



FACULTY SENATE

Est. 1991

Chairperson
Ronald M. Zaccari

Vice Chairperson
Louis Levy

Executive Secretary
Christine James

Parliamentarian
Richard Haptonstall

Agenda

November 15, 2007

The Faculty Senate will meet Thursday, November 15, 2007 in the **MAGNOLIA ROOM** at 3:30 p.m.

Items in **bold print** are items that require action by the Faculty Senate. Other items are for information only.

Special Request: At the request of the University President and Executive Secretary of the Senate, any actions from the Senate sent to the Executive Secretary for approval after the Senate votes should be accompanied by a written document with the rationale and purpose of the decision. The Executive Committee requests that these documents be submitted as email Word .doc or .docx attachments.

1. Call to Order by Dr. Ron Zaccari

For the benefit of record keeping, senators and visitors will please identify themselves when speaking to an issue during the meeting. Please use the microphones to assist with accurate recording. All senators must sign the roster in order to be counted present.

2. Approval of the **minutes of the October 18, 2007 meeting of the Faculty Senate.**

<http://www.valdosta.edu/facsen/meeting/minutes/documents/MinutesOct182007.pdf>

<http://www.valdosta.edu/facsen/meeting/minutes/index.shtml>

3. New business

a. Report from the Academic Committee – Louis Levy

Minutes of the Academic Committee meeting from September 10, 2007, Attachment A, pages 4-6.

b. Report from the Committee on Committees – Jay Rickman

The Nomination Committee for the next Executive Secretary of the Faculty Senate is now being convened. Please see Jay Rickman if you are interested in working on the Nominating Committee or if you are interested in running for the Executive Secretary position.

c. Report from the Institutional Planning Committee – Michael Noll

The current minutes and by-laws of the IPC are available at:

<http://coefaculty.valdosta.edu/ipc/>

In this agenda on pages 7-13.

Website issues remanded to the Technology Committee, specifically with the provision that the Technology Committee should meet with the named former webmasters whose work was displaced, ie. Cecilia Barnbaum, Michael Noll, to address these issues in terms of connections between the Web Board and the Technology Committee. The Executive Committee recommends that the Web Board and the Technology Committee interface in three ways: a former webmaster should be added to the Web Board by proposal of the Technology Committee (to address issues of content, especially academic content, that should be included in university webpages and has been dismissed so far). A student, parent, or external community member who uses the websites should be added to the Web Board (to address issues of locations on campus and contact information that is still out of date and unclear in many department websites.) A member of the current Web Board should also be an ex-officio member of the Technology Committee, and communicate effectively with both groups on these issues in the future.

Custodial issues remand to VP Jim Black. These custodial issues include working hours in Nevins Hall that apparently interrupt classes, and working hours in the Fine Arts Building that end too early for effective custodial maintenance immediately before evening events and performances.

d. Report from the Faculty Affairs Committee – Jane Whitehead

e. Report from the Faculty Grievance Committee – Stephen Lahr

Stephen Lahr has been asked to serve on the Alternative Dispute Resolution Committee, and has accepted. Future chairs of the Faculty Grievance Committee will also serve on ADR.

f. Report from the Senate Executive Secretary – Christine James

1. Recommendations from Pat Miller via Marta Kvande, Attachment C, page 14:

a. Parking enforcement in the Nevins Hall lot during evenings and weekends. While Pat Miller and Marta Kvande requested 24 hour tow away signage for three of the designated faculty spaces in the middle triangle, there are a variety of problems with enforcement of these signs. Christine James will work with SGA President Johnathan Stroble to see if the parking lot “arm” can be put down in the evenings, approximately dusk, after any students using the front lawn will have left campus. The President hopes to move the Nevins Hall lot into a no-overnight parking mode, with Pat Miller’s car standing as an exception due to her night work at the Spectator.

b. Exploration of withdrawal policies, how collected data is being reported and used, and whether or not the Banner web system should be used as a means for online collection of reasons students web dropped a class. Please consider this item as an extension of Brad Bergstrom’s questions at the last Faculty Senate meeting, as no Word .doc attachment was received after that meeting. We need to have more information about how withdrawal data are being used and reported and to whom they are reported before we give quick agreement to methods of online data gathering. In the past, such data have been used to

provide information which led to a variety of innovations (including the five-day-a-week format Math classes.) This item is remanded to Educational Policies, for them to discover and report back on what withdrawal data are being reported, who the withdrawal data are sent to, and how they are being used. Some faculty members have the perception that their withdrawal data may be used to penalize them, the Executive Committee heard from President Zaccari and Vice President Levy that no such punitive measures are in place, that the data is needed in aggregate form to introduce innovations, and intervene and assist where help is needed. We suggest that the Educational Policies Committee approach this with individual faculty members as well as Deans and Vice President Levy to clear up any misconceptions on campus.

3. Educational Policies completed recommendation on plagiarism, originally brought to the Senate in 2005. This has been reviewed by the University Attorney and her changes are accepted by James LaPlant and Richard Lee. Attachment D, pages 16-19.
4. Information on Parking from VP Jim Black, Attachment E, pages 20-27.
Also, VP Jim Black asks for time in the meeting to discuss the new Hotline system in the University System of Georgia.
5. Advising Task Force results, Attachment F, pages 28-33.
6. Timing of Registration in Banner Web, Attachment G, pages 34-35, remanded to the Student Services Committee with input from Chuck Hudson and Karen Shepard.
7. Sheri Gravett memo regarding students suspended and credit from other institutions, Attachment H, pages 36-37, remanded to Educational Policies.
8. Maggie Viverette's announcement regarding the Diversity Audit and Diversity Survey, Attachment I, pages 38-39
9. Heather Brasell and the Student Activities Committee announces the Who's Who Among Students in America's Universities and Colleges nomination process, Attachment J, page 40.
10. Thank you to everyone who attended the Faculty Senate Orientation session on October 29, your service is much appreciated.

4. Old Business

5. Discussion

6. Adjournment

ATTACHMENT A:

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 10, 2007

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 10, 2007. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Mr. Eric Nielsen, Dr. Marvin Smith, Dr. Bruce Caster, Dr. Yahya Mat Som, Dr. James P Humphrey (proxy for Dr. Selen Lauterbach), Mr. Alan Bernstein, Dr. William Faux, Mr. Mike Savoie, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Bruce Caster (proxy for Dr. Ray Elson), Ms. Iris Ellis, Dr. James Humphrey, Mr. Cliff Landis, and Dr. Diane Holliman.

Members Absent: Dr. Selen Lauterbach, Dr. Ray Elson, Dr. Bill Buchanan, and Dr. Deborah Weaver.

Visitors Present: Dr. Brian Adler, Dr. Nolan Argyle, Dr. Donna Gosnell, Dr. James Peterson, Dr. Jane Kinney, Dr. Mark Smith, Dr. Barbara Stanley, Dr. Martha Leake, Dr. Paul Riggs, Dr. Phil Gunter, and Mr. Lee Bradley.

The Minutes of the June 11, 2007, Academic Committee meeting were approved. (pages 1-2)

A. College of Business

1. Revised requirements for the BBA in Finance was approved effective Fall Semester 2007. (pages 3-5).

B. The Graduate School

1. Clarification of requirements for the student seeking a second Master's degree was noted. (pages 6-7).

C. Library Science

1. New track for the MLIS degree – Technology was approved effective Spring Semester 2007. (pages 8-9).
2. New course, Library Science (MLIS) 7500, “Computer Applications for Informational Professionals”, (COMPUTER APPS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 10-14).
3. New course, Library Science (MLIS) 7520, “Database Design for Informational Professionals”, (DATABASE DESIGN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 15-20).
4. New course, Library Science (MLIS) 7550, “Library Systems and Automation”, (LIB SYS AND AUTOMATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 21-25).

5. New course, Library Science (MLIS) 7580, “Digital Libraries”, (DIGITAL LIBRARIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 26-30).

D. College of Arts & Sciences

1. New course, Chemistry (CHEM) 1110K, “Introduction to General, Organic, and Biological Chemistry”, (INTRO GEN ORG & BIO CHEM – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Spring Semester 2008. (pages 31-35).
2. Revised course description, Public Administration (PADM) 7090, “Policy Analysis”, (POLICY ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 36-37).
3. New course, Public Administration (PADM) 7370, “Comparative Public Policy”, (COMPATATIVE PUBLIC POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 38-46).
4. New course, Public Administration (PADM) 7360, “Planning and Implementing Electronic Government”, (PLANNING AND IMP E-GOVERNMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 47-51).
5. New course, Public Administration (PADM) 7380, “Politics of Managing Urban Areas”, (POL OF MANAGING URBAN AREAS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 52-57).

E. College of Education

1. Letter of Intent – EDS in Coaching Pedagogy was noted. (pages 58-64).
2. New program MED in Accomplished Teaching was approved effective Spring Semester 2008. (pages 65-67).
3. New course, Education Accomplished Teaching (EDAT) 7100, “Research Methodology in Education”, (RESEARCH METH IN EDU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 68-74).
4. New course, Education Accomplished Teaching (EDAT) 7133, “Trends, Issues and Research in Education”, (TRENDS ISSUES RESEARCH IN EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 75-83).
5. New course, Education Accomplished Teaching (EDAT) 6159, “Multicultural Studies across the Curriculum”, (MULTICULTUR STUDIES ACRO CURRI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 84-91).
6. New course, Education Accomplished Teaching (EDAT) 6226, “Curriculum Design for Student Achievement”, (CURRI DESIGN FOR STUDN ACHIEV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008.

(pages 92-100).

7. New course, Education Accomplished Teaching (EDAT) 6115, “Knowledge of Students and Their Learning”, (KNOWLEDG FO STUDENT LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 101-106).
8. New course, Education Accomplished Teaching (EDAT) 7132, “Framework for Teaching”, (FRAMEWORK FOR TEACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 107-113).
9. New course, Education Accomplished Teaching (EDAT) 6001, “Using Assessment to Improve Teaching and Learning”, (ASSESSMENT IMPROV TCH/LEARN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 114-120).
10. New course, Education Accomplished Teaching (EDAT) 7131, “Enhancing Student Performance”, (ENHANC STUDENT PERFORMANCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 121-136).
11. New course, Education Accomplished Teaching (EDAT) 6000, “Professional Decision Making”, (PROF DECISION MAKING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 137-148).

