2016-2017 ECUS OPERATING PROCEDURES
Endorsed by 2016-17 ECUS at its 09/02//2016 meeting

1. The Executive Committee of the University Senate
   - is a faculty advisory body to the University President,
   - sets the agenda for regular meetings of the University Senate,
   - is the steering committee of the University Senate,
   - reviews motions and resolutions submitted for University Senate consideration,
   - is responsible for ensuring the implementation of the nomination and (s)election processes for senators, appointees, volunteers, and standing committee officers,
   - is responsible for the maintenance and dissemination of meeting minutes,
   - ensures that governance documents are up-to-date and accessible (including statutes, bylaws, handbooks, and calendars), and
   - archives records of University Senate activities in coordination with the University Archivist.

2. The Executive Committee members will work cooperatively as a team for the good of the University, the University Senate and the Committee. To realize this objective, members should
   - attend and participate in all scheduled meetings,
   - communicate respectfully, openly, and candidly with each other,
   - seek out and identify agenda items for discussion,
   - resist communicating on behalf of the committee without consultation with the ECUS officers, and
   - copy the committee when communicating on its behalf

3. Committee Officer Responsibilities

Chair (Presiding Officer)
   - Drafts, in consultation with the committee, the tentative agenda for committee meetings
   - Distributes each tentative agenda to the committee via email prior to the committee meeting
   - Be contacted by committee members extending regrets prior to a scheduled committee meeting
   - Presides at committee meetings
   - Ensuring committee motions proposed for University Senate consideration are entered into the online motion database
   - Advertising committee meeting times and meeting agenda to the university community
   - Presents the ECUS report to University Senate at scheduled University Senate meetings
   - Others as defined/assigned by the committee

Vice-Chair (Presiding Officer Elect)
   - Assumes all duties and responsibilities of the chair in the absence of the chair
   - Others as defined/assigned by the committee

Secretary
   - Be contacted by committee members extending regrets prior to a scheduled committee meeting
   - Drafts, in consultation with the committee, the minutes for committee meetings
   - Posts committee minutes in a manner consistent with University Senate protocol after the minutes have been reviewed by the committee – including any amendments made as a result of the review
   - Others as defined/assigned by the committee

4. Communication
   • Communicate via the ecus@list.gcsu.edu email list with the 72-hour rule – a member of the Executive Committee has 72 hours to respond to an issue/proposal to confirm receipt and communicate approval or share constructive suggestions
   • Notify the committee chair (chavonda.mills@gcsu.edu) and secretary (craig.turner@gcsu.edu) to extend regrets prior to scheduled committee meetings.

5. Duration of Meetings
   • Committee meetings shall be no more than seventy-five (75) minutes in duration unless otherwise agreed to by a motion to extend the meeting duration

6. Agenda
   • A tentative agenda for the next meeting of ECUS is drafted by the ECUS Chair and is informed by consultation with the entire committee just before adjournment of the previous meeting whenever possible.
   • Agenda items will be prioritized by time-sensitivity and not necessarily reflect their relative importance.
   • The tentative agenda is distributed to the committee members, and standing committee chairs when appropriate, by the ECUS Chair as early in the week of a meeting as possible and is finalized in consultation with the other members of ECUS.
   • Drafts of supporting documentation for agenda items are provided to the committee members, and standing committee chairs when appropriate, prior to the meeting whenever possible to encourage and facilitate review prior to the meeting. Unless requested of the ECUS Chair or in the case where the document has not been previously distributed, members will bring their own copies of materials (agenda and supporting docs) to the meeting.

7. Deliberation and Parliamentary Authority
   • Deliberation is informal until there is a motion for committee consideration in which case Robert's Rules apply.
   • The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Executive Committee in all cases to which they are applicable and in which they are not inconsistent with the University Senate Bylaws, these operating procedures and any special rules of order the University Senate or Executive Committee may adopt.

8. Quorum & Voting
   • A majority of the Executive Committee membership shall constitute a quorum. (Article V, Section 1.B)
   • Each of the ECUS members listed in the University Senate bylaws is a voting member of the committee.
   • Unless otherwise determined by the committee in advance of the vote, a majority vote is necessary for committee approval.
   • In all committee votes, the voting threshold is applied to the number of voting members present at the time of the vote assuming the presence of quorum

9. Minutes
   • ECUS members review the initial draft of the minutes of the University Senate meetings prior to distribution to the University Senate.
   • The ECUS secretary shall prepare a draft of the minutes of each committee meeting and may request guidance from the committee during a meeting to inform the preparation of this draft. This draft of the minutes is circulated to the committee for review prior to posting.
   • If suggested revisions are offered, the revised minutes are again distributed to the committee for review.
   • The minutes are posted as soon as possible after the review process concludes.
   • Except for the minutes of the final meeting of the academic year, the approval of the previous meeting minutes is an item on the agenda of each ECUS meeting.

10. Amendment of these operating procedures
These committee operating procedures may be amended by a majority vote at any scheduled committee meeting provided that committee members receive written notification in advance of the meeting at which the proposed revision(s) is/are considered. Any such revision(s) that are approved are effective immediately following the committee vote.

Procedures for Online Courses and Instructors Who Teach Online

Changing the Delivery of an Entire Program
If an **entire program** is changing its delivery method to online, the college level graduate committee, Graduate Council, CAPC, University Senate, and the Provost must approve that change. The Provost's office notifies the University of Georgia System office and SACS. The Provost's office will also notify the Registrar, Financial Aid, Business, and IDEAS departments. IDEAS will enter the program into the Georgia ONmyLine database.

Changing the Delivery Method for a Course from Face-to-Face to Online
The Department Chair must approve the change if an instructor changes the delivery method of a *graduate* or **summer** course from face-to-face to fully online.

Both the Dean and Provost must approve fully online *undergraduate* courses during regular **fall** and **spring** semesters on a case-by-case basis. Approval will be reserved for exceptional circumstances (such as a medical leave), or when there is a distinctive pedagogical value added to the online delivery that is unavailable with hybrid or face-to-face instruction. This approval must be in writing from both the Dean and Provost.

