



FACULTY SENATE

Est. 1991

Michele Blankenship
President

Chunlei Liu
**Vice President/
President Elect**

Taralynn Hartsell
Secretary

Melissa Pihos
Parliamentarian

Kelly Davidson
Past President

Agenda January 20, 2022, 3:30 pm Microsoft Teams

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 Senate's Executive Committee (fsec@valdosta.edu), any actions sent to the president (sblankenship@valdosta.edu) for possible inclusion in the Senate agenda should be accompanied by a written document with the rationale and purpose of the decision. The Executive Committee requests that these documents be submitted via email as a Word.doc attachment(s).

For the benefit of record keeping, we ask that senators and visitors 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. If you have a senator's proxy, please place their name tag beside your name tag on the table in front of you.

Attendance link here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=QNOIJbyKU0C0vdwSEygDU4DGNC7nE4IB1ELqpw2zy6BUQUVDSUdBR1JLN0xCOEUxRVMYRTVBTThWRS4u>

1. Call to Order – Michele Blankenship
 - a. Guidance for online meetings (Attachment A)
2. Reading of proxies obtained prior to the meeting; Request additional proxies for those not given from Senators in attendance – Taralynn Hartsell

Note: Please send an email to Taralynn Hartsell (tshartsell@valdosta.edu) regarding proxies a minimum of one (1) week prior to the scheduled Faculty Senate meeting or as soon as possible if an unexpected absence needs to occur.

3. Approval of the minutes of the November 18, 2021 meeting of the Faculty Senate.

<http://www.valdosta.edu/administration/faculty-senate/minutes.php> (See link here for minutes for all faculty senate meetings). – Melissa Pihos

4. Updates from President's Office: Dr. Carvajal and/or Dr. Smith
5. Comprehensive Academic Administrator Evaluation (See Attachment B): Dr. Smith
6. Report from Statutes Taskforce: Dr. Smith
7. Modification to PLA (Now CPL – Credit for Prior Learning (See Attachment C)): Becky da Cruz
8. Report from Post-Tenure Review Taskforce: Sheri Gravett/Chunlei Liu
9. Old & Unfinished Business
 - a. Statutory Committee Reports
 - i. Academic Committee (fs-stat-ac@valdosta.edu) – Sheri Gravett; Find agendas and minutes here:
<https://www.valdosta.edu/academics/registrar/academic-committee.php>
 - ii. Committee on Committees (fs-stat-coco@valdosta.edu) – Nicole Alemanne
 - iii. Faculty Affairs (fs-stat-fa@valdosta.edu) – Mitch Lockhart
 - iv. Faculty Grievance Committee (fs-stat-fgc@valdosta.edu) – Mary Block
 - v. Institutional Planning Committee (fs-stat-ipc@valdosta.edu) – Shaffat Mubin
 - b. Meeting minutes from the various committees should be sent to fsec@valdosta.edu **AND** to archives@valdosta.edu with “Archives Faculty Senate Papers” in the subject line. Please label minutes documents as shown in the following examples:
 - i. Technology_Minutes_04-29-2021
 - ii. Academic_Honors_and_Scholarship_Minutes_08-28-2021Thank you for your assistance in getting and keeping our records up to date. ☺
10. New Business
 - a. Standing Committee Reports:
 - i. Academic Honors & Scholarships (fs-stand-ahs@valdosta.edu) – Ericka Parra
 - ii. Academic Scheduling & Procedures (fs-stand-asp@valdosta.edu) – Robert Taylor
 - iii. Athletic Committee (fs-stand-ac@valdosta.edu) – Meagan Wood
 - iv. Diversity and Equity Committee (fs-stand-dec@valdosta.edu) – See Attachment D- Duke Guthrie
 - v. Educational Policies (fs-stand-ep@valdosta.edu) – Nandan Jha
 - vi. Environmental Issues (fs-stand-ei@valdosta.edu) – Gopeekrishnan Sreenilayam
 - vii. Faculty Scholarship (fs-stand-fs@valdosta.edu) – Kelly Lowery
 - viii. Internationalization and Globalization (fs-stand-igc@valdosta.edu) – Brian Gerber
 - ix. Library Affairs (fs-stand-la@valdosta.edu) – A. J. Ramirez
 - x. Student Affairs (fs-stand-sa@valdosta.edu) – Lenese Colson
 - xi. Technology Committee (fs-stand-tc@valdosta.edu) – Lynn Crump

11. General Discussion

12. Adjournment

Attachment A

Guidance for Online Meetings

During this exceptional time, all Faculty Senate meetings will be held online using Microsoft Teams. The information to connect will be sent over email. This is an open meeting.

