

**2020-2021 University Senate  
Minutes for the 20 Nov 2020 Meeting**

*University Senate Officers: Presiding Officer Hauke Busch, Presiding Officer Elect Catherine Fowler, Secretary Alex Blazer*

**PRESENT (46)** Abraham Abebe, Jamie Addy, Justin Adeyemi, Susan Allen, Alex Blazer, Robert Blumenthal, Linda Bradley, Hauke Busch, Krystal Canady, Rodica Cazacu, Laura Childs, Benjamin Clark, Paulette Cross, Steve Dorman, Hank Edmondson, Brad Fowler, Catherine Fowler, Gail Godwin, Nathan Graham, Maxwell Harley, Sabrina Hom, John Jackson, David Johnson, Julian Knox, Leng Ling, Catrena Lisse, Karl Manrodt, Bryan Marshall, Lyndall Muschell, Christine Mutiti, Amy Pinney, Gennady Rudkevich, James Schiffman, Liz Speelman, Costas Spirou, Susan Steele, Mariana Stoyanova, Katie Stumpf, Rob Sumowski, Jessica Swain, John Swinton, Ashley Taylor, Jennifer Townes, Jessica Wallace, Jiaqin Yang, Diana Young

**REGRETS (0)**

**ABSENT (3)**

Kevin Blanch, Jolene Cole, Stacey Milner

**GUESTS (20)**

<b>Name</b>	<b>Role on University Senate or Position at the University</b>
A. Kay Anderson	Assistant Vice President for Enrollment Management and University Registrar
Shawn Brooks	Vice President for Student Life
Jordan Cofer	Associate Provost of Transformative Learning Experiences
Shea Council	Administrative Assistant of the 2020-2021 University Senate
Carolyn Denard	Associate Vice President for Inclusive Excellence and Chief Diversity Officer
Kerry James Evans	Assistant Professor of English
Chris Ferland	Associate Vice President of Institutional Research and Effectiveness
Lee Gillis	Professor and Chair, Department of Psychology
Eric Griffis	Professor of Costume Design
Susan Kerr	Chief Information Officer
Mary Magoulick	Professor of English
Laura Newbern	Associate Professor of English
Omar Odeh	Associate Vice President for Strategic Communications
Holley Roberts	Interim Associate Provost of Academic Affairs and Director of The Graduate School
Stefanie Sevcik	Lecturer of English
Katie Simon	Associate Professor of English
Cara Smith	Director of Institutional Effectiveness
Sara Stallings	Director of University Events and Protocol
Monica Starley	Special Assistant to the President
Michael Stratton	Dean, College of Business
Jen Yearwood	Special Assistant to the Vice President of Finance and Administration

**CALL TO ORDER:** Hauke Busch, Presiding Officer of the 2020-2021 University Senate, called the meeting to order at 3:30 p.m.

**CONSENT AGENDA:** A consent agenda was available as an item of business listed on the meeting agenda and read as follows.

**1. AGENDA/MINUTES**

- a. University Senate Meeting Agenda (11/20/2020)
- b. University Senate Meeting Minutes (10/16/2020)

A **MOTION** to adopt the consent agenda was approved by electronic vote (35 yes, 2 no, 1 abstain) with no proposed extractions, no further discussion, no dissenting voice, and only voting members of the university senate eligible to vote.

**PRESIDENT’S STATEMENT TO THE SENATE REGARDING RESOLUTION CONDEMNING BOR AND GC ADMINISTRATION — PRESIDENT STEVE DORMAN**

1. Normally I do not comment on the motions brought before the Senate, as I do not want my “voice” to hinder the work of this body. And, while this body has the right to debate and issue opinions, since the administration of this university is the subject of this motion, I think it only fitting that I be allowed to respond.
2. First, it is important to know that BOR policy requires that the administration of this institution follow the directives of the BOR and Chancellor. According to the BOR policy 2.6.1 regarding Executive Head of Institution:

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. **The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.**

(SOURCE: University System of Georgia, Board of Regents Policy Manual <https://www.usg.edu/policymanual/section2/C322>)

3. Secondly, it is important to understand that Board of Regents retains to itself broad powers to determine institutional function and mission as noted in Policy 2.8 on 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.**

(SOURCE: University System of Georgia, Board of Regents Policy Manual, <https://www.usg.edu/policymanual/section2/C324>)

4. Further, the Board asserts its authority to approve distance education program offerings in Policy 3.3.3 regarding Distance Education:

“Distance education” is defined as a formal educational process in which the majority of the instruction in a course occurs when the student and instructor are not in the same place and the instruction is delivered using technology. **Instruction may be synchronous or asynchronous. No institution may offer programs completely online prior to the Board of Regents’ approval of the academic program or programs to be offered completely online.** (SOURCE: University System of Georgia, Board of Regents Policy Manual, <https://www.usg.edu/policymanual/section3/C338/>)

5. Finally, we could debate whether the concept of “mode of delivery” (online vs. face-to-face) is the same as the term “methods of instruction” enunciated by the AAUP in their publications. Personally, I think there is a difference. However, if we interpret them as meaning the same thing, the **AAUP Redbook** (AAUP, AAUP Policy Documents & Reports, 11<sup>th</sup> Edition, 2015. Statement on Government of Colleges and Universities, p. 120-121.) itself anticipates that under certain ‘*exceptional circumstances*’ that the board or the president of an institution may make decisions regarding “methods of instruction.”

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only *in exceptional circumstances*, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

(SOURCE: AAUP: Statement on Government of Colleges and Universities, FOUND AT: <https://www.aaup.org/report/statement-government-colleges-and-universities>)

I think everyone would agree that this COVID-19 pandemic qualifies as an ‘exceptional circumstance’ and therefore qualifies as a time when the governing board may need to determine the way forward. Indeed, at the beginning of this pandemic in the spring, when the Board of Regents chose to move all universities from face-to-face to online, they were acting within their authority. And, now, as they have sought to give guidance as to how to return to campus, they continue to act within their authority.

6. As your President, it is my duty to remind you of the consequences of the actions you are about to take. Please consider the consequences that this motion anticipates. If this resolution were to become the rule of the day, it would require a massive change in the way courses are delivered and faculty are deployed. As it currently reads, this resolution states that each professor should be able to decide whether to teach their course face-to-face or in an online format. Further, this resolution states that each student should have the option to decide whether a course is delivered face-to-face or in an online format. The realities of making this resolution happen would mean that each course offered at the university would have to be offered face-to-face and in an online format. This would need to be done to satisfy any student or any faculty who desired that particular format. Do you understand what is being asking by this resolution? Where courses are now delivered in a face-to-face format, one request from a student would trigger the need for an online course and the need for an additional professor to deliver that course unless we added this to existent workloads. Courses currently offered online by vulnerable professors would need to also be taught face-to-face to accommodate requests by students for face-to-face instruction. This would be an untenable process for the university and would require us to employ many more instructors or overload our current faculty. Of course, another solution would be to require all faculty to deliver any course they were assigned in their regularly compensated load in both modalities.
7. The idea that has been floated that academic freedom gives the professor total freedom to choose the modality of instruction without consultation and collaboration with administration is erroneous thinking and is disproven by what is currently offered in universities around the country. If it were the case, that faculty get to “choose” their modality of instruction, then we would have universities with consecutive dual modalities all over the country. Furthermore, how does the professor being the sole arbiter in “choosing” meet the test of shared governance? To my knowledge, I know of only two universities that run a face-to-face university alongside an online university. And, in those cases, I am extremely doubtful that a professor who has been hired to teach in the online effort of the university can ‘decide’ to have a face-to-face course, when they have been hired to provide students with a service who are expecting an online delivery. Therefore, “modality of delivery” cannot be equivalent to methods of instruction and the professor’s choice, alone.
8. There are other consequences of this resolution as well. For example, this resolution does not consider the implications of this action on student learning or student progression. Nor does it consider the expectations of students and parents for face-to-face instruction and the here-to-fore long-term commitment of this university to face-to-face instruction and small class sizes. In our recent budget forum, I addressed yet one other consequence anticipated by this resolution, the financial impact of a move to online coursework. Let me remind everyone that there are fees that cannot be attached to online courses. In fact, Ms. Allen tells me that our current reduction of in person classes has resulted in

over 600 incidents of fee reductions. This means that there will be reductions in areas supported by these fees. One such fee, for example, is the student activity fee (\$91) that is administered by SGA and supports student organizations and sustainability efforts on campus. This fee also supports programming and services offered by student life departments such as the GIVE Center, the Women's Center and the Cultural Center. Without this fee our student organizations would have no funds and would be unable to function. Is that what you want to happen? Do you understand that this resolution would reduce funding to our student organizations? Another fee linked to on campus courses is our athletic fee (\$181). This fee partially supports coaches' salaries and supports scholarships for our athletes. Or what about the student health and wellness fee (\$95) that supports the work and the salaries of the employees in student health. Each of these fees, in addition to providing critical support for student life programming also helps to pay the salaries of some of our colleagues in student life, the clinic and athletics; and provides numerous job opportunities for students at the wellness center, intramurals, the Give Center and the HUB. So, please understand that one of the very real impacts of what this resolution is asking for will result in a reduction of funds that are used to support student activities, student health and support the salaries of some of those individuals. I hope everyone considers what reducing this funding will mean to our students, our athletes, our staff and our coaches.