Scheduling the Online or Blended Course in Banner
After a department creates a course schedule, the department Administrative Assistant enters the delivery method for courses according to the way the faculty plans to teach the courses, regardless of where the instructors are in the review process. The Registrar's Office will open any course for entry as an online course with the request from the department.

Online Instruction
Role of IDEAS
Faculty who desire to teach a fully or blended online course for the first time at Georgia College using GeorgiaVIEW will make a request to the department chair and then to the IDEAS department for feedback. IDEAS staff will create a "shell" for the faculty to build the course. Once complete, the IDEAS staff* will work with the instructor and provide helpful feedback on the design of the shell course using the selected Quality Matters Standards (minimum required). The instructor will meet online instruction design expectations (required for only the first online course) after demonstrating basic competency using GeorgiaVIEW and the course design meets the minimum Quality Matters Standards noted below.

*Note: IDEAS staff are certified for completing the Applying the Quality Matters Rubric course. The procedure is for the **faculty** teaching an online or blended course, not individual courses.*

The minimum Quality Matters Standards are:

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.9 Learners are asked to introduce themselves to the class.
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
3.1 The assessments measure the stated learning objectives or competencies.
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
6.1 The tools used in the course support the learning objectives or competencies

Note: The best way to address meeting Quality Matters standards is for the instructors to complete the Applying the Quality Matters Rubric course. The course is available online and face-to-face (planned beginning April 2016). Instructors who have never taught online should plan to take the online course.

Online Faculty Tracking in Banner
Once the instructor is meets essential course design competencies, either the Registrar's Office or IDEAS staff will enter a faculty attribute of ONAP (Approved to Teach Online) to the Banner record. This process will allow both the Department and IDEAS offices to track approved online instructors and to promote instructor training, as well as offer assistance.

If an online or blended course has one of more classes scheduled as **synchronous** class meetings, that information must be communicated to the administrative assistant who will schedule the date(s) and time(s) in Banner.

Online Terms for Reporting Purposes
The University System of Georgia's definitions for web-based course reporting procedures are:
- **Entirely online 100%** of the course is taught online.
- **Online or fully online 95% to 100 %** of the course is taught online. The class may meet for a one-time orientation.
- **Partially online 51% to 94%** of the course is taught online. More than half of the courses face-to-face class periods will be replaced by online instruction.
- **Hybrid 25% to 50%** of the course is taught online. While much of the course

meets face-to-face a large amount of the coursework is conducted in an online environment. This is the model for "flipping the classroom".

- **Technology enhanced/face-to-face 0% to 24%.** No portion of the course is taught online. This category is used as a document repository. For example, the course syllabus or some course readings may be stored in GeorgiaVIEW.

Office of the Provost and Vice President for Academic Affairs

Procedure to Establish, Restructure or Rename an Academic Unit

In order for Georgia College to advance its institutional mission there may be a need to establish, restructure or rename an academic unit. An academic unit is defined as a program, department, school, or college. The process of establishing, restructuring or renaming an academic unit shall include a series of steps. The first two steps focus on encouraging a conversation among the faculty, dean and provost about the proposed unit. Following that, information is provided about developing a formal request. The concluding steps, include a number of reviews that lead to a final recommendation to the President.

Specifically,

Step I

The faculty, department chair(s) and college Dean(s) and Provost discuss the prospectus for the establishment/restructuring/renaming of an academic unit(s), focusing on its viability and rationale.

Step II

Following these conversations, the Provost decides if the prospectus is appropriate. If deemed appropriate the Provost then authorizes the development of a formal request.

Step III

Following this approval, the proposer(s) of the academic unit prepares a request for consideration by university governance. If the request is to rename, then a rationale is sufficient documentation. In all other cases, the request shall include (1) the rationale, (2) existing and additional resources needed, and (3) source(s) of funding. The request shall address the following:

1. Significance: How does the proposed change positively contribute to the overall mission of the institution? Does the proposed unit duplicate other units?

2. Excellence: How does the proposed change contribute to academic excellence? How is quality met within the proposed academic unit?

3. Student Service: How well does the proposed unit meet the needs of the undergraduate and/or graduate student demand?

4. Cost: Is the proposed unit cost effective? How will these costs be funded? What role does centrality to the mission play if the proposed unit is not cost effective?

In developing the request, the following issues should be considered:

1. Resource Allocation (budget, space, support services).

2. Governance (participation in the university governance system).

3. Faculty and Staff (instructional/administrative).

4. Timeframe (proposed effective date).

Step IV

The request is submitted to the Provost for review who may request revisions. If recommended, the Provost submits the request for review to the Executive Committee of the University Senate.

Step V

ECUS shall facilitate the review by the University Senate. If recommended, it is forwarded to the Provost.

Step VI

The request is reviewed by the Provost. If recommended, it is forwarded to the University President.

Step VII

The University President reviews the request and makes the final decision.

Step VIII

The Office of the Provost announces the final decision to the university.

To: Jim Payne, Ph.D.
        Dean
        J. Whitney Bunting College of Business
        Georgia College

From: Karl B. Manrodt, Ph.D.
        Chair, Department of Marketing
        Professor of Logistics

Date: August 10, 2016

RE: *Name Change Request for the Department of Marketing*

Please find below the rationale for our request to change the name of the
Department of Marketing to the Department of Marketing and Logistics.

Academically logistics shares a long and productive history with marketing.
Many of the first textbooks in logistics and transportation were written by
marketing faculty. They were primarily interested in 'Place', one of the 4 P's of
marketing, and later marketing channels research. In many cases marketing
doctoral students over the past decade have taken courses in logistics / supply
chain management as part of their core classes.

Currently the College of Business has a concentration in logistics and
transportation. Demand for students with a major in the area is very high,
especially for those with an interest in sales. Last Spring 2016 the logistics
faculty hosted six companies as they conducted mock interviews with our
students. Collectively, these companies needed to hire in excess of 100
students before the end of the year.

