

**2013-2014 University Senate  
Minutes for the 28-Mar-2014 Meeting**

*University Senate Officers: Presiding Officer Lyndall Muschell, Presiding Officer Elect Susan Steele, Secretary Craig Turner*

**PRESENT** Angel Abney, Susan Allen, Kay Anderson, Elissa Auerbach, Andrei Barkovskii, Kelli Brown, Jan Clark, Benjamin Davis, Victoria Deneroff, Donovan Domingue, Steve Dorman, Douglas A. Goings, Maureen Horgan, Amanda Jarriel, Josh Kitchens, Beth McCauley, Daniel McDonald, Lyndall Muschell, Amy Pinney, Jason Rich, Holley Roberts, Mike Rose, Cara Smith, Costas Spirou, Susan Steele, Amy Sumpter, John R. Swinton, Tom Toney, Craig Turner, Catherine Whelan, James J. Winchester, Howard Woodard.

**ABSENT** Bill Fisher, Deborah MacMillan, Macon L. C. McGinley, Leslie Moore, Doc St. Clair, Carol Ward.

**REGRETS** Alex Blazer, Scott Butler, Carrie Cook, David de Posada, Victoria Ferree, Julia Metzker, William Miller, Sarah Rose Remmes, Vicky Robinson, Doreen Sams, Timothy Smith, Stephen Wills.

**GUESTS** Nicole DeClouette *Assistant Professor, Department of Special Education and Education Leadership*  
Carly Jara *Graduate Assistant of the 2013-2014 University Senate*  
Mary Magoulick *Professor of English*  
Tom Ormond *Associate Provost*  
Nikki Simpson *Psychology Adviser, Center for Student Success*  
John Sirmans *Parliamentarian of the 2013-2014 University Senate*  
Evelyn Thomas *Administrative Assistant to the Dean of the College of Health Sciences*  
Veronica Womack *Director of Institutional Equity and Diversity*

**CALL TO ORDER:** Lyndall Muschell, Presiding Officer of the 2013-2014 University Senate, called the meeting to order at 2:02 p.m.

**AGENDA:** A **MOTION** to approve the agenda was made and seconded. A number of editorial modifications to the agenda were made including (1) meeting date changed from 14 Feb 2014 to 28 Mar 2014, (2) Cara Meade was changed to Cara Smith for the CAPC Report, (3) Tom Toney to present the FAPC report for Alex Blazer, (4) Mandy Jarriel to present the SAPC report for Doreen Sams, (5) Tom Ormond to present the QEP Update for Julia Metzker, and (6) the addition of "USGFC Report - Susan Steele" under the heading Information Items. The agenda was approved as amended.

**MINUTES:** A **MOTION** to approve the minutes of the 14 Feb 2014 meeting of the 2013-2014 University Senate was made and seconded. A draft of these minutes had been circulated by university senate secretary, Craig Turner, to the university senate by email for review with no revisions. The minutes were approved as circulated.

**PRESIDENT'S REPORT:** President Steve Dorman

**1. SMOKING POLICY**

- a. Recently the USG announced a new Tobacco and Smoke Free campus policy which was approved by the Board of Regents. All USG schools will be completely smoke free starting 1 Oct 2014. However, the Georgia College housing office will eliminate smoking in areas adjacent to the residence halls starting 14 Aug 2014 with the beginning of the next fall semester. Use of all forms of tobacco products will be prohibited on USG property and at USG sponsored events. Georgia College will offer a Smoking Cessation Program, and tobacco cessation classes are available through Oconee Regional Medical Center and the American Cancer Society. Let me encourage everyone to prepare to comply with this policy and take advantage of opportunities that will be offered to become smoke-free/tobacco-free. If you have questions about this policy or options to assist you in your efforts to become smoke-free/tobacco-free, I encourage you to contact Human Resources.

(Adapted from: <http://infox.gcsu.edu/content/university-system-georgia-announces-tobacco-policy>).

## 2. LEGISLATIVE SESSION

- a. The legislative session has ended, and it is my impression that the USG and Georgia College fared well in this legislative session. While the budget has not yet been signed by the Governor, the budget as approved by the legislature includes \$1 million for planning the renovation of Beeson Hall and \$3.9 million for the renovation of Mayfair and McIntosh Halls on our campus. This is indeed great news for Georgia College. I have to thank our legislative delegation for their support of Georgia College. And I also have to give a lot of credit to Mr. Johnny Grant for his tireless work with the legislature this session to ensure our projects made their way through the appropriate channels. In addition to this, you may have heard that the USG was provided with funds sufficient to provide a 0.7% raise for meritorious performance of employees. We await guidance from the BOR and Chancellor on how these funds should be distributed and information regarding opportunities to augment this salary funding with internal resources. After the Governor signs the state budget and there is a decision regarding tuition, we will know more regarding the budget for Georgia College for next year. We will bring all of that information to you as we know it.

## 3. YIK YAK INCIDENT

- a. Several weeks ago I sent a note to campus regarding the actions of a few on our campus who took it upon themselves to stand behind the veil of online anonymity and hurl racial epithets at guests on our campus. This was disappointing and unacceptable behavior. This behavior is inconsistent with who we are as a community and contradictory with our pledge to each other to be a community of reason, respect and responsibility. With this in mind I have asked Dr. Womack to conduct a fact finding inquiry into this incident and report her findings back to the appropriate Georgia College officials.
- b. Since my note, many of you have joined in the expression of outrage and displeasure with these acts. I would encourage you to continue the conversation on our campus. Incidents like these provide teachable moments for us all to learn from each other and I hope we will do just that. We have much to learn about our attitudes and actions toward others and we also have much to learn about our use of social media. As opportunities arise it is my hope that you will talk with your students and colleagues about this. Increasing campus diversity and providing a campus environment that is welcoming to all is important to our goal of becoming a nationally recognized public liberal arts institution. I hope this incident will cause us all to rise to the challenge of making the Georgia College community a better place – one that is truly welcoming to all.

## 4. OFFICE 365

- a. Let me commend Dr. Robert Orr and the Division of Information Technology which has just implemented a program that will deliver Microsoft Office to all currently enrolled students at no cost. Students will now have access to the full range of Office 365 products and 25 GB of Cloud storage. Faculty will now be able to design and assign students learning activities that take advantage of these software tools with the assurance that all students have access to these tools. This program is a great example of how technology can expand opportunities for our students and for learning. We must continue to advance our technology profile on our campus as we pursue our goals for this institution.

(Adapted from: <http://infox.gcsu.edu/content/university-offers-microsoft-office-students-no-cost>)

## 5. QUESTIONS?

- a. Diversity A couple of individuals in attendance expressed appreciation to President Dorman for his support of diversity.
- b. Salary Increases
  - 1) Question Given that the proposed raise is only 0.7%, must it be exclusively merit-based even if employees in a department or unit are all performing their duties meritoriously?