9. This resolution also does not acknowledge the transparency and shared governance that was put into the reopening plans. This summer, the USG charged each campus to put together individual campus plans to guide the return to campus in the fall. In the spirit of shared governance, our plan involved many GC staff and faculty members (See below). And, to ensure total transparency we posted that plan online.

- a. **Administrators involved in the reopening plan**

- i. President Steve Dorman
- ii. Vice President Susan Allen
- iii. Provost Costas Spirou
- iv. Shaundra Walker, Director, University Library
- v. Sheri Noviello, Dean, COHS
- vi. Vice President Monica Delisa
- vii. Vice President Shawn Brooks

- b. **Faculty members participating in the Reopening Committees (3 Senate Representatives)**

- i. Sabrina Hom, Faculty Senate Representative
- ii. Robert Blumenthal, COAS
- iii. Alex Blazer, Faculty Senate Representative
- iv. Robert Duesing, COB
- v. Karen Berman, Faculty Representative
- vi. Nicole DeClouette, COE
- vii. Diana Young, Faculty Senate Representative
- viii. Lee Gillis, COAS (faculty representative)
- ix. JJ. Arias, Faculty Athletics Representative
- x. Angela Criscoe, COAS

- c. **Staff Involvement in the Reopening Plans**

- i. Mark Duclos
- ii. Monica Starley
- iii. Britt McRae
- iv. Jessica Swain, Staff Council Representative
- v. Kay Anderson, Enrollment Management
- vi. Holley Roberts
- vii. Jim Berger, CTL
- viii. Suzanne Pittman, Enrollment Management
- ix. Shannon Simmons, Financial Aid
- x. Gwen Chretien, Admissions

- xi. Javier Francisco, Admissions
- xii. Sara Stallings
- xiii. Mark Pelton
- xiv. Stephanie Westmoreland
- xv. Matt Davis
- xvi. Emily Jarvis
- xvii. Jennifer Graham
- xviii. Kristy Johnson
- xix. Stacey Milner
- xx. Kyle Cullars, Assistant Vice President for Auxiliary Services (chair)
- xxi. Greg Brown, Director of Auxiliary Services
- xxii. Charles Cruet, Interim Retail Dining Manager
- xxiii. Cindy McClanahan, Director of Marketing and Communications for Auxiliary Services
- xxiv. Brian Losonsky, General Manager of Dining Services
- xxv. Michael Gumbert, Executive Chef
- xxvi. Larry Christenson
- xxvii. Lori Burns
- xxviii. Wendell Staton - Athletics' Director
- xxix. Steve Barsby - Assistant Athletics' Director
- xxx. Sarah Fuller - Athletic Trainer
- xxxi. Dr. Stephen Niergarth - Team Physician
- xxxii. Jamie Grodecki - Senior Women's Administrator
- xxxiii. Gretchen Krumdieck - Coach Representative
- xxxiv. Dr. Jake Grazer - Director of Strength and Conditioning
- xxxv. Dr. Steve Wilson - Director of Counseling Services
- xxxvi. Omar Odeh, Associate Vice President for Strategic Communications
- xxxvii. Jordan Cofer, Associate Provost for Transformative Learning Experiences
- xxxviii. Brittney Johnson, Director of Public Affairs
- xxxix. Victoria Fowler, Director of Marketing and Publications
- xl. Eric Jones, Special Initiatives Coordinator

10. And, it is also important to note that students and their parents were fully aware of the face-to-face modality decision of the university system prior to making their decision to attend GC this fall. Failure to deliver this modality as faithfully as we can violates the trust and confidence that our students and their parents have placed in us. They chose to come to GC this fall for face-to-face with social distancing as they were told in communications this summer. The campus they thought they were returning to was a campus ready for face-to-face instruction.
11. This resolution is built on the premise that there is something inherently 'unhealthy' or 'unsafe' about face-to-face instruction. The facts do not support this premise. Since we started face-to-face learning in August, there have been 12 COVID cases among staff and 6 cases among faculty, out of over 900 employees at the university. Also, everyone will be pleased to know also that none of these individuals were hospitalized and all have returned to work. And it appears that none of these cases acquired COVID from their work within the university. This tells me that the care we have taken to decrease the risk on campus is working. We have allowed vulnerable staff and faculty to work virtually. We have taken the precautions of requiring face masks and have gone to great expense and time to make sure our classrooms are socially distanced and that they are cleaned regularly. Further, in assuming that face-to-face is inherently unhealthy, this resolution assumes that online is inherently healthy. The resolution fails to consider the impact of fully on online on the mental health of students and faculty. In time of crisis as we have face, it is not unusual for individuals to long for gestures of normalcy. One UGA professor who teaches face-to-face recently captured this idea when he wrote about the positive mental health benefits of his face-to-face courses in the **Atlanta Journal-Constitution**: (SOURCE: "*Design*

teacher says his classes serve as ‘de facto support groups’ amid stress of pandemic” by Amitabh Verma in GET SCHOOLED BLOG, NOV. 9, 2020 by Maureen Downey, The Atlanta Journal-Constitution. Found at: <https://www.ajc.com/education/get-schooled-blog/university-of-georgia-professor-in-person-teaching-improves-student-mental-health-and-mine/YKOEYDJ2QNHMBKD4KJCQ7LOJ3M/>)

“Several students have told me that they feel more motivated, more in control, and less stressed in in-person classes. There is also an unexpected pandemic-related benefit – the buildup of trust has led to students feeling comfortable about opening up, and they exchange stories and tips about coping in quarantine, what recovery is like, how long before the sense of smell returns. The studios have become de facto support groups, helping to dissipate some of the uncertainty and fear of the ongoing situation. The physical togetherness has become motivational, the studio a place of affirmative and healing social interaction.” ( Amitabh Verma , professor, University of Georgia, College of Environment+Design. Found at: <https://www.ajc.com/education/get-schooled-blog/university-of-georgia-professor-in-person-teaching-improves-student-mental-health-and-mine/YKOEYDJ2QNHMBKD4KJCQ7LOJ3M/>)

12. Finally, and most disturbing and disappointing is the choice of words that are used in this resolution. As a husband, father, professor, colleague, friend and administrator I hope to allow a measure of grace in my interactions with individuals. This is particularly true in difficult and complex situations when I don’t know the whole story. While I don’t always agree with actions of others and while others disappoint me, I have found that it is best to ‘think the best’ of others. The decision to use the word ‘condemn’ is perhaps the most discouraging part of this resolution. Words have meaning and consequences. By choosing to “condemn” the actions of the BOR and administration of GC you are disallowing the work of grace in an unprecedented, very complex and difficult situation. Those who are “condemned” for their actions are usually tried, pronounced guilty and given over to an appropriate punishment. So, by choosing to “condemn” the actions of the BOR and the administration, you have set yourself up as judge and jury over the actions, motives and intentions of each. This is an awesome position you would assume. And, it appears this has been done this without considering fully the implications of this resolution and applying discernment to the individual actions of those administrators. The committee issuing this resolution, for example, has not sought my input nor sought to clarify the impact of their resolution on the university, nor have they inquired into any aspects of this motion as it was written. I would have been pleased to provide them with the feedback that I have provided to today. In fact, the information I interjected into the recent budget hearing about fees was my only way to try to get this information out to campus because it was never requested by the writers of this resolution. The shared governance and transparency that are sought and required of the administration has not been reciprocated in the creation of this motion.
13. This resolution accuses the administration of this university of undermining our campus ethos of **Reason, Respect and Responsibility**. Yet, in doing so, have you considered the reasons that the administration may have had in making their decision? Have you considered the responsibilities that are implied in each of these positions? Is it *reasonable* to expect the Georgia College administration to have responded any differently? This administration has worked tirelessly in what is probably THE most complex situation of their careers to now face a resolution of condemnation. Is the action you are about to take *respectful*? Is it *respectful* to condemn the actions, intentions and motives of the BOR without a fair hearing as to why they have chosen the path they did? Has there been an attempt to inquire about this? I would remind you that you are about to condemn the individuals who have supported, funded and proliferated this university’s trajectory and have cheered on our special mission and our many successes. Finally, I would ask you to consider if this a *responsible* action that you are about to take? Is this an action that you would recommend to your students – to “condemn” the actions, intentions, motives of their employers?
14. While there are some direct consequences of the decision regarding this vote, there are also consequences that may not have been anticipated. This action violates the precious comity that has heretofore existed at Georgia College between the Senate and the administration. By choosing to