Changing the name of the department will give some assurance to both students
and recruiters as to the direction and importance placed on the discipline. It
should help further attract recruiters, and hopefully students.

Overall, this name change does support the overall mission of the university and
college by emphasizing critical and analytical thinking and effective
communication.

The department is now seeking to hire two new assistant professors in
marketing; one of the secondary areas of interest is logistics and transportation.

Having these two new faculty members, along with an existing assistant professor, should further research opportunities and output.

Fortunately, such a name change will not impact resource allocations in any way. There is no need for additional budget dollars, space requirements or support services. This will not in any way impact governance or participation in the university governance system. Hopefully additional staff will be hired as the concentration grows and if the logistics degree is reactivated at Georgia College; that decision, however, is beyond this name change request.

Finally, our recommendation is that the change occur during the Fall semester to minimize costs. As it stands today costs to the change will be minimal. While the new graphic has been introduced earlier this year, we are still in the process of sustainably using our current inventory of letterhead and envelops. New stationary will be ordered only after a decision on this request has been made.

Thank you for your kind consideration of this proposed change. Please feel free to contact me if you have any additional questions.

Proposal to Establish the Department of Professional Learning and Innovation
College of Education
Chair: Dr. Warren Hope
Dean: Dr. Joe Peters

Office of the Provost and Vice President for Academic Affairs
Procedure to Establish, Restructure or Rename an Academic Unit (November 20, 2015)

In order for Georgia College to advance its institutional mission there may be a need to establish, restructure or rename an academic unit. An academic unit is defined as a program, department, school, or college. The process of establishing, restructuring or renaming an academic unit shall include a series of steps. The first step focuses on encouraging a conversation between the faculty, dean and provost about the proposed unit. Following that, information is provided about developing a formal request. The concluding steps, include a number of reviews that lead to a final recommendation to the President. Specifically,

Step I: The faculty, department chair(s), college Dean(s) and Provost discuss the establishment/restructuring/renaming of an academic unit, identifying the viability and rationale.

> **The faculty decided to establish two departments in the College of Education prior to the arrival of the dean in January of 2015. This information was provided to the dean by the Purpose and Direction Committee (dean's advisory committee) upon his arrival.**

Step II: Following these conversations, the Provost decides if the establishment/restructuring/ renaming of an academic unit is appropriate. The Provost then authorizes the development of a formal request.

> **The dean discussed this with Provost Brown at his direct report meeting on December 3, 2015. It was approved by Provost Brown to proceed with this restructuring request.**

Step III: Following this approval, the proposer(s) of the academic unit prepares a request for consideration by university governance. If the request is to rename, then a rationale would suffice. In all other cases, the request shall include the rationale for the establishment/restructuring or renaming of the academic unit, existing and additional resources needed, as well as source(s) of funding. The request shall address the following:

5. Significance: How does the proposed change positively contribute to the overall mission of the institution? Does the proposed unit duplicate other units?

> **The creation of a Department of Professional Learning and Innovation contributes to the mission of Georgia College by providing administrative support for faculty, programs, and students. When we**
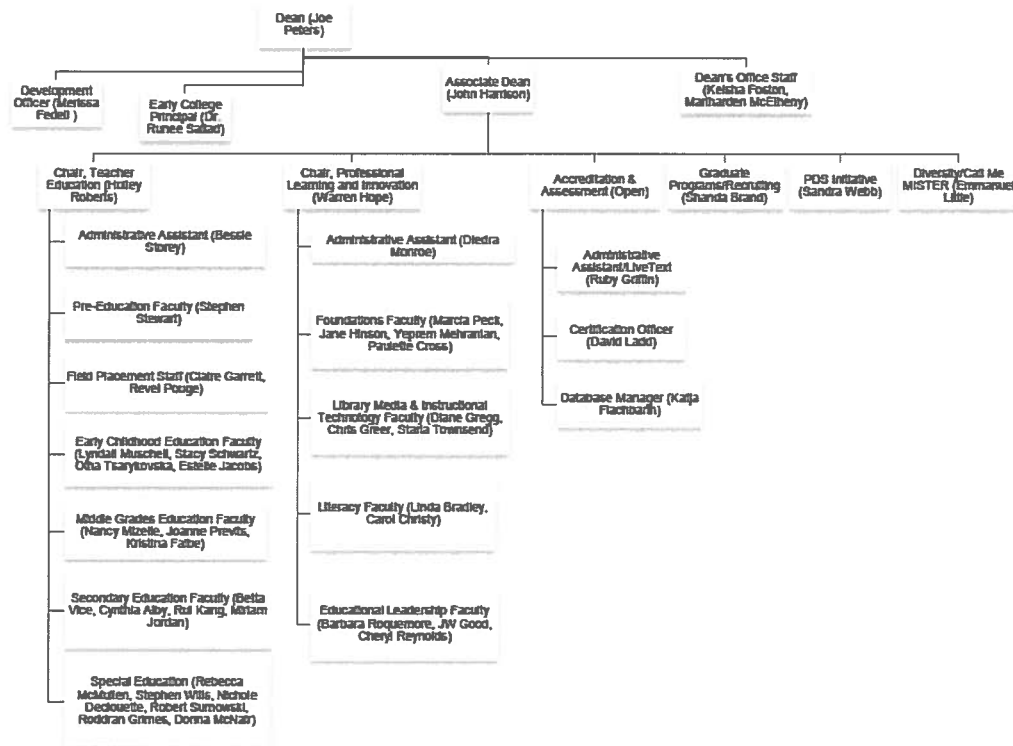
The resources are already budgeted to provide for the department and department chair. The space is already allocated in Kirkpatrick Hall. This Department is primarily located on the first floor.

6. Governance (participation in the university governance system).

    The chairs have been included in the Chair's Council. We have already begun to provide college and university committee support with equal representation from each department.

7. Faculty and Staff (instructional/administrative).

    Please see the organizational chart below.