To access the meeting easily, use the TEAMS link found in the email containing the agenda or through your calendar link (Outlook).

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please note the following:

1. All senators must sign the roster in order to be counted present. We will be using an online roster which can be found by using [using this link](#) (also copied below) on the day of the meeting. If you have a senator's proxy, please include this information using the online form, in addition to emailing Taralynn Hartsell ([tshartsell @valdosta.edu](mailto:tshartsell@valdosta.edu)) at least one week in advance as per Senate By-Laws.

Attendance link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=QNOIJbyKU0C0vdwSEygDU4DGNC7nE4IBIElqpw2zy6BUQUVDSUdBR1JLN0xCOEUxRVMYRTVBTTThWRS4u>

2. Given the new online format, the following points are very important for record-keeping and parliamentary rules:

- a. If you would like to join the online discussion, use the "raise hand" feature. The Executive Committee will work to ensure that everyone is able to participate in a timely and organized manner. **Please do not use the chat function to pose questions unless otherwise directed due to technical difficulties by the meeting coordinator or IT.** Doing so can create confusion and timing for responses.
- b. If you are not actively speaking, please mute your microphone in order to avoid feedback and/or background noise interruptions.
- c. When a vote is called use the "raise hand" feature to vote. If you have a proxy, you will need to type the name and vote using the chat feature. Please keep in mind that the online function takes time. We will call for votes in one category and count "raised hands," then ask for proxies through the chat feature. After the votes have been officially counted, you will need to "lower your hand" so that we can call for votes in subsequent categories. Please only use the chat feature for proxy voting. We thank you for your patience as we accurately count all votes.

It is encouraged that all senators and possible attendees contact VSU IT to address any connection concerns before the meeting

Attachment B

VALDOSTA STATE UNIVERSITY COMPREHENSIVE ACADEMIC ADMINISTRATOR EVALUATION POLICY AND PROCESS

BOR POLICY

The Board of Regents' Policy Manual outlines the annual evaluation process for academic administrative officers and also stipulates the following: "All academic administrative officers shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the academic administrative officer's development plan" (BOR Policy Manual 8.3.5.3

https://www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel).

BOR 8.3.5.4. Post Tenure Review:

"Each institution shall also develop and implement procedures to conduct post-tenure reviews with tenured faculty members who hold administrative positions. These procedures shall address the distinctive nature of administrators' work and leadership roles, include constituent feedback, and reflect that tenure is held in faculty positions not in administrative positions."

VSU POLICY

All VSU faculty-ranked academic administrators will be scheduled for a comprehensive administrative review on a regular schedule (3 years after initial non-interim appointment in their role and then every 5 years subsequently). These reviews will be organized and overseen by their immediate supervisor who will then share a general overview with that administrator's unit and incorporate results in the administrator's next annual evaluation.

RATIONALE FOR POLICY

This regular comprehensive process is designed as a formative process, not only to provide information needed for continuous improvement for the administrator and the unit but also to increase transparency about administrative roles and duties.

WHO WILL BE REVIEWED

Academic administrators subject to this review include any faculty-ranked administrator in the following roles: Provost, Assistant/Associate Provosts, Deans, Assistant/Associate Deans, Department Heads, Assistant/Associate Department Heads, Directors, and Coordinators (understanding that these facultyranked administrators will not undergo post-tenure review as faculty members).

WHAT IS THE SCOPE OF THIS REVIEW?

This review will focus on the administrative role occupied by the faculty member, not to any faculty responsibilities. While administrators may be tenured in their faculty role, tenure does not exist for administrative positions, and academic administrators serve at the pleasure of their immediate supervisor. Thus the review will include an examination of all the responsibilities of the administrative position (including teaching).

HOW WILL THIS REVIEW BE CONDUCTED?

These reviews should be conducted to be as helpful as possible to the evaluated administrator and the unit. Supervisors who are convening reviews should balance the needs and workload of the unit and its personnel while also ensuring a fair and useful process with confidentiality for all involved.

WHO WILL CONDUCT THIS REVIEW?

