  - i. How to Capture What You Are Doing for Publication and Presentation - February 16.
  - j. Using Technology for Video Recording Presentations and/or How-to Videos - February 18.
  - k. Which Teaching Strategies Yield the Greatest Bang for Your Buck? - February 24.
- The CTL saw an increase of tickets from 896 (2019) to 2,420 (2020). The 2019-2020 Annual Report is available in the Center homepage website.

### **Subcommittee on Nominations (SCoN) — Chair Catherine Fowler**

1. **2021-2022 Elections**
- a. Election procedures were received and archived from the colleges and library.
  - b. A letter was sent to college deans and the library director reminding them to submit election results by February 1.
  - c. A letter was sent to all faculty requesting nominations for the open at-large position. Dr. Fowler's term expires in April 2021.

### **Executive Committee of University Senate (ECUS) — Chair Hauke Busch**

1. **2020-2021 Governance Calendar** The 2020-2021 Governance Calendar has been updated to include a previously omitted department meeting in April. (16 Apr 21 3:30 PD/other has been replaced with Department.)
2. **University Senate Budget** No spending is anticipated for the University Senate budget at the present time.

3. **University Senate Recognitions** The certificates and pins report has been generated and is being reviewed for accuracy.
4. **University Senate Representatives on University Committees** A review of University-Wide Committees with Senate Representation is being planned to fill vacant positions once the election results of the new senators have been posted.
5. **Inclusive Excellence Policy Committee Workgroup** The work group led by David Johnson, Alex Blazer, and Catherine Fowler proposed a new standing committee called the Diversity, Equity and Inclusive Policy Committee. ECUS approved the recommendation and will present a motion to revise the bylaws to Senate.
6. **Parliamentarian** The Senate is still looking for a Parliamentarian.
7. **Governance Retreat** The next Senate retreat is being planned by Catherine Fowler.

### **Academic Policy Committee (APC) — Chair John Swinton**

1. **Discussion with President and Provost** President Steve Dorman and Provost Spirou joined the meeting as guests in order to discuss issues that lead to the proposed resolution condemning the BOR and GC administration's response to the Covid crisis. The meeting was respectful and informative. To avoid doing any injustice to the conversation, rather than attempt to summarize it, I will copy Jolene Cole's Secretarial notes:
  - a. Dr. Dorman and Dr. Spirou joined the meeting to clear up any additional misconceptions and/or concerns about the return to campus due to COVID.
  - b. Swinton: APC was asked to pursue the resolution condemning BOR action on reopening campuses. Individuals wanted the committee to address the anxiety on campus, especially the concerns from our jr. faculty. APC's aim was to serve as a filter for those concerns.
  - c. Question: Is the BOR involved with arranging vaccinations with the Georgia Department of Health for USG campus workers? Dorman: GC is working on gaining approval to be a vaccination distribution location. We have the capacity to administer vaccines and store them effectively. Angie Childre our Interim Director for Student Health Services is taking the lead on this. My understanding is that GC will be considered part of 1B for teachers and essential workers for vaccines.
  - d. Question: As President of Georgia College, are you in communication with our Baldwin County Health Department and Navicent Health Baldwin Hospital regarding availability of resources needed to support a spike of cases occurring when students return? Dorman: We are hoping that the start of the semester being later will help mitigate cases on campus. We are offering testing this week and next for faculty and staff. We will then be offering testing for students on the 19<sup>th</sup> and 20<sup>th</sup>. We do have tests on hand and will communicate this to students. Angie Childre has been working with the public health department and has been attending all their meetings.
  - e. Question: Will GC college provide quarantine space for students? Why has GC failed to do this and instead elected to send students home? Dorman: We do have space on campus for those who need to quarantine. The system has encouraged

sending students home when possible. We also have 5600 undergraduate students with only about 2000 living on campus. We would only serve those who live on campus. If a student can not go home, (international etc.) we do have spaces for them.

