

FACULTY SENATE Est. 1991

Michael Noll
President

James Archibald
President Elect/Vice President

linda pyscher jurczak
Secretary

Peggy Moch
Parliamentarian

Faculty Senate Agenda November 20, 2014; 3:30 pm Student Union Meeting Room 1

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.

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

1. Call to Order by Michael Noll.
2. **Approval of the minutes of the October 16, 2014 meeting of the Faculty Senate.**
<http://ww2.valdosta.edu/facsen/meeting/minutes/index.shtml> (See link for minutes from October 16, 2014).
3. Old & Unfinished Business
 - a. Statutory Committee Reports
 - Academic Committee - Sheri Gravett (**Attachment A**)
(<http://www.valdosta.edu/academics/registrar/academic-committee.php>)
 - Committee on Committees - Diane Holliman
 - Faculty Affairs - Bill Buchanan
 - Faculty Grievance Committee- John Dunn
 - Institutional Planning Committee- Diane Wright
 - b. Standing Committee Reports
 - Academic Scheduling & Procedures-Tommy Crane
 - Academic Honors & Scholarships- Maren Clegg-Hyer

Athletics- Stacey Walters (Attachment B)

Educational Policies- Jacob M. Jewusiak

Environmental Issues- Theresa J. Grove

Faculty Scholarship & Research- Grazyna H. Walczak

Internationalization and Globalization Committee - David Kuhlmeier

Library Affairs- Rudo Tsemunhu

Minority & Diversity Issues- linda pysher jurczak

Student Activities & Services- James Archibald

Technology- Victoria Russel

c. Special and Ad Hoc Committees reports

4. New Business

a. **Resolution on Sustaining Academic Integrity and Quality at VSU. (Attachment C)**

b. Questions about departmental and foundation accounts for Dr. Rogers.

c. Dr. Kimberly Luse (Chief of Staff) will share progress made at VSU in regard to safety and security, referring to report by Faculty Senate's Special Committee on Safety and Security from last February.

d. Request by Michael Sanger to set up an email forum for faulty salary model discussion

e. Request by Theresa Grove to clarify contradicting statements made in regard to Mark George; need to establish accurate, factual sequence of events (Attachment D).

f. Diversity Plan (Maggie Viverette / see Attachment E).

g. update on VSU's Statutes odyssey (2007, 2009, 2012): currently checking merged and updated version for accuracy. Merged version will be explained and approved at the January 22 meeting

h. Sigma Nu

i. Faculty Social hosted by Senate on December 5 (Friday), 5-7 pm, at the Idea Center (BYOB)

5. Discussion

6. Adjournment

Attachment A

Hi, Michael,

I am writing on behalf of Dr. Rogers and forwarding an item for the Faculty Senate's discussion and feedback concerning a proposed change to VSU's Academic Renewal Policy.

On August 20th, the BOR revised its policy on Academic Renewal, which gives institutions an option to lower the amount of time students must be absent from a post-secondary institution before they can qualify. The Deans Council has reviewed this option and recommended that VSU allow students to apply for Academic Renewal after a 3 year absence (lowered from the current 5 year requirement) from any post-secondary institution. Many believe that this shortened period will encourage more former students to return to complete their degrees.

The attached document explains Academic Renewal and the rationale behind this proposed change. I have also attached a link to VSU's current Academic Renewal Form at the bottom. I would be glad to answer any further questions you might have; I am also copying Stanley Jones on this email as well because his office processes these applications. I also believe Stanley has several current Academic Renewal applications that would benefit from this change.

Thanks, and have a good weekend, Sheri

BOARD OF REGENTS POLICY MANUAL REVISIONS Summaries and Procedural Recommendations Meeting of August 20, 2014

I. ACADEMIC RENEWAL (BOR Policy 3.5.3)

The USG Policy Review Task Force engaged in a comprehensive review of system-level policy and procedure with the aim of identifying potential enablers or barriers to college completion. One of the recommendations from the task force concerned clarifying current Academic Renewal policy and procedure. In response, an Academic Renewal Policy working group was formed to conduct an in-depth analysis of this policy area.