Organizational chart:

- Dean (Joe Peters)
  - Development Officer (Merissa Fedell)
  - Early College Principal (Dr. Runee Sallad)
  - Associate Dean (John Harrison)
  - Dean's Office Staff (Keisha Foston, Marlharden McElheny)
    - Chair, Teacher Education (Holley Roberts)
      - Administrative Assistant (Bessie Storey)
      - Pre-Education Faculty (Stephen Stewart)
      - Field Placement Staff (Claire Garrett, Revel Pouge)
      - Early Childhood Education Faculty (Lyndall Muschell, Stacy Schwartz, Olha Tsarytovska, Estelle Jacobs)
      - Middle Grades Education Faculty (Nancy Mizelle, Joanne Previts, Kristina Fabe)
      - Secondary Education Faculty (Betta Vice, Cynthia Alby, Rui Kang, Miriam Jordan)
      - Special Education (Rebecca McMullen, Stephen Wills, Nichole Dedousette, Robert Sumowski, Roddran Grimes, Donna McNair)
    - Chair, Professional Learning and Innovation (Warren Hope)
      - Administrative Assistant (Diedra Monroe)
      - Foundations Faculty (Marcia Peck, Jane Hinson, Yeprem Mehranian, Paulette Cross)
      - Library Media & Instructional Technology Faculty (Diane Gregg, Chris Greer, Starla Townsend)
      - Literacy Faculty (Linda Bradley, Carol Christy)
      - Educational Leadership Faculty (Barbara Roquemore, JW Good, Cheryl Reynolds)
    - Accreditation & Assessment (Open)
      - Administrative Assistant/LiveText (Ruby Griffin)
      - Certification Officer (David Ladd)
      - Database Manager (Katja Flachbarth)
    - Graduate Programs/Recruiting (Shanda Brand)
    - PDS Initiative (Sandra Webb)
    - Diversity/Call Me MISTER (Emmanuel Little)

8. Timeframe.

    This will be effective immediately upon provost approval. We have been operating under the two department system since the dean's arrival in 2015.

Proposal to Establish the Department of Teacher Education
College of Education
Interim Chair: Dr. Holley Roberts
Dean: Dr. Joe Peters

Office of the Provost and Vice President for Academic Affairs
Procedure to Establish, Restructure or Rename an Academic Unit (November 20, 2015)

In order for Georgia College to advance its institutional mission there may be a need to establish, restructure or rename an academic unit. An academic unit is defined as a program, department, school, or college. The process of establishing, restructuring or renaming an academic unit shall include a series of steps. The first step focuses on encouraging a conversation between the faculty, dean and provost about the proposed unit. Following that, information is provided about developing a formal request. The concluding steps, include a number of reviews that lead to a final recommendation to the President. Specifically,

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> **The faculty decided to establish two departments in the College of Education prior to the arrival of the dean in January of 2015. This information was provided to the dean by the Purpose and Direction Committee (dean's advisory committee) upon his arrival.**

Step II: Following these conversations, the Provost decides if the establishment/restructuring/ renaming of an academic unit is appropriate. The Provost then authorizes the development of a formal request.

> **The dean discussed this with Provost Brown at his direct report meeting on December 3, 2015. It was approved by Provost Brown to proceed with this restructuring request.**

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1. Significance: How does the proposed change positively contribute to the overall mission of the institution? Does the proposed unit duplicate other units?

> **The creation of a Department of Teacher Education contributes to the mission of Georgia College by providing administrative support for faculty, programs, and students. When we operated through a system of**

The resources are already budgeted to provide for the department and department chair. The space is already allocated in Kilpatrick Hall. This Department is primarily located on the second floor.

2. Governance (participation in the university governance system).

   The chairs have been included in the Chair's Council. We have already begun to provide college and university committee support with equal representation from each department.

3. Faculty and Staff (instructional/administrative).

   Please see the organizational chart below.
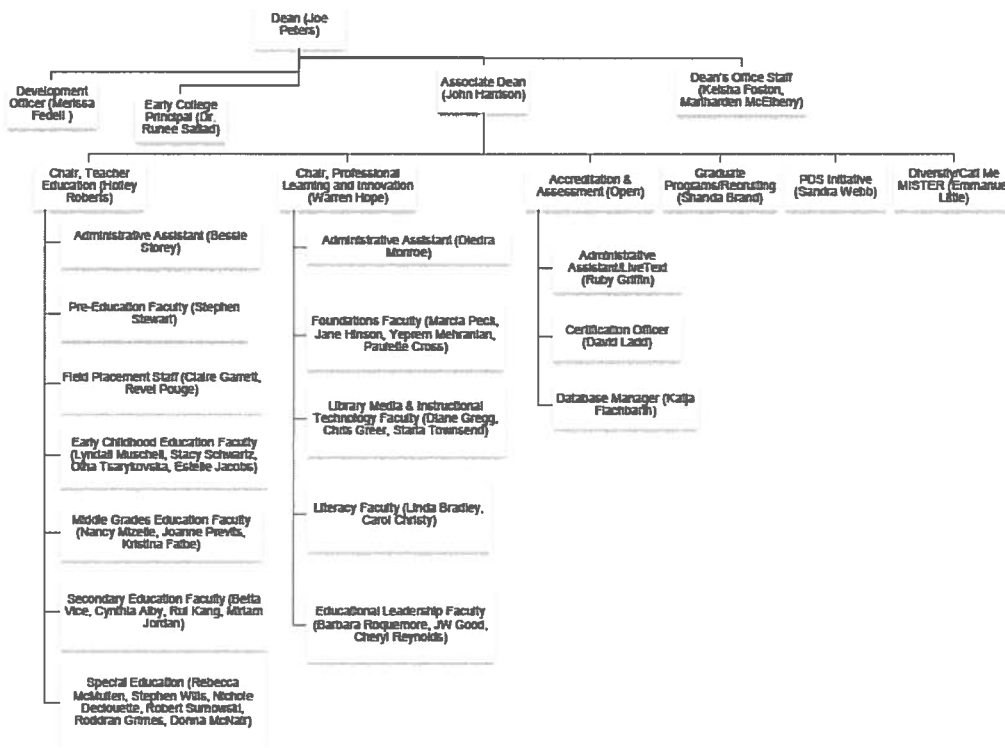
4. Timeframe.