- f. Question: We are hearing a lot of what the Board wants vs what is best for Georgia College. Can we push things depending on our unique situation? What is the boundary, if we need to do something that the board may not recommend etc.?  
Dorman: We received guidance from the board, university presidents, staff and public health department members as we entered the semester last fall. The recommendations we followed came from that group. We did lack some guidance from the CDC at first. By thanksgiving the CDC did suggest students stay on campus and not return home. Information changed as we progressed through the semester.
- i. Swinton: Moving forward will still be rocky. We are going to run into situations where it would be good to note what's our decision vs what is the board and let the campus know where those decisions are coming from.
- g. Question: Why has GC failed to establish a mandatory testing program? Dorman: No recommendation from public health to do so. Probably due to the large number of tests that would result from mandatory testing. We will provide opportunities and encourage it, but we will not require it.
- i. Schiffman: Schools that have done the best (with COVID numbers) have been vigorous on testing. They require testing before students return to campus and on an ongoing basis. What actually is preventing us?
  - ii. Dorman: We don't have that many tests or capacity for that many tests. It would result in a great expense. We are not prepared for testing on that level.
  - iii. DeVore: Not for everyone, but a reasonable sample as established by peer universities<sup>[SEP]</sup> Consult and use a sampling system already successfully used by another university.
  - iv. Styer: <https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/expanded-screening-testing.html>. Jurisdictions can use these examples to guide their considerations as they develop local recommendations to prioritize select groups (examples are listed below) for expanded screening testing taking into account feasibility and costs. Jurisdictions might also consider sampling subgroups for screening testing initially to evaluate the need for more expanded screening testing in a particular group. Students, faculty, and staff at institutions of higher education (including community colleges and technical schools).
  - v. DeVore: So, we don't have money to have a testing program to use to assess our status in virus spreading on our campus.
  - vi. Styer: CDC says we can do testing. We have chosen not to.
  - vii. Swinton: It does seem to be a resource issue.

- viii. Rudkevich: We want to be on campus. We just want to avoid an outbreak. Some are mandating student testing before they return back. Last semesters problem was students came back to campus with COVID. It would be good to get ahead of it. Remember those who are most likely to get sick are also the most likely not to test. We can avoid another outbreak.
- h. Question: What about contact tracing? Or is it a privacy concern? If it is a privacy concern, maybe safety trumps that? We had someone in our dept test positive and we only found out because that individual told us. Any plans for contact tracing moving forward? Dorman: Contact tracing does happen. Angie C. has done it. However, contract tracing is not our duty. It's the public health departments. Sometimes Angie and her staff will inquire who the individual has been around and contact them. However, it is the public health departments responsibility.
  - i. Spirou: The process is the same with employees. You can refer to the COVID decision tree. They will ask you who you've been in contact with and we will contact those we need to. We've been doing so and people have quarantined as needed.
  - ii. Swinton: Close colleagues did all of that and still members of the department were never contacted. Could we think about an app or using something low cost for tracing on campus? Or are we actively engaging with public health to see who they should follow-up with?
  - iii. Dorman: Yes, tracing is supposed to be happening. If someone's not following up, we need to check on that. An app is a great idea in theory. However, it depends on people following up and agreeing to it. Everyone would need a phone and agree to be followed. It's a great innovation of science but with privacy issues and getting people to elect to be in is difficult. We just aren't there yet.
  - iv. DeVore: We have dual validation software on our phones needed to access unify and email. Is that a privacy issue? We use our personal phones.
  - v. Swinton: Well, this should be on our radar moving forward. It would be opt in. Many students do opt in for many of our services, it may not be as hard as we think to get students to participate. Are we still keeping track of whose tested positive?
  - vi. Dorman: Yes, it is listed the next morning after it is reported. Some numbers may be delayed, for example over a weekend. Yet for most part it's accurate day by day.
  - vii. Spirou: If you check the site, the information is there. The beginning of last semester was very difficult, but I need to point out how critical behavior is in this situation. Behavior certainty produced change. The numbers went down as the semester progressed, due to change in behavior. January will probably see another rise but will shift back down. Testing will be available. Behavior is most important. We are in a different position than six months ago.