Academic Renewal is an option for students who, after returning to an institution following a period of absence, request to start a new grade point average. This option provides a "second chance" to students who struggled academically but would like to return and complete their degree. Unfortunately, current Academic Renewal policy and procedure is ambiguous, as its interpretation varies broadly across USG institutions, and is unnecessarily cumbersome to navigate. As a system, we are in an era in which we urge students to return to school and acknowledge that students earn credit from a variety of educational sources. Yet, current Academic Renewal policy and procedure restricts students, limits their choices, and creates an obstacle to those hoping to return to school. As a result, the Academic Renewal Policy working group has made the following policy and procedural recommendations:

Applying for Academic Renewal (AR)

- For AR eligibility, a student must be absent between three (3) years and five (5) years. **The exact period of absence is to be determined by the institution.**
- Students are encouraged to apply for AR as soon as possible at the time of enrollment. The institution can determine the deadline for applying but that deadline cannot be less than one calendar year after enrollment.

- Institutions must determine a process for approving and denying AR applications as well as a process for students to re-apply for AR if they have been denied.
- As a component of the application process, the institution will determine if a student has demonstrated a readiness to return and succeed.
- Institutions should determine if a student is eligible for honors at graduation based on their institutional policies regarding honors graduation.
- Institutions have the option of using AR as part of the admissions process.

Changes Reflected In:

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Sections I and II

Transfer Credit, Transfer Students and Eligibility

- The working group identified two types of students who could be eligible for Academic Renewal:
 - Students being readmitted to a USG institution
 - Must be absent from the home institution for a minimum of three (3) years and a maximum of five (5) years. The exact period of absence should be determined by the institution.
 - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.
 - Students who are transferring to a USG institution
 - Only coursework taken a minimum of three (3) years and a maximum of five (5) years ago is eligible for Academic Renewal. The exact period of time should be determined by the institution.
 - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.

Changes Reflected In:

Board of Regents Policy Manual 3.5.3 Grade Point Average Upon Academic Renewal

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section III.

- If Academic Renewal is granted at one institution, it should be honored at another USG institution.

Change Reflected In:

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section VIII.

Current VSU form and procedure: <http://www.valdosta.edu/academics/registrar/forms/academic-renewal-form.pdf>

October 29, 2014: VSU Deans Council recommends lowering the absence period from 5 years to 3 years.

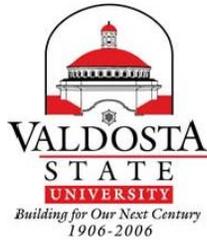
Attachment B

**Valdosta State University
Minutes of Meeting
Athletics Committee**

Date: October 15, 2014		Place: HSBA 4050		Chair: Stacey Walters	
Attending: Chang Woo Yang, Jim Shrader, Matt Grant, Michael Gross, Lori Howard, Sean Lennon, Scott Grubbs, Lantry Brockmeier, Tonya Lee, Stacey Walters, and Herb Reinhard					
Excused absence: Deborah Van Patten, Jia Lu, Colin Walker, Brian Ring, Ron Stunda, Peggy Moch					
Absent: None					
Agenda Topic	Discussion	Decision	Responsibility		
Call to Order		Meeting called to order at 2:00 pm	Stacey Walters		
1. Approval of Minutes,	<ul style="list-style-type: none"> • None to approve 		N/A		
2. Old Business			N/A		
a. None					
3. New Business					
a. Communication of missed classes by student athletes prior to travel	<ul style="list-style-type: none"> • An excerpt from the student athlete handbook was provided to the committee members. • Per the handbook, it is solely the student athlete’s responsibility to both communicate potential class dates that the student athlete will miss and provide a written excuse to the professor. The excuse is supplied by the athletic department to the student athlete. • “Grades First” is an electronic database that provides secondary notification of missed courses to the professor. 	<ul style="list-style-type: none"> • The system seems to work for the most part as it is set up now. • If professors are not getting excuses from student athletes or from Grades First, they should notify Scott Grubbs, Faculty Athletic Representative. 	All		
b. Grade reporting	<ul style="list-style-type: none"> • Grade reporting occurs through the Grades First electronic database. • Faculty at times has not wanted to complete these because of perceived FERPA problems. 	<ul style="list-style-type: none"> • All athletes must complete a FERPA waiver so that faculty may report grades through Grade First. • A paper copy of this may be secured from the Mason Barfield or Debbie Wisenbaker in the Athletic Department by the student athlete and presented to the faculty member. 	All		
c. Policy for disputes between student athletes and faculty	<ul style="list-style-type: none"> • There have been some questions from faculty about how a dispute between a student athlete and faculty members is handled if it is reported to the personnel in the Athletics Department. • There is currently no policy for this type of situation. 	<ul style="list-style-type: none"> • If that type of situation occurs, Herb and other Athletic staff tell the athlete that he/she must communicate directly with the faculty member about the dispute. • Grade disputes should be handled through the academic appeals process. • Herb is reluctant to create a policy 	All		