Answer At this point we can offer only speculation until the specific written guidance is received from the Board of Regents and Chancellor on the rules pertaining to distribution of these funds as well as the rules guiding the augmentation of these funds from institutional reserves. That said, I offer the following speculative information.

- We are planning for and hoping to receive appropriate permissions to augment the resources received from the legislature and USG with institutional reserves and increase the pool of funding to reward meritorious performance from 0.7% to 2.0%.
  - We anticipate the guidance will require the development of a plan (that I would recommend be implemented at the lowest possible level) that demonstrates how the allocations of raises assigned to individual employees is rewarding meritorious performance.
  - Based on historical experience, we anticipate the guidance will not permit an across-the-board raise but rather limit the raises to reward meritorious performance.
- 2) Question Based on comments made by Chancellor Hank Huckaby and USG Chief Academic Officer Houston Davis at the 1 Mar 2014 meeting of the USG Faculty Council, I have the impression that this allocation could also be used to support salary compression and employee retention issues. Given this information is nearly a month old, have you heard anything recently regarding these possibilities?

Answer Yes, that is consistent with what I have heard – that these resources can be applied to reward meritorious performance as well as address salary compression and employee retention issues. Again, I reiterate this is only speculation and we must await reception of the specific written guidance anticipated from the BoR and Chancellor.

- 3) Question The recent faculty compensation study was implemented based on positions and all faculty were brought to a market median based on rank and discipline. That is, regardless of past meritorious performance, all faculty were brought up to at least market median based on rank and discipline. A salary was not increased for any faculty member who had a salary exceeding market median. Are you aware of the perception that the implementation of the study removed some variations in salaries that emerged from past merit-based increases?

Answer Yes, I am aware of that perception and appreciate you bringing it to my attention today.

c. **ORP to TRS Bill**

- 1) Question Given that the opportunity to switch from ORP (Optional Retirement Plan – a defined compensation plan) to TRS (Teachers Retirement System – a defined benefit plan) Bill failed during this session, is there a plan to reintroduce this bill in the next session?

Answer There is no definitive information yet available to indicate whether this bill will be reintroduced during the next legislative session. One possibility is to seek funding to achieve parity in the employer contribution to the ORP and TRS. At present the employer contribution to TRS is set at a higher level than that for ORP. Should I receive additional information regarding the ORP and TRS, I will certainly share that information.

**PROVOST’S REPORT: Provost Kelli Brown**

1. **FACULTY EXCELLENCE: ONGOING SEARCHES**

a. **Community-based Engaged Learning Director**

- i. A national search chaired by Dr. Bruce Harshbarger has brought two candidates to campus for interviews.
- ii. Committee members include: Karen Berman, John Bowen, James Carlisle, Barbara Funke, Jenny Harris, Ashley Torrence, Stephen Wills, J.J. Arias, and Janet Cavin (community member and Director, Baldwin County Family Connection).
- iii. Decision will be made within the next week.

b. **J. Whitney Bunting College of Business Dean Search**

- i. This search, being chaired by Dean Sandy Gangstead, is moving forward with great momentum. Greenwood/Asher search firm has been hired to assist the search committee and met with the search committee on campus 6 Feb 2014. First round candidates are being interviewed at a neutral site 31 Mar 2014 and 1 Apr 2014. Plans to bring candidates to campus for interviews mid-late April.
- ii. Committee members include: Christopher Clark, Ken Farr, Lynn Hanson, Yi Liu, Chris Lowery, Tom Moore, Creighton Perme (student member), Amit Poddar, and Rhonda Wood (external university member).
- c. **John H. Lounsbury College of Education Dean Search**
  - i. The search is being chaired by Associate Provost Tom Ormond. Academic Search has been hired as the search firm to assist the search committee and is meeting today with the search committee and other constituents on campus. Final position description and a timeline will be finalized after today's meeting.
  - ii. Search committee members include: Linda Bradley, Geneva Braziel (external university member), Amy Childre, Keisha Foston, Lisa Griffin (external college member), Chris Greer, Colleen Greathouse (student member), Marcia Peck, and Holley Roberts.
- d. **Assistant Vice President for Institutional Research**
  - i. This search is being chaired by Dr. Robert Orr (Chief Information Officer).
  - ii. Applications are due 15 Apr 2014 and to date we have 19 completed applications.
  - iii. Committee members include: Bill Fisher, Anita Fraley, Judy Malachowski, Cindy McClanahan, Ken McGill, Ben McMillan, Suzanne Pittman, Michael Rickenbaker, and Stacy Schwartz.
- e. **Assistant Vice President of International Education and Director of the International Education Center**
  - i. This position was reopened and closed with 44 applications received.
  - ii. Two candidates are being brought to campus: Dr. Eric Spears (Director of International Programs & the Brazil Institute at Mercer) will be on campus 8 Apr 2014 with an open forum at 3:15 p.m.; Dr. Luchen Li (Associate Dean of Global Programs at Rose-Hulman Institute of Technology) will be on campus 10 Apr 2014 with an open forum at 2:15 p.m.

## 2. **INSTITUTIONAL / PROGRAM EXCELLENCE**

### a. **Human Resources Director**

- i. This search is being chaired by Dr. Kelli Brown and is being assisted by Parker Search firm.
- ii. Search committee members include: Ann Portwood (Arts & Sciences), Crystal Reeves (Human Resources), Larry Christensen (Housing/Student Affairs), Marc Duclos (Facilities/Operations), Bill Doerr (Advancement/Alumni), and Robert Orr (Information Technology). The committee will have its first meeting soon.

### b. **Graduate Education Task Force**

- i. This committee is up and running and being co-chaired by Dr. Amy Childre and Lynn Hanson.
- ii. The following are committee members: Brandi Kennedy (Arts & Sciences), Marty Lammon (Arts & Sciences), Chesley Mercado (Health Sciences), Craig Pascoe (Arts & Sciences), Ginny Van Rie (Education), Kendra Russell (Macon Graduate Center), Catherine Whelan (University Senate), and Tom Ormond (Academic Affairs; ex-officio).
- iii. Charge to Committee: This task force is charged with:
  1. reviewing overall graduate enrollment trends state-wide and nationally as well as enrollment at Milledgeville, Macon and Warner Robins;
  2. reviewing current and considering prospective graduate programs based on trends (keeping in mind GC's liberal arts mission);
  3. use of technology in delivering graduate education programs; and