- i. Sanders: Thank you so much for coming to our meeting today. I think that reaching out to faculty with a feedback survey would be extremely helpful in identifying what worked well and what did not work well when we returned face to face so that adjustments, if needed, can be made for the spring semester. The most challenging issue I encountered was the period of time in which two-thirds of my classes were in quarantine and the continued lack of attendance throughout the semester when the number of cases decreased. Thank you again for your time and attention.
  - i. Sanders: Approximately 2/3 of students were in quarantine. I live streamed lectures until the numbers went back down. However, other students who hadn't tested positive or who weren't told to isolate took advantage of the live streaming and lecture notes and did not attend class either. I structured class, so it was important to be there but didn't want to punish those who were sick. I'd like any suggestions or advice on what and how we should handle this type of situation.
  - ii. Dorman: What is your recommendation for this?
  - iii. Sanders: It would be helpful to know what we as faculty can do to avoid this scenario. What are we able to do?
  - iv. Spirou: This seems to be a common concern. I got a lot of questions from parents about this as well. Parents complained that their child was not registered for online courses but was only attending online courses. I researched the situation and students although registered for f2f were taking advantage of the online content offered by instructors even though they were not ill. If a student doesn't have a COVID note or hasn't been asked to quarantine, then it is up to the faculty member to make that decision. You can expect students to be in the classroom.
  - v. Dorman: Dr. Spirou can you write this up for faculty?
  - vi. Spirou: Yes
  - vii. Speelman: There is a gap in that information. Those that took advantage vs those who are still sick even though it's been over 14 days. We were told to take students word or absence as proof they still had COVID issues.
  - viii. Swinton: I also saw a drop off in attendance. I had a few students who were anxious and feared being in class. They didn't know if they can trust their fellow students to be safe. If you post online, then students preferred to not be in class if they didn't need to be. Shouldn't we be more flexible for those students? Anxiety is real, students can't concentrate if they are anxious. We've been told by the dean of students that this is a real issue and should be taken seriously. Should we send messages of flexibility vs rules about being in class?
  - ix. Spirou: I agree, anxiety is everywhere. Flexibility is needed and is very important. Claire's observation is important. It's up to each faculty member to determine flexibility and in what situation it is needed. If

flexibility is needed, please do so. If you think some take advantage you can also tell them that they must be in class.

- x. Styer: The message from last semester was “we have to be f2f”. Student evaluations will be used, and our classes would be checked on to make sure we were there f2f.
- xi. Spirou: This is inaccurate – we did communicate student evaluations may or may not be used. There are also different types of instruction (hybrid, f2f, etc.) I met with USG to discuss f2f with social distance. Will do same again in January. Dr. Denley wants f2f and believes students do better f2f. The f2f directive was confirmed as the expectation for campuses. We attempted to continue with things as much as possible to maintain normalcy in our procedures. We continued with summer research support for faculty, we continued with tenure and promotion, and professional leaves. In midst of it all, we continue our support and want to ensure faculty some normalcy in this crazy situation.
- xii. Styer: You are saying f2f but be flexible. How can we do that? Those two things are different. You are telling us to be flexible but we also need to keep the rigid structure that has been opposed upon us.
- xiii. Spirou: I don’t think f2f and flexible is opposed to one another. Faculty may have options to do both. I can see a f2f structure but using various approaches to allow for some flexibility.
- xiv. Swinton: Most of us have been operating on if we had a COVID note. I’d like to see us be more generous for those that choose to do distance till crisis is over. Can we broaden what is a legitimate excuse? This also goes back to who can teach f2f and who can’t. The initial COVID exemption list wasn’t exhaustive, it couldn’t be. It didn’t include those who didn’t qualify for exemption but may have had a high-risk child or spouse at home. This required individuals to have to self-isolate at home away from family while working f2f. Can we have a case-by-case basis where exceptions could be made? Also, could we have no cut off dates for applications because health status and home situations change?
- xv. Dorman: What number was exempted?
- xvi. Spirou: Approximately 88 faculty. The number is about the same for the spring.
- xvii. Swinton: There are plenty that didn’t qualify but wanted to. Did any that didn’t qualify for an exemption ask to qualify even though they didn’t meet the requirements?
- xviii. Spirou: Not to my knowledge.
- xix. Swinton: Did anyone who qualified for an exemption not receive one? Were you given any notice who were denied?
- xx. Spirou: Maybe 1 or 2 out of 89 or so.
- j. Swinton: One of the major concerns was the denial of those that had circumstances of family members who were high risk but the employee didn’t



qualify for an exemption. The process seemed very black and white and should be more flexible.