		for disputes in the student athletic handbook.	
d. Recognition of student athlete achievement	<ul style="list-style-type: none"> • Matthew Grant and Scott Grubbs spoke last year about creating a mechanism by which academic faculty members could become more involved with student athlete recognition. • Currently academic awards for athletes are handled solely through the athletic department. • The committee wishes to receive permission from Faculty Senate to begin working on formalizing this process. 	<ul style="list-style-type: none"> • Take back to Faculty Senate for discussion and possible vote to move forward with this. • If approved, formation of a subcommittee to work through this process. 	Stacey Walters
e. Student athlete hours policy	<ul style="list-style-type: none"> • At times student athletes have complained to faculty members about the number of hours being spent in athletic participation and how that relates to academics (study time, ability to meet for make-up work, etc.). • The NCAA rule is 20 hours per week in-season and 8 hours per week out-of-season. • The question was asked as to how that system is managed within Athletics. • For large teams (what constitutes a large team was not identified), the team captains monitor and sign off on hours through the Athletic Department. • For small teams (again not sure of the metric), the sign-off by is done individually athlete by athlete. 	<ul style="list-style-type: none"> • In instances where student athletes are notifying faculty of these issues, the faculty member should direct those concerns to Scott Grubbs. • This should be reported back to Faculty Senate. 	Stacey Walters
f. By-laws	<ul style="list-style-type: none"> • In looking at the Athletics Committee Bylaws, there are several things that need to be changed. • The committee would like to potentially expand the charge of the committee as well. • The committee would like to find out the appropriate process by which to do that. 	<ul style="list-style-type: none"> • Get feedback through Faculty Senate to change the By-laws. 	Stacey Walters
4. Other a. Next Meeting	<ul style="list-style-type: none"> • Next meeting will be set once input from Faculty Senate is complete 	<ul style="list-style-type: none"> • Notify Faculty Senate 	Stacey Walters
Adjournment		2:55 pm	Stacey Walters

Stacey Walters, Recorder



Resolution on Sustaining Academic Integrity and Quality at VSU

Whereas, continuing federal and state budget cuts in higher education pose enormous challenges to the academic integrity and quality of institutions like *Valdosta State University*, **and**

Whereas, the increasing reliance on tuition money for our university's budget translates to rising costs of higher education and makes it more difficult for students from low-income families to earn college degrees, **and**

Whereas, cuts to merit-based scholarships like *HOPE* and changes in eligibility for *Pell Grants* further exacerbate the challenges for high school students to enter college, **and**

Whereas, adjustments considered at *VSU* in regard to budget exercises or actual budget cuts must take into consideration already existing elevated costs of higher education, the long-term viability of academic programs, the importance of diverse course offerings at a comprehensive and regional university to provide a well-rounded education to our students, and the need for stability in our work force; **now, therefore be it**

Resolved, that the *Faculty Senate*

- 1) supports concerted efforts at *VSU* to maintain quality instruction, to ensure timely graduation, to aid student retention and enrollment, and to uphold the quality of our academic programs; and
- 2) supports concerted efforts to avoid lay-offs, strategically use vacant positions and retirements, consider offering early retirements, and avoid an increase in adjunct positions; and
- 3) supports the general notion that decisions made as a result of budget exercises or actual budget cuts are based on empirical data and not advocacy, and that all of our institution's branches must be sincere and transparent in their evaluation of possible adjustments.

Attachment D

In light of recent events I would like the Faculty Senate to ask the Administration for clarification regarding VSU's and the BOR's political activity policy.

According to BOR policy (below) faculty cannot run for office or campaign for individuals, but there is nothing about being vocal on issues that politics may or may not find important. It was mentioned by a member of the community that the actions of The Mary Turner Project go against the IRS 501(c)(3) status. However, this is not an accurate statement. Lobbying is permitted as long as it doesn't make up a substantial amount of a group's activity according to the IRS.