“condemn” you “are thinking the worst” of the administration rather than trying to understand the motives, actions and intentions of the administration. Personally, I find this to be a sad day indeed. You are thinking the worst of a group of people who I know have worked tirelessly for this university during this crisis. They have given their heart and time to making sure this university runs well and that people remain employed during a very complex situation and at a time when universities around the country are furloughing employees and facing deficits. I can assure you these administrators give their best. The action you are about to take will remove something very precious that cannot be returned.

15. Presiding officer Busch, the faculty and staff are certainly allowed to state their opinions, however, I strongly urge the Senate to defeat this resolution. I will conclude my remarks by stating as President of this university I will have no part in a resolution that condemns the actions of the BOR or the hardworking and faithful administration of Georgia College. Because of the gravity and seriousness of this motion before the Senate I think it only fitting that each Senator be “on the record” regarding their vote. Therefore, I call upon this body to conduct a roll call vote on this motion.

## **UNFINISHED BUSINESS**

1. **MOTION 2021.APC.001.R RESOLUTION CONDEMNING UNSAFE RETURN TO FACE-TO-FACE INSTRUCTION** On behalf of the committee, John Swinton, APC Chair, presented the motion “Resolution Condemning Unsafe Return to Face-to-Face Instruction  
Whereas without a safe environment for students, faculty, and staff, no institution can be expected to carry out its academic mission to the fullness of its potential, and  
Whereas faculty members, in collaboration with their department chairs, have a vested interest in delivering instruction in a modality they deem best, based on their experience, to achieve course outcomes, the University Senate of Georgia College and State University affirms the following:  
*Resolved*, that the Georgia College University Senate:
  1. Condemns the unsafe return to face-to-face teaching forced on faculty and students by the administration of the University and the Board of Regents (BOR) of the University System of Georgia (USG);
  2. Asserts that students whose situations do not fit within the limited number of medical conditions outlined by the BOR and the Georgia College administration excusing them from attending classes in person should not be forced to take classes face-to-face when that format causes them excessive fear for their physical or mental health;
  3. Asserts that faculty whose situations do not fit within the limited number of medical conditions outlined by the BOR and the Georgia College administration excusing them from conducting classes in person should not be forced to teach classes face-to-face when that format causes them excessive fear for their physical or mental health, or endangers the health of those who reside with them and are at high risk.*Resolved*, that the Georgia College University Senate:
  1. Finds the actions of the BOR, the USG, and Georgia College administration regarding Fall 2020 have undermined the values of Reason, Respect, and Responsibility in the academic policies they have enforced;
  2. Calls on the BOR, the USG, and Georgia College administration to immediately revise policies and allow faculty to deliver instruction in a manner they regard as the most pedagogically sound consistent with the bedrock principle of providing a safe educational environment for students;
  3. Calls on the BOR, the USG and Georgia College administration to immediately revise policies and allow students to opt for online instruction if they regard face-to-face classes as unsafe, without any other preconditions.”
    - a. **DISCUSSION** During the 16 Oct 2020 meeting, A **MOTION** to call the question was made and seconded. Due to technological difficulties, the vote had to be conducted by electronic poll after the end of the meeting. The motion to call the question, which requires a two-thirds vote for

adoption, was a tie (16 yay, 16 nay, 2 abstain). Discussion during the 20 Nov 2020 meeting began after President Dorman's statement to the Senate. Senators used the electronic chat function to request to speak to the body. Senators also used the electronic chat function to make comments (electronic discussion, below). During the course of discussion, a **MOTION** to call the question was made, seconded, and approved (42 yay, more than the two-thirds vote required for adoption). A **MOTION for a roll-call vote** was made and seconded. The motion was objected to. The motion for a roll-call vote was approved (22 yay, 19 nay, 4 abstain). **MOTION 2021.APC.001.R RESOLUTION CONDEMNING UNSAFE RETURN TO FACE-TO-FACE INSTRUCTION** was disapproved by roll-call vote (6 yay, 29 nay, 8 abstain; see roll-call below).

i. Comments (APC Chair)

1. No one in the committee voted against the resolution; there were a couple of abstentions
2. Senate does not make policy. We advise. The resolution is not a policy recommendation.
3. All faculty were hired to teach face-to-face, but we were not hired to teach on the front line of a pandemic.
4. Although President Dorman and the BOR comment on the welfare of students, they do not comment on the welfare of faculty and faculty families.
5. There has been a lack of conversation regarding how faculty and staff are being put to work during the pandemic. This resolution is an attempt to start a conversation and to have a say.
6. While finances are mentioned, there is no mention of the welfare of those who make finances possible. We need to consider all the costs of face-to-face instruction.
7. Students returned to campus, and a spike in cases put us on the front pages of newspapers.
8. Some students will have long term health issues.
9. We do not have adequate contact tracing.
10. The intent here is to have a voice, to make sure that everyone who represents faculty, staff, and students have a chance to debate the issue. The way this resolution should be taken is that we want to be heard.

ii. Comments (Provost)

1. When people want to be heard, typically they engage in conversation and do not condemn others.
2. I know this is a difficult time; no one signed up for this. I thank the faculty for their extraordinary commitment. I thank the VPs and Deans and Department chairs for working so hard to support the instructional mission. I thank the Registrar, CTL, Facilities for working to protect the university during difficult times.
3. Items 2 and 3 of the resolution call for specific actions, for faculty and students to move to online instruction. There is an implementation issue. Did the committee consider implementation?
4. We have a history of faculty, staff, and administration working together.
5. \$13.5 million in fees will be lost if classes move online. There will be 164 position reduction. Hundreds of graduate students will be affected, and services will be eliminated. This will severely affect instruction. Items 2 and 3 will decimate the university.
6. If we implement items 2 and 3, we will not be following the system directive.
7. Students are not interested in online instruction. Applications for next fall are up 14%.



8. What does the committee expect as an outcome from this resolution? What does the committee expect the BOR or GC administration to do?
- iii. Answer (APC Chair)
    1. Item 2 does not call for online instruction specifically; instead, it calls for policy revision. If students were allowed to take classes online, as in item 3, the university would be affected.
    2. The committee did not work through the university's finances.
    3. We were told what we had to do in fall reopening. The resolution is a reaction after the fact designed to be heard by the administrations.
  - iv. Question: If the committee wanted to be heard, then why did it not go to the administration?
  - v. Answer (APC Chair): The resolution is a means for University Senate as a formal body to be heard by the USG and GC administrations.
  - vi. Comment: Students at USG schools where faculty were given the option to teach online or in person report that classes just go online. If the option were given at GC, then we'll have barely any in person classes. Students learn better with face-to-face instruction.
  - vii. Comment: Nursing classes cannot be done completely online.
  - viii. Comment: Where did the push for face-to-face instruction come from? Students and parents, or from the USG? Online classes appear to be filling up faster than in person classes next semester.
  - ix. Comment: SGA surveyed students and found that students were not properly educated regarding how campus was going to reopen. There are many fee cuts due to online education.
    - x. Comment: As of Monday, there were 11 students who selected fully online schedules for spring semester.
    - xi. Comment: There are no elements of shared governance in the cut offs for safe face-to-face instruction. We have a respect for leadership, but we do not respect the guidance from the BOR.
    - xii. Comment: College of Education senators sought feedback on the resolution from their constituents. 76.9% of 26 faculty expressed disapproval of the resolution.
  - xiii. Comment: My department faculty didn't understand what GC administration could have done differently. My department faculty disapprove of the resolution.
  - xiv. Comment: I rise in opposition to the resolution. I appreciate my colleagues, but there is so much of a schism in the country. We need to move forward.
- b. **ELECTRONIC DISCUSSION** ECUS members monitored the electronic chat for members requesting to address Senate or make motions. Comments were also made in the electronic chat forum, which have been edited for clarity.
- i. Comment: The committee should be able to respond to President Dorman's statement.
  - ii. Comment: The motion should be returned to committee to be amended.
  - iii. Comment: I wish the motion could be more positive.
  - iv. Comment: What happens to staff (like bus drivers and janitors) if we go online?
  - v. Comment: According to the CDC, our instruction mode is not safe. It is classified as "moderate risk" if there is perfect compliance with masking (<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>),
  - vi. Comment: Case studies and other "virtual" clinical and class items are not acceptable to create real nurses.
  - vii. Comment: APC has been heard loud and clear, and we no longer need to move forward with this.