4. identifying best practices in graduate education infrastructure including but not limited to sponsored research, faculty research, graduate faculty status, graduate council, and office of graduate studies.
- c. **Technology Assisted Task Force**
    - i. Up and running and being chaired by Jeanne Sewell (Nursing).
    - ii. The following are committee members Koushik Banerjee (Arts & Sciences), Marcela Chiorescu (Arts & Sciences), Caroline Collier (Business), Scott Butler (Health Sciences), Vicki Deneroff (Education/University Senate), Larbi Oukada (Arts & Sciences), Wesley Smith (IDEAS), Joe Windish (Library), and Howard Woodard (Information Technology).
    - iii. The charge to the committee is to:
      1. identify best practices for technology uses in our classrooms;
      2. identify best practices GC should enhance and/or add to our portfolio; and
      3. review the academic technology infrastructure on campus and make recommendations.
  - d. **SACSCOC/QEP**
    - i. SACSCOC Onsite Team visit scheduled for 7-10 Apr 2014.
    - ii. Dr. Tom Ormond will talk more the QEP later in this meeting.
    - iii. A big thank you to all who have assisted Dr. Ormond and Ms. Cara (Meade) Smith in making sure we present our best for the review.
  - e. **Library: Demand Driven Acquisition/Patron Driven Acquisition**
    - i. The Ina Dillard Russell Library started a pilot Patron Driven Acquisitions (PDA) Project in FY13. In May 2012, the library committed to spend \$2500 with EBSCO, a library resources vendor. At that time, e-books were selected from a list of available PDA titles and records added to the GALILEO e-book database as well as the library's catalog.
    - ii. While these titles were added in the library's catalog and were fully available for use, the library will not be required to pay for them until certain conditions are met. Triggers for purchase include downloading, printing, copying, emailing, viewing for more than 10 minutes or viewing more than 10 pages. When a Georgia College student, staff or faculty members uses the e-book in one of these ways, it is triggered for purchase and the library is billed.
    - iii. Currently the library has 127 PDA e-books fully searchable in the catalog. They are indistinguishable from purchased e-books. Each of these e-books has been selected and recommended for acquisition by library or academic faculty. The cost of purchasing these requested resources would have been \$10,568. To date, 19 titles in the project have been triggered for purchase. Of the original \$2500 commitment, \$355 still remains. If you have any questions please contact Dr. Joe Mocnik.
  - f. **Library Hours**
    - i. Under the leadership of Dr. Joe Mocnik and Kell Carpenter, the Library is reintroducing safe overnight study space for students in the atrium level of the library 24/5 Sunday through Thursday and extending Friday and Saturday hours to 8:00 p.m. No library resources will be available after the library closes but a safe, secure study space will be available.
3. **STUDENT EXCELLENCE**
    - a. **15 to Complete** USG has held a number of workshops on the data that shows students graduate faster when they complete at least 15 hours per semester (30 hours first year). A number of GC professional staff and faculty/administrators attended.
    - b. **Student Success Collaborative** On 23-24 Apr 2014, there will be training sessions for all department chairs and all professional advisors and anyone interested. Please watch for emails or contact Suzanne Pittman, Associate Vice President for Enrollment Management.

- c. **Student Research Conference** Please plan to attend the Student Research Conference on Friday April 4. This has been planned and organized by John Bowen and Dr. Amy Pinney.
  - d. **Washington DC Intern Program** A new program for GC students to intern in DC has been set up by Dr. Costas Spirou. Look for announcements for this program which will soon be accepting applications for Fall 2014.
4. **QUESTIONS?**
- a. There were no questions from the floor.

**COMMITTEE REPORTS:** The following committee reports were given.

1. **RESOURCES, PLANNING AND INSTITUTIONAL POLICY COMMITTEE (RPIPC)** – Maureen Horgan  
*Officers: Chair Maureen Horgan, Vice-Chair Jan Clark, Secretary Benjamin Davis.*
- a. **Meeting** RPIPC Friday 28 Feb 2014 from 2:00pm to 3:15pm in HSB 211.
  - b. **MOTION 1314.RPIPC.003.P (BACKGROUND INVESTIGATION POLICY)** On behalf of the committee, Maureen Horgan presented the motion: *To recommend the proposed Background Investigation Policy in the supporting document entitled "Background Investigation Policy" as University Policy, and to endorse the guidelines and procedural recommendations made therein.*
    - i. **SUPPORTING DOCUMENTS** Supporting documentation for Motion 1314.RPIPC.003.P, accessible in the online motion database, was displayed on the big screen. There were five supporting documents provided.
      - 1) *Background Investigation Policy docx* A Microsoft Word file providing the text of the proposed Background Investigation Policy
      - 2) *Background Investigation Policy pdf* A pdf file providing the text of the proposed Background Investigation Policy
      - 3) *DSI Form* A pdf file that is the Database Systems International (DSI) Background Request Form used in the State of Georgia.
      - 4) *Excerpts from RPIPC Minutes docx* A Microsoft Word file providing the documented deliberation on the Background Investigation Policy from the minutes of the 28 Feb 2014 and 4 Oct 2013 RPIPC meetings.
      - 5) *Excerpts from RPIPC Minutes pdf* A pdf file providing the documented deliberation on the Background Investigation Policy from the minutes of the 28 Feb 2014 and 4 Oct 2013 RPIPC meetings.
    - ii. **CONTEXTUAL INFORMATION** Maureen Horgan shared the following information.
      - 1) As this policy was routed to RPIPC in August 2013, there was question of what the policy entailed and what it needed to include. Pat Wilkins took it back to Executive Cabinet for revision, but then she went out on medical leave. Maureen Horgan, Craig Turner, and Pat Wilkins revised the policy and copied University General Counsel Marc Cardinali.
      - 2) This policy will extend the Board of Regents policy to include students who are engaged in a position of trust as an employee, independent contractor, or volunteer.
      - 3) A position of trust is defined as those that involve interaction with children, allow after-access hours to facilities, allow access to financial resources, or that have otherwise been determined by the Human Resources Department to require a more extensive background investigation (RPIPC added "access to sensitive information").
      - 4) There was considerable discussion and questions at RPIPC meetings on what the policy entails. To forestall questions, Maureen presented a brief synopsis of the BoR policy which included the following points:
        - a) the policy applies to new hires, and to position changes;

- b) the main concern is criminal convictions, sex offenders, convictions of crimes of moral turpitude, and failure to disclose convictions on an application;
- c) there is a difference in how these are handled for "positions of trust" vs. other positions;
- d) decisions are made within each institution by a Background Investigation Committee (BIC) that includes representatives from Human Resources and the hiring department as well as the university counsel and/or public safety;
- e) there is an appeals process; and
- f) if the BIC finds areas of concern that do not make the candidate ineligible for a position, it reports the information to the hiring department for a decision at that level.