   This will be effective immediately upon provost approval. We have been operating under the two department system since the dean's arrival in 2015.

Step IV: The request is submitted to the Provost who may request revisions. The Provost submits the request for review to the Executive Committee of the University Senate.
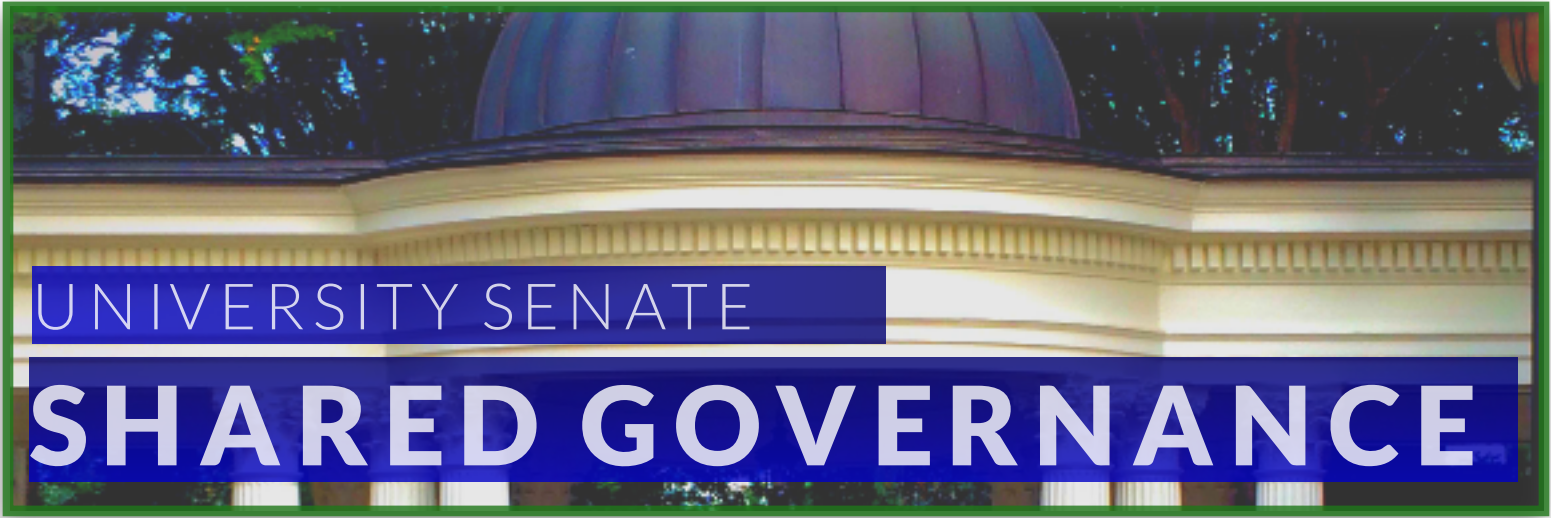
UNIVERSITY SENATE

SHARED GOVERNANCE

Term: Fall 2016 | Issue 1 | Date: August 28, 2016

TOP ISSUES

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OUR VOICES

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2016-17 EXECUTIVE OFFICERS

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Dr. Chavonda Mills
Presiding Officer

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Dr. Nicole DeClouette
Presiding Officer Elect

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Dr. Craig Turner
Secretary

TRENDING IN HIGHER ED

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Our Pergola
Photography by Terrell Davis

FEATURED STORY

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UPCOMING DATES

Sept.5, 2016
Labor Day Holiday: No classes, all offices closed.

Sept.9, 2016
Spring and Summer Graduation Application Deadline

Sept. 16, 2016
First University Senate Session 16-17

Oct. 10-11, 2016
Fall Break: No classes, all offices closed

For more insight visit *senate.gcsu.edu*

Committees, Task Forces, etc.
with University Senate Representatives

Recurring Annually	2015-2016	2016-2017
USG Faculty Council (Presiding Officer Elect Serves)	Chavonda Mills	Nicole DeClouette
Mandatory Student Fee (2)	Craig Turner (faculty) David McIntyre (faculty)	Craig Turner (faculty)
Administrative Systems and Banner Advisory Committee (1)	Patrick Simmons (faculty)	
LEAP/Liberal Arts Renewal Project (1)	Jim Winchester (faculty)	Susan Steele (faculty)
Parking and Transportation Advisory Committee (2)	Alex Blazer (Faculty) Daniel Simpson (Staff)	Alex Blazer (Faculty) Tom Toney (Faculty)
Representative from GC Retiree Council on University Senate?	Not yet implemented	Not yet implemented
Academic Technology Advisory Committee	Howard Woodard	Ben McMillian
Governance Retreat Planning (PO-Elect)	Chavonda Mills	Nicole DeClouette
Subcommittee on Nominations (practice PO-Elect)	Chavonda Mills	Nicole DeClouette
Public Art Committee	Vickie Robinson-faculy Shannon Morris-Museum/staff	Request 1 fac and 1 staff

Other	2015-2016	2016-2017
Strategic Plan (2016-2021) Steering Committee	Jan Clark	Jan Clark
Bookstore Innovation Group	John Swinton	John Swinton
Risk Advisory Task Force	John Swinton	Needed?
Academic Leadership Council (Presiding Officer)	John Swinton	Chavonda Mills
University Senate Electronic Presence Liaison	Craig Turner	Craig Turner
Tenure & Promotion Task Force	Ryan Brown and Karen Berman	Ryan Brown and David Johnson
Sustainability Council		

Committees Requesting University Senate Representatives – AY17

Academic Technology Advisory Committee (1 representative)

The Academic Technology Advisory Committee shall advise the Division of Information Technology, the Chief Information Officer and subsequently the Provost regarding the academic uses of technology including related systems, procedures and policies.