- viii. Comment: This is a resolution that advises the senior administration; it does not actually set GC policy.
  - ix. Comment: As of Monday, there are only 11 undergraduate students who have selected a fully online schedule for Spring 2021.
  - x. Comment: In the Spring 2021 class schedule, there are 13 sections of GC1Y 1000 are listed as fully at a distance and all 13 are full.
  - xi. Comment: Regarding the numbers of student fully online, is it the case that advisors were instructed to change students' schedules so that they could NOT have a fully online schedule? I heard this was the case for first year students.
- c. **ROLL-CALL VOTE** 6 members voted yay, 29 voted nay, and 8 abstained. 2 members are ex officio non-voting members. 1 member extended regrets and 3 members were absent.
- i. Abraham Abebe, Elected Faculty Senator, CoAS: Nay
  - ii. Jamie Addy, Elected Faculty Senator, Library: Abstain
  - iii. Justin Adeyemi, Elected Faculty Senator, CoHS: Nay
  - iv. Susan Allen, Presidential Appointee, RPIP: Nay
  - v. Kevin Blanch, Selected Staff Senator: Absent
  - vi. Alex Blazer, Elected Faculty Senator, CoAS: Yay
  - vii. Robert Blumenthal, Presidential Appointee, FAPC: Nay
  - viii. Linda Bradley, Elected Faculty Senator, CoE: Nay
  - ix. Hauke Busch, Elected Faculty Senator, CoAS: Nay
  - x. Krystal Canady, Elected Faculty Senator, CoHS: Nay
  - xi. Rodica Cazacu, Elected Faculty Senator, CoAS: Nay
  - xii. Laura Childs, Elected Faculty Senator, CoHS: Nay
  - xiii. Benjamin Clark, Elected Faculty Senator, CoAS: Yay
  - xiv. Jolene Cole, Presidential Appointee, APC: Absent
  - xv. Paulette Cross, Elected Faculty Senator, CoE: Abstain
  - xvi. Steven Dorman, University President: ex-officio non-voting member
  - xvii. Hank Edmondson, Elected Faculty Senator, CoAS: Nay
  - xviii. Brad Fowler, Elected Faculty Senator, CoB: Nay
  - xix. Catherine Fowler, Elected Faculty Senator, At-Large: Regrets
  - xx. Gail Godwin, Elected Faculty Senator, CoHS: Nay
  - xxi. Nathan Graham, Selected Student Senator: Nay
  - xxii. Maxwell Harley, Selected Student Senator: Nay
  - xxiii. Sabrina Hom, Elected Faculty Senator, CoAS: Yay
  - xxiv. John Jackson, Selected Staff Senator, Nay
  - xxv. David Johnson, Elected Faculty Senator, CoAS: Nay
  - xxvi. Julian Knox, Elected Faculty Senator, CoAS: Abstain
  - xxvii. Leng Ling, Presidential Appointee, SAPC: Nay
  - xxviii. Catrena Lisse, Elected Faculty Senator, CoAS: Nay
  - xxix. Karl Manrodt, Elected Faculty Senator, CoB: Nay
  - xxx. Bryan Marshall, Elected Faculty Senator, CoB: Nay
  - xxxi. Stacey Milner, Selected Staff Senator: Absent
  - xxxii. Lyndall Muschell, Elected Faculty Senator, CoE: Nay
  - xxxiii. Christine Mutiti, Elected Faculty Senator, CoAS: Abstain
  - xxxiv. Amy Pinney, Elected Faculty Senator, CoAS: Nay
  - xxxv. Gennady Rudkevich, Elected Faculty Senator, At-Large: Abstain
  - xxxvi. James Schiffman, Elected Faculty Senator, CoAS: Yay
  - xxxvii. Liz Speelman, Elected Faculty Senator, CoHS: Nay
  - xxxviii. Costas Spirou, Chief Academic Officer: ex officio non-voting member
  - xxxix. Susan Steele, Elected Faculty Senator, CoHS: Nay

- xl. Mariana Stoyanova, Elected Faculty Senator, CoAS: Abstain
- xli. Katie Stumpf, Elected Faculty Senator, CoAS: Nay
- xlii. Rob Sumowski, Elected Faculty Senator, CoE: Nay
- xliii. Jessica Swain, Selected Staff Senator: Nay
- xliv. John Swinton, Elected Faculty Senator, CoB: Yay
- xlv. Ashley Taylor, Elected Faculty Senator, CoAS: Abstain
- xlvi. Jennifer Townes, Elected Faculty Senator, Library: Yay
- xlvii. Jessica Wallace, Elected Faculty Senator, CoAS: Abstain
- xlviii. Jiaqin Yang, Elected Faculty Senator, CoAS: Nay
- xlix. Diana Young, Elected Faculty Senator, At-Large: Nay

**PRESIDENT’S REPORT — PRESIDENT STEVE DORMAN**

1. **ANNUAL EMPLOYEE COMPLIANCE TRAINING** Annual compliance training is required by the University System of Georgia for all employees (faculty, staff, and student workers). This year’s content consists of institutional and system policies and procedures, information and data security, and Motor Vehicle Use. All employees, including student workers, must complete the *Policy Compliance and Ethics Refresher* and the *Information Security Awareness* module. Individuals who drive on university business must also complete the *Motor Vehicle Use Program* module. The deadline for both trainings is Monday, November 23. If you have any questions, please call Ms. Kelly Beall in Human Resources.
2. **SEARCH FOR VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT** We are currently engaged in a search for our next vice president for university advancement. This search is being chaired by vice president, Susan Allen. Members of the search committee include:
  - a. Caroline Attaway, Donor Engagement Officer for Student Life
  - b. Pam Booker, Chair, Alumni Board
  - c. Catherine Fowler, Associate Professor of Nursing, University Senate Representative
  - d. Alex Gregory, Foundation Board Member
  - e. Emily Jarvis, Director of Parent and Family Programs
  - f. Stacey Milner, Director of Fraternity and Sorority Life, Staff Representative
  - g. Omar Odeh, Associate Vice President for Strategic Communications
  - h. Don Parker, Chair, Department of Music
  - i. Grace Singletary, Student Representative

On campus interviews are set for January 5 – 8, 2021. Details about this search can be found at <https://www.gcsu.edu/advancement-search>.

3. **STUDENT MENTAL HEALTH INITIATIVE**
  - a. The USG is in the process of implementing a comprehensive plan in support of mental health services at all institutions that includes short- and long-term mental health services using the \$11.5 million in funding provided by Governor Kemp from the Governor’s Emergency Education Relief Fund through the CARES Act. The plan is comprised of four components:
    - i. **Clinical support and resources** through Christie Campus Health that will provide telephonic psychiatric care and clinical counseling services for all students increasing the current capacity of our campus resources exponentially. In addition to the clinical resources, we will establish 24/7 hotline capabilities and well-being support programs.
    - ii. **Strategic planning** through a partnership with the JED Foundation campuses will create a long-term strategic plan while implementing immediate campus resources. Four USG institutions have previously engaged in this effort, and we will leverage this experience.
    - iii. In recognition of the unique needs of each USG campus, \$1.725 million in **mini-grants** will be made available to campuses to support mental health and wellness. These

funds can be used to establish new technology resources, increase campus programming, or enhance communications. Mini-grants will range from \$50,000 to \$75,000.