iii. **DISCUSSION**

- 1) **MOTION 1** A motion *to recommend withdrawing the existing Background Information Language in the institutional Policies, Procedures and Practices Manual* was made and seconded.
  - a) This language is almost identical to the existing BoR policy and is unnecessary given that BoR policy applies to the each USG institution.
  - b) **SENATE ACTION** MOTION 1 was approved with no further discussion.
- 2) **MOTION 2** A MOTION *TO AMEND the existing policy document by replacing the section "Website Address for This Policy Policies, Procedures and Practices Manual" with "Website Address for This Policy RPIPC recommends that the proposed Background Investigation Policy replace the "Background Check" language in the PPPM found at <http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Office-of-Human-Resources-and-Employee-Relations/Employment/Background-Checks>"* was made and seconded.
  - a) Motion 2 was approved with no further discussion.
- iv. **SENATE ACTION** Motion 1314.RPIPC.003.P was *approved as amended* with no further discussion. In summary, the trio of motions approved (Main Motion 1314.RPIPC.003.P as amended by Motion 2 and combined with Motion 1) were *"To recommend withdrawing the existing Background Information Language in the institutional Policies, Procedures and Practices Manual AND To recommend the proposed Background Investigation Policy in the supporting document entitled "Background Investigation Policy" as University Policy, and to endorse the guidelines and procedural recommendations as amended by Motion 2 made therein.*
- c. **Sustainability Council Recommendations** Doug Oetter, RPIPC volunteer and Chair of the Sustainability Council, requested that RPIPC endorse the *Recommendations from the 2013 Annual Report of the Sustainability Council*. There is precedent for a University Senate Committee endorsing the recommendations of a campus committee. RPIPC voted to endorse the recommendations.
- d. **Smoking Policy Enforcement** Maureen Horgan was planning to present the new Tobacco Policy recently passed by the Board of Regents, but President Dorman had already presented it (as item 1) in his report.
  - i. **Question from the floor** Can you clarify for me how enforcement of the new Board of Regents Tobacco and Smoke-Free Policy will be implemented?  
**Answer** Yes (citing language from the BoR Policy exhibit distributed with the policy)  
*Enforcement*  
*The overall enforcement and authority of this policy lies with the President of the institution, but it is also a shared community responsibility, which means all students,*

faculty, and staff share in the responsibility to help keep the campus tobacco-free. Signage to help inform our campus community and visitors will be placed throughout campus.

e. **12-month Pay Option For Academic Year Faculty.** The results of the survey conducted through University Communications are:

- i. **Support option?** 123 Yes 17 No
- ii. **Take option?** 47 Yes 36 No 57 Maybe
- iii. **Pursue option?** 120 Yes 20 No
- iv. **Comments (45)**

#	Category	Comments
1	Again?	
1	Thank you	
1	I don't care	
1	Need help?	
1	Not for me	
2	HR communication issues	I was told this option (split deposit) was not available when I started
5	Need more information	Would this extend to instructors, lecturers, not-yet-tenured professors?
5	I don't get it (misunderstandings )	I fear that putting 10-month contract employees on 12-month pay cycle would beholden us to work in the summer It's not worth fooling with! <i>And</i> Let me manage my own money
6	I don't see why it's a problem	I never understood why public schools could do this and we couldn't My previous institution... offered (this) option. There were no issues with the IRS over deferred pay, pay penalties, or interruptions to the pension system.
11	Just do it!	I was shocked to find that this option was not already available. PLEASE!!!!!! A 12 month pay option simplifies personal budgeting and tax considerations
7	Some faculty are so irresponsible	I would like to think that my colleagues are intelligent, responsible adults who can manage their own finances. Obviously, I am wrong Open a savings account and become an adult instead of a soiled child wanting someone else to be responsible for you.
3	That would be me	I have worked out of state for many summers to make ends meet We have a crisis every summer. I would like to be able to take the summer off to do write and do research, but instead I have to teach summer school.
1	Some faculty are so condescending	The argument I've heard for NOT allowing the option.... is, I think, condescending and presumptuous at best.

*My family of four cannot afford any reduction in monthly income, so I am not interested in this option. However, I am not opposed to others having the choice. I AM adamantly opposed to any suggestion that 10-month pay be eliminated. Unless I can get a significant raise. Then y'all can do what you want. ☺*

2. **EXECUTIVE COMMITTEE OF THE UNIVERSITY SENATE (ECUS) – Lyndall Muschell**

*Officers: Chair Lyndall Muschell, Vice-Chair Susan Steele, Secretary Craig Turner*

*Due to time constraints, the non-motion part of this report was filed in writing in lieu of an oral report.*

a. **MOTION 1314.EC.001.B (PROPOSED BYLAWS REVISION (LANGUAGE PERTAINING TO SoCC))**

On behalf of the committee, Lyndall Muschell presented the motion: *To approve the proposed revisions to the University Senate Bylaws as articulated in the supporting document entitled "SoCC Bylaw Revisions with Rationale."*

- i. **SUPPORTING DOCUMENTS** Supporting documentation for Motion 1314.EC.001.B, accessible in the online motion database, was displayed on the big screen. There were two supporting documents provided.

- 1) *SoCC Bylaw Revisions with Rationale (ms word)* A Microsoft Word file providing the text of the current SoCC language in the university senate bylaws, the

proposed revisions to the SoCC language in the university senate bylaws as well as detailed rationale for these proposed revisions

- 2) *SoCC Bylaw Revisions with Rationale (pdf)* A pdf file providing the text of the current SoCC language in the university senate bylaws, the proposed revisions to the SoCC language in the university senate bylaws as well as detailed rationale for these proposed revisions

ii. **CONTEXTUAL INFORMATION** Lyndall Muschell shared the following information.

- 1) The motion was a proposed revision to the university senate bylaws that was classified as a non-editorial change by the members of the Executive Committee as it proposes changes to the composition (membership) and chair eligibility of the Subcommittee on the Core Curriculum.
- 2) By the university senate bylaws, the following process is required for proposed revisions that are deemed non-editorial.

**VI.Section 3.***Non-editorial Revisions. Motions regarding non-editorial revisions of these bylaws shall receive consideration at two consecutive regular meetings of the University Senate. At the first of these meetings, the motion shall receive a first reading wherein it is introduced by the Executive Committee in compliance with VI.Section2 and debated by the University Senate but may not be voted on. At the conclusion of this first reading, the motion must be postponed to the next regular meeting of the University Senate. At this next meeting, the motion shall receive a second reading wherein it shall receive disposition. Adoption of the motion shall occur with a two-thirds majority of those casting votes favoring adoption and upon approval of the University President.*

iii. **DISCUSSION**

- 1) John Swinton, University Senator for the Department of Finance and Economics, opened the discussion by reading a document that he circulated to the university senate email list following the meeting. *Note: He was kind enough to supply the document in electronic form, making it relatively easy to represent with great accuracy his initial contribution to the discussion.*

- a. **My opposition to GCSU Senate Motion 1314.001.B: Proposed Bylaws Revision (Language Pertaining to SoCC)** Even though I Chair SoCC, or, perhaps because I Chair SoCC, this proposal has caused me all sorts of anxiety since its inception. As you consider it over the next month I want to share with you my concerns which are both practical and philosophical.