- i. Dorman: I'd like to hear more and take it back. Everything went thru HR.
  - ii. Swinton: HR isn't known for flexibility. Individual cases may differ.
  - iii. Dorman: What are the issues. What should be on the list?
  - iv. Swinton: Shouldn't be on a list. (High risk family member scenario shared). Each case is so different. List's don't work in this situation.
  - v. Styer: I'm living with 2 extremely high-risk individuals but I had to work.
  - vi. Knox: Same, my wife was high risk. I was lucky and qualified. Would have been nice to know I had other options if I didn't qualify.
  - vii. Dorman: Helpful, let me see if I can do anything with this.
- k. Additional questions and comments were submitted via email and chat
- i. Gorzelany-Mostak: Thank you Dr. Dorman for taking the time to meet with us. I share the health-related concerns of all here and do not want to minimize them, but I was wondering if you could speak to the financial health of the institution and how positions, programs, staff assignments, funding for various initiatives, etc. might be impacted in 2021 and in the long term.
  - ii. Rudkevich: I was told a number of students who went home for quarantine never returned to campus.
  - iii. DeVore: Are there endowments which can be used to help with COVID issues on our campus?
  - iv. DeVore: Students also have anxiety when they zoom at 9 go on campus at 11 then drive away to go home and zoom again at 1...the schedule is a real issue for students. Basically, they are bouncing back and forth between their room/apartment and the campus.
  - v. Sanders: I had many students who expressed that anxiety in the "check-up" survey I gave my students after the first few weeks. Most of them expressed they felt safe in the classroom, but there was also a sizeable number who wanted to take the class online.
  - vi. Sumowski: Drs. Dorman and Spirou, On behalf of COE, I would like to thank you for coming today and for your candor. My COE colleagues recognize that these are extraordinary circumstances and that we all are doing the best we can with the information and resources available. There are no perfect scenarios. Forgive me, but I must log off to attend another meeting. Good Day everyone!
  - vii. DeVore: If we taught in Baldwin High, and had a spouse or parent in the home, or child, who is high risk, we would be permitted to teach online,
  - viii. DeVore: Flexibility of being the only caregiver of a 90 year old parent is ABSENCE. GC required face to face.HR was not flexible and neither were Chair, Dean.
  - ix. Rudkevich: On a very different note, the presidential inauguration is happening 2 days into the semester. Would it be possible to send out a

reminder for everyone to uphold Georgia College's honor code shortly before Jan. 20?

- x. Email from DeVore: A study by the Centers for Disease Control and Prevention, released today, compared the rates of COVID-19 exposure in counties with large universities with remote instruction and with in-person instruction.
  - 1. "U.S. counties with large colleges or universities with remote instruction (n = 22) experienced a 17.9 percent decrease in incidence and university counties with in-person instruction (n = 79) experienced a 56 percent increase in incidence, comparing the 21-day periods before and after classes started. Counties without large colleges or universities (n = 3,009) experienced a 6 percent decrease in incidence during similar time frames," the study said.
  - 2. The study said, "Additional implementation of effective mitigation activities at colleges and universities with in-person instruction could minimize on-campus COVID-19 transmission and reduce county-level incidence." 1.8.21, Scott Jaschik [Live Updates: Latest News on Coronavirus and Higher Education \(insidehighered.com\)](#)

## 2. **ECUS-SCC Discussion**

### a. **Alternate Work Arrangements**

- i. Question: If a faculty member who has received an online teaching accommodation receives the vaccine during spring semester, does that instructor have to teach in person? Answer (Provost): The instructors' classes will remain online throughout the semester. There will be a plan for vaccinations. Our institution is applying to be a vaccination site. Faculty *may* be able to access the vaccine before February.
- ii. Question: Would the university pursue a campaign promoting taking the vaccine? Answer (Provost): Yes, there will be a campaign at some point.