F. Miscellaneous

1. New course, Prior Learning Assessment (PLA) 2000, “Prior Learning Documentation”, (PRIOR LEARNING DOCUMENTATION – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2007. (pages 149-153).
2. Dr. Levy and the Academic Committee reviewed and discussed the General Education Comprehensive Program Review. Faculty subcommittees have been working on this review since academic year 2005-2006 and completed their reports by spring 2007. Documents for this program review include an Executive Summary (which was submitted to the University System of Georgia) as well as individual subcommittee reports for core curriculum Areas A-E. All reports are available on the Academic Affairs website at <http://www.valdosta.edu/academic/FacultyPoliciesandProceduresGovernance.shtml> and a complete written copy is available in the Registrar’s Office.”

Respectfully submitted,

Charles L. Hudson
Registrar

ATTACHMENT B:

Institutional Planning Committee

October 19, 2007

Minutes

Michael G. Noll called the meeting to order at 8:30am. Attending were Charles Backes, Linda Bennett Elder, Arlene Haddon, Kurt Keppler, James LaPlant, Fred Ware, and Vesta Whisler.

Dr. Noll provided the committee with an update on recent discussions at the Executive Committee meeting (October 4) and the Faculty Senate meeting (October 18). Of particular interest were the news on scheduled construction projects at VSU pertaining Nevins Hall, the North Campus, and Ashley Hall. Moreover, a general discussion followed as to the next step in VSU's salaries adjustment, based on the Faculty and Staff Salary models, which will boost lagging salaries to 94.5% and 85%, respectively, as of January 2008.

At the meeting Dr. Noll also distributed a proposal by concerned faculty and department webmasters regarding VSU's new web design and website templates. After some discussion the IPC endorsed the October 11, 2007 proposal by this group for the creation of a subcommittee of the VSU Web Board to address ongoing issues faced by departmental webmasters and other interested faculty and staff (see attachment).

There also was a general discussion as to the revision of the IPC Bylaws. The IPC agreed that Drs. James LaPlant and Charles Backes will spearhead such a task and eventually present their recommendations regarding an update of the Bylaws at a future meeting of the IPC.

The meeting was adjourned at 9:40am.

Respectfully submitted,

Michael G. Noll

Associate Professor of Geography

Department of Physics, Astronomy & Geosciences

MEMORANDUM

TO: Sherrida Crawford, Chair, VSU Board of Web Editors

FROM: Michael Noll, Chair, Institutional Planning Committee (IPC)

DATE: October 19, 2007

SUBJECT: Endorsement of Creation of Subcommittee

REFERENCE: Memorandum from Michael Noll, Steven Taylor, Cecilia Barnbaum, and Bruce Castor, Subject: VSU's Web Design and Website Templates, dated 11 October, 2007

The Institutional Planning Committee (IPC) endorses the October 11, 2007 proposal by a group of faculty and webmasters for the creation of a new subcommittee of the VSU Web Board to address ongoing issues faced by departmental webmasters and other interested faculty and staff. A copy of the memorandum dated October 21, 2007 proposing a subcommittee is attached.

Please advise the IPC of your decision at your earliest convenience.

Attachment

To: VSU Board of Web Editors

From: Concerned Faculty and Department Webmasters:

Dr. Michael Noll

Mr. Steven Taylor

Dr. Cecilia Barnbaum

Dr. Bruce Caster

Subject: VSU's Web Design and Website Templates

Date: 11 October 2007

Proposal

We propose that a sub-committee of this body be constituted to address ongoing issues faced by department webmasters. We suggest that this sub-committee, chaired by a representative of the VSU Board of Web Editors, meet monthly or bi-monthly with department webmasters and other interested faculty and staff.

Rationale: Since the initiation of the VSU website templates, there have been a number of issues that need to be clarified or rectified, such as navigation strategies, compliance issues, and creative license. Those of us working with specific sites on a daily basis run into particular situations of which the larger Board of Web Editors may not be aware. A regular forum where questions can be raised and issues can be discussed would be of great benefit to the continuing development and growth of the VSU website, and would help clarify the process for those of us in charge of specific sites.

[please visit <http://www.valdosta.edu/~mgnoll/web/> for a visual tour of some of the issues discussed]

Date: Wed, 31 Oct 2007 11:03:03 -0400
From: Joe Newton <jnewton@valdosta.edu>
Subject: FW: VSU's Web Design and Website Templates
To: chjames@valdosta.edu
Reply-to: jnewton@valdosta.edu
Organization: Valdosta State University
X-Mailer: Microsoft Office Outlook 12.0
Thread-index: AcgbzNftWUrawaSqTB+5TvhAJsKxmgAATXEQ
X-IronPort-AV: E=Sophos;i="4.21,351,1188792000";
d="doc'32?pdf'32?scan'32,32,208";a="135135424"
Original-recipient: rfc822;chjames@valdosta.edu

FYI

-----Original Message-----

From: Sherrida Crawford [<mailto:crawford@valdosta.edu>]
Sent: Wednesday, October 31, 2007 10:47 AM
To: mgnoll; cbarnbau@valdosta.edu; staylor@valdosta.edu; bcaster@valdosta.edu
Cc: Yvonne LeRoy-Landers; David B Kuhlmeier; Gina Jacobs; Sherri Gravett; Andy Fore;
Jennifer Tanner; Joe Newton; Karen A Johnson; Richard Lee; Jeff Grant; Becky Murphy;
rzaccari@valdosta.edu; llevy@valdosta.edu; thboyd@valdosta.edu
Subject: Re: VSU's Web Design and Website Templates

At an October 11th meeting, the Web Editorial Board welcomed two guests, Dr. Michael Noll and Dr. Cecilia Barnbaum and received a proposal as later endorsed by the Institutional Planning Committee on October 19th (attached).

We thank you for your website feedback and suggestions to the Board as to how communication could be improved. For now the Board has determined to strengthen existing communication channels, rather than form the proposed subcommittee. The Board's response is explained in greater detail in the second e-mail attachment that outlines multiple action steps addressing the concerns as expressed in the presentation and other received e-mails.

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Sherrida J. Crawford, Office: (229) 333-5872
Automated Systems Coordinator Fax: (229) 259-5059
Odum Library
Valdosta State University
Valdosta, GA 31698

crawford@valdosta.edu



[20071019 IPC Memo.doc](#)



[20071030 WEB Memo Response rev.pdf](#)

WEB Editorial Board - Valdosta State University

Attachments: Detailed Board Action Steps & Operation Contribute History

To: Concerned Faculty and Department Webmasters - **From:** Web Editorial Board Chair, Sherrida Crawford
Dr. Michael Noll, Mr. Steven Taylor, Dr. Cecilia Barnbaum,
and Dr. Bruce Caster **Date:** October 30, 2007

Subject: Re: VSU's Web Design and Website Templates - Summary Response

Cc: Dr. Ronald M. Zaccari, Dr. Louis Levy, Thressea Boyd, Joe Newton, Becky Murphy, Jennifer Tanner and the
Web

Board members - Andy Fore, Jeff Grant, Dr. Sheri Gravett, Gina Jacobs, Karen Johnson, Dr. David Kuhlmeier,
Yvonne

LeRoy - Landers , and Richard Lee

The Web Editorial Board deeply appreciates the concerns shared by Dr. Michael Noll and Dr. Cecilia Barnbaum at its meeting on October 11, 2007. All parties want to ensure that VSU has an effective, reliable, and accurate website, reflecting the vibrant and diverse VSU community. As a result of this meeting, the Web Editorial Board will continue to work on strengthening existing communication channels and on fulfilling its charge to produce the most effective possible website that will serve multiple audiences: VSU faculty, staff, and students; prospective students; parents; and members of the community, both in Valdosta and beyond.

MEASURES TO STRENGTHEN EXISTING COMMUNICATION

The Web Editorial Board acknowledges that more effective communication will benefit all users; however, creating additional administrative oversight (such as further subcommittees) might have the opposite effect. Instead, the Board recommends utilizing already existing entities such as the content owners (the administrative college, division, or office), the BlazeNet Web Developers group, and the BlazeNet Operation Contribute group. Additionally, the Board could expand its membership, seeking representation from the Faculty Senate, the Student Government Association, and the Council on Staff Affairs. The Board is also working to make sure that all users are aware of the policies and procedures of VSU's website by developing its own web page. Through these measures, the Board hopes to ensure that users will have the opportunity to provide feedback and address issues of concern in order to improve VSU's website.

MEASURES TO PRODUCE AN EFFECTIVE WEBSITE

ESTABLISHING A VISUAL IDENTITY: Over the past several years, many people have worked to construct a university website that serves the needs of a growing regional university. University Relations contracted with Cade & Associates Advertising to develop templates, and Information Technology, in conjunction with University Relations, deployed the Contribute Content Management System in a deliberate attempt to bring the institution's official Division, College, Department and Office web pages closer to established academic website "best practices." The new website recognizes the importance of visual identity and cohesiveness across the University's official web pages. However, VSU's work on its website is far from done. In fact, since most of the content of all university offices has been shifted to these new templates, offices can now work on continuing to enhance and improve their websites. Hence the Web Editorial Board's involvement in the USG Customer Service Improvement Plan focused on an evaluation of the new website template. Website maintenance and improvement activities will continue into the foreseeable future and the Board welcomes the received feedback.

PROVIDING EASIER NAVIGATION: In order to address navigation difficulties, the Board is in the midst of developing plans for focus groups to determine the most effective ways to organize and provide links to websites. In addition, the improved communication methods should provide feedback on problem areas; however, those problem areas will not necessarily be handled by the Board but will be referred back to the content managers for their input.

Web Editorial Board Memo continued... Page 2

Attachment 1

October 11, 2007 Board Detailed Action steps:

ü Business cards how would you find information on? Refer to Faculty and Staff primary content editor, Ashley Williams

ü Pool hours how would you find information on? Refer to Campus Recreation Director, Richard Hammond and Web Designer, Tyler Lee with the suggestion that perhaps "Pool" or "Pool hours" be added as a supplementary word/link to the Aquatics link.

ü Consult the Physics, Astronomy and Geosciences Department head, Dr. Edward Chatelain, regarding a suggestion that links for 'Astronomy' and 'Geosciences' be added to the "Select a VSU Department" dropdown directory.

ü Faculty and Staff navigation menu category purpose confusion: The core audience links are a menu category scheme commonly found on many academic websites. In response to this suggestion the Board will consider adding qualifying text: "Information for" as present on the USG and Georgia State websites or "For" as present on the Georgia Tech website. Seven of the ten identified Peer Institutions, utilize a similar menu category. Of the seven only the University of Central Arkansas adds the qualifying phrase, "Information for". Qualifying text is absent from the six other peer institutions that have the same category navigation model: (Arkansas State University - Main Campus, Central Missouri State University, Eastern Kentucky University, Stephen F. Austin State University, University of North Carolina - Wilmington, University of North Florida).