- i. Practical

1. It is a change that addresses a problem that does not exist: The argument for the change in number of members is ostensibly to ensure representation of all units that teach in the various areas of the Core so that the various expertise and insights of these many areas would be at hand. In reality, in the three years I have been associated with the subcommittee we have never had a situation where we could not call upon the necessary expertise to clarify any situation that arose. The current make-up of the Subcommittee has representatives from every College and we can easily reach out to any Department if we need additional insight.
2. Any Committee or Subcommittee must meet its required membership before it can meet for a first time. Until this hurdle is passed the Committee or Subcommittee may not

conduct business. This proposal jeopardizes the ability of Senate to carry out its business. Currently there are 6 standing Committees including ECUS and two standing Subcommittees. Combined, these Committees and Subcommittees require 60 core of instruction personnel (this does not include staff or student representatives). Of those 60 a minimum of 33 must be elected senators (this is assuming faculty members do not desire serving on multiple Committees outside of the normal expectations). This is of the 37 elected Senators and does not take into consideration the distributional requirements such that each Committee have a representative from each college. Each year the Subcommittee on Nominations must do the best it can to fill each of the standing Committees and Subcommittees using the limited number of elected representatives and volunteers available. If the amendments are passed they will place an additional burden on the Subcommittee on Nominations to fill the additional required membership slots. This burden is not trivial as you have witnessed the frequent call for volunteers throughout the year. In particular this is problematic for SoCC as it meets frequently which makes it less desirable for all but the most dedicated participants. It will also make SoCC bigger than any Committee or Subcommittee in the Senate.

3. The logistics of finding a time for a larger committee grows geometrically (I am pretty sure that is mathematically correct) as its membership grows. For a group that meets as often as SoCC does it is a bad idea to make this problem more difficult. We meet almost every week. So using the common meeting time is pretty much out of the question.
- ii. There are philosophical reasons to oppose the amendments as well.
    1. The purpose of SoCC is to review new courses for the Core – primarily for areas B1 and B2 but all other new core course proposals flow through SoCC. It also serves a role in suggesting policy and procedures for these new courses. Finally, it plays a role in the assessment of these courses. As you have heard from me in the past, this is a fairly important and extremely active Subcommittee with relatively little oversight. If you pass the motion set before you it will shift the makeup of the subcommittee dramatically toward one College – Arts and Sciences – away from a relatively more balanced makeup. Currently, a minimum of 3/10 of the members are from the professional schools with two of the remaining 10 members representing the Provost’s office and the Registrar’s office. The proposed change would require that a minimum of 8 positions would be held by people who teach core classes – all but a few of which are taught in A&S (Economics and Computer Science being the only exceptions outside of Area B). I philosophically oppose this change because I

believe all Colleges on campus have a vested interest in our core. As such, I would hate to see the professional schools become marginalized in the decision making when it comes to issues of our core. Furthermore, the Subcommittee would be almost entirely Senate volunteers rather than elected Senators. This brings me to my last point.

2. I also oppose the issue of the Chair not having to be an elected Senator. It is my belief that all Chairs in Senate Committees and Subcommittees should be beholden to an electorate. If the proposal were to pass in its entirety we could have the awkward situation where a very important and influential Subcommittee (that has little oversight) could become dominated by a relatively small group of Senate volunteers who answer to no direct constituency.
  - b. So, as you think about this proposal over the next month, ask yourself if it really improves self-governance. I do not think it will.
- 2) Other conversation points of the motion deliberation included the following
- a. **Definition of the Term “teaching representative”**
    - i. Question: Can someone provide a working definition for the term “teaching representatives” as used in the proposed revisions?
    - ii. Response: The term was introduced by the proposers to provide flexibility in naming individuals to the committee. There was not clear consensus to require these “teaching representatives” to be actively teaching core classes in the area they would represent or whether qualifications to teach in that area were sufficient. So at present, there is not a precise definition for the term “teaching representative.”
    - iii. Follow-up to Question: I would like to see the term more precisely defined.
    - iv. *Statement by the Parliamentarian: Robert’s Rules recommends that terms used in bylaws be defined as precisely as possible.*
  - b. **SoCC Endorsement Twice and CAPC Endorsement** The concerns raised above (by John Swinton) to open the discussion were all presented (by him) in the deliberation in SoCC (Subcommittee on the Core Curriculum). The proposal was originally drafted (in Fall 2013) and it was reconsidered by SoCC (in Spring 2014) at the request of clarifications from the Executive Committee Motion Review as authorized in university senate bylaws. In both cases, a majority of the membership of the SoCC endorsed the proposed revisions (in the presence of these concerns). In the original drafting (in Fall 2013), CAPC also endorsed the proposed revisions. CAPC did not formally review the request for clarifications from the Executive Committee (in Spring 2014).
    - i. **Relevant University Senate Bylaw** *V.Section I.C.5.Motion Review. The Executive Committee may make editorial suggestions to the language of any motion, including a resolution, that is submitted for University Senate consideration. The Executive Committee should apply this responsibility judiciously, noting that the purpose of this review is to improve clarity, remove ambiguity, and identify inconsistencies with superseding policy. Any such*

*editorial suggestions are incorporated only after review and approval by the body submitting the motion.*

- c. **Please Read the Rationale Available in the Supporting Document**
    - i. A request that individual university senators review the rationale offered in the supporting document with the proposed revisions as found at [http://senate.gcsu.edu/senate/view\\_motion.php?mid=578](http://senate.gcsu.edu/senate/view_motion.php?mid=578) was made from the floor.
    - ii. In particular, the proposed composition – specifically the inclusion of the teaching representatives – is returning to the representation of the original inception of what is now SoCC. This original inception was as the UCC (University Curriculum Committee) where the membership included a corps of instruction faculty member selected to represent each area of the core.
    - iii. The proposed composition is attempting to make better connections to the departments that teach in the core and to attempt to increase the likelihood that the faculty in such departments are consulted by their SoCC representative (teaching representative) to inform the deliberation of SoCC.
      1. A response to this was that such expertise could be called into the committee (in an advisory capacity) whenever it was needed without modifying the existing committee composition.
  - d. **Populating the Committees of University Senate**
    - i. A perspective from a member of recent Subcommittees on Nominations indicated that each year there are typically an insufficient number of faculty volunteers to fill all the slots on the committees of the university senate, particularly for SoCC until the Subcommittee on Nominations goes hunting the hallways to find volunteers.
  - e. **Assessment Expertise**
    - i. A perspective from a member of the University Assessment Team suggested that to this point SoCC effort has been focused on course reviews for proposed GC1Y and GC2Y as well as approvals of overlays. The hope is that there will come a time when SoCC can tend to its other responsibility of assessing the core curriculum. The opinion expressed was that the proposed composition would provide the necessary expertise on SoCC to tend to this assessment deliberation.
  - iv. **Motion to Extend the Meeting** During the deliberation of Motion 1314.EC.001.B, the adjournment time of 3:15pm (75 minutes) was reached. A motion *to extend the duration of the meeting (with no time limit specified)* was made, seconded, and approved on a (16 for and 5 against) hand vote. As a result of this shortage of time, oral reports were not given for APC, CAPC, ECUS (non-motion items), FAPC, SAPC, SoCC, and SGA and these reports were requested in writing.
  - v. **SENATE ACTION** The disposition of Motion 1314.EC.001.B was postponed to the 25 Apr 2014 meeting of the University Senate at which it will receive its second reading.
- b. **Task Forces** Volunteers were solicited for three newly formed task forces:
    - i. Space Utilization Task Force
    - ii. Technology Assisted Task Force
    - iii. Graduate Education Task Force

The representatives for these task forces were finalized and announced. Those of you who were willing to serve in these positions are greatly appreciated.