According to the specified schedule, the immediate supervisor, in consultation with the administrator to be reviewed and the unit, will appoint and convene a three to five-person committee to conduct the review. Depending on the person to be reviewed, these committee members may represent those supervised by the administrator (including faculty and staff), peers, or relevant outside constituents (alumni, community partners, etc.). The supervisor will also appoint a chair of this committee, ideally someone of equivalent rank to the administrator being reviewed.

At a first meeting, the supervisor should go over the process for the review and the projected timeline as well as remind committee members that their work is to be confidential.

WHAT IS THE ADMINISTRATOR UNDER REVIEW REQUIRED TO SUBMIT?

This information should be publicly available to those in the administrator's unit.

- Position description, which could be from one of the following sources:
 - Job description, either the generic VSU Job Description available at <https://www.valdosta.edu/administration/finance-admin/human-resources/job-profiles.pdf> or the specialized job description for this role.
 - VSU Faculty Statutes <https://www.valdosta.edu/administration/policies/documents/statutes.pdf>
- College/Department/Division Mission Statement
- A work performance self-assessment (summary of accomplishments and goals over the years included in the review). This assessment should not exceed 5 pages.
- CV

WHAT ADDITIONAL INFORMATION COULD THE COMMITTEE COLLECT AND REVIEW?

This list outlines several different types of information and ways of gathering that information. Committees do not necessarily have to use all of these mentioned below. *However, BOR Policy stipulates that administrators should, at a minimum, be evaluated by those whom they directly supervise.* This information should be reviewed confidentially by the committee.

- Annual goals as submitted by the supervisor
- Written surveys of faculty, staff, students, alumni, community partners, and/or others
- Interviews and/or focus groups
- Signed letters of support
- Results of a meeting with the administrator under review

WHAT IS THE TIMELINE FOR REVIEW?

Committees should complete their work during the fall semester. Supervisors may complete the remainder of their work early in the spring semester.

WHAT WORK DOES THE COMMITTEE PRODUCE?

The committee will provide a memo to the administrator's supervisor and to the administrator answering two specific questions:

- What accomplishments over the past five years of this administrator's leadership are the most significant?
- What recommendations could be made to improve this person's administrative leadership?

This memo should not exceed 5 pages.

WHERE WILL THIS WORK RESIDE?

The committee's memo and any supporting documentation should reside in a confidential electronic repository such as OneDrive.

WHAT IS THE SUPERVISOR'S ROLE?

After receiving the committee's memo, the supervisor will review and discuss the memo with the administrator. Results should be included as part of the annual evaluation for that year. The supervisor should also provide the administrator with goals and an action plan, or a remediation plan if needed, with clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy.

The supervisor and the administrator should then share an overview of the evaluation process and some general results, without violating confidentiality, with the administrator's unit, either in writing or through a meeting.

HOW WILL THESE REVIEWS BE IMPLEMENTED?

Supervisors will develop an implementation schedule for faculty-ranked administrators in their unit, ensuring that a regular rotation will be in place within the next 3-5 years.

APPENDICES: Sample evaluation instruments

- APPENDIX A: Kennesaw State
- APPENDIX B: The University of Texas at Dallas

APPENDIX A

Kennesaw State University Faculty and Staff Evaluation of Administrators (FSEA) Evaluation Instruments

Rate [ADMINISTRATOR] on the following items. Feel free to leave comments (which are completely anonymous) but note that all comments will be available in verbatim format and provided to that administrator. Not all items may apply to your relationship with this administrator. If you do not have this type of experience with the administrator, then select "Insufficient Observation." Use the following scale for each question:

Strongly Agree
Agree
Disagree
Strongly Disagree

Insufficient Observation

CHAIR EVALUATION

Leadership

- Has developed an appropriate and coherent strategic vision for the department
- Has developed a consistent and sustainable vision for the department
- Makes efficient and well-informed decisions for the department
- Provides effective mentoring of faculty members
- Effectively advocates for department needs within the college, university, and externally

Additional comments

Communication

- Organizes and runs effective meetings
- Is sufficiently transparent about department business, budgets, and decisionmaking
- Follows appropriate shared governance norms and guidelines
 - Demonstrates a commitment to the principles and practices of KSU's pursuit of "human and cultural diversity"

Additional comments

Management

- Effectively follows through on discussions and decisions
- Appropriately manages and allocates the departmental budget and financial resources
- Treats faculty, staff, and associates with fairness and professionalism
- Facilitates effective and equitable course scheduling
 - Hires and effectively manages other administrative faculty, such as assistant chairs, directors, coordinators, etc.