## **Faculty Affairs Policy Committee (FAPC) — Chair Hank Edmondson**

- 1. **Faculty Emeritus Policy** The committee has completed the Emeritus policy revision and will submit a motion for the next meeting of University Senate.

## **Resources, Planning and Institutional Policy Committee (RPIPC) — Vice-Chair Damian Francis for Chair Rodica Cazacu**

- 1. **Information Technology Governance Council** The committee received the new Council structure.
- 2. **Personal Protective Equipment** Vice President for Finance and Administration Susan Allen reported that PPE will continue to be distributed this semester in the same manner as last semester.

3. **Testing** Health Services has 15,000 rapid tests. These are primarily for student testing but there are some for employees if needed. The university now has good testing opportunities.
4. **ECUS-SCC Discussion**
  - a. Comment: The vaccine will be distributed to healthcare workers first, following CDC guidelines (Phase 1A).
  - b. Comment: CVS offers free coronavirus testing.
  - c. Question: Regarding the university's application for vaccine distribution, will the vaccines be available for the general public or earmarked for the GC community? Answer: They will be earmarked for GC use.
  - d. Comment: The vaccine does not cancel BOR guidelines regarding social distancing and mask wearing.
  - e. Comment: Wayne Johnson of Emergency Management reports that the Baldwin Health Department will have vaccines starting on Monday.
  - f. Quest: The vaccine is 95% effective. However, there are two doses. How effective is it after the first dose? Answer (Fowler): The first does helps while the second dose is necessary. The vaccine is effective if used in conjunction with masks and social distancing. It takes time to build up protection after the second dose. Over time, the vaccine will help us control the pandemic.

#### **Student Affairs Policy Committee (SAPC) — Chair Jamie Addy**

1. **Meeting Cancelled** As there was no business, SAPC did not meet for its previously scheduled 8 January 2020 2:00-3:15 p.m. meeting.

#### **VI. Unfinished Business**

1. **Inclusive Excellence Policy Committee Work Group** The work group recommended the creation of a standing committee called Diversity, Equity and Inclusive Policy Committee (DEIPC). ECUS unanimously approved the recommendation. A motion to revise the bylaws will receive a first reading in the January meeting of University Senate and a vote will occur in the February meeting.
  - a. **ECUS-SCC Discussion**
    - i. Question: What were the two original options for this committee: Answer: A subcommittee of RPIPC and a standing committee.
    - ii. Question: Why was it planned to be a subcommittee of RPIPC? Answer: Resources and institutional planning were the best fit for this focus of committee given Senate bylaws and history.

#### **VII. New Business**

1. **Steering of Items to Committees**
  - a. None.
2. **University Senate Agenda and Minutes Review**
  - a. **Tentative Agenda 22 Jan 2021**

- i. **Motions:** There will be three motions on the agenda of this meeting of University Senate.
  - 1. APC: Faculty Supervisor Access to D2L/GeorgiaVIEW
  - 2. ECUS: Bylaws Revision
  - 3. FAPC: Faculty Emeritus Policy
- ii. **Reports:** Administrative reports and committee reports will also be agenda items.
- iii. **Supplemental Items of Business:** None.
- b. **University Senate Minutes Review A Motion that the DRAFT minutes of the 20 Nov 2020 meeting of the 2020-2021 University Senate be circulated for university senator review was made and seconded. **The motion to circulate the minutes was approved.****