- c. **Elected Faculty Senator Election Results** Election results from the academic units (Colleges and Library) were shared by email on 7 Feb 2014 with the university community.
  - d. **At-Large Election** The At-Large Election Procedures were finalized. A call for nominations was shared with the University Faculty and a reminder sent.
    - i. Nominations will be accepted until 5:00 today, 14 Feb 2014.
    - ii. Voting will occur February 19 through 26.
    - iii. Election results will be reported by March 1.
  - e. **Governance Calendar 2014-2015** The 2014-15 Governance Calendar has been posted to the university senate website and benefitted from feedback from the Standing Committee Chairs and the Academic Leadership Team. Thank you to all those who provided feedback.
  - f. **Celebrating Ten Years of Shared Governance** A committee has been formed to plan a celebration for ten years of shared governance (the University Senate). Catherine Whelan is chairing this effort.
3. **ACADEMIC POLICY COMMITTEE** (APC) – Howard Woodard  
*Officers: Chair Howard Woodard, Vice-Chair Leslie Moore, Secretary John Sirmans*
- a. **Motions** APC has no motions to submit for University Senate consideration.
  - b. **Meeting** At its 28 Feb 2014 meeting, APC took the following action: tabled the potential motion returned from the last meeting based on suggestions from the University Registrar.
4. **CURRICULUM AND ASSESSMENT POLICY COMMITTEE** (CAPC) – Cara Smith  
*Officers: Chair Cara Smith, Vice-Chair Angel Abney, Secretary Deborah MacMillan*  
*Due to time constraints, this report was filed in writing in lieu of an oral report.*
- a. **Motions** CAPC has no motions to submit for University Senate consideration.
  - b. **CAPC as SoCC Arbiter** John Swinton brought forth a proposal from SoCC that would possibly require a motion to make a change to the bylaws if CAPC agreed to endorse the change.
    - i. **Current CAPC Scope**  
*V.Section 2.C.2.b. The Curriculum and Assessment Policy Committee shall be concerned with policy relating to curriculum and academic assessment, which includes, but is not limited to, policies relating to general university degree requirements (e.g. General Education Curriculum, Foreign Language requirement, Wellness requirement), academic program assessment, and continuing education and non-degree programs. In addition to its policy recommending function, this committee shall be responsible for reviewing and approving proposals to create or deactivate certificates, concentrations, degree programs, and minors, as well as the periodic review of general education requirements and learning outcomes. This committee also provides advice, as appropriate, on procedural matters relating to curriculum and academic assessment.*
    - ii. **Proposed Change** SoCC requests CAPC add to V.Section 2.c.2.b before the final sentence language such as: This committee will provide oversight to the Subcommittee on Core Curriculum (SoCC) and serve as an arbiter if disputes arise over the designation of any course as either a core course or a course carrying any university-designated overlay.
    - iii. **Reason** SoCC is currently the only approving body for most core courses, particularly GC1Y and GC2Y sections and global overlays outside the core. The purpose of this change is to provide an appeals option for individuals or departments who disagree with a SoCC decision to approve or deny a course. This ensures that responsibility for such an important component of our curriculum does not reside unchecked within one committee.
  - c. **Information Items**
    - i. **Item** A revision to the Early Childhood education substituting courses about emotional and physical development of children replacing courses in Math, Art, and Logical Thought.

- Reason** These changes were described as necessary to maintain the program's accreditation. This change will affect the cohort entering in Fall 2014.
- ii. **Item** COE is increasing the number of hours required to graduate with an Ed.S. in both Middle Grades Education and Special Education from 27 to 30 hours.  
**Reason** SACS requires the students to complete 30 hours in these programs.
- iii. **Item** Changes to Early Childhood, Middle Grades, and Special Education: A course was added that begins in summer and is completed during the fall.  
**Reason** Historically students in the junior cohorts participate in the pre-planning process of schools. Now this will become an official part of their program, which will alleviate the liability issues.
- iv. **Item** Proposed changes in the Urban Studies Minor were presented. Courses are being added to this minor that are currently being taught. The details of this proposal were included in a memo sent to the committee and so are not reproduced here.  
**Reason** This will hopefully reinvigorate the Urban Studies Minor and allow students to complete the minor expeditiously.
5. **SUBCOMMITTEE ON CORE CURRICULUM** (SoCC) – John Swinton  
*Officers: Chair John Swinton, Vice-Chair Amy Sumpter, Secretary Kay Anderson*  
*Due to time constraints, this report was filed in writing in lieu of an oral report.*
- a. **Global Overlays Approved**
- i. KINS 4353 Global Public Health
  - ii. ARTS 1110 Arts and Ideas
  - iii. ARTS 4870 History of Photography
- b. **Area GC1Y Section Approved**
- i. The Capital Punishment Debate (Government and Sociology)
- c. **Area GC2Y Section Approved**
- i. Globalization, Cultures, and Education (Foundations and Secondary Education)
- d. **Discussions at Department Chairs Meetings in Two Colleges**
- i. SoCC representatives (John Swinton, Kay Anderson, and Cara Meade) met with the Chairs of Health Sciences and Arts and Sciences before Spring break. It was an opportunity to answer questions and highlight some of the things we still need done (more Global Perspectives Overlay classes in upper levels for the professional Colleges, for example). We are scheduled to meet with the College of Business Chairs next month and we have yet to schedule a meeting with Education.
- e. **Exciting News**
- i. Due almost entirely to the efforts of Amy Sumpter, SoCC is developing a “course” on the D2L (Desire 2 Learn) platform that will allow us to post all of the Courses and Sections that go through the approval process for inclusion in the Core. This will provide both examples of what SoCC looks for when reviewing proposals and will provide an archive of what we have to offer students. Once the “course” is fully functional all faculty members will be “enrolled” as students and SoCC members will be the “instructors”. For those of you not familiar with the D2L platform, this arrangement will allow the “students” to review information on the site and post questions and “instructors” to organize the material and respond to questions.
- f. **Diversity Action Plan and Global Perspectives Overlay:**
- i. SoCC met with members of the Diversity Action Plan Committee to discuss the possibility of putting forth a recommendation that our current Global Perspectives Overlay for courses outside of the Core be expanded to include issues of cultural diversity and, perhaps, other diversity topics. This would be to provide expanded opportunities for programs that have limited possibilities of offering Global Perspectives

Overlay courses due to constraints in their degree requirements (primarily degree programs in Education and Health Sciences). While we agree in principle that expanding the Global Perspectives Overlay to include other issues of diversity, we were asked to wait and try to align our efforts with the timeline laid out in the Diversity Task Force's Report.