ü News and Events feedback in regards to confusion between posting date and event date has been shared with University Relations (Jeff Grant and Jennifer Tanner).

Web Editorial Board Memo Continued... Page 3

Attachment 2

Operation Contribute Historical Overview and Background

In 2005 a Website Redesign Ad Hoc Working Committee developed an extensive set of "Design Overview" parameters that was subsequently provided to Cade & Associates Advertising as part of a University Relations contract. Cade & Associates Advertising furnished six designs which were submitted for campus review in an online survey that was concluded in January 2006. From the survey results and other campus feedback, Cade & Associates Advertising finalized the new website wireframe designs for the homepage, core role pages, level one unit pages (College, Division, Department and Office), and level two pages (content).

In addition to the templates, Cade & Associates Advertising recommended that Valdosta State University utilize a family of industry standard web - development tools from Adobe that includes both the Contribute Content Management and the Dreamweaver editor applications in the deployment of the new design. In accepting the Cade & Associates Advertising recommendation, the Division of Information Technology then made a significant investment in resources involving hardware, software, and staff development (Web Services). Rather than undoing the existing network of University web publishers and writers, the selection of the Contribute Content management system was perceived as a step forward that built upon the strength's of administrative authority, responsibility, and ownership, of official institution web pages. University Relations and Information Technology in partnership then launched the campus - wide deployment of the Cade advertising firm design with Operation Contribute in June, 2006, with the objective of allowing one full year for the adoption of the templates by June, 2007.

Operation Contribute in its first stage initiated a series of campus - wide meetings to which department web content publishers and writers were invited to introduce three primary project goals. Those three project goals were to improve the visual identity of the official College and Division pages, simplify homepage navigation through the new design's menu wireframe, and easier maintenance of official University content, as primarily facilitated through the Contribute software application. A second key stage of Operation Contribute that will continue into the foreseeable future is focused on training workshops, part of the on - going professional development program of the Human Resources Employee

& Organizational Development office. A third stage was the appointment of the Web Editorial Board which was given four charges. Those four charges are:

1. Develop the policies for web page construction using the new format and standards
2. Monitor web pages to ensure consistency, compliance with the new standards, be free of errors and in good taste.
3. Be the approving body for requested deviations from the standards
4. Determine ownership for the Constituency pages.

Since being appointed and meeting for the first time on November 29, 2006, the Board members have been diligently at work developing the "Visual Identity Program" Website Guidelines that is now ready for publishing on a descriptive Web Editorial Board web page listing the full Board membership. In

Web Editorial Board Memo Continued... Page 4
Attachment 2

fulfilling the above charge, the Board found it necessary to delineate its assumed editorial responsibility for the official University Website, defined as the Web pages of VSU colleges, divisions, departments, programs, administrative offices, and other units, i.e. the Department of Art and the Department of Modern and Classical Languages.

In an all out effort to meet the established Operation Project deadline of June, 2007, the Web Editorial Board, the Operation Contribute Project co - managers, (Becky Murphy/Jennifer Tanner) and VSU Web Services offered campus offices the option of a conversion contract. The conversion contract was not intended to cut off or end dialogue. When the Physics, Astronomy and Geosciences Department conversion contract was negotiated, the Board ruled that the VSU Geosciences (Virtual Museum of Fossils) and the "Dance of Math and Physics" being curricular in nature fell well outside the scope of official University content that must adhere to the template and that decision was communicated in an April e - mail addressed to the Department Head. In response to the received feedback, VSU Web Services has developed this enhanced Physics, Astronomy and Geosciences Department web page for review.

Long before the advent of the Internet, the Athletic Division was a visual identity pioneer, hence the protected Spirit mark and other logos and trademarks that comprise a University (Board) recognized complimentary website. Information provided as part of an institutional grant contract is template exempt, i.e. the South Georgia Folk Life Collection.

Based on user feedback the website's information architecture and navigation can and should be improved, however the use of website search shouldn't be considering "cheating". Website navigation and website search are equally important. The starting user behavior percentages , whether 50/50 1 , 60/40, 70/30, are so significant for either website function, that both are equally important to website development.

The "Select A VSU Department" dropdown navigation was retained from the former template as a useful tool that speaks to some of the expressed concerns in accessing Division and Departments. The action step of limiting the "Select a VSU Department" Quick Links dropdown to official VSU departments and programs (majors) was a recommendation by the Board at its June 14, 2007 meeting. The "Select a VSU Department" dropdown menu contains a link for University Relations .

1. Nielsen, Jakob. *Designing Web Usability*. Indianapolis, IN: New Riders Publishing, 2000.

ATTACHMENT C:

Date: Thu, 25 Oct 2007 16:08:38 -0400
From: Marta Kvande <mkvande@valdosta.edu>
Subject: FW: 2 matters for faculty senate
To: 'Christine James' <chjames@valdosta.edu>
Cc: 'Pat Miller' <pmiller@valdosta.edu>
X-Mailer: Microsoft Office Outlook, Build 11.0.6353
Thread-index: AcgXIAqDwgCvDkJKQv+vqb8CNr2BrQAIHaog
X-IronPort-Anti-Spam-Filtered: true
X-IronPort-Anti-Spam-Result: Ao8CALuUIEeoEpDE/2dsb2JhbACCcg
X-IronPort-AV: E=Sophos;i="4.21,330,1188792000";
d="scan'208,217";a="133405960"

Hi Christine,

I'm sending on an email from Pat Miller with two matters she'd like the Faculty Senate to address. Please let me know if this is enough to put these issues on the agenda, or if there's something else I should do.

Thanks!

Best,
Marta

Dr. Marta Kvande
Department of English
Valdosta State University
Valdosta, GA 31698
mkvande@valdosta.edu
229/333-5946

From: Pat Miller [mailto:pmiller@valdosta.edu]
Sent: Thursday, October 25, 2007 12:11 PM
To: mkvande@valdosta.edu
Subject: 2 matters for faculty senate

1. Please mark 3 of the parking slots in the West Hall lot that are currently marked for faculty parking only as 24-hour tow away slots and get Parking & Transportation to enforce it on weekends. Again, faculty are being blocked out by students during weekends in that lot.
 2. Ask faculty senate to block the gathering and use of withdrawal data for individual professors until the computer system can accommodate a form that lets students explain why they are withdrawing from a course.
- Thanks.

Date: Wed, 31 Oct 2007 14:50:10 -0400
From: Marta Kvande <mkvande@valdosta.edu>
Subject: RE: FW: 2 matters for faculty senate
To: 'Christine A James' <chjames@valdosta.edu>,
'Pat Miller' <pmiller@valdosta.edu>
X-Mailer: Microsoft Office Outlook, Build 11.0.6353
Thread-index: AcgXYTbgEF1oATktTEeT2tuXOcwiRQEizFdA
X-IronPort-Anti-Spam-Filtered: true

X-IronPort-Anti-Spam-Result: Ao8CADZrKEeoEpDE/2dsb2JhbACQNg
X-IronPort-AV: E=Sophos;i="4.21,352,1188792000"; d="scan'208";a="135213476"

Hi Christine,

I just had a quick clarification with Pat about both issues. Here's what she said:

- 1) On the parking issue, all she's asking is for enforcement of the existing designated spaces, just as the handicapped spaces are enforced. If handicapped parking can be enforced, then surely the faculty spaces can be enforced as well.

- 2) About the withdrawals, she wants to **halt** the collection of data on withdrawals for individual professors because there hasn't been any explanation of how that data will be used. This data is **already** being collected, and without the inclusion of data about **why** students withdraw, the data could be skewed. Therefore she's asking that that data collection be stopped; if the administration wants to continue to collect such information, then information about the reasons for withdrawal should be collected as well. Since the impetus to collect such data seems to be coming from the administration, it seems reasonable to expect the administration to come up with the means to do so.

(And Pat, if I've misrepresented, feel free to correct / lambaste me.)

Hope that helps.

Best,
Marta

Dr. Marta Kvande
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Valdosta State University
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229/333-5946

ATTACHMENT D:

To: Christine James
Executive Secretary Faculty Senate

From: Lynn Minor
Chair Educational Policies Committee

Date: October 24, 2007

Re: Recommendation for revisions to the current Code of Conduct section of the VSU Student Handbook to include new guidelines for the Academic Integrity Conduct Code and Violations

Action Item:

Request to investigate the university plagiarism policy to find a means to check if a student has a prior offense was remanded to the Educational Policies Committee on November 17, 2005 (Richard Lee).

Recommendation of Educational Policies Committee:

On October 1, 2007, the Educational Policies Committee met and voted to recommend the revisions as stated in the Revised Language for the VSU Student Handbook's Code of Conduct section-Appendix A, Section 1 (James LaPlant and Richard Lee) and the Report of Academic Dishonesty.

Rationale:

The concern across VSU's campus is that academic misconduct is a growing problem in graduate and undergraduate programs. If a student has plagiarized or cheated in multiple courses, this needs to be documented and tracked. Our committee looked at VSU's 10 benchmark institutions and analyzed their policies. Based on this analysis, we revised the student handbook and voted to recommend the new policy. The preamble about academic integrity is meant to clearly communicate our expectations to students. The updated language on academic integrity violations clearly identifies the academic response and the disciplinary response. In the disciplinary response, we have created a process for tracking the number of violations through the use of a Report of Academic Dishonesty that will be submitted to the Student Conduct Office in the Dean of Students Office. Students with a second documented violation will be referred to the Valdosta State University Judicial Committee. The new policy is more clearly communicated for faculty and students.

Attachments:

Revised Language for the VSU Student Handbook's Code of Conduct section-Appendix A, Section 1
Report of Academic Dishonesty

**DRAFT: Revised Language for the VSU Student Handbook's
Code of Conduct section- Appendix A, Section I.
(James LaPlant and Richard Lee)**

Appendix A

The introductory six paragraphs of Appendix A (preamble) would remain unchanged.

The following language would replace Section I on pages 58-59 of the current Student Handbook.

Section I- Academic Integrity Conduct Code

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

A. Academic Integrity Violations

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
 - A. Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
 - B. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
 - C. Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

B. Academic Integrity- Academic Response

Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall (1) gather all pertinent information, and (2) meet with the student or students involved, and (3) inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will consult with his/her department head and dean in making these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.-

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic

response to an alleged violation of academic integrity may follow the grade appeal process ([weblink for grade appeal form](#)).

C. Academic Integrity- Disciplinary Response

To initiate the disciplinary response process to an academic integrity violation, a faculty member should submit a Report of Academic Dishonesty, along with supporting documentation as noted on the report ([weblink to the Report of Academic Dishonesty](#)) to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in the Dean of Students Office in accordance with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information or otherwise concerning a particular student. The purpose of the file is for the Dean of Students Office to determine if multiple cases of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office.