According to VSU's website (<http://www.valdosta.edu/about/facts/organization-and-mission.php>), one aspect of our University Mission is "to expand opportunities for our students, employees, and varied community members by promoting social justice and service learning." When The Mary Turner Project asked the state to stop supporting Confederate Memorial Day, this was not the first time that university members got involved in a social justice issue that affects residents of Georgia. Other USG faculty and students have been involved in other social justice, lobbying, and political activities. For example: The Clothesline Project that speaks out against violence against women, Social Work Lobby Day at the Capitol, resolutions passed by VSU's Faculty Senate regarding the biomass plant and guns on campus, and an open letter that was sent to the state government regarding teacher evaluations (see: http://www.washingtonpost.com/blogs/answer-sheet/post/georgia-professors-blast-teacher-evaluation-system/2012/07/09/gJQAFhSbZW_blog.html)

There are conflicting emails being sent by Administrators about what faculty can and cannot do. The activities of The Mary Turner Project, The Clothesline Project, Social Work, and Faculty Senate all support the Student, University and Regional Missions of VSU. It's a sad state of affairs if faculty can only speak out and be active regarding issues that aren't politically important, or faculty can only discuss non-issues or topics where everyone has the same belief. A University is supposed to be a place of higher learning, where people on different sides of a topic can have a discussion, challenge and share ideas, become aware of different sides of an issue, and yes, even agree to disagree. As a biologist who has done work in Antarctica and has seen the effects of global warming first hand, does this mean I can't speak out against issues and legislation regarding global warming because they are too "political" and some politicians and some members of the general public don't believe it is happening? What about when there's a move to pass legislation about intelligent design as a legitimate alternative to evolution? Clarification is needed on VSU's and the BOR's policies regarding activities of faculty members.

From BOR Policies

8.2.15.3 Political

As responsible and interested citizens in a democratic society, USG employees are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for USG personnel to manage or enter political campaigns while on duty to perform services for the USG or to hold elective political office at the state or federal level while employed by the USG.

Therefore, the following policies governing political activities are hereby adopted:

1. Employees may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which he or she receives compensation from the USG.
2. Employees may not hold elective political office at the state or federal level.
3. Employees seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office such person must resign prior to assuming office.
4. Employees may seek and hold elective office at other than the state or federal level, or appointive office, when such candidacy for or holding of the office does not conflict or interfere with the employee's duties and responsibilities to the institution or the USG.

9.10.6 Use of Institutional Facilities/Property

The policy of the Board regarding the use of institutional facilities/property shall be as follows.

9.10.6.1 In Political Campaigns

The president of each institution may authorize the use of institution facilities for political speeches. However, such use shall be limited to meetings sponsored by recognized organizations of the institution and shall be held only at places designated by the president. The use of USG materials, supplies, equipment, machinery, or vehicles in political campaigns is forbidden (BoR Minutes, 1976-77, p. 257).

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Draft

Valdosta State University
Diversity Council

Strategic Diversity Plan
2013-2018

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EXECUTIVE SUMMARY

Using the principles of organizational accountability, inclusiveness, and evaluation, the VSU Diversity Council has developed a diversity plan to achieve diversity as a core value and as a foundation for the future of VSU. The VSU Diversity Council recognizes that the term cultural diversity expands the dialogue on inclusion to encompass a number of cultural dimensions beyond race. *Such dimensions include gender, ethnicity, religion, socioeconomic status, sexual orientation, disability and national origin.* This Strategic Plan outlines four goals along with measureable implementation tactics focusing on: student retention; curriculum enhancement; college climate enhancement; and diversification of VSU personnel. Goals are:

1. Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years.
2. Enhance the curriculum in order to promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation.
3. Increase representation of individuals from diverse backgrounds among the VSU faculty, staff, and administrators.
4. Enhance the climate for members of the college community including faculty, staff, students and visitors.

Campus-wide collaboration is necessary for the implementation of the tactics and the success of the strategic plan, with its goals and tactics, must be recognized and accepted throughout the VSU community.

THE IMPORTANCE OF DIVERSITY

It is the belief of the Valdosta State University Diversity Council that cultural diversity represents a significant institutional resource and as an institutional resource should be managed to obtain maximum productivity. Effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning.

According to the Society for Human Resource Management (SHRM) diversity plans result in better work environments that yield greater productivity and outcomes. SHRM cites four components of diversity plan outcomes that lead to greater productivity:

- Diversity plans can improve the quality of the workforce – when all employees feel valued they demonstrate increased commitment.
- Diversity Plans attract the best and brightest to an organization
- Diversity Plans result in increased creativity
- Diversity Plans instill flexibility and ensure organizational survival.

The increasing interdependence of the world's markets and businesses as well as recent demographic changes such as an increase in citizens of Hispanic descent, an increase in the number of women entering the workforce with expectations to achieve the same levels of advancement as their male counterparts as well as static critical areas such as access to higher education for low income require that diversity strategies be addressed. Arnold (p. 47, 2004) cites a statement from the Western Interstate Commission on Higher Education regarding changing demographics, "the United States is becoming a nation of multiple minorities with no majority group." Results of the 2000 Census indicate that the United States is undergoing a profound demographic shift ("Census Projects," 2004). These changes include rapid growth in the minority population and a decline of the birthrate for the majority population.