6. **FACULTY AFFAIRS POLICY COMMITTEE** (FAPC) – Alex Blazer

*Officers: Chair Alex Blazer, Vice-Chair Tom Toney, Secretary Bill Fisher*

*Due to time constraints, this report was filed in writing in lieu of an oral report.*

- a. **Motions** FAPC has no motions to submit for University Senate consideration.
- b. **Contingent Faculty Participation in Shared Governance (Continuing)** The committee believes that contingent faculty should have the opportunity to participate in shared governance while respecting the workload of contingent faculty; and we are developing two kinds of representational possibilities
  - i. first, a work group / ad hoc committee of the University Senate inviting willing contingent faculty to work on contingent faculty affairs, and,
  - ii. second, a proportional representation model like tenure-line faculty and full-time staff currently have. We do not anticipate being able to send a recommendation or motion to the University Senate during this session and will forward our work to next year's FAPC.
- c. **Annual Evaluation of Faculty (Information Item)** During a recent meeting, the question of revising the new faculty evaluations arose. Since this was a query from the College of Arts & Sciences (CoAS), we took it to the CoAS Dean who responded that faculty evaluations could evolve. Although it's not a matter for University Senate, we include it in this report and our minutes since it involves faculty evaluation and came up during a committee meeting.

7. **STUDENT AFFAIRS POLICY COMMITTEE** (SAPC) – Mandy Jarriel for Doreen Sams

*Officers: Chair Doreen Sams, Vice-Chair Amanda Jarriel, Secretary Nicole DeClouette*

*Due to time constraints, this report was filed in writing in lieu of an oral report.*

- a. **Motions** SAPC has no motions to submit for University Senate consideration.
- b. **Meeting** SAPC met on 28 Feb 2014. Two informational items were discussed.
  - i. **Active Military Attendance Policy and Military Friendly School** SAPC has discussed a potential proposal of an attendance policy on active military. This coincides with our discussion on what steps it would take to receive recognition as a military friendly school. Still completing fact finding on these items.
  - ii. **Student Government Association Representatives Attendance of SAPC Meetings** We are still looking at trying to find a time when we can have SGA student representatives attend our SAPC meetings. We changed our meeting start time for the past three months from 2:00pm to 1:30pm and still have been unsuccessful so maybe now looking at a potential location change in hopes this may help.

8. **STUDENT GOVERNMENT ASSOCIATION** (SGA) – Victoria Ferree

*Officers: President Victoria Ferree, Vice President Sara Rose Remmes, Secretary Caitlin Mullaney, Treasurer Holly Nix*

- a. **No Oral Report** was provided as there was no SGA representative in attendance.
- b. **Time Conflict** It was noted from the floor (at previous meetings) that the Student Government Association meets from 2:00 PM to 3:15 PM every Friday and has a time conflict with meetings of the University Senate.
- c. *Following the meeting, SGA President Victoria Ferree submitted the following update via email.*
  - i. **Funding Requests** *Student Activity Budget Committee applications have been collected. 51 student organizations are asking for funding. Hearings will begin 11 Apr 2014.*
  - ii. **Homecoming** *Homecoming concert has been rescheduled. The announcement of the date will be made this week.*
  - iii. **Milledgeville Film Festival** *Helping out with Milledgeville Film Festival and using our Public Relations Committee to spread the word.*

- iv. **Student Emergency Fund** We will be hosting a cocktail party to benefit the Student Emergency Fund. Our "Students Helping Students" Committee is organizing the event.

## **INFORMATION ITEMS**

### 1. **DIVERSITY ACTION PLAN (DAP) UPDATE** – Veronica Womack

- a. **Georgia College Diversity Action Plan 2014-2019** In the Spring of 2013, President Steve Dorman charged the diversity action planning committee to develop a realistic 3-5 year plan to address diversity at Georgia College. Dr. Dorman specifically asked that the plan be actionable and measureable in scope. Three overarching goals were identified for the plan including:

- Recruitment and retention of diverse students
- Recruitment and retention of diverse faculty and staff and
- Creation of an environment on campus and in the community that produces a welcoming environment for diverse students.

A committee representing a cross-section of the institution was formed to develop a diversity action plan around the identified goals. The Diversity Action Plan (DAP) is designed to provide actionable and measurable strategies of inclusion that are planned and intentional in scope.

- b. **Goals and Strategies** The predominant goal of the Diversity Action Plan (DAP) is to develop strategies and objectives that can develop and support inclusiveness, diversity and the participation of diverse groups (faculty, staff, students and the Middle Georgia region) within all areas of Georgia College. The Middle Georgia region is defined as Baldwin and surrounding counties. The Diversity Action Plan (DAP) has four key objectives:

- **Student Diversity in Access and Success.** Develop strategies that can increase access and success for underrepresented student groups, with particular focus on the Middle Georgia region and expand the success of underrepresented student groups in retention and graduation at Georgia College.
- **Diversity in Curriculum, Creative Learning and Scholarship.** Develop strategies that promote diversity competence in curricular activities and assist faculty, staff, and student scholarship, professional development, and research on diversity and inclusion.
- **Inclusive Campus Climate.** Develop processes that assist the institution in creating an environment of *Inclusion* by developing policies, processes, programs, co-curricular activities and activities that may advance and sustain an inclusive campus environment.
- **Goal IV - Faculty and Staff Recruitment and Retention Success.** Create strategies to increase diversity of faculty, professional staff and administration at all levels of Georgia College. These efforts will include opportunities for developing a system of accountability in hiring, promotion, and professional development opportunities.

- c. **Work Plan** The DAP committee developed a work plan that would engage the Georgia College community and the greater Milledgeville community in a dialogue about the needs of the plan. Two public forums were held on the Georgia College campus and one in the Milledgeville Harrisburg community. The month of September 2013 was designated as the month for dialogue for the plan. The public forums were held with the help of Gregg Kaufman, Instructor and Coordinator of the American Democracy Project and his public deliberations class. In addition, Dr. Jan Clark, Associate Professor of Rhetoric, assisted in training the facilitators for the forums. Each of the forums was very well attended by faculty, staff and students and community members, resulting in over 200 participants. Two follow-up sessions were held on the main campus in December and the Harrisburg community in January of 2014.

- d. **Information Gathering** Other information gathering processes included extensive collaborations with the President's Commission on Diversity (PCOD) and the Resources, Planning and Institutional Policy Committee (RPIPC) of the university senate. In addition, the SGA had representation on the planning committee and was briefed on the plan and provided input. Based on committee work and

information from the public forums and the diversity action plan website survey, the diversity action planning committee developed strategies that addressed the issues raised by President Dorman and other participants.

e. **As Reflected in the University's Mission and Priorities**

- All of Georgia College's founding principles reflect Inclusive Excellence. Starting with our basic theme of 3Rs representing the values Reason, Respect and Responsibility, issues of diversity and inclusion are compatible with the values of Georgia College. Our mission suggests that Inclusive Excellence should be fostered in all aspects of Georgia College activities and efforts.
- The DAP also reflects the University's Strategic Directions and Institutional priorities 2011-2014 as several strategic directions are firmly grounded in diversity and achieving Inclusive Excellence.
- Finally, the plan also recognizes the theme of our Quality Enhancement Plan, "*Building a Culture of Engaged Learning*." Through community connections and partnerships, Georgia College provides a unique opportunity for students to study and learn in one of the most diverse communities in the state. The DAP will provide opportunities to support the Quality Enhancement Plan and other important university goals.