Additional comments

Ethics

- Treats sensitive personnel and other matters with appropriate confidentiality
- Develops and maintains appropriate and effective interpersonal relationships with faculty, staff, and colleagues
- Behaves appropriately in professional settings

Additional comments

What is the chair doing that is effective, should continue, and possibly expand? What practices and behaviors could the chair improve, and how?

DEAN EVALUATION

Leadership

- Has developed an appropriate and coherent strategic vision for the college
- Has developed a consistent and sustainable vision for the college
- Provides effective mentoring for chairs and other college leaders
- Effectively advocates for college needs at the university and externally

Additional comments

Communication

- Is sufficiently transparent about college business, budgets, and decisionmaking
- Follows appropriate shared governance norms and guidelines
 - Demonstrates a commitment to the principles and practices of KSU's pursuit of "human and cultural diversity"

Additional comments

Management

- Appropriately manages and allocates the college budget and financial resources
- Treats faculty, staff, and associates with fairness and professionalism
- Hires and effectively manages other administrative faculty, such as assistant deans, chairs, directors, coordinators, etc.

Additional comments

Ethics

- Treats sensitive personnel and other matters with appropriate confidentiality
- Develops and maintains appropriate and effective interpersonal relationships with faculty, staff, and colleagues
- Behaves appropriately in professional settings

Additional comments

What is the dean doing that is effective, should continue, and possibly expand? What practices and behaviors could the dean improve, and how?

PROVOST EVALUATION

Leadership

Has developed an appropriate and coherent strategic vision for Academic Affairs
Has developed a consistent and sustainable vision for Academic Affairs Effectively
advocates for faculty at the university and externally

Communication

Is sufficiently transparent about the business and decisions of Academic Affairs
Follows appropriate shared governance norms and guidelines
Demonstrates a commitment to the principles and practices of KSU's pursuit of "human and cultural diversity"

Management

Appropriately allocates and manages the budget and financial resources of Academic Affairs
Hires and effectively manages other administrators, such as deans and the administrative staff in Academic Affairs

Ethics

Treats sensitive personnel and other matters with appropriate confidentiality Behaves
appropriately in professional settings

What is the provost doing that is effective, should continue, and possibly expand? What practices and behaviors could the provost improve, and how?

APPENDIX B

THE UNIVERSITY OF TEXAS AT DALLAS FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS SURVEY FORM A

FOR REVIEW OF

A

DEAN, DIRECTOR, DEPARTMENT OR PROGRAM HEAD,
AND ASSOCIATE DEAN

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of 's performance. Faculty outside of the academic unit are invited to submit a form on domains where they have knowledge. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional)

Date

Dean's Review: Faculty within the unit form.

POLICY MEMORANDUM 96-III.30-68

Page 6

THE UNIVERSITY OF TEXAS AT DALLAS FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS SURVEY FORM B

FOR REVIEW OF

A

DEAN, DIRECTOR, DEPARTMENT OR PROGRAM HEAD,
AND ASSOCIATE DEAN

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of 's performance. Faculty outside of the academic unit are invited to submit a form on domains where they have knowledge. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law.

Submitted by:

Signature (optional) Date

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?
2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she provide effective leadership and encouragement for the conducting of faculty's research and creative activities?
3. Comment on the academic administrator's efforts in developing and/or distributing resources in support of faculty activities. Is he/she effective in developing resources and/or is he/she equitable in the distribution of resources?
4. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the academic unit?
5. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?
6. Comment on the academic administrator's efforts in the development and support of diversity among the faculty. Is he/she effective in increasing diversity among the faculty and supporting diverse elements of the faculty?
7. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?
8. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?
9. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?
10. Comment on your knowledge of the academic administrator's role as an advocate for the academic unit both within and outside the institution.
11. Comment on the academic administrator's role as a representative of the University's interest as a whole. Is he/she effective in working for institutional objectives and balancing the interests of the academic unit with broader University goals?