Diversity in the United States and Georgia is increasing. Diversity in the faculty and student body is central to fulfilling the University's primary mission of providing a quality education and producing well educated graduates. Structural diversity in both the student body and faculty encourages the development of critical thinking skills and enriches the educational experience through the exposure to different perspectives. Diversity helps faculty, staff, and students to communicate with people from various backgrounds and challenges stereotypes.

Successful graduates of Valdosta State University must have the following characteristics to be competitive in the world of business:

- Willingness to function in a culturally diverse environment
- Learn to communicate effectively with people from different backgrounds
- Learn to be sensitive to cultural differences
- Learn to be sensitive and accepting of people with disabilities
- Learn to be accepting of people and their ideas that differ from their own
- Develop personal skills and demonstrate competencies in understanding diversity

THE VALDOSTA STATE UNIVERSITY DIVERSITY PLAN

The Diversity Plan identifies four major categories of implementation: (1) retention of underrepresented and socioeconomically disadvantaged students (2) curriculum enhancement; (3) diversification of personnel; and (4) enhancement of the college climate.

Student Retention: As the projected shift in the racial and ethnic makeup of the American workforce takes place the need to retain and support enrolled students until program completion significantly increases. The realities of global interdependency and changing demographics indicate that the successful retention of underrepresented students is vital to the success of Valdosta State University, the Valdosta community, and the South Georgia region. During the fall 2011 semester, 42% of the students enrolled at Valdosta State University disclosed minority status. The *VSU Diversity Plan* facilitates the retention of enrolled students who will be supported in several ways throughout their matriculation to increase graduation rates.

Curriculum Enhancement: The VSU Diversity Council recognizes cultural diversity as an educational asset that stimulates intellectual achievement. By promoting cultural diversity as an educational asset, the *VSU Diversity Plan* will increase Valdosta State University's undergraduate and graduate student awareness of opportunities to participate in an enriched diverse environment with wider knowledge, more ideas, and more points of contrast and comparison. Preparation of students from the dominant and non-dominant culture to successfully and efficiently function in an increasingly diverse workforce is also critical to the following diversity category; diversification of VSU personnel. Recent court decisions have upheld the need for diversity as it: enlivens the classroom experience; helps to eliminate stereotypes and/or prejudices; helps to broaden the knowledge base in our society and cultivates leaders (Diversity in Higher Education).

Diversification of VSU Personnel: Plummer (2003) cites the U.S. Census in stating that by the year 2050, the U.S. population will increase by 50 %. Minority groups will make up nearly half of the population, immigrants will account for approximately two thirds of the nation's growth. In addition to increases in the racial and ethnic minority populations, the current workforce is aging. These factors confirm that the workforce of the future will be significantly different than the current workforce. Currently, 14.6 % of VSU faculty and 27.7% VSU staff disclosed minority status. As educators, managers, and human resource professionals perform their functions in a global environment, changing demographics, shifting employment patterns and challenges in our educational system require the use of diversity planning.

Climate Enhancement: The successes of goals one, two, and three are based upon the existence of a positive campus climate for all members of the VSU constituency. Therefore, strategies to monitor and enhance the climate are critical to the continued success of Valdosta State University. A cultural diversity climate survey will be implemented to assess the current campus climate. The cultural diversity survey will provide an opportunity for all stakeholders of the campus community to provide input in the assessment of organizational culture. An analysis of the results of the cultural diversity survey will serve to inform the development of strategies to enhance the institutional climate. A secondary benefit of the effort to enhance the campus climate is that it will assist institutional constituents and citizens in the surrounding community to recognize the compelling benefits of educational diversity.

PRIORITIES

The importance of the retention and graduation of underrepresented and socioeconomically disadvantaged students requires that goals one, two, and three will receive priority status during the first five years of the plan. The first three goals will serve as the focus of short-term efforts for the institution.

DIVERSITY PLAN DEVELOPMENT AND CONTRIBUTORS

The *Valdosta State University Diversity Plan* is the outcome of many hours of discussion, strategic planning, and conceptualization by the VSU Diversity Council. Council members were selected by the President to represent many organizations from all of the constituent groups within the VSU community.

As a result of the diversity represented within the council, *Valdosta State University Diversity Plan* incorporates a diverse group of perspectives on achieving cultural diversity