After a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee. The VSU Judicial Committee will utilize the disciplinary procedures outlined in Appendix B, Sections II.-V. of the Student Code of Conduct. The most severe sanctions such as expulsion or suspension should only result from a VSU Judicial Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, significant plagiarism at the graduate level, etc.) be referred directly to the VSU Judicial Committee. The Dean of Students and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the VSU Judicial Committee.

VALDOSTA STATE UNIVERSITY – Report of Academic Dishonesty

Accused Student Name: _____ Student ID: _____

Course Name, Prefix, and Number _____ Date(s) of Offense _____

Type of academic dishonesty:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Altering score/grade | <input type="checkbox"/> Copying |
| <input type="checkbox"/> Falsifying lab results or references | <input type="checkbox"/> Plagiarism |
| <input type="checkbox"/> Using unauthorized notes or devices | <input type="checkbox"/> Other: _____ |

Type of assignment:

- | | | |
|----------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> Essay | <input type="checkbox"/> Exam | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Paper | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Project | <input type="checkbox"/> Quiz | <input type="checkbox"/> Other: _____ |

Approximate weight of assignment in final course grade: _____

Type of action taken:

- Resubmit/retake assignment
- Failure of the assignment
- Failure of the course
- Other (Specify: _____)

REPORT FILED BY:

Name: _____ Department: _____ College: _____

Phone Number: _____ E-mail: _____

Other instructors involved (Professors, TA, Lab Assistants, etc.):

Name : _____ Department: _____

Name: _____ Department : _____

Other Witnesses

Name: _____ Name: _____

Please include:

- ❖ A copy of the course syllabus.
- ❖ A brief narrative describing the information you have collected and summary of any subsequent contact with the accused.
- ❖ A copy of all documents of physical evidence (including exam booklets, answer sheets, papers, correspondence, plagiarized text, crib notes, etc.).
- ❖ Statements of witnesses (if applicable and available).

Faculty signature _____ Date _____

The student should sign the following:

I have read and understand this document and I have been informed about my right to the grade appeal process.

Signed _____ Date _____

Please return to the Student Conduct Office in the Dean of Students Office.

ATTACHMENT E:

**Status of Campus Parking During Construction
January – July 2008**

Parking & Transportation recommends the following temporary parking plan to handle displaced parkers from the Hopper Circle lot, the Jeanette lot, the Oak Street lot and the Sustella lot during the construction process for the new Hopper Hall, the new Health Center and parking decks.

Student Parking

The following spaces may be lost:

Oak Street Lot (one half of the 1, 098 spaces)	549
Hopper Circle	35
Sustella Lot	376
Total Estimated lost student spaces	960

Spaces to compensate for loss:

North Campus playing fields	425
104 Georgia Avenue	23
Mary Street Property**	300
Total Estimated gained student spaces	748

Current estimates conclude **212** student parking spaces may be lost during construction. We are now negotiating with four private entities for temporary, additional spaces to meet this shortfall.

Faculty/Staff Parking

The following spaces may be lost:

Oak Street Lot	122
Hopper Circle	39
Jeanette	80
Total Estimated lost faculty/staff spaces	241

Spaces to compensate for loss:

112 Georgia Avenue	40
University center lot *	114
Total Estimated gained student spaces	154

Current estimates conclude **87** faculty/staff parking spaces will be lost during construction. Current estimates also conclude that equally as many spaces may be found in Admissions lot, Alumni lot, Continuing Education lot and Billy Grant field lot daily.

Considerations

- North Campus Playing Fields will be converted to accommodate approximately 425 spaces
- Mary Street Property (playing fields portion) will be converted to accommodate approximately 300 spaces

- An additional student lot has already been added at 104 Georgia Avenue with an additional 23 spaces
- University Center will possibly be remarked to create an additional 114 spaces (if City negotiations are successful)
- Billy Grant and Continuing Education lots have vacant student spaces at all times daily
- Faculty/Staff spaces are available daily in Admissions lot, Alumni house lot, Continuing Education lot and Billy Grant lot
- Neighborhood and Spring enrollment decline should make up for many lost spaces
- Parking & Transportation currently researching potential agreements with local businesses for leasing parking lots to create “Park and Ride” lots
- Transportation Alternatives Campaign kick-off late fall encouraging students to use alternate transportation (biking, walking, carpooling)
- Parking & Transportation to coordinate/administer carpool sharing service
- Process underway to purchase/lease larger capacity buses to accommodate influx of parking in remote lots
- Will communicate changes to VSU Community using listservs, website, ads, flyers/posters, speaking events, VSU Television, handing out information to drivers in lots
- Fall 2008 Parking Spaces will increase 60% with a net gain of approximately 1,375 spaces.

**Additional Detail:
Plan to Compensate for Lost Parking Spaces**

- *Rob Kellner will contact Mr. Allen, City School Superintendent, to inquire about the possibility of leasing the spaces north of the Superintendent’s Office to be used this year by VSU faculty and staff.
- **The current wooded area where the athletic facility will be built on Mary street could be configured to accommodate contractor parking as well as student day-parking, yielding approximately 300 student spaces.
- Billy Grant and Continuing Ed/University Park lots have approximately 50 student spaces vacant at all times daily.

- Faculty/staff parking spaces are currently available daily in the Admissions lot, Alumni house lot, Continuing Education lot and Billy Grant lot.
- Neighborhood parking and enrollment decline in the Spring should make up for any remaining lost spaces.
- Faculty and staff can also park in student spaces any time.
- Parking & Transportation is currently researching potential agreements with local businesses ***and the city for leasing parking lots to create “Park and Ride” lots where commuter students and faculty/staff can park and ride the shuttle buses to campus.

*** The following property owners with vacant parking that is convenient to campus have been contacted.

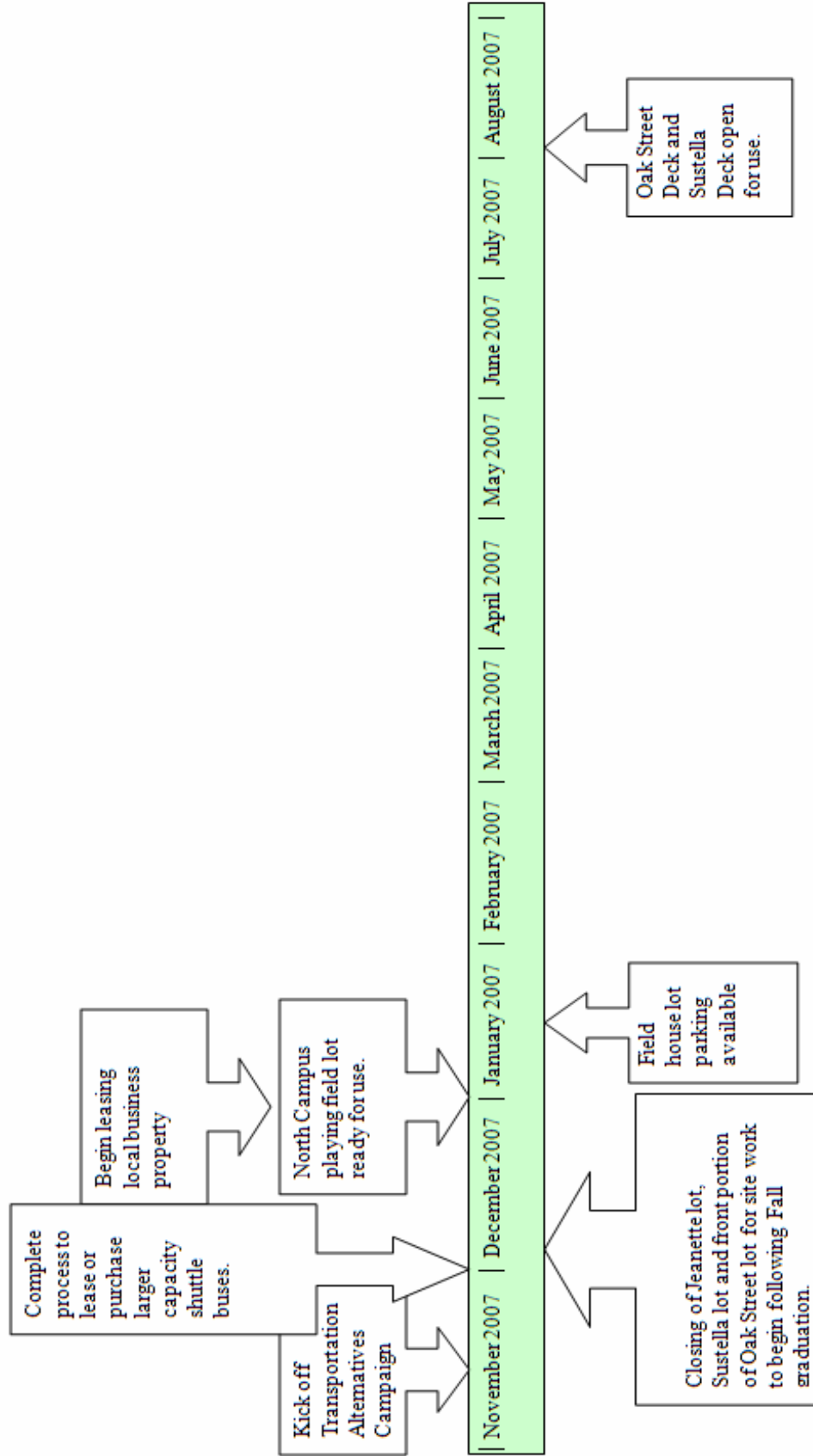
Roger Budd (5 rows of Old Winn Dixie lot)	112
spaces	

Gary Minchew (Five Points Shopping Center North Lot)	252
spaces	

Robert Stone (Movie Theater Lot)	282 spaces
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First Baptist Church	78 spaces
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Leasing at least one of the large lots listed above to create “Park and Ride” lots would compensate for the estimated 299 spaces that may be lost during the construction period.



ACTIVITY TIMELINE

Transportation Alternatives Campaign

Parking & Transportation plans to kick off a campaign late in the Fall semester encouraging use of alternate means of transportation such as biking, walking and carpooling. Plans are to coordinate with Campus Police, Health Services and Health Promotion to include safety and health information in the biking and walking component of the campaign. If the bus shelter plans for the Oak Street stop are approved, the bus shelter and bike racks that will be installed at the shelter site will be promoted through the walking/cycling program. Parking & Transportation is also attempting to get student discounts from local vendors for bicycles and bicycle equipment.