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY EVALUATION OF ACADEMIC ADMINISTRATORS
SURVEY FORM C
FOR REVIEW OF
THE

EXECUTIVE VICE PRESIDENT AND PROVOST,
VICE PRESIDENT FOR RESEARCH, DEAN OF LIBRARIES,
DEAN OF GRADUATE STUDIES, DEAN OF UNDERGRADUATE EDUCATION,
AND DIRECTOR OF RESEARCH ADMINISTRATION

University Policy Memorandum 96-III.30-68 calls for formal periodic reviews of academic administrators. Input from faculty is a critical component of these reviews. The areas noted in this form are domains where input from faculty is particularly important. Please comment on the academic administrator's activities in these areas. If you are unaware of his/her activity in a particular area, please so indicate. At the end, please provide any additional information that you believe to be important in an assessment of 's performance. Please be as specific as possible in your comments. This response form may be returned either signed or unsigned. In either case, the information provided here will be held in confidence by supervisors to the extent allowed by law. Submitted by:

Signature (optional) Date

POLICY MEMORANDUM 96-III.30-68 Questions for Form C

Please answer in the space provided under each question. If you need more room, please continue in the appropriate box on the facing page.

1. Comment on the academic administrator's efforts in support of faculty curricular objectives. Does he/she provide leadership and encouragement for developing and implementing effective student learning outcomes?
2. Comment on the academic administrator's efforts in support of faculty scholarly/creative objectives. Does he/she help to provide opportunities that support the faculty's research and creative activities?
3. Comment on the academic administrator's efforts in creating new initiatives. Does he/she provide effective leadership/facilitation for new opportunities and growth within the University?
4. Comment on the academic administrator's efforts in soliciting faculty input for decisions and in communicating the bases for decisions which are made. Is he/she effective in communicating information necessary for the effective running of the academic unit, including University policies, legislative developments, state and federal mandates and other issues affecting the faculty?
5. Comment on the academic administrator's efforts in the development and support of diversity.
6. Comment on the academic administrator's efforts in delegating authority. Does he/she effectively distribute effort and responsibility in the academic unit?
7. Comment on the academic administrator's role in personnel matters. Is he/she accessible and does he/she display appropriate regard for confidentiality and procedural due process?
8. Comment on the academic administrator's general role as a leader of the academic unit. Does he/she provide decisive and clear guidance and direction of the unit's activities. Does he/she accept responsibility for decisions; are decisions reached in a timely fashion?

9. Comment on your knowledge of the academic administrator's role as an advocate for the academic unit both within and outside the institution.
10. Comment on the academic administrator's role as a representative of the University's interest as a whole. Is he/she effective in working for institutional objectives and balancing the interests of the academic unit with broader University goals?

DRAFT

Attachment C

Credit for Prior Learning (CPL) Program

EARN CREDIT FOR WHAT YOU KNOW

Prior learning is college-level knowledge and skills one gained through life or work outside of structured higher educational courses. Examples of prior learning include workplace training, military training and service, professional certifications, examinations (such as [CLEP](#), [AP](#), [IB](#), [DSST](#)) or through other educational experiences (e.g. civic activities, travel, or Independent study). The process for validating and credentialing college-level knowledge and skills acquired outside of the classroom is outlined below and follows the best practices identified by the [American Council on Education](#) (ACE) and the [Council of Adult and Experiential Learning](#) (CAEL). VSU's policy on CPL follows the University System of Georgia's guidance. See the References below for specific USG policy statements.

The CPL process:

- Step 1:** **Identify** areas of relevant learning from past experiences,
- Step 2:** **Demonstrate** learning through appropriate testing or documentation,
- Step 3:** **Submit** test scores or materials for assessment to possibly gain academic credit relative to specific VSU course objectives.

Getting Started

Contact the CPL Coordinator for assistance identifying the right CPL for you

Mr. Leo Melody
229-245-3737
lcmelody@valdosta.edu

Methods of Credit Achievement

- Credit for Coursework taken during high school (e.g. [AP](#) & [IB](#))
- Testing for Credit ([CLEP](#), [DSST](#))
- Department Challenge Exams
- Joint Service Transcript (JST) evaluation (military/veterans)
- Portfolio Development and Assessment

I. Credit Granted for AP or IB Coursework

A. Credit awarded:

1. VSU accepts AP and IB coursework as indicated here: [VSU's AP Equivalencies](#) and [IB Equivalencies](#).
2. Credit is indicated by a "K" on the student's transcript. The course and credit hours are posted to the student's transcript; however, the grade received will not be calculated in the student's semester or cumulative grade point average.

B. Cost: There is **no cost** to the student for transfer of these credits.

- C. Contact: Crediting of [AP](#) and [IB](#) courses is completed by the [Office of Undergraduate Admissions](#) upon initial application to VSU.