- iv. The University System Office will provide **central program administration**, communications aimed at connecting students with the new resources, and oversight to remove barriers to implementing these programs.
- b. In support of this initiative, Georgia College & State University has identified faculty and staff to serve on a task force that will work to expand programs and services at GC. Members of that task force include:
  - i. Shawn Brooks, Chair
  - ii. David Anderson
  - iii. Lori Burns
  - iv. Angie Childre
  - v. Lee Gillis
  - vi. Michelle Johnson
  - vii. Susan Kerr
  - viii. Cindy McClanahan
  - ix. Stacey Milner
  - x. Rachel Pope
  - xi. Brett Stanelle
  - xii. Qiana Wilson
  - xiii. Steve Wilson
4. **BOBCATS STAYING TOGETHER WHILE BEING APART** The Division of Student Life has created an initiative whereby students can continue to stay engaged, active and in touch with each other over the extended winter break. One of the more exciting programs to arise from this initiative is an Alternative Winter Break service learning project: Bobcats Adopt a Stream being led by Dr. Allison VandeVoort from Biological and Environmental Sciences. To date, more than 35 students from all majors have signed up and have participated in pre-break orientation. This program is designed to help collect meaningful data about our waterways in Georgia and will help monitoring agencies across the state ensure that we have safe and healthy water resources. A series of other virtual events sponsored by both academic and nonacademic departments can be found at <https://www.gcsu.edu/campus-life/winter-break-2020>.
5. **GO HOME HEALTHY: KNOW YOUR STATUS** In an effort to help mitigate the spread of COVID, both on campus and in the home communities of our students, we have engaged in a campaign that we are calling **Go Home Healthy: Know Your Status**. We have been reaching out to students by email and social media to encourage them to get COVID-19 tested before going home for the break. As of close of business on Wednesday, November 18, 331 tests have been administered. Student Health has continued to offer COVID-19 testing for students. In addition, we have offered two special COVID-19 testing clinics on campus on November 17<sup>th</sup> and 18<sup>th</sup> from 10:00am – 3:00pm each day with no appointment needed. We reminded students that a single test is only a snapshot of their status in that moment. We have encouraged them to do their best to take necessary precautions after testing to limit exposure.
6. **TRAFFIC CROSSINGS UPDATE** DOT will begin work on safety improvements on Hancock Street, currently scheduled during the upcoming holiday break. This project will include a new red-light safety feature at the Hancock and Clarke Street intersection which allows for a four-way stop of traffic to permit pedestrians on all corners to cross at the same time. Another safety system will be placed at the crosswalk on Hancock Street near Ennis Hall to work in tandem with the intersection stop. We have been given permission by the GADOT to move forward with addressing safety measures on the state route at Montgomery Street. This project is currently on hold due to a recent DOT request. We are

doing all we can to have it completed over the break as well. This project will include an improvement at the crosswalk on Montgomery Street between Beeson and Peabody with a red-light signaling system. GC will fund and have oversight of this project, and the contractor is scheduled to start and finish the project during the holiday break.

7. **STAFF SALARY STUDY** We have approval to implement the staff salary study increases in January of 2021. Remember, this is not an across the board increase, but will follow the recommendations of the study for increases. This will provide much needed increases to bring staff to the minimum levels set by the study.
8. **STATE OF THE UNIVERSITY** The annual State of the University Address will be held virtually on Friday, February 5. A link to view the 2 p.m. Address will be provided prior to the event. Details regarding the annual Service Recognition Ceremony held immediately following the State of the University will be forthcoming.
9. **SAVE THE DATE**  
*December Commencement*  
Saturday, December 12, 2020  
Virtual Ceremony

### **PROVOST'S REPORT — PROVOST COSTAS SPIROU**

1. **2020-2021 WOMEN'S LEADERSHIP FACULTY FELLOWS PROGRAM**
  - a. Carrie Cook, College of Arts and Sciences
  - b. Liz Speelman, College of Health Sciences
  - c. Amy Sumpter, Colleges of Arts and Sciences
  - d. Jennifer Flaherty, College of Arts and Sciences
  - e. Josie Doss, College of Health Sciences
  - f. Renee Fontenot, College of Business
2. **SUMMER REVENUE** Distribution to the colleges was completed in October.
3. **NCUR (NATIONAL CONFERENCE ON UNDERGRADUATE RESEARCH)** The conference is virtual this year. Our goal is to have 100+ presenters and surpass our previous showings.
  - a. *What:* GC is a national leader in undergraduate research and has a major presence in CUR (Council on Undergraduate Research) and NCUR. Now that NCUR is virtual, we would like to surpass our previous record of 95 presenters. Please encourage your students to submit their research and creative endeavors, regardless of discipline.
  - b. *Who Can Present:* Students can present, but faculty mentors can also present in the Faculty-Administrator Network (FAN) sessions.
  - c. *When:* The final deadline is December 1<sup>st</sup> for students to submit.
  - d. *Cost?* The Office of [Mentored Undergraduate Research and Creative Endeavors](#) & GC Journeys will cover the registration costs for accepted presenters.
  - e. *To Submit:* Visit [https://www.cur.org/what/events/students/ncur/2021/ncur\\_2021\\_abstract\\_submissions\\_instructions/](https://www.cur.org/what/events/students/ncur/2021/ncur_2021_abstract_submissions_instructions/)
  - f. *Questions?* Please contact [urace@gcsu.edu](mailto:urace@gcsu.edu) if you have any questions, or reach out to Drs. Doreen Sams or Jordan Cofer. NCUR is virtual this year and we aim to have 100+ GCSU students accepted to present. This would surpass our Kennesaw showing.
  - g. *More Info:* Let's fill the NCUR Virtual Conference with our GREAT GC mentored undergraduate researchers. Faculty need to meet with their student researchers before submitting their abstract and students must follow the steps on the NCUR Website carefully. When registering students need to identify Dr. Doreen Sams as the GCSU contact person. They DO NOT pay for registration, but have the registration billed to GCSU. Please contact

[urace@gcsu.edu](mailto:urace@gcsu.edu) if you have any questions. FYI, there is a penalty for registering but not presenting. For MURACE to cover the registration cost, only GCSU students enrolled as undergraduates in the Spring 2021 are eligible to present. See MURACE website for details: [https://www.cur.org/what/events/students/ncur/2021/ncur\\_2021\\_abstract\\_submissions\\_instructions/](https://www.cur.org/what/events/students/ncur/2021/ncur_2021_abstract_submissions_instructions/).

4. **SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES** On November 3rd, the Executive Cabinet approved a request from Extended University to rename the unit into the School of Continuing and Professional Studies. The approval reflects the evolving market in higher education and it is consistent with larger trends across U.S. as documented in many articles and reports including the *University System of Georgia's College 2025 Report*. It will allow Georgia College to develop a more focused outreach to alumni and engage in external partnerships with corporations and non-profit entities. The renamed unit will be led by an Executive Director instead of an Associate Vice President (current organizational structure).
5. **POST TENURE REVIEW** The Chancellor has charged a working group to look at the BOR Policy on Post Tenure Review. The working group would like input from campuses across the USG. Broad participation is important. The link can be found at the bottom of the USG Academic Affairs page at [https://www.usg.edu/divisions/academic\\_affairs](https://www.usg.edu/divisions/academic_affairs). A direct link to the survey can be found here <https://survey.usg.edu/s3/Post-Tenure-Review-Feedback-Form>.
6. **DEPARTMENT OF PUBLIC HEALTH GUIDANCE** Updated DPH Guidance Documents (November 12) can be found on the State of Georgia website at <https://dph.georgia.gov/dph-guidance>.
7. **D2L BRIGHTSPACE/GEORGIA VIEW** The USG informed us that the D2L issue identified earlier this semester was corrected on November 2. This includes the date-stamp errors that were affected.
8. **STUDENT TECHNOLOGY FEE ADVISORY COMMITTEE** The *Student Technology Fee Advisory Committee* reviewed and recommended approval of the following Fall 2020 Innovative Grant requests. Both requests were approved since they support instruction and student research.
  - a. Ashok Hegde, Biological and Environmental Sciences  
Project Title: Confocal Microscope, \$12,332.76
  - b. Kristine White, Biological and Environmental Sciences  
Project Title: Enhanced Scientifics Macro Photography, \$1,174.00
9. **24<sup>TH</sup> ANNUAL CONFERENCE ON THE AMERICAS** The *24th Annual Conference on the Americas* is scheduled for February 19 - 20, 2021. Originally scheduled to be held on the UNG Gainesville Campus, it will now be held as a virtual event because of the ongoing Coronavirus Pandemic. This multidisciplinary and interdisciplinary Conference is being held under the auspices of the Americas Council, a consortium of University System of Georgia (USG) institutions. While the focus of this conference is primarily for faculty members, the Americas Council also strongly encourages graduate and undergraduate students to participate. There will be a students' paper competition. For more information, please see the conference website at <https://ung.edu/college-of-arts-and-letters/conference-on-the-americas/index.php>.
10. **ENGAGEMENT SCHOLARSHIP CONSORTIUM** Georgia College is now a member of the Engagement Scholarship Consortium (<https://engagementscholarship.org/>). Participation in this consortium will provide an opportunity for our faculty and students to attend the Annual Conference and publish in two peer reviewed journals (*Journal of Community Engagement and Scholarship* and *Journal of Higher Education Outreach and Engagement*). It will also support our institutional efforts in GC Journeys.
11. **USG AWARD COMMITTEES** Georgia College submissions to the USG Award Committees on November 2 included:
  - a. Stephanie McClure - Regents' Felton Jenkins, Jr. Hall of Fame Faculty Award
  - b. Bryan Marshall - Regents' Scholarship of Teaching and Learning Award
  - c. Marcia Peck - Regents' Teaching Excellence Awards for Online Teaching
  - d. School of Nursing- Regents' Teaching Excellence Awards for Department or Program