The idea is being considered to include a carpool piece in the campaign encouraging students to carpool to campus to conserve parking spaces until the parking decks are complete. Parking & Transportation is researching offering a carpool share service that will match potential riders through the use of a carpool database system.

Parking & Transportation is seeking ideas for this campaign from the President's Parking Advisory Committee.

Shuttle Plan

The current campus bus route should be expanded to include two additional routes to accommodate the influx of students parking at the North campus playing fields and the Mary street property. However, additional buses and drivers will be needed to implement this plan.

The current transportation fleet consists of eight, 25 passenger Mini Blue-Bird buses, one 44 passenger Blue-Bird bus and one Para-transit bus. All of the Mini Blue-Bird buses are being utilized to maintain the four existing routes, which is necessary during peak riding times Monday through Friday between 7:30 am and 3:30 pm. The assumption is that the North campus playing field and Mary street property lots will be at greatest capacity during these same hours. The large capacity Blue-Bird is available to use for one of the additional routes, however, the bus is a 1991 and is becoming undependable with age.



A process is currently underway for the purchase or lease of larger capacity shuttle bus/ buses. These buses can then be used to service the two decks and north campus after construction is complete. Both of these decks will be located away from

many primary academic buildings on campus, generating a need for larger capacity buses to transport more people from the decks to the campus. The ability to transport a higher volume of customers should contribute to better utilization of the decks.

Examples of Proposed Bus Style



Con

Blue-Bird Xcel

Parking & Transportation plans to communicate changes to the VSU Community during construction using the following methods:

- VSU Email Listservs
- Spectator ads
- Website updates
- Flyers/Posters
- VSU Announcements
- Parking patrollers handing out parking and shuttle bus information to students in parking lots
- VSU Television
- Speaking at SGA, COSA, Faculty Senate meetings
- Other VSU publications where appropriate

Conclusion

Construction on the decks is scheduled to begin January and be completed by August 2008. The Sustella deck will open with 1,195 spaces and the Oak Street deck will open with 976 spaces. These two decks will yield a net gain of 1,375 spaces, which is a 60% gain in parking spaces, and for the first time in years convenient parking will be provided at VSU.

Sustella Deck

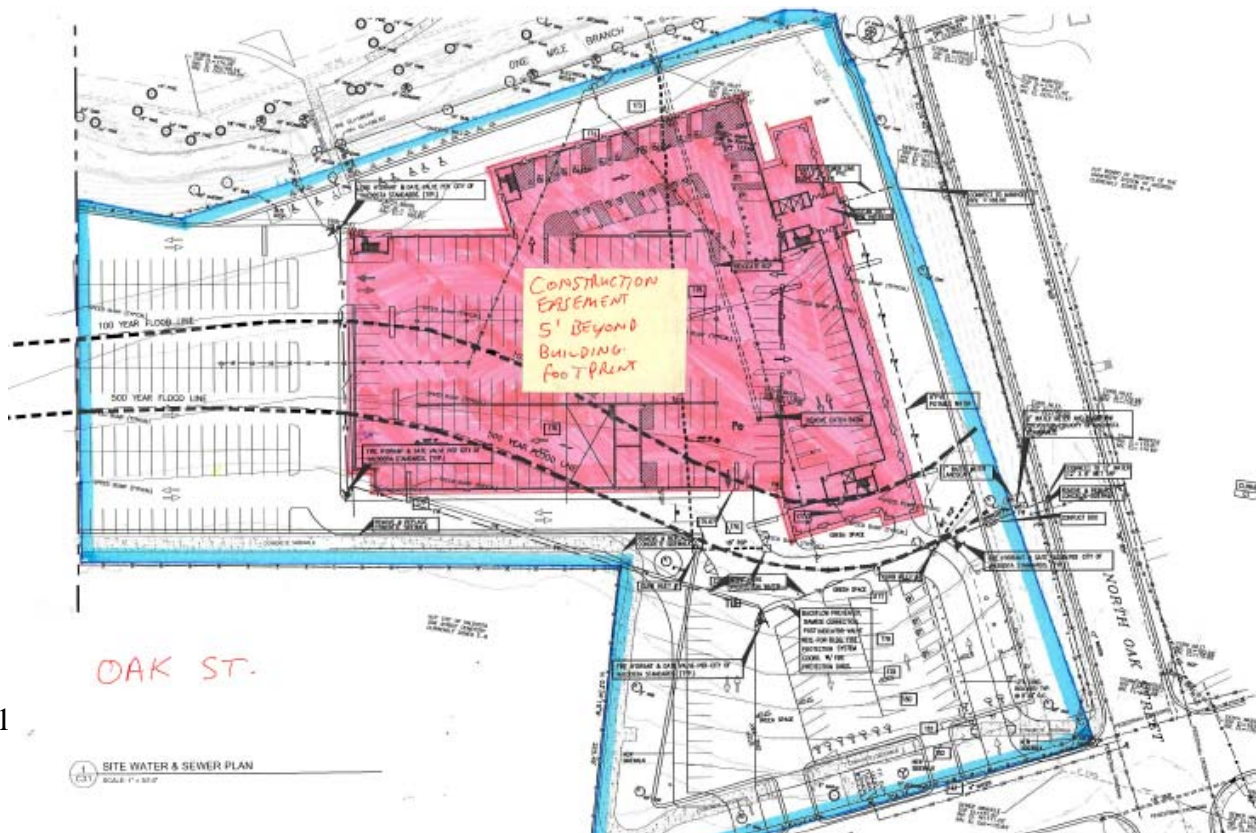


Oak Street Deck

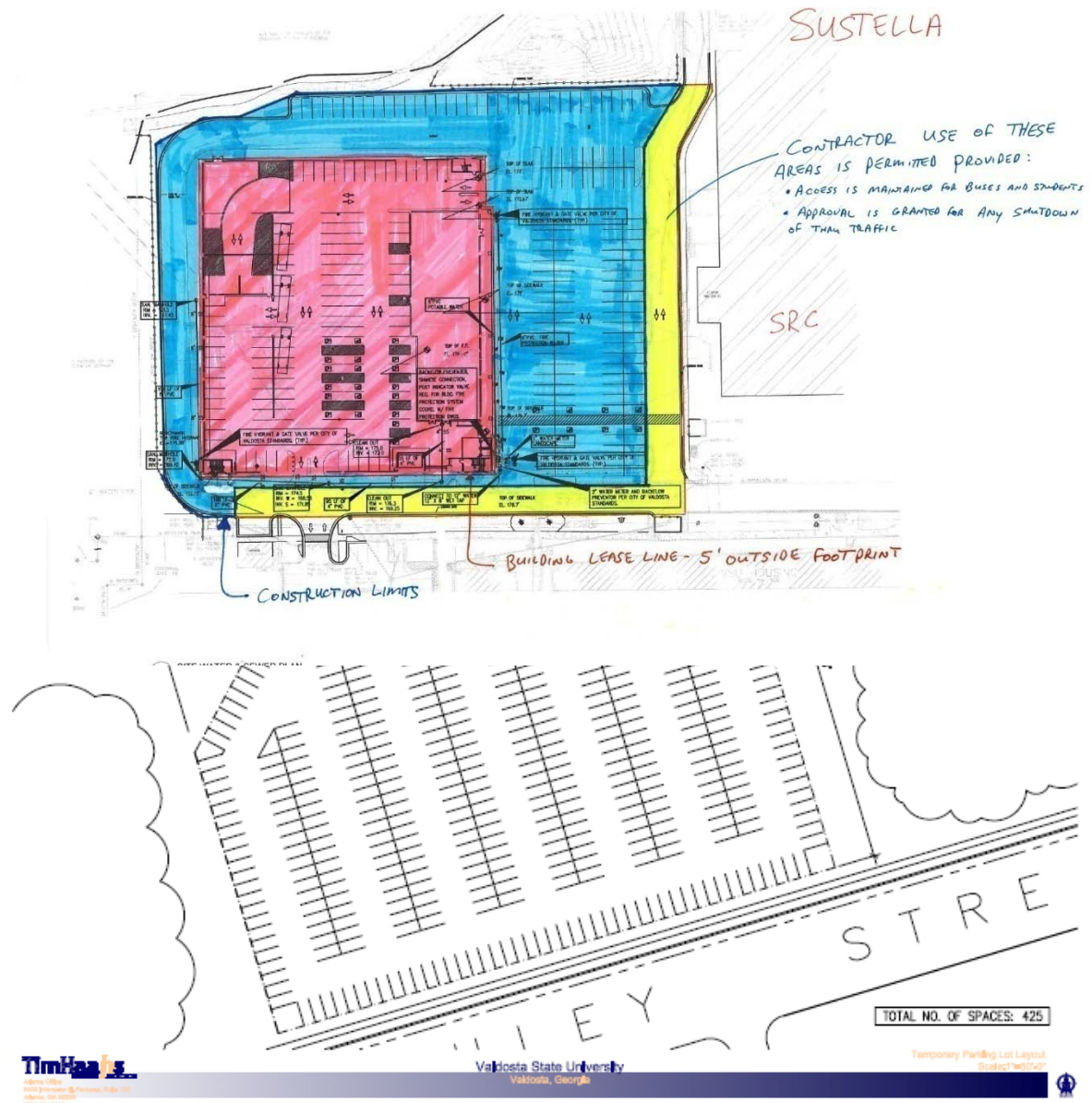


Supporting Images

Oak Street Deck Proposed Construction Limits



Sustella Deck Proposed Construction Limits



North Campus Playing Field Lot Layout

TASK FORCE ON ENHANCED ADVISING PROCESSES

Introduction

In an effort to provide students with a positive college experience, the Enhanced Advising Processes (EAP) team was established to examine current academic advising processes and formulate appropriate recommendations to improve the quality and effectiveness of advising at all USG institutions.

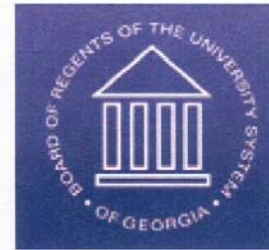
The National Academic Advising Association (NACADA), an association of more than 9,300 professional advisors, identifies the primary purpose of an academic advising program as assisting students with educational plans that are compatible with their life goals. The function of the academic advisor goes beyond course selection and includes assistance with study skills, time management, career choices, leadership development, social responsibility, appreciation of diversity, spiritual awareness, and the achievement of a host of other personal and educational goals and decisions.

These recommendations serve as a guide to set standards and provide successful models to enhance advising and subsequently improve retention, progression, and graduation rates at all USG system institutions.