II. Testing for Credit

A. Credit awarded:

1. CLEP - Refer to [CLEP Test Minimum Score, VSU Course, and Credit Given](#) for information on VSU credit. When testing is completed after admission to VSU, the tester must designate the scores to be submitted to VSU to automatically have the credits applied.
2. DSST – See the [DSST](#) website for more information.

NOTE: DSST exam scores must meet the CLEP grade requirements.

B. Cost: Exams are paid for by the tester at the time of the test.

Military exams are paid by DANTESS when the servicemember registers for the exam.

C. Contact: [Office of Testing](#). You can schedule to take either exam [HERE](#). CLEP and DSST exams taken before admission to VSU will be credited by the [Office of Undergraduate Admissions](#).

III. Department Challenge Exams

A. Credit Awarded: Challenge exams are subject matter specific and must be approved through the appropriate academic department.

B. Cost: The cost of department challenge exams is **\$80.00 per exam** payable to the Office of Testing.

C. Contact: Challenge exams are administered by the [Office of Testing](#).

IV. Joint Service Transcript (JST) Evaluation

A. Credit Awarded: Evaluation of the JST takes place during the Admissions process.

1. Initial evaluation typically results in award of 7 credits – PE (4) and Leadership (3) (in Perspectives).
2. A second JST evaluation may be requested by the student for credits applicable to the degree program.

B. Cost: There is **no cost** to the student for this process of credit award

C. Contact: The [Office of Undergraduate Admissions](#) for the initial evaluation and the [Adult & Military Programs](#) for the second JST evaluation.

V. Portfolio Development

A. Credit Awarded:

1. First, students enroll in the documentation course (CPL 2000) to prepare and submit a collection of documents that evidence specific relevant skills, knowledge, achievements, competencies, training, and certifications that align with course objectives.
2. Students then must provide a critical self-assessment of the college-level learning that was acquired during the non-traditional experience (from workplace training, military training and service, professional certifications, civic activities, travel, or independent study).
3. Once completed, the student will submit the documentation and self-assessment in a portfolio to be evaluated by the academic department. The evaluator will determine whether adequate

evidence of college-level knowledge is presented that ties the relevant skills, knowledge, achievements, competencies, training, and certifications to specific course objectives.

4. Credit will be awarded if the portfolio demonstrates the foregoing.
5. Portfolio completion document routing in DocuSign: (Signatures required)
 - a. Evaluating faculty members
 - b. Department Head
 - c. Dean
 - d. Provost
 - e. CPL Coordinator
 - f. Registrar's Office – Ms. Karen Shepard

B. Cost: Dependent upon the number of credit hours assigned for each course payable to the VSU Bursary.

1-6 credits sought = 1 credit course (CPL 2000)

7+ credits sought = 2 credit course (CPL 2000)

C. Contact: **CPL Coordinator**

VI. Programs with CPL Initiatives

A. Credit Awarded:

1. BS in Workforce Education & Development program: Students may be awarded up to 36-credit hours for experience gained knowledge.
2. BS in Organizational Leadership: Students may be awarded up to 30-credit hours for experience gained knowledge.

B. Cost: There is **no cost** to the student.

C. Contact: Department Head of Curriculum, Technology & Workforce Department

References:

USG Academic Affairs Handbook.

Para. 2.16 [Academic Credit for Extra-Institutional and Prior Learning](#)

Board of Regents Policy Manual

Para. 3.3.6 [Academic Credit Earned Through Extra-Institutional and Prior Learning](#)

Attachment D
Faculty Senate Diversity & Equity Committee

Proposed Definitions of Diversity, Equity, and Inclusion Terms for Valdosta State University

Belonging is an outcome of a community that has been created when all members are empowered to be authentic to themselves and when individual experiences, views, beliefs, gifts, and talents are accepted, included, and valued.

Bias refers to any conscious or unconscious preferences. Implicit (unconscious) bias often escapes conscious notice; it arises from stereotypes regarding individuals, groups, or ideas that interfere with impartial judgment.

Diversity refers to a wide range of human differences, including (but not limited to) age, education, ethnicity, gender expression, marital status, military status, national origin, neurodiversity, parental status, physical abilities, political beliefs, race, religious or ethical values, sexual orientation, and socioeconomic status.