## VIII. Open Discussion

### 1. Post-Tenure Review

- a. Question: Did FAPC talk about the modified Post-Tenure Review timeline as sent by the Office of the Provost to faculty over winter break? Answer (FAPC Chair): Yes, we considered it moot. Comment (Provost): The university is very behind on PTR. The deans chose to do half of the faculty up for review in spring and half next year. If faculty who received letters over break do not want to complete the review in the spring, they do not have to. Simply let their chair and Interim Associate Provost Holley Roberts know.
- b. Comment: FAPC could have worked hand and hand with the administration in developing the strategy and timeline to complete the overdue reviews.
- c. Comment: We are in violation of policy; we need to identify faculty to bring into compliance.
- d. Comment (Provost): We operate in an enrollment-based university system, not a performance-based university system. We do not receive additional resources unless we look good to the system. We need to make sure we do all we can do to protect our institution. The efforts needed to protect our institution are increasing.

### 2. Security and Fire Safety Report

- a. Question: The recent gas leaks were not in the report. Are those events leading to mass evacuation not considered? **Follow Up: Provost Spirou will look into the issue.**

## IX. Next Meeting

### 1. Calendar

- a. University Senate Meeting – Friday, January 22, 3:30 p.m., Webex
- b. ECUS Meeting – Friday, February 12, 2:00 p.m., Webex
- c. ECUS+SCC Meeting – Friday, February 12, 3:30 p.m., Webex

2. **Tentative Agenda** Some of the deliberation today may have generated tentative agenda items for ECUS and ECUS-SCC meetings. Hauke Busch will ensure that such items (if any) are added to the agenda of a future meeting of ECUS or ECUS-SCC.

## X. Adjournment

1. As there was no further business to consider, a **Motion** to adjourn the meeting was made and seconded. **The motion to adjourn was approved and the meeting adjourned at 4:45 p.m.**

## XI. Supporting Documents

1. There are no supporting documents.

**Distribution:** First, these minutes will be sent to committee members for review; second, they will be posted to the Senate website.

**COMMITTEE NAME:** EXECUTIVE COMMITTEE OF THE UNIVERSITY SENATE (ECUS) WITH STANDING COMMITTEE CHAIRS (SCC)

**COMMITTEE OFFICERS:** HAUKE BUSCH (CHAIR), CATHERINE FOWLER (VICE-CHAIR), ALEX BLAZER (SECRETARY)

**ACADEMIC YEAR:** 2020-2021

**AGGREGATE MEMBER ATTENDANCE AT COMMITTEE MEETINGS FOR THE ACADEMIC YEAR:**  
**“P” denotes Present, “R” denotes Regrets, “A” denotes Absent**

Acronyms	EFS = Elected Faculty Senator CoAS = College of Arts and Sciences; CoB = College of Business; CoE = College of Education; CoHS = College of Health Sciences										
Meeting Dates	9/4	10/2	11/6	1/8	2/12	3/5	4/9	P	R	A	
Alex Blazer <i>EFS, CoAS, ECUS Chair Emeritus, ECUS Secretary</i>	P	P	P	P				4	0	0	
Hauke Busch <i>EFS, CoAS, ECUS Vice-Chair</i>	P	P	P	P				4	0	0	
Steve Dorman <i>University President</i>	P	R	R	R				3	1	0	
Catherine Fowler <i>EFS, CoHS ECUS Vice-Chair</i>	P	P	P	P				4	0	0	
David Johnson <i>EFS, CoAS ECUS Chair Emer.</i>	P	P	P	P				4	0	0	
Karl Manrodt <i>EFS, CoB ECUS Member</i>	P	P	P	P				4	0	0	
Lyndall Muschell <i>EFS, CoE ECUS Member</i>	P	P	P	P				4	0	0	
Costas Spirou <i>Provost</i>	P	P	P	P				4	0	0	
Jennifer Townes <i>EFS, Library ECUS Member</i>	A	P	P	P				3	0	1	
John Swinton <i>APC Chair</i>	P	P	P	P				4	0	0	
Hank Edmondson <i>FAPC Chair</i>	R	P	P	P				3	1	0	
Rodica Cazacu <i>RPIPC Chair</i>	P	P	P	R				3	0	1	
Jamie Addy <i>SAPC Chair</i>	P	P	P	R				3	0	1	