Major Findings & Recommendations:

The recommendations that ensued from this study fall into three categories:

Planning	Information	Evaluation
<ul style="list-style-type: none">• Adopt a clear academic advising mission statement that corresponds to the institution's mission and includes appropriate goals and student outcomes.• Define and post an advising administrative structure to assure consistency and coherency in advising across all academic departments of the institution.• Develop a policy that mandates undergraduate students meet with their advisors before registering. The frequency of these advising meetings to be determined by each institution.• Develop an online advising handbook at each institution that includes: mission statement; responsibilities of academic advisors and students; list of advising tools; proactive/intrusive advising information; and referral information and links.	<ul style="list-style-type: none">• Require academic departments to provide and post comprehensive advising plans, including such elements as degree requirements, program map, roles and responsibility of advisors and students, and training and assessment plans.• Ensure institutions post an advanced two-year course schedule to facilitate advising and academic planning.• Require academic training for all individuals responsible for undergraduate academic advising, including professional advisors, faculty, and academic department chairs and deans.• Purchase a system-wide technology process to improve advising communication, the advising process, and assessment of advising programs.	<ul style="list-style-type: none">• Mandate that all USG institutions annually assess their advising effectiveness in each of the following categories:<ul style="list-style-type: none">* Individual advisors and advising units* Proactive/intrusive advising information* Referrals* Intervention with academic difficulties* Proactive communication* Student satisfaction* Course advising accuracy• Require USG institutions to annually evaluate the advising effectiveness of all faculty and professional advisors as part of their annual review, which will be included as part of the promotion and tenure process for faculty advisors.



EAP Team Charge:

Seek innovative approaches to enhancing advising at all USG institutions.

Presentation to
USG Board of Regents
October 9, 2007

Chancellor's Quote

Chancellor Erroll Davis, Jr., observed the following after completing visits to several institutions:

"The presidents I have met have been generally upbeat, as were their direct reports. The students are generally happy, but the one theme that has come up a number of times is the quality of advising they are getting. That has also engendered debate about the responsibilities of students to chart their own future versus being dependent upon others to do it for them" (USG Board of Regents meeting April 19, 2006).

Methodology

The EAP team is comprised of 26 higher education professionals from all sectors of the USG. Their expertise represents a cross-section of professional fields, including academic affairs, admissions, advising, enrollment services, freshmen year experience programs, information technology, and student affairs.

Early in EAP deliberation, team members established four objectives: (1) assessing the relationship that exists between students' level of satisfaction with advising at USG

institutions (based on NSSE and CCSSE) and institutional retention and graduation rates; (2) identifying the current advising structure at USG's 35 institutions and then listing common strengths and weaknesses; (3) recommending a set of essential advising practices, based on identified strengths and weaknesses, and components that clearly articulate the USG advising mission; and (4) proposing options for a system-wide electronic advising data system that supports the USG's advising mission and enhances the advising process through clear and continuous communication.

DETAILED RECOMMENDATIONS — PLANNING

Mission Statement: Each USG institution will adopt a clear advising mission statement that corresponds to the institution's mission and includes appropriate goals and student outcomes.

Objective: Clearly defined mission statements, goals, and objectives for academic advising are essential elements in providing effective advising services for students. According to White (2000, pp. 180-181), mission statements with corresponding goals and objectives their "provide the purpose" for the advising program serve as a "source for the professional development of advisors" and allow "for the assessment process to work more effectively." The inclusion of academic advising in clearly articulated mission statements, goals, and objectives supports the provision of effective advising services by (a) demonstrating evidence of institutional commitment; (b) relating academic advising to the fulfillment of the institution's mission; (c) providing a basis for assessment; and (d) justifying significant budgetary allocations for this endeavor.

Action: Each USG institution will review its existing advising mission statement to determine if it complies with the institution's mission and includes appropriate goals and student outcomes. The EAP team recommends that the mission statement be drafted using a cross-campus constituency, including students, and upon its completion that it be distributed and promoted campus-wide and easily accessible on the institution's web site.

Budget: Estimated cost to USG institutions is minimal and implementation can be achieved with existing staff.

Defined Academic Advising Administrative Structure: Each USG institution will define and post an advising administrative structure to promote consistency and coherency in advising across all academic departments of the institution.

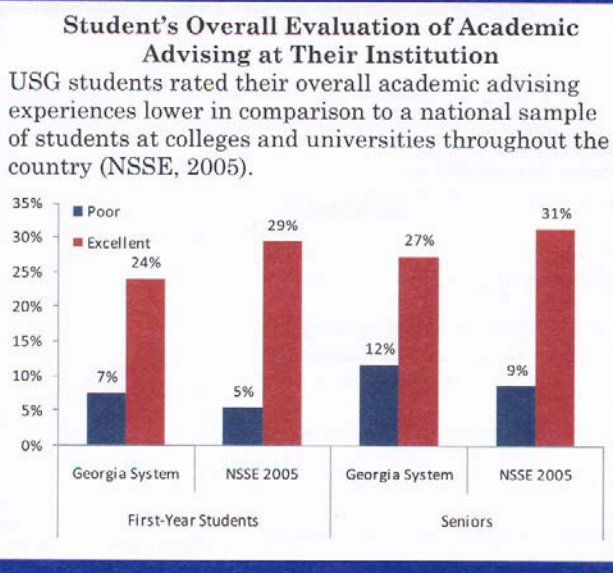
Objective: Advising services are normally administered at both two-year and four-year institutions within three primary models: (1) decentralized—professional or faculty advisors are housed within their academic departments; (2) centralized—professional and faculty advisors are housed in an advising center; or (3) combination—students are advised within their academic unit and later transferred to an advising center, or vice versa. The EAP team recognizes

the importance of each model and concludes that each institution should be allowed to structure its advising system based on a variety of variables, including campus academic culture, enrollment size of institution, mission of institution (two-year, four-year, or research), special needs of the institution, and academic composition of students (large number of undeclared majors, non-traditional or first-generation college students).

Action: Each USG institution will determine its academic advising administrative model which clearly defines its organizational structure, including authority, responsibilities,

and accountability. Once the structure has been identified and received institutional approval, it should be promoted campus-wide and easily accessible.

Budget: Estimated cost to USG institutions is minimal and implementation can be achieved with existing staff.



Mandatory Advising Sessions: Each USG institution will develop a policy that mandates undergraduate students to meet with their advisors before registration is completed. The frequency of these advising meetings will vary by each institution's mission; however, mandatory advising is recommended for all incoming and transfer students with required checkpoints at 30, 60, and 90 hours.

Objective: The EAP team recognizes the varying opinions regarding mandatory advising; however, the EAP believes that data will show that mandatory advising will lead to improved retention, progression, and graduation rates.

Action: Each USG institution's advising plan will include its mandatory advising requirements and establish appropriate safeguards to ensure students are following the established advising guidelines. USG institutions will provide documented evidence that all undergraduate students are meeting with their advisors as outlined in the institution's established advising guidelines.

Budget: Cost is contingent upon the institution's decision regarding mandatory advising requirements.

Academic Advising Handbook: Each institution will develop an online advising handbook that includes the following:

- Advising Mission Statement
- Responsibilities of advisors and students
- List of advising tools
- Proactive/intrusive advising information
- Referral information and links

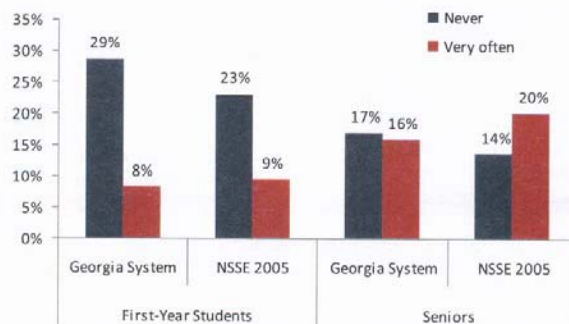
Objective: An academic advising handbook serves as an essential resource guide for both the advisors and the students. The development of an advising handbook will require contributions from a variety of campus constituent groups.

Action: Each USG institution will have an academic advising handbook that is reviewed annually and updated to integrate necessary changes within advising training for academic advisors.

Budget: Cost is contingent upon the institution's decision regarding publication (printed or online) cost and other re-

Percentage of Students That Talked With Their Advisor About Career Plans

Freshmen and senior students in USG talked with their advisors about career plans less, compared to a national sample of students at colleges and universities throughout the country (NSSE, 2005).



lated training expenses.

DETAILED RECOMMENDATIONS — INFORMATION

Mandatory Advising Plans: Require all academic departments to post comprehensive advising plans, including such elements as degree requirements, program map, roles and responsibilities of advisors and students, and training and assessment plans.

Objective: An academic advising plan includes materials from the institution's academic mission statement, administrative structure, and handbook. Departments must regularly evaluate this plan for continuous improvement in the advising process.

Action: Each academic department must develop an advising plan that will be included in appropriate institutional documents, such as the institutional strategic plan, annual reports, and the comprehensive program review. Once the advising plan has received institutional approval, it will be promoted campus-wide and easily accessible on the institution's web site.

Budget: Estimated cost to USG institutions is minimal and implementation can be achieved with existing staff.

Published Two-Year Course Schedule: Ensure all departments post a projected two-year course schedule to facilitate advising and academic planning.

Objective: The establishment of a two-year course schedule will assist advisors and students as they plan projected course selections.

Action: Each department will develop and publish a two-year course schedule and use multiple methods to communicate the schedules to students and advisors.

Budget: Cost is contingent upon the institution's decision regarding publication (printed or online) cost and other related implementation expenses.

Advising Training: Require a two-tier professional development system for all individuals responsible for undergraduate academic advising, including professional advisors, faculty, and academic department chairs and deans. First year advisors would participate in tier one

DETAILED RECOMMENDATIONS — INFORMATION (CONT.)

which would require focus on the informational aspect of advising (campus advising policies, registration procedures, etc.). As advisors gain experience they would progress to tier two, which would continue to provide informational updates (i.e., changes in curricular policy, registration procedures, etc.) as well as conceptual topics (i.e., how to interact effectively with the diverse population served through academic advising). The training program will include the following:

- An overview of the institution's advising mission as it relates to the institution's strategic plan and consistent with the USG's advising mission
- The institution's academic advising philosophy as it is expressed in National Academic Advising Association (NACADA) Council for the Advancement of Standards (CAS) in Higher Education document (Appendix D)
- Responsibilities of advisors and students
- Use of advising tools (Banner, CAPP, etc.)
- Advantages of proactive/intrusive advising
- Referral information
- Handbook access

Objective: Advisor development programs provide vital training for academic advisors as they seek to meet the needs of the diverse student population in higher education.