2. **QUALITY ENHANCEMENT PLAN (QEP) UPDATE** – Tom Ormond for Julia Metzker

- a. **The ENGAGE "Cheat Sheet"** will be distributed via email. I encourage you to disseminate this cheat sheet to friends, colleagues, students, and members of the university and local communities.

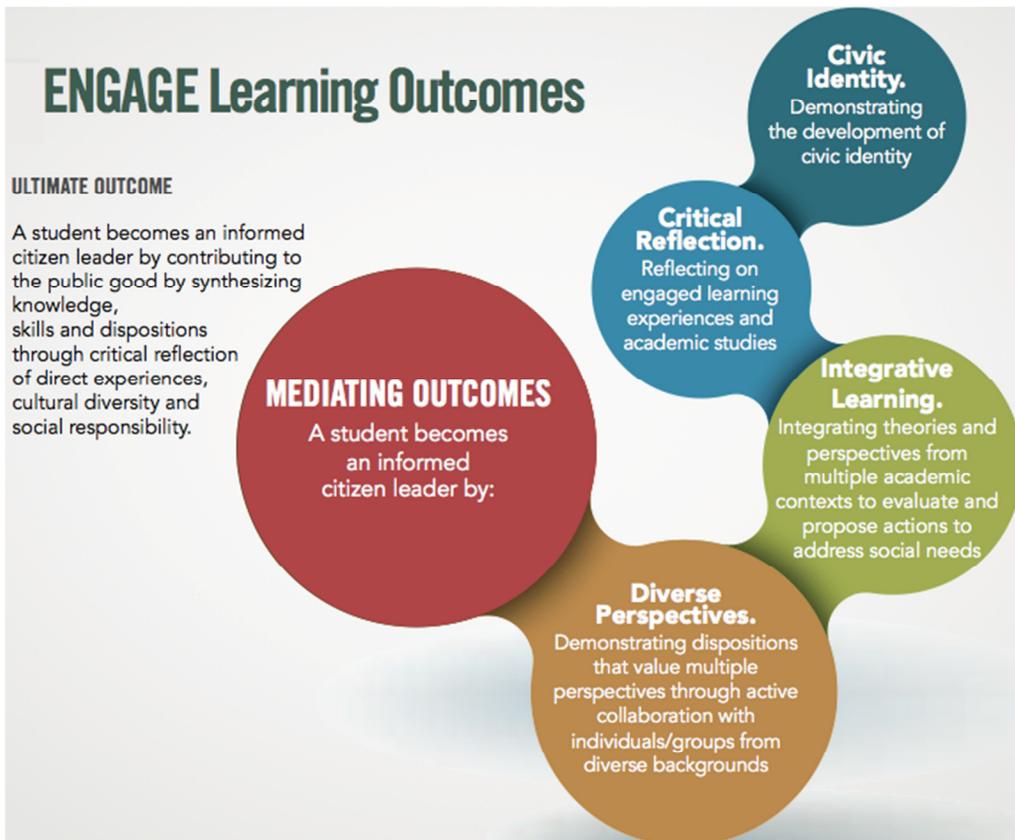
**What is ENGAGE?**

ENGAGE is Georgia College's Quality Enhancement Plan (QEP), which provides a *blueprint for building a culture of engaged learning* through the development of structured and assessable Community-based Engaged Learning (C-bEL) experiences that connect students with the liberal arts and the wider community.

ENGAGE was the result of an *inclusive and deliberative two-year process* that sought input from community and university constituents.

ENGAGE Institutional objectives:

- *Building evidence of student learning*
- *Developing diverse collaborations between community and campus organizations*
- *Expanding opportunities for experiential learning*
- *Sustaining a culture of engaged learning*



For additional information go to [www.engage.gcsu.edu](http://www.engage.gcsu.edu)

b. **SACSCOC** The SACSCOC Onsite Team will be on campus 7-10 Apr 2014 to review the QEP as well as assess institutional compliance with SACS standards for reaccreditation. SACSCOC is an acronym for Southern Association of Colleges and Schools Commission on Colleges.

i. **ENGAGE Wristbands** I encourage you to wear your ENGAGE Wristband often, particularly on the dates of the SACSCOC Onsite Team visit. Some of the ways you might display this wristband when interacting with the members of the SACSCOC Onsite Team include but are not limited to

- *“The Watch”* Wearing an ENGAGE wristband, look down at “the time” like you might for a wristwatch and see it is time to ENGAGE.
- *“The Yawn”* Wearing an ENGAGE wristband, raise both arms up into the air, elbows bent with upper arms extending straight out from shoulders, with a stretch and yawn, ensuring that the ENGAGE wristband is clearly visible.
- *“The Leave”* Wearing an ENGAGE wristband, as you take your leave of a committee member, extend the arm decorated with the ENGAGE wristband behind you so that the ENGAGE wristband is clearly visible.

As you can see from this small sample, the ways to proudly display the ENGAGE wristband are limited only by your imagination. Share your display techniques with colleagues, students, friends, and members of the university and local communities.

ii. **How to ENGAGE**

- First: Start by obtaining an ENGAGE Wristband so you can display it as suggested above
- Second: Review, study and disseminate the ENGAGE “Cheat Sheet”
- Third: Gain familiarity with the content of the ENGAGE website at <http://engage.gcsu.edu>
- Fourth: Read and show the QEP document – “the book” – available at the ENGAGE website

- c. **ENGAGE 101** Two more ENGAGE 101 (Introduction to ENGAGE) sessions facilitated by Dr. Kirk Armstrong are scheduled for the week of 31 Mar 2014. Watch your email for details including time, location, and content. You won't want to miss these sessions.
3. **UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC)** – Susan Steele
  - a. Due to time constraints, this report was postponed to the 25 Apr 2014 University Senate meeting.

**UNFINISHED BUSINESS:** There was no unfinished business.

**NEW BUSINESS:** There was no new business.

**ADJOURN:**

1. **ATTENDANCE AND THE SIGN-IN SHEET** Lyndall Muschell requested that each individual present at the meeting sign the university senator attendance sheet or guest sign-in sheet on their way out if they hadn't already signed in.
2. **MOTION TO ADJOURN** As there was no further business, a motion to adjourn was made, seconded, and approved. The meeting was adjourned at 3:32 p.m. *Note that there was a formal motion to extend the duration of the meeting as documented in item 2.a.iv in the Committee Reports section of these minutes. This motion was made in the midst of the deliberation of Motion 1314.EC.001.B.*