- e. GC Journeys- Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation
12. **HONORS COLLEGE** The Honors College held a very successful Alumni Week Zoom-based event on November 4, 2020 commemorating fifty years of Honors at Georgia College and celebrating the opening of the new John E. Sallstrom Honors College. A mix of faculty, staff, students, and alums attended—115 people in all.
  13. **USG HIPs IMPLEMENTATION TEAM** The Georgia College faculty representing the university in the USG HIPs Implementation Team include:
    - a. Joy Godin, College of Business
    - b. Joanne Previts, College of Education
    - c. Damian Francis, College of Health Sciences
    - d. Angela Criscoe, College of Arts and Sciences
  14. **CENTERS AND INSTITUTES TASK FORCE** A Provost Task Force is charged with following up on recommendations from a 2015 report on nomenclatures to assist with determining the role and structure of Centers and Institutes at Georgia College.
  15. **ANDALUSIA INSTITUTE** Andalusia Institute has finished its strategic planning, and will be releasing its mission and vision statements soon.
  16. **GC JOURNEYS BOBCATS ADOPT-A-STREAM** This winter service project, led by Allison VandeVoort, has 50 students signed up. Students attend a 3-hour training at Lake Laurel, and will go back to their hometowns and adopt a local waterway. They will also meet weekly on Zoom to discuss readings and issues on sustainability. These students will receive both CbEL Certification & Georgia Adopt-a-Stream Program Certification
  17. **THE LEARNING CENTER** The University Learning Center has been reaccredited by University of Missouri at Kansas City (UMKC) International Center for Supplemental Instruction. GC is one of 3 programs that are accredited in the state of Georgia.
  18. **THE CORINTHIAN** Russell Library is pleased to announce the publication of volume 20 of *The Corinthian*, Georgia College's student research journal. The current and previous volumes are available online at <https://kb.gcsu.edu/thecorinthian/>
  19. **AFFORDABLE LEARNING GEORGIA** The deadline for the next round of Affordable Learning Georgia grants, which support the implementation of affordable alternatives to costly commercial textbooks, is March 1, 2021. Faculty who are interested in developing an open education resource for the grant program should contact Shaundra Walker, Georgia College's Faculty Champion for Affordable Learning Georgia. Please note that all grant applications must be coordinated with the Office of Grants and Sponsored Projects.
  20. **SUPPORT SERVICES** More students are utilizing the support services at GC during this term. For example, we observed a 214% increase in students accessing SI support in Anatomy and Physiology I from last fall with the same enrollment, Fall 2019 - 586 visits for semester, Fall 2020 - 1253 visits through November 11, 2020. The University Learning Center is offering this support in face-to-face and online formats
  21. **COLLEGE OF BUSINESS ACCREDITATION** The Provost approved the recommendation from the CoB Dean and the CoB Strategic Management Committee (SMC), which voted unanimously last Friday to use the [AACSB 2020 Guiding Principles and Standards](#), for the upcoming Continuous Improvement Review (CIR) report and reaccreditation visit. AACSB approved the 2020 Standards this past July. The SMC considered the [differences and similarities to the 2013 Standards](#) with specific attention to:
    - a. Emphasis on assessing high-quality outcomes and the mission alignment of activities rather than a standard-by-standard audit;
    - b. While maintaining rigor, there is more flexibility in the areas of Assurance of Learning and Faculty Qualifications;
    - c. Accountability for ensuring that learners, faculty, and staff maintain technology currency;
    - d. Demonstration that the accredited unit is having positive societal impact;

- e. Continued emphasis on diversity, inclusivity, agility, and a global mindset;
  - f. Strategic Planning shall be more intentional in areas of impact, innovation, and engagement specifically with respect to societal impact.
22. **COVID-19 SYLLABUS STATEMENT** The statement will continue to be used for Spring 2021.
  23. **MONTESSORI ACADEMY** The Montessori Academy is a unique partnership between Georgia College and Baldwin County School District that offers educational programming through Montessori curriculum for children from six weeks to five years. Children of Georgia College employees are given priority enrollment. The Montessori Academy is currently enrolling students. More information can be found here: <https://www.gcsu.edu/montessori/admissions-montessori-academy>
  24. **SANDRA DUNAGAN DEAL CENTER FOR EARLY LANGUAGE AND LITERACY** The Sandra Dunagan Deal Center for Early Language and Literacy is offering a virtual professional learning series that is open to the public. This series is useful for those who work with or parent young children. Information regarding the virtual learning series offerings can be found here: <https://galiteracycenter.org/resource/virtual-learning-series/>.
  25. **DIGITAL HUMANITIES** The COAS and the Russell Library are exploring what the Digital Humanities could look like at Georgia College.
  26. **STUDENT RESEARCH CIRCLE** On November 17, the Student Research Circle hosted ‘Research Round-up’ to connect students interested in undergraduate research with faculty leading research projects. The event was hosted on Gather Town and was a huge success, with over 50 people in attendance. The following faculty participated: Stephanie Jett, Tsu-Ming Chiang, Kel-Ann Eleyer, Mary Rickard, Amy Pinney, Hasitha Mahabaduge, Allison Miller, Katie Stumpf, and Kelly Massey.
  27. **EARLY ACTION ADMISSIONS** During the Early Action Admissions cycle for new freshmen for Fall 2021, Georgia College is experiencing a 14% increase in applications over the same date last year. Over 2,100 students have been admitted through Early Action with an average High School Grade Point Average of 3.70. This group also represents a 33% increase in underrepresented students.
  28. **PRESIDENT’S SCHOLARSHIP COMPETITION** The President’s Scholarship Competition is taking place today, November 20.
  29. **FALL GRADES** Fall grades are due by Wednesday, December 9, at 9:00 AM. This term, we will use new, more intuitive grade entry screens in PAWS, which provide easier viewing of error messages and clearer confirmation that all grades have been received. The Registrar will send entry instructions to all current instructors, which will include step-by-step screenshots of the new format, on Monday, November 23.
  30. **CENTER FOR TEACHING AND LEARNING** The Center for Teaching and Learning will be delivering the following sessions for faculty in Spring 2021. Please contact CTL for more information:

1/7/2021 @ Noon	The Digital Syllabus
1/11/2021 @ 2:30	Virtual Teambuilding
1/12/2021 @ 1:00	Writing - Information & Web Writing
1/12/2021 @ 3:00	Course Organization
1/14/2021 @ 1:00	Creating Accessible Documents
1/21/2021 @ Noon	Assessment for the Digital Learning Environment
1/26/2021 @ 1:00	Creating Accessible Documents
1/27/2021 @ 3:30	The Science of Learning
1/29/2021 @ 2:00	Transformative Learning Experiences & Essential Learning Outcomes
2/2/2021 @ Noon	Developing Relationships in a Digital Environment
2/9/2021 @ 1:00	Creating an Inviting and Welcome Space for Learning: Universal Design for Learning