These programs assist advisors as they develop the requisite knowledge, skills, and dispositions needed to perform their duties in an appropriate manner. Koring (2005) notes that while advisor training is an essential part of the academic advising program, it is missing in many institutions because of inadequate time, money, and training for facilitators. The development and implementation of an effective advisor training program demonstrates institutional commitment to providing appropriate advising services to meet the needs of all students.

"Developing effective training opportunities for academic advisors is important for student satisfaction and persistence" (Borns, 2002). Because of the importance of this type of training, programs must be customized to meet the needs of the advisors and the institutions which they serve. The content must be relevant and meaningful, and presented in an engaging and interactive manner. When considering the training needs of full-time and faculty advisors, some similarities and differences are evident. In planning for such experiences, program developers must consider the background of the participants as they develop the format, content, and scope and sequence of such a training program.

Action: Each USG institution will develop a training program for all professionals responsible for undergraduate academic advising.

Budget: Cost is contingent upon the institution's plan to implement its training program, including printed materials and other related implementation expenses.

Mandatory Use of System-Wide Electronic Advising Programs:

Each USG institution will utilize an appropriate system-wide technology process to improve advising communication, the advising process, and assessment of its advising programs.

Objective: The EAP team researched two viable options: one an internally-developed system and the other the commercial program DegreeWorks. The internally-developed system (by Valdosta State University) would provide the basic documentation requirements for advising, scheduling of advising sessions and comparing advised individual course enrollment with the available course schedule. The DegreeWorks system provides those capabilities and more as it goes beyond basic recording of advising facts to providing students with a tool to explore options with a "what if" analysis and its ability to quickly and accurately recalculate degree plans. DegreeWorks would also allow institutions to

predict demand for courses and assist in the overall course scheduling process. The DegreeWorks product provides advanced degree planning functions for students and advisors, giving them a complete matrix of proposed courses. It also provides institutions with reports that can forecast student

demand for courses. It potentially provides better, more accurate and flexible audit and "what-if" analyses by the use of scripting and therefore could replace CAPP.

Action: The EAP team recommends that USG purchase DegreeWorks for implementation system-wide.

Budget: Estimated cost to purchase the licensing for DegreeWorks for all USG institutions is \$724,000 (this includes a 60% discount). This estimate does not include implementation and training; if a system approach is used, then implementation and training cost is estimated at \$1.5 million, bringing the total licensing and training cost to \$2.25 million. It is anticipated that no additional equipment is needed and that existing equipment supporting Banner is sufficient. Additional expenses include annual licensing fees at 15% of the original licensing cost (\$724,000). The timeline for system-wide implementation is estimated at 18 to 24 months.

Current advising processes at USG institutions are represented within three primary models:

- **Decentralized**—professional or faculty advisors are housed within their academic departments;
- **Centralized**—professional and faculty advisors are housed in an advising center; or
- **Combination**—students are advised within their academic unit and later transferred to an advising center, or vice versa.

DETAILED RECOMMENDATIONS – EVALUATION

Annual Assessment: Mandate that all USG institutions annually assess their advising effectiveness in each of the following categories:

- Individual advisors and advising unit
- Proactive/intrusive advising information
- Intervention for students experiencing academic difficulties
- Proactive communication
- Student satisfaction
- Course advising accuracy

Objective: As institutions seek to serve their diverse student populations through best practices in academic advising, they must develop a comprehensive assessment system that is implemented in a systematic manner. Such a system includes input from all significant stakeholders and allows advisors and administrators to make informed, data-driven decision about campus advising services. It also supplies administrators with the data necessary to justify the allocation of resources through cost-benefit analyses (Grites, 2003).

An effective advising assessment program should meet the criteria delineated by the Council for the Advancement of Standards in Academic Advising Standard 13 (CAS, 2000, p. 424). These criteria include the following:

- Systematic qualitative and quantitative evaluations;
- Multiple measures of assessment to ensure comprehensive and objective assessment;
- Data collected from students and other stakeholders; and
- Utilization of results to improve the performance of advising personnel

Action: Each USG institution must develop and implement an assessment vehicle to address the issues outlined in the above recommendation.

Budget: Cost is contingent upon the institution’s plan to develop and implement an assessment vehicle.

Annual Evaluation of All Faculty and Professional Advisors: Each USG institution will evaluate the advising effectiveness of all faculty and professional advisors annually. This evaluation will be considered as part of their annual review, and where academic faculty are advisors, it shall be included in the promotion and tenure process.

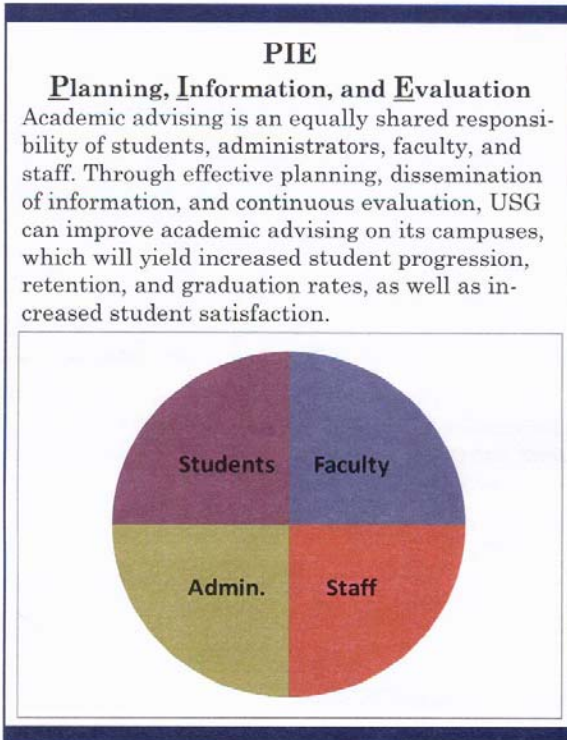
Objective: A clearly defined assessment system that evaluates and rewards advisors is an essential part of an effective, comprehensive advising program. Such a system demonstrates the institution’s commitment to high quality advising services for all students; encourages excellence in academic advisement; and recognizes academic advising as a significant responsibility. It also encourages academic advisors and advising administrators to engage in appropriate training and professional development opportunities which allow further refinement of their knowledge base and skills. A reward and recognition system communicates that institutions understand the important relationship that academic advising has to the

success of students and value the individuals serving as advisors.

Evaluating and rewarding best practices in the field of academic advising provide evidence that this process is valued and that it plays a major role in the life of the institution. The role of the advisors has evolved into a multifaceted position that requires appropriate knowledge, skills, and disposition to effectively meet the needs of all students. To that end, advisors need to be evaluated in meaningful ways that provide authentic, relevant data that will help improve their practice. The implementation of a reward or recognition system provides positive feedback to advisors and demonstrates that the institution values the individuals serving in this important role.

Action: Development of a system-wide assessment vehicle to evaluate all advisors for annual review, and where faculty are advisors, it shall be included in the promotion and tenure process.

Budget: Cost is contingent upon the USG’s plan to develop and implement an evaluation system that is included in the promotion and tenure process, including possible reward incentives for outstanding advising performance.



COMMENTS TO THE DRAFT REPORT

Representatives, including Presidents, Vice Presidents for Academic Affairs, and Vice Presidents from Student Affairs, from each of the 35 USG institutions and the Chancellor's Cabinet had an opportunity to provide comments to the draft report as well as suggestions for improvement and priorities for implementation. The following summarizes comments from the responses.

- Respondents' comments overall were positive and included helpful suggestions for improvements.
- Institutional representatives expressed concern that they would like to maintain a degree of institutional autonomy with system-wide mandates so that they can tailor programs and services to the needs of their students.
- Reviewers expressed interest in identifying specific metrics for measuring academic advising.
- Respondents suggested that careful consideration be given when using words such as "mandates" and questioned who will be responsible for enforcing the mandates.
- Reviewers noted that there were many recommendations to this critical issue.
- Respondents' suggestions for ordered priorities varied widely.

The EAP Team identified the following strengths and weaknesses of USG institutions' current advising models:

Strengths

- Advising centers help to monitor overall academic success
- Mechanisms are in place (electronic holds) at most campuses to prevent students from moving forward in the registration process without seeking an advisor's guidance
- Mandatory advising seems to benefit students

Weaknesses

- Faculty advising training and related quality outcomes are insufficient
- Level of advising at USG campuses varies significantly
- The knowledge base for advising often does not include financial aid, counseling services, etc.
- Advising declines after the sophomore year—difficult for faculty to get students involved in the advising process as juniors and seniors

Enhanced Advising Processes Team

Ronald M. Zaccari, President, Valdosta State University (Chair)
 Greg Anderson, Director of Advising Center, Armstrong Atlantic State University
 Lisa Baldwin, Information Technology, Valdosta State University
 Thressea Boyd, Assistant to the President, Valdosta State University
 Randy Braswell, Vice President for Academic Affairs, South Georgia College
 Tina Butcher, Director of Advising Center, Columbus State University
 Carolyn Codamo, Acting Director Student Advisement Center, Georgia State University
 Virginia Carson, Vice President for Academic Affairs, Georgia Highlands College
 Sharon Gravett, Assistant Vice President for Academic Affairs, Valdosta State University
 Julia Grubbs, Office of Information and Instructional Technology, USG
 Dana Hartley, Director Academic Advising, Georgia Institute of Technology
 Kerri Johnson, Director PTA Program, Darton College
 Ron Koger, Vice President for Student and Enrollment Services, Southern Polytechnic State University
 Marsha Krotseng, Associate Vice President for Strategic Research & Analysis, Valdosta State University
 Scot Lingrell, Associate Vice President for Student Services, University of West Georgia
 Bob Mattox, Director of Counseling and Advising, Kennesaw State University
 Shaina McGill, Senior Director Advising and Retention, Georgia College and State University
 Mike Miller, Vice President for Enrollment & Student Services, Medical College of Georgia
 Donald Moore, Director of Admissions and Recruitment, Fort Valley State University
 Joe Newton, Director of Information Technology, Valdosta State University
 Brenda Perry, Interim Director of Academic Advising, Gainesville State College
 Charles Schroeder, Interim Vice President for Student Affairs, North Georgia College and State University
 Carol Treible, Retention Coordinator, Macon State College
 Jody Trost, Coordinator of FYE and Academic Advisor, Dalton State College
 Ray Whiting, Special Assistant to Vice President for Academic Affairs, Augusta State University
 Felita Williams, Special Assistant to Vice Chancellor for Academic Planning and Programs, USG

ATTACHMENT G:

Date: Fri, 26 Oct 2007 09:22:04 -0400
From: "Dr. Louis Levy" <llevy@valdosta.edu>
Subject: RE: registration for class suggestion
To: 'Karen Shepard' <kshepard@valdosta.edu>, 'Russell Mast' <rmast@valdosta.edu>
Cc: kkeppler@valdosta.edu, 'Christine James' <chjames@valdosta.edu>
Reply-to: llevy@valdosta.edu
Organization: Valdosta State University
X-Mailer: Microsoft Office Outlook 12.0
Thread-index: AcgXzjRori7PoSveTFiq3jnGuel6sAAA202w
X-IronPort-Anti-Spam-Filtered: true
X-IronPort-Anti-Spam-Result: Ao8CAE6HIUeoEpBf/2dsb2JhbACQQg
X-IronPort-AV: E=Sophos;i="4.21,333,1188792000"; d="scan'208";a="133616328"

OK, someone may want to pursue this with the Faculty Senate Executive Committee (for referral to Ed Policies?).