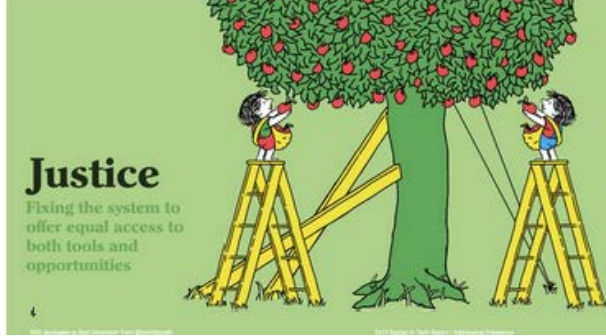
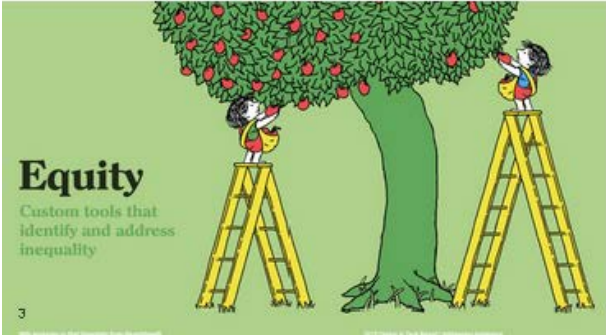
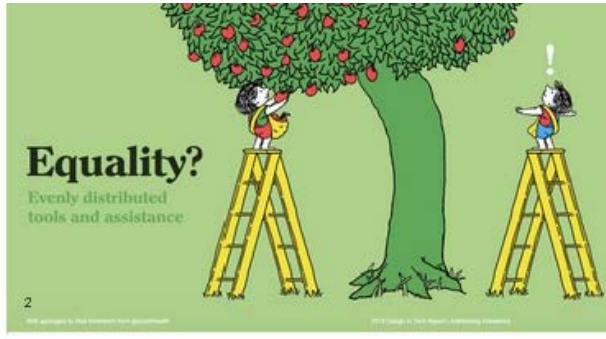
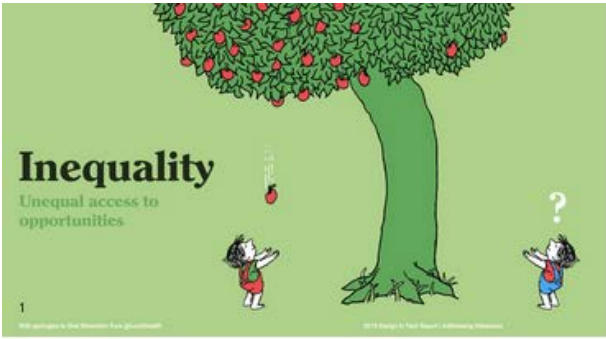
Equality refers to the state of being equal. In the context of Diversity, Equity, and Inclusion, equality involves providing equal access, opportunities, and treatment to all. Equality involves identical allocation of resources. **Equity** acknowledges that everyone has personalized needs and experiences and then allocates resources and opportunities to reach an equitable outcome. Achieving equity includes creating conditions that allow all to reach their full potential.

Inclusion refers to organizational efforts and practices that create a welcoming atmosphere to groups and individuals with different backgrounds. Inclusion involves providing equitable access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups (Oxford, n. d.). Part of cultivating a truly inclusive space entails the absence of perspectives that are harmful, hateful, or discriminatory.

Microaggressions refer to everyday verbal or behavioral insults from members of a dominant group, whether intentional or unintentional (Sue et al. 2007). Microaggressions communicate derogatory and negative attitudes towards the non-dominant, stigmatized, or marginalized group.

Justice is the concept of fairness in society. Social justice refers to equal rights, equitable opportunities, and equal treatment for everyone. Four principles of social justice are equity, access, participation, and human rights.

- **Equity:** Acknowledge that everyone has different needs and experiences and then allocate resources and opportunities to reach an equitable outcome.
- **Access:** Provide equitable opportunities to shelter, food, education, employment, etc. regardless of diverse identities (see definition of diversity above)
- **Participation:** Involve people in the decisions that govern their lives. This includes not only engaging them in decision-making processes on the kind of public services needed in their areas but also ensuring their full participation in political and cultural life.
- **Rights:** Protect and provide the legal rights, moral rights and other lawful rights that include basic human rights, liberties, access to information and decisions affecting them.



Tony Ruth for Design in Tech Report