2/9/2021 @ 3:00	Video Recording Solutions for Recording your Presentations or Tutorials
2/11/2021 @ 1:00	Creating Accessible Media
2/16/2021 @ 2:00	Making Your Work Known!: How to Capture What You Are Doing for Publication and Presentation
2/16/2021 @ 1:00	Who Is Generation Z and Why It Matters
2/18/2021 @ 2:30	Using Technology Devices for Video Recording Presentations and or How-to Videos
2/24/2021 @ 3:30	Which Teaching Strategies Yield the Greatest Bang for Your Buck?
3/8/21 @ TBA	Facilitating Difficult Conversations
3/9/2021 @ 1:00	Build 21st Century Communication Skills and Make Personal Connections to the Curriculum through Digital Storytelling
3/10/2021 @ 3:30	You Can Love Student Assessment. Really?
3/17/2021 @ Noon	Community Building in a Digital Environment
3/23/2021 @ 2:00	Engaging Students and Facilitating Interaction Using Technology
3/30/2021 @ 2:00	Open Educational Resources- Affordable Learning Georgia
4/1/2021 @ Noon	Developing Student Critical Thinking Through Higher-Order Questioning

31. **DECEMBER COMMENCEMENT** Our virtual December commencement ceremony will premiere on Saturday, December 12, at 1:00 PM. We will be celebrating 325 graduate and undergraduate students in this combined ceremony. We encourage faculty and staff to join us at that time and use the options available in YouTube to interact with and congratulate our students. Please also encourage your graduating students to participate by submitting a photograph, comment, and short video clip, using the directions provided to students via their Bobcats email. Instructions for connecting will be sent to faculty and staff in December.
32. **STUDENT USE OF COPYRIGHTED MATERIALS** The Student Use of Copyrighted Materials statement approved at the last University Senate meeting has been added to the Required Syllabus Statements on the Registrar’s Office website.
33. **APPROVAL PROCESS FOR NEW ACADEMIC PROGRAMS** Over the past six months, the USG Office of Academic Affairs with the support of the Carl Vincent Institute of Government, and in collaboration with numerous USG internal and external campus groups, have worked to review and improve the process for approval of new academic programs. Dr. Tristan Denley presented an overview of the work to the Board of Regents at its November 11, 2020 meeting. The purpose of this work is to align and ensure that institutions are meeting the purpose and the intent of USG’s strategic mission as identified in BOR 2.8 Institutional Mission and USG 2024 Strategic Plan. Universities have been asked to assemble teams to participate in eight professional development sessions that will explain the new process. The sessions are scheduled from November 30-December 16. The GC team includes deans, associate provosts, director of institutional effectiveness, chair of university curriculum committee, chair of graduate council, chair of the general education committee.
34. **PROFESSIONAL LEAVE** The Office of the Provost is currently finalizing the review of Professional Leave applications and communications will be going out before the December 1<sup>st</sup> deadline.

## **COMMITTEE REPORTS**

1. **EXECUTIVE COMMITTEE OF UNIVERSITY SENATE (ECUS) — HAUKE BUSCH, CHAIR**
  - a. **2020-2021 GOVERNANCE CALENDAR** The 2020-2021 Governance Calendar has been amended a second time to reflect changes in the Academic Calendar for Spring 2021 due to COVID. All governance meeting times remain unchanged.
  - b. **2021-2022 GOVERNANCE CALENDAR** The calendar has been finalized and approved by ECUS.
  - c. **BUDGET** No spending is anticipated for the university budget at the present time.
  - d. **ONLINE SENATE OPERATING PROCEDURES** The online senate operating procedures have been updated to better accommodate online debates and voting for Motions, etc.
    - i. For Motions, Resolutions, etc., all information will be posted 8 days before the meeting with links to the senate website.
    - ii. Senators, please review the motions before the senate meeting, if you have any questions about clarification, corrections, etc. please email the standing committee chairs directly before the meeting. (For debate pertinent questions please see below.)
    - iii. Standing committee chairs, please respond to those questions as needed, provide a summary of those question/answers as you finish introducing the motion during the senate meeting.
    - iv. Senators, during the debate please send a chat with a short form of your questions so that everyone can see the question, this will help reducing duplicate questions. You will be called on in the order you placed your question.
    - v. Voting will be done via Webex with a verification from our parliamentarian and the senate secretary. (Qualtrics, via email would be a backup vote.)
  - e. **INCLUSIVE EXCELLENCE POLICY COMMITTEE** The work group on “Establish an Inclusive Excellence Policy Committee (IEPC or I-PAC)” led by David Johnson, Alex Blazer, and Catherine Fowler, after consulting with Craig Turner, recommended that Senate form a diversity committee (see supporting document).
  - f. **PRESIDENT’S ADDRESS TO SENATE** Dr. Dorman requested that he address the Senate on the resolution to “Condemning Unsafe Return to Face-to-face Instructions.”
2. **SUBCOMMITTEE ON NOMINATIONS (SCON) — CATHERINE FOWLER, CHAIR**
  - a. **ELECTION OVERSIGHT** Requests were made to college deans and the library director to submit their election procedures by December 1. One has been received and we are awaiting the remaining election procedure documents.
3. **ACADEMIC POLICY COMMITTEE (APC) — JOHN SWINTON, CHAIR**
  - a. **STUDENT STATEMENT CONCERNING COPYRIGHT** All information about copyright syllabus statement and information for faculty seems to be posted.
  - b. **RESOLUTION CONCERNING FACE-TO-FACE TEACHING** Update on progress of resolution concerning Covid response. It was noted that as a committee we agreed to send it forward but did not take an official vote. We officially voted with 7 for sending the motion forward and 4 abstaining.
  - c. **CONSIDERATION OF POLICY CONCERNING GEORGIAVIEW ACCESS** Discussion concerning limiting supervisory administrators from enrollment in D2L class lists: The subcommittee submitted a draft policy. The committee discussed the policy. The committee added language about the process of notifying instructors and justifying the need to monitor D2L pages. Language was suggested making it clear that it applies to all administrators in a position to assess the faculty member. It was suggested that all gendered language be altered for inclusivity. Finally, the committee voted unanimously to send the edited policy recommendation forward.
4. **FACULTY AFFAIRS POLICY COMMITTEE (FAPC) — HANK EDMONDSON, CHAIR**
  - a. **FACULTY EMERITUS POLICY** The committee amended the policy to incorporate faculty voice. A motion will be brought before University Senate at the November meeting.
  - b. **PART-TIME LECTURER SALARY** Part-time lecturer salary was not covered in the recent salary study. The committee recommends the study of part-time faculty salaries.

5. **RESOURCES, PLANNING, AND INSTITUTIONAL POLICY COMMITTEE (RPIPC) — RODICA CAZACU, CHAIR**
  - a. **MEETING CANCELLED** As there was no business, RPIPC did not meet for its previously scheduled 6 November 2020 2:00-3:15 p.m. meeting.
6. **STUDENT AFFAIRS POLICY COMMITTEE (SAPC) — JAMIE ADDY, CHAIR**
  - a. **SGA UPDATES**
    - i. Nathan Graham and Maxwell Harley provided an update on the Basic needs Coalition and Sustainability campus efforts. A Basic Needs rally was planned for the last full week of classes and a permanent location for the Campus Food Pantry has been found.
    - ii. With respect to sustainability efforts, a bill was recently passed in SGA to fund appropriations for “glass blaster” drop off locations/bins. Sustainability was identified as a priority for SAPC in the Spring 2021 semester. SAPC will invite Lori Strawder from Office of Sustainability to provide additional insight.
  - b. **YELLOW RIBBON CAMPUS DESIGNATION** Dr. Amy Pinney provided information about previous efforts to make GC a more veteran friendly campus. Georgia College is not certified as a “yellow ribbon campus” which makes it an outlier in the University System of Georgia. Dr. Pinney and Tom Miles shared past experiences of this effort and the committee identified this as a second priority for the Spring 2021 semester.
  - c. **UPDATES AND ANNOUNCEMENTS** APC Resolution on Unsafe Return: The committee briefly discussed the resolution with the suggestion that we be sure to talk about the resolution with our departmental constituents in advance of the next University Senate meeting on 11/20/20.
7. **STUDENT GOVERNMENT ASSOCIATION (SGA) — NATHAN GRAHAM, PRESIDENT**
  - a. **NO REPORT**

#### **ANNOUNCEMENTS/INFORMATION ITEMS**

1. **UNIVERSITY CURRICULUM COMMITTEE (UCC) UPDATE — LYNDALL MUSCHELL, CHAIR**
  - a. **UNIVERSITY CURRICULUM COMMITTEE**
    - i. **Information Items**
    - ii. **College of Arts & Sciences**
      1. **Modification of Existing Course**
        - a. LEAD 2010 Principles of Leadership – Change course title to How to Change the World
        - b. MSCM 4502 Producing Digital Media – Change course title to Producing Digital Media Capstone; change in catalog description
        - c. MSCM 4501 Strategic Campaigns – Change course title to Strategic Campaigns Capstone; change in catalog description
        - d. MSCM 3379 Comparative Int. Media Systems – Change course title to Media around the World; change in catalog description
        - e. MSCM 3374 The FCC/Broadcast Regulation – Change course title to FCC /Broadcast and Digital Media Regulation; change in catalog description
        - f. MSCM 3373 PR: Propaganda - Change course title to Propaganda; change in catalog description
        - g. MSCM 3372 Critical Analysis of the Media – Change in catalog description
        - h. MSCM 3371 History of Broadcast - Change course title to History of Broadcasting and Digital Media; change in catalog description
        - i. MSCM 3367 Narrative Journalism – Change course title to Non-fiction Storytelling