Louis Levy, Ph.D. Phone: 229/333-5950 (office)
Vice President for Academic Affairs 229/244-6116 (home)
Valdosta State University FAX: 229/333-7400
Valdosta, GA 31698 Office: West Hall Room 107
USA E-mail: llevy@valdosta.edu

-----Original Message-----
From: Karen Shepard [<mailto:kshepard@valdosta.edu>]
Sent: Friday, October 26, 2007 8:46 AM
To: Louis Levy; Russell Mast
Cc: kkeppler@valdosta.edu
Subject: RE: registration for class suggestion

Hi,
We have tried beginning at 5:00pm in the afternoon, 12:00 midnight, and 8:00am in the morning. It does not seem to matter which time we pick we have receive complains either there is no one in the departments to support or help the students or they are missing classes. The major complain with the 5:00 and midnight is no support, and by the time they can get to someone, all of the classes are closed. Several of the College's do not like the 8:00am start, which is why we are at the 9:00am start. We have been unable to come up with a start time that does not interfere with a class time, and that has all departments on campus open.
Karen

At 07:01 PM 10/25/2007 -0400, Louis Levy wrote:
>Perhaps we could begin the afternoon before?
>I thought we did that at some point. Karen will know.

>Louis

>

>Louis Levy, PhD

>Vice President for Academic Affairs

>Valdosta State University

>Valdosta, GA 31602

>llevy@valdosta.edu

>229-333-5950 (o)

>229-244-6116 (h)

>229-251-8275 (c1)

>706-338-4573 (c2)

>

>-----Original Message-----

>From: "Russell Mast" <rmast@valdosta.edu>

>To: llevy@valdosta.edu

>Cc: "Kurt Keppler" <kkeppler@valdosta.edu>

>Sent: 10/25/07 2:33 PM

>Subject: registration for class suggestion

>

Dr. Levy,

Good afternoon. I would like to share something with you that was Discussed today in my Emerging Leader class. When I arrived they were a little Louder than usual. It appears a large majority of them skipped their 9:00am English class so they could go on-line to register. Since there was a large number absent from class, the instructor gave out some additional homework and for those who missed class they will have 5% of their grade reduced since they missed class. I am not trying speak up for them because I would have done the same thing as the instructor if a large percentage of my class was out. However, when I returned from class I found out that some of my office workers have skipped classes during the week because of registration opening at 9:00am. Missing class is a pet peeve of mine. But it appears that we may be encouraging it by having registration begin during designated class period. These are just my thoughts for what they are worth. Hope things are going well for you.

Russ

>Russell F. Mast

>Dean of Students

>University Union

>Valdosta State University

>1500 North Patterson Street

>Valdosta, GA 31698

>Phone (229)-333-5941

>Fax (229) 245-6481

>rmast@valdosta.edu

ATTACHMENT H:

Date: Mon, 29 Oct 2007 13:58:23 -0400

From: "Sharon Gravett" <sgravett@valdosta.edu>

Subject: three issues

To: "Christine James" <chjames@valdosta.edu>

Christine,

Several related issues surrounding some current VSU policies have recently arisen, and it may be a good time for the appropriate Faculty Senate subcommittee to look at these policies again and make recommendations in order to ensure that policies are being consistently followed across campus. These issues are as follows:

(1) Under our current Academic Suspension and Academic Dismissal policy (section III on page 89 of the current undergraduate catalogue), part "e" states the following: "Should another institution permit a student on suspension from VSU to enroll, work taken at that institution during any period of suspension shall not be counted as degree credit at VSU unless prior approval was obtained from the student's Dean at VSU."

Despite this statement in the catalogue, the general procedure at VSU has been to accept transfer work from other institutions for several reasons: (1) no clear approval process from the deans has ever been established; (2) students on suspension may end up staying more than one or two semesters at another institution before deciding to return to VSU, and it is difficult to separate that credit (student took ENGL 1101 on the suspension semester and then subsequently took ENGL 1102; does VSU accept ENGL 1102 but not ENGL 1101?); (3) transient permission forms are often signed and approved before students (or deans) have learned that the students are on suspension.

(2) Under Admission of Transfer Students (page 19 of the current undergraduate catalogue), the final paragraph reads as follows: "Applicants for advanced standing may not apply more than 90 semester hours of academic credits from other colleges toward a degree from VSU. Of those, only 60 semester hours may be junior college courses." VSU has been holding strictly to that 60 hour rule from junior colleges; however, it has become increasingly difficult to identify what courses are "junior college courses" since many two-year schools are now offering four-year programs (in fact, all of the state colleges are now supposed to be considered four year).

(3) General practice has been that VSU students who wish to apply to take transient courses at another institution should not be in residence at VSU during the term they are taking these courses (i.e. they should be home for the summer, away on internship, etc.) However, some programs have been granting permission for students to take classes they have not been able to get at VSU at other local institutions.

If I can provide any further clarification, please let me know.

Thanks,

Sheri

Dr. Sharon L. Gravett
Assistant Vice President for Academic Affairs
Valdosta State University
Valdosta, GA 31698
(229)333-5950

ATTACHMENT I:

To: Faculty Senate Representatives

From: Maggie Viverette, EOP/Multicultural Affairs

Dr. Christy Coons Yates, Strategic Planning & Organizational Development

Date: October 23rd, 2007

RE: Open Invitation for Participation in the Diversity Audit Survey to be Held November 8th-30th

This memorandum is to inform you about an exciting opportunity about to begin here at Valdosta State. From November 8th through November 30th, everyone in our campus community will have the opportunity to provide feedback regarding their perceptions of diversity at Valdosta State. This valuable survey is being administered by National Multicultural Institute based in Washington DC as part of a three month long diversity audit being conducted on our campus. This project is the result of an initiative from the Multicultural Affairs Office and the Diversity Council to implement one of your five university-wide strategic planning goals. To date, qualitative focus groups and individual telephone interviews were conducted with faculty, staff and students. However, the customized survey instrument available in November, allows EVERYONE on our campus to provide input about diversity issues. This will be the first time Valdosta State has systematically assessed diversity on our campus and the data collected will form the basis for new diversity programming and future strategic planning goals.

To gather the best possible data, it is imperative that we maximize participation. We would like to encourage the Faculty Senate to promote this opportunity to your colleagues and impress upon them the importance of participating. You might choose to make announcements in departmental meetings, post reminders near mailboxes, or send an email summary of this memo.

We would also like to ask for your assistance in encouraging students to complete the survey.

We realize faculty often have the most frequent and influential contact with students, especially commuter students who primarily are only on campus for the courses you offer. It would be a great service to this project if you would take a few moments to announce it in your courses and encourage students to participate. For those of you teaching in computer labs, you might choose to allow your students to complete the survey during your class or open lab times, particularly if your course content supports research methodology or diversity issues.

Directions for survey completion will be available soon through the office of Multicultural Affairs, the point-of-contact on campus for this project. The online option will be our preferred method of data collection, but paper copies will also be available upon request through the office of Multicultural Affairs. If students, faculty, or staff need assistance completing the survey the Office of Multicultural Affairs can provide such, or make referrals to the appropriate adaptive technology aids in the Access Office. We do not want inexperience with technology, physical barriers, or reading apprehension to prevent anyone from participating in this important project. Please do not hesitate to contact our offices if additional assistance is needed in completing the survey.

Thank you for your time and consideration in this valuable process. We hope you will be advocates for wide-spread participation amongst your colleagues, both faculty and staff, and especially amongst our student population. Your active involvement in this process will make it a success!

FAQ's:

Who should participate? All employees (faculty and staff) and all students.

Is the online survey secure? Yes, the online survey is administered by the National Multicultural Institute on their website and the data is maintained on their servers. NO raw data and no identifying information will ever be returned to VSU, so your responses will remain anonymous.

Will people be able to identify me by my answers (I'm the only young Catholic male in my office)? No, no identifying information will ever be shared by the research consultants with anyone at VSU. Your answers will be grouped into categories with other participants from across campus and your identity will remain anonymous.

What if I have difficulty reading the survey or completing the responses? Please contact the office of Multicultural Affairs for assistance. They will make sure you are able to participate fully and comfortably.

When will we get results from the survey? The Diversity Council will receive results and recommendations in the Spring semester and will share this information with campus in several different ways (presentations at meetings, paper summary reports, etc).

How will this data be used? The analysis provided by the National Multicultural Institute will provide baseline data for diversity issues on our campus. The Diversity Council will use this to create new programs and educational opportunities for campus. The Planning Office will use the data in fulfillment of our university-wide strategic planning goal on Diversity.

ATTACHMENT J:

Date: Tue, 30 Oct 2007 15:05:36 -0400 (EDT)

From: Heather M Brasell <hbrasell@valdosta.edu>

Subject: Nominations for Who's Who Among University Students

To: All Senators

The Student Activities Committee of the Faculty Senate would like to enlist your support in getting a better representation of students nominated for Who's Who Among Students in American Universities and Colleges. We want to showcase our very best students. VSU has 94 slots for juniors, seniors, or graduate students.

Criteria for selection include

1. Scholarship and academic achievement
2. Participation and leadership in academic and extracurricular activities
3. Citizenship and service to VSU.

To ensure that students with high GPAs have appropriate experiences, we can encourage them during advising to engage in service and extracurricular activities. We can also find out what is being done in our departments and colleges to systematically check the credentials of our students to ensure that the best students are being nominated.

Deadline for nominations is Friday November 30, 2007.

For more information as well as nomination forms, contact the Dean of Students Office at 333-5941 (Jill Berkery).

Thank you for your advocacy and support of our students.

Heather Brasell
Student Activities Committee Chair

Heather Brasell
Dept Middle Grades & Secondary Education
Valdosta State University
1500 N Patterson St.
Valdosta GA 31698

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