Administrative Systems and Banner Advisory Committee (1 representative)

The Administrative Systems and Banner Advisory Committee shall advise the Division of Information Technology, the Chief Information Office and subsequently the Executive Cabinet regarding collection, maintenance and utilization of administrative information along with related systems, procedures and policies.

Liberal Arts Council (1 representative)

Liberal Arts Council will be formed in order to continue to design, pilot, and plan for sustainability of the LEAP (Liberal Education and America's Promise) . The implementation plan will include measureable goals, objectives, targets, and a plan for assessing the quality of the education and signature experiences that students will encounter during their liberal arts general education program at GC. The implementation plan will kick off during Fall 2016.

Mandatory Fee Committee (2 representatives)

Per USG policy:
Requests to continue or increase mandatory fees will be reviewed and voted on by a mandatory fee committee that will represent students, faculty and staff.

Internal procedures:
The committee will consist of at least eight members: a minimum of four students, a Staff Council representative, two University Senate representatives and one member at large. The committee will meet once in October to be given fee packets that include fee narratives and financials for discussion. The committee will be expected to take away and review the details of the packet in preparation for a November meeting to deliberate and vote on the fees to be submitted to President and Cabinet for final approval before submission to the system office. Under very rare circumstances will additional meetings be necessary.

Parking Appeals Committee (1 faculty representative)

The committee will reviews parking appeals to determine if the violation is upheld (appeal denied) or if it is revoked (appeal granted). Committee membership includes student, faculty, and staff representatives. Rep from RPIPC is ideal. The committee meets once each month from Sep – Apr.

AY17: Members must be available to meet the last Wed of each month at 2pm. The first meeting is September 28, 2016 at 2pm.

Parking and Transportation Advisory Committee (2 representatives – 1 faculty, 1 staff)

The focus of PTAC will be to listen to parking and transit concerns on campus, discuss viable options and solutions and make suggestions to the Vice President for Business and Finance. The committee members will be asked to look at parking and transit services, campus wide, in an objective manner to help improve current conditions and address employee and student concerns. Issues will be raised and the committee will make suggestions on how to improve conditions. Staff, faculty, and students will be on the committee, so all constituents will be involved in the conversation and decision making process. The committee will meet every other month.

Public Art Committee (2 representatives – 1 faculty, 1 staff)

The Committee on Public Art will be chaired by the University Architect or designee of the University President. Procedures that address the implementation of placement, maintenance, longevity and decommissioning/deaccessioning of public art will be determined by the committee. Until such procedures are determined, the placement, maintenance, longevity and decommissioning/deaccessioning of any public art must be authorized, in writing, by the Chair of the Committee on Public Art. Committee members will include the Director of Facilities or designee, the Vice President of University Advancement or designee, a representative of the Art Department, at least two representatives appointed by the US Subcommittee on Nominations, and a student appointed by the Student Government Association President. It is recommended that the representatives appointed by the US Subcommittee on Nominations include a mix of faculty and staff.

Sustainability Council (1 faculty representative - preferably a member of RPIPC)

The Sustainability Council is responsible for identifying and promoting actions and initiatives that will enhance sustainability on campus. The major program of the Council is the Green Initiative, an ongoing effort to incorporate the principles of sustainability and environmental planning into the short and long-term activities of the university, and to share knowledge with the surrounding community to help make the community/university/world more ecologically responsible.

The Council provides periodic assessments of campus sustainability initiatives/ practices, recommends actions that will move Georgia College toward greater environmental sustainability, and promotes awareness of sustainability issues on campus.

The Council meets on the second Friday of every month at 1 p.m.

From: Dale Young
Sent: Thursday, September 15, 2016 5:56 PM
To: Lyndall Muschell; Chavonda Mills
Cc: Jeanne Sewell; A. Kay Anderson
Subject: Online exam proctoring - informational item

Thursday, September 15, 2016

To: CAPC and ECUS
From: Dale Young, interim Associate Provost
Subject: Online exam proctoring

This is an informational item update to ECUS and CAPC. No action is required.

For the past two summers Georgia College has tested the online exam proctoring service ProctorU. Feedback from the one using department has been positive. Jeanne Sewell, Chavonda Mills, and Dale Young participated in a demonstration of ProctorU September 13. We will review one other similar product on September 29, but GC has not made a formal decision regarding adoption and wide-spread implementation of any product of this nature.

We anticipate creating a course code to use within Banner so there is a formal way to notify students about the possibility that one or more exams in their summer online course could be monitored through an online service.

Given that this is a zero-tuition-increase year, GC is not in a position to consider underwriting a dramatic expansion in usage of this or some other exam proctoring product across campus for use in online summer courses, thus Academic Affairs will need to review any new requests that come in for usage.

Logout of Unify

Common Syllabus Statements

Required Statements that must be attached to Course Syllabus

The following polices apply to all courses at Georgia College:

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Lanier Hall at 478-445-5931.

Student Rating of Instruction Survey

Near the end of the semester, you will be asked to complete an online survey. Your responses are valued because they give important feedback to instructors to help improve student learning. All responses are completely confidential and your name is not stored with your responses in any way.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

Electronic Recording Policy

Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited.

Academic Grievances or Appeals

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the University. Students shall have the right to file academic grievances or appeals according to the procedures approved by the University and outlined in the **University Catalog (http://gcsu.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/Academic-Policies/Grievances/Academic-Grievances-or-Appeals)** .

NOTE: The proposal below was discussed by the GC Graduate Coordinators 9/27/16 and by the Graduate Council 9/29/16. Both groups approved the concept of a grant-funded graduate research assistant. The action was sent to ECUS as an informational item 10/3/16. Departments may include the GRA classification in grant proposals.
_____

Some Georgia College faculty members whose research is grant funded need highly skilled graduate research assistant support year round, thus the OGSP proposes a new assistantship classification, Graduate Research Assistant (GRA). The GRA will carry a higher stipend than existing GC assistantships, but would be grant funded. As a comparison, the current pay level for the GAs in the GC Biology department is $3000/semester, which is the lowest among the sampled USG institutions (see Table 1).