- j. MSCM 3365 Community Journalism – Change course title to Journalistic Writing and Reporting; change in catalog description
- k. MSCM 3364 Strategic Media Planning – Change course title to Advertising Planning and Buying; change in catalog description
- l. MSCM 3363 Issue in the Strategic Communications Industry – Change course title to Current Issues in Advertising
- m. MSCM 3361 Strategic Campaign Communication - Change course title to Campaign Principles
- n. MSCM 3306 MSCM Theory and Research – Change in catalog description
- o. MSCM 3343 Media Design – Change in catalog description
- p. MSCM 3341 Media Interviewing and Listening – Change in catalog description
- q. MSCM 3345 Multimedia Storytelling – Change course title to Video Production I; change in catalog description
- r. MSCM 3346 Electronic Editing – Change course title to Video Production II; change in catalog description
- s. MSCM 3351 Message Creation – Change course title to Principles of PR and Advertising; change in catalog description
- t. MSCM 3352 Advanced Strategic Writing – Change course title to Writing for Advertising and Public Relations
- u. MSCM 3353 Strategic Planning - Change course title to Public Relations Planning; change in catalog description
- v. MSCM 3360 Web for Mass Communication – Change course title to Digital Media: The Good, The Bad, and The Ugly
- w. MSCM 3300 Media Law and Ethics – Change in catalog description
- x. MSCM 4503 Enterprise Journalism - Change course title to Enterprise Journalism Capstone; change in catalog description
- y. SOCI 3442 Research Methods – Degreeworks change

**b. GRADUATE COUNCIL**

- i. No Report

**c. GENERAL EDUCATION COMMITTEE**

**i. Action Items**

- 1. GC1Y The Pride Movement – Approved
- 2. GC2Y Global Pride Across Six Continents – Approved
- 3. GC2Y People, Politics, and Pandemics – Approved

**2. UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) UPDATE — CATHERINE FOWLER, GEORGIA COLLEGE VOTING REPRESENTATIVE**

**a. QUESTIONS FOR THE CHANCELLOR AND USG REPRESENTATIVES**

- i. What evidence did the BOR use to judge that students or faculty need/want more in-person classes for Spring?
- ii. Does the BOR statement that notes “hybrid instruction includes a vast majority of in-person interactive instruction where appropriate and safe” change the definition of hybrid used by USG (no more than 49% online class days)?
- iii. How does the USG plan to enforce/oversee the BOR expectation of 50% classes (or once a week) in person in the Spring?
- iv. What are USG plans to mitigate a repeat in January of August/early Sept when we had thousands of cases and community spread?

- v. What is the budget picture for rest of this fiscal year and the next as we enter into legislative session in January?
- vi. Do USG know of any faculty deaths related to Covid?
- vii. With CDC changing definition of close contact, will that change class sizes for social distancing?
- viii. When do you expect a report from the new Post-Tenure Review committee?

**b. MEETING NOTES**

i. Dr. Steve Wrigley, Chancellor

1. Budget: “not a lot new”; Fiscal year July 1, 2020- June 30, 2021 budget submitted by September 1. Approved for the exempt formula; anticipate a formula increase; asked for \$61 billion for fiscal 2022. Will have an answer on budget approval when the 2021 legislative session commences; the state revenue is the single most important indicator to track- July and August are both up; September was down 3.5%; the October data comes out around November 10. The sunset provision is being carried forward; legislators have many questions about tuition and fees, and we have provided them regular updates.
2. Salary: USG faculty salaries are aligned with Southern Regional Education Board (SREB). The state has past challenges with 2009-20019, and no salary increase for about half of those years. We ARE behind in salary and increases. A 1% increase in salary costs the state about 140 million dollars. There must be a fund source for the salary increases- there is a decline in state revenues. He did not have much clarity- he did say “this continues to be an important issue.”
3. COVID 19: Continued emphasis on in-person format, and to minimize online offerings (but this does not mean the system undervalues online education). “We were not de-emphasizing online education prior to the pandemic.” “Face to face is a richer, fuller experience, and the vast majority of parents and students want it.” They hold weekly meetings with university presidents. Testing: worked with GEMA and DPH; provided all PPE and necessary supplies, and set up classrooms for distancing. Distributed 200,000 saliva test kits. Was a challenge to get supplies for PCR test kits. Four R1 institutions have the labs to process testing, but, they cannot handle the volume from all schools. Newer CDC guidelines- accommodations are decided at each institution, but do follow new guidelines and CDC guidelines on age and conditions. Plans to mitigate- follow the same guidelines as in Fall- “August plans worked, except for 3 institutions” (GC is one). “Within 3 weeks, the big numbers began to decline- significant decreases in case counts.” Continue to communicate with students, faculty, staff. Perhaps the BOR could give us a STRONG statement on wearing masks—if people on campus are not compliant, report to department heads, then the provost and president. If classrooms are not set up for distancing, we need to speak up, as this is a major requirement set forth. Hybrid/F2F- do we need a change in definition- from the 49%?? Boedy: “the reality is that students are not showing up for classes.” Many participants agreed- they are teaching to one, or none, or a few in person. The rest are online. The system is hearing complaints from parents that teachers are not showing up in the classroom to teach- in other words, Dr. Wrigley said the system is hearing very different reports, vs. what faculty see on the ground!

- ii. Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs and Chief Academic Officer
  - 1. General Education: On hold. We will continue with the process of not using SAT/ACT, for now.
  - 2. Post-Tenure Review: A continuing process. Each campus has specific processes.
- iii. Dr. Stuart Rayfield, Vice Chancellor for Leadership and Institutional Development
  - 1. COVID 19: We are staying with CDC guidelines, regarding age and medical conditions. Under age 65- need to get documentation from your health care provider. They are working with DPH to clarify CDC guidelines. Current change in definition for “close contact”- it is 15 cumulative minutes within 6 feet of a positive or exposed individual. For overweight and obese definitions and criteria- work with your health care provider to acquire documentation. Statement from Matt Epps- chair-elect- “for those who do NOT meet qualifications, but are wildly uncomfortable with exposure.” the gold standard is 6 feet apart- must STOP if the classroom is not set up that way. Regarding plans for UV- no clear response. Epps- “schools need surveillance” ...campus needs to tell the system what their needs are.
- iv. Yvonne LeRoy-Landers, Assistant to VP of Finance & Administration, Valdosta State University
  - 1. Bereavement Policy: They are looking at bereavement policy changes- to be discussed in Feb. 2021.
  - 2. Tuition Assistance Program: Discussion regarding the ability to transfer TAP funds to spouse, child, significant other.
- v. Natasha Webb-Prather, Equity and Compliance Investigator
  - 1. Grievance Procedures: Ongoing discussions regarding grievance procedures/tenured faculty- Live hearing will be required for student/employee grievances.
- vi. Dr. Juanita Hicks, Vice Chancellor of Human Resources
  - 1. Open Enrollment: Virtual benefits fair this year.
  - 2. Flexible Spending Account: Must re-enroll in FSA.
  - 3. Tobacco Surcharge: Re-certify on tobacco use every year.
  - 4. Spouse Surcharge: In place again; but looked at every year.
  - 5. Accolade: Diabetes initiative and weight management initiative- both free with Anthem. A whole person approach to self-management.
  - 6. Paid Family Leave: No timeline for an answer on paid family leave.

## **ADJOURN**

- 1. **ATTENDANCE AND THE SIGN-IN SHEET** Alex Blazer marked the attendance of those who joined the online video conference.
- 2. **MOTION TO ADJOURN** A motion to adjourn was made, seconded, and approved. The meeting was adjourned at 4:49 p.m.

## **SUPPORTING DOCUMENTS**

- 1. There is one supporting document.
  - a. Supporting\_ECUS\_Diversity\_Committee\_Workgroup\_Recommendations\_2020-11-06.docx