The following proposal will allow GC to recruit highly motivated, skilled graduate students to support the type of externally funded research common in research departments.

Table 1: Stipend Comparison

Institution	Semester stipend	Max hrs/ week
GC	3000	15
Kennesaw	6000	15
GA Southern	5250	20
UWG	3600	19
GA TECH	3668	13-20
VSU	4000	20
UGA	6852	16
Augusta	8333	8
GA TECH: minimum institutional stipend for Master's students		

Based on the higher level of required knowledge, skills, abilities and the hours to be worked by the GRAs ~ 20/week, OGSP proposes that the GRA stipends be $5000/semester (fall, spring, summer). Because all current GA positions are institutionally supported and already earmarked by departments, the GRA classification would only be used when supported by external funding that must pay both the stipend and the in-state tuition waiver. It is unlikely that additional graduate assistantship waivers will be created by the institution, thus departments proposing the GRA should use existing waivers already assigned to them or fund the tuition waiver and stipend through the grant.

Table 2 compares the net stipend of a GA and GRA. Stipend amount and waiver arrangement may vary by department.

Table 2: Stipend Comparison (Annualized)

	Tuition	Fees	Health	Dental	Vision	Total Costs	Net Stipend	Monthly
6,000	50.00	2,022.00	2,076.00	207.12	121.20	4,476.32	1,523.68	190.46
15,000	50.00	2,022.00	2,076.00	207.12	121.20	4,476.32	10,524	877.00

Sample GRA Job Duties (Biology)
Proposed Duty #1: Conduct research within the context of an extramurally-funded grant, with research duties determined by the Principal Investigator. Students are expected to conduct self-directed research that falls within the parameters of a faculty PI's research funding. While the students will receive mentorship and training from the PI, it is expected that students will work diligently towards the following: a) publication in peer-reviewed journals; b) attendance at national/international conferences to present results (75%)

Proposed Duty #2: Teaching assistant. Teach biology laboratory exercises to undergraduate students under the supervision of the Instructor of Record; maintaining office hours for consultation with students; preparation of the laboratory and grading, to include: weekly attendance of a prep meeting to go over materials for the week, preparing the pre-lab lecture, assist the lab coordinator in the physical set up and tear-down of the lab (25%)

Proposed Minimum Qualifications: Regular admission to the Biology Graduate Program at Georgia College, as well as acceptance (prior to admittance) into a faculty PI's research lab. The faculty member must have extramural funding secured, facilities and equipment necessary to carry out the proposed research, and a cogent outline for MS student

projects in place. Be enrolled for 6 – 12 hours fall and spring. Graduate assistants must maintain at least a 3.0 GPA on graduate courses at GC.

Proposed Preferred Qualifications: Previous research experience as an undergraduate, strong letters of support, demonstrated aptitude and interest in the type of research proposed.

Current Graduate Assistants are expected to work 15 to 19 hours per week.*

Their job duties are:
- Teaching biology laboratory exercises in face-to-face laboratory to undergraduate students under the supervision of the Instructor of Record (25-30%).
- Maintain office hours for consultation with students (15%).
- Preparation of the laboratory and grading, to include: weekly attendance of a prep meeting to go over materials for the week, preparing the pre-lab lecture, assist the lab coordinator in the physical set up and tear-down of the lab (55-60%)

Expectations for each 2-hour lab:

Contact hours	2
Office hours	1
Grading, lab prep, setup, teardown	3.5 – 4.5
Total	6.5 - 7.5 hours

*Two Graduate Assistants are hired to do only lab prep (no teaching) and work on average 16 hours per week. Job Duties:
- Prepare microbiological media, maintain cultures of living organisms, make reagents and solutions, remove and autoclave biohazardous material form teaching labs, clean and sterilize glassware, and assist the lab coordinator is setting weekly microbiology labs. Additional prep duties for the non-majors labs are assigned by the lab coordinator as needed (90%).
- Meet weekly with individual professors who are teaching the labs (10%).

Minimum qualifications: students must attain regular admission to the Biology Graduate Program at Georgia College. Be enrolled for 6 – 12 hours fall and spring. Assistantships are awarded based on the overall admission score as described in the catalog. Graduate assistants must maintain at least a 3.0 GPA on graduate courses at GC

Preferred qualifications: some experience in research, publications and/or presentations, letter of support from one of our faculty.

Apportionment of Elected Faculty Senators to Academic Units

2016-2017 Academic Year

Academic Unit	Count THIS YEAR's CofI List	Huntington-Hill Method of Apportionment (providing a list of the steps of this method)		Count used for LAST YEAR's apportionment	Count used for THIS YEAR's apportionment	% of Total	Standard Quota SQ (Modifier=0)	Modified Standard Quota (using d-value)	Lower Quota LQ (using d-value)	Upper Quota UQ (using d-value)	Geometric Mean of LQ and UQ	With a modifier of zero	Using the d-value given	Number of Senators Apportioned THIS YEAR*	Each elected faculty senator represents	Number of elected faculty senators apportioned LAST YEAR
Library	11	1. The Standard Quota (SQ) for an academic unit is the number of faculty in the academic unit divided by the standard divisor.		11	11	3.09%	0.8961	0.8939	0	1	0.0000	1	1	2	5.50	2
CoB	53	2. The Lower Quota (LQ) for an academic unit is the integer part of the Standard Quota; i.e. round the standard quota down.		51	53	14.89%	4.3174	4.3069	4	5	4.4721	4	4	5	10.60	5
CoE	34	3. The Upper Quota (UQ) for an academic unit is the smallest integer exceeding the standard quota, ie. round the standard quota up		40	34	9.55%	2.7697	2.7629	2	3	2.4495	3	3	4	8.50	5
CoHS	55	4. The number of University Senators apportioned to each academic unit must be either its lower quota or its upper quota.		54	55	15.45%	4.4803	4.4694	4	5	4.4721	5	4	5	11.00	5
CoAS	203	5. If the standard quota exceeds the geometric mean (GM) of the lower quota and upper quota, then apportion UQ, else apportion LQ.	Note: GM(A,B) is sqrt(A*B)	204	203	57.02%	16.5365	16.4962	16	17	16.4924	17	17	18	11.28	17
The number of University Senators to be apportioned is	29	The entry to the right is called the standard divisor. The standard divisor is the total number of faculty divided by the number of University Senators to be apportioned	12.2759	0.03	The **entry to the left** is called the Modifier (to the standard divisor) or "d-value". The default value of the Modifier is zero, and a nonzero Modifier will be added to the standard divisor and used in the calculation of the Modified Standard Quotas for each academic unit should the number of University Senators apportioned using a modifier of zero not be equal to the number of seats available. The Modified Standard Quota is the number of faculty in the academic unit divided by the sum of the standard divisor and the Modifier. The **entry to the right** is the total number of faculty divided by the total number of seats apportioned giving the ideal number of faculty that each elected faculty senator represents (for all 34 elected faculty senator positions being apportioned).									10.4706
Sum over each academic unit	356	The standard divisor is the ideal number of faculty that each elected faculty senator represents (for the 29 elected faculty senators being apportioned).	Total Number of Faculty	360	356	Sum over each academic unit	29	28.929	26	31	N/A	30	29	34	10.47	34

Note: The Huntington-Hill Method of Apportionment is used. This method has been used by the United States Congress since 1941.

BoR Policy 3.2.1.1 Corps of Instruction Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

University Senate Bylaws Article II Section 2. Election of Senators

II.Section2.A.1. By September 15 of each academic year, the Executive Committee shall obtain from the Office of Academic Affairs a list of the faculty who are members of the Corps of Instruction. This list shall also indicate the academic unit [College or Library] to which each member of the Corps of Instruction is assigned. The Executive Committee shall apportion thirty-four (34) of the elected faculty senator positions among the Colleges and the Library in a manner consistent with II.Section2.A.2. Each of the remaining three (3) elected faculty senator positions shall be designated as an at-large elected faculty senator position representing the entire membership of the Corps of Instruction. For each elected faculty senator position, only members of the Corps of Instruction who are also members of the designated constituency of that elected faculty senator position are eligible to vote.
II.Section2.A.2. The exact number of elected faculty senator positions apportioned to each academic unit shall be determined by the Executive Committee and announced to the University Senate by October 1. Each academic unit must be apportioned at least two elected faculty senator positions.

Note: A total of 34 Elected Faculty Senators are apportioned: (1) One to each academic unit accounts for five (2) The remaining 29 are apportioned as above.

Apportionment of Elected Faculty Senators to Academic Units

2016-2017 Academic Year

Academic Unit	Count THIS YEAR's CofI List	Huntington-Hill Method of Apportionment (providing a list of the steps of this method)		Count used for LAST YEAR's apportionment	Count used for THIS YEAR's apportionment	% of Total	Standard Quota SQ (Modifier=0)	Modified Standard Quota (using d-value)	Lower Quota LQ (using d-value)	Upper Quota UQ (using d-value)	Geometric Mean of LQ and UQ	With a modifier of zero	Using the d-value given	Number of Senators Apportioned THIS YEAR*	Each elected faculty senator represents	Number of elected faculty senators apportioned LAST YEAR
Library	11	1. The Standard Quota (SQ) for an academic unit is the number of faculty in the academic unit divided by the standard divisor.		11	11	3.05%	0.8837	0.8837	0	1	0.0000	1	1	2	5.50	2
CoB	53	2. The Lower Quota (LQ) for an academic unit is the integer part of the Standard Quota; i.e. round the standard quota down.		51	53	14.68%	4.2576	4.2576	4	5	4.4721	4	4	5	10.60	5
CoE	36	3. The Upper Quota (UQ) for an academic unit is the smallest integer exceeding the standard quota, ie. round the standard quota up		40	36	9.97%	2.8920	2.8920	2	3	2.4495	3	3	4	9.00	5
CoHS	56	4. The number of University Senators apportioned to each academic unit must be either its lower quota or its upper quota.		54	56	15.51%	4.4986	4.4986	4	5	4.4721	5	5	6	9.33	5
CoAS	205	5. If the standard quota exceeds the geometric mean (GM) of the lower quota and upper quota, then apportion UQ, else apportion LQ.	Note: GM(A,B) is sqrt(A*B)	204	205	56.79%	16.4681	16.4681	16	17	16.4924	16	16	17	12.06	17
The number of University Senators to be apportioned is	29	The entry to the right is called the standard divisor. The standard divisor is the total number of faculty divided by the number of University Senators to be apportioned	12.4483	0	The **entry to the left** is called the Modifier (to the standard divisor) or "d-value". The default value of the Modifier is zero, and a nonzero Modifier will be added to the standard divisor and used in the calculation of the Modified Standard Quotas for each academic unit should the number of University Senators apportioned using a modifier of zero not be equal to the number of seats available. The Modified Standard Quota is the number of faculty in the academic unit divided by the sum of the standard divisor and the Modifier. The **entry to the right** is the total number of faculty divided by the total number of seats apportioned giving the ideal number of faculty that each elected faculty senator represents (for all 34 elected faculty senator positions being apportioned).									10.6176
Sum over each academic unit	361	The standard divisor is the ideal number of faculty that each elected faculty senator represents (for the 29 elected faculty senators being apportioned).	Total Number of Faculty	360	361	Sum over each academic unit	29	29	26	31	N/A	29	29	34	10.62	34

Note: The Huntington-Hill Method of Apportionment is used. This method has been used by the United States Congress since 1941.

BoR Policy 3.2.1.1 Corps of Instruction Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

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This document was prepared by the 2016-2017 Executive Committee.for the University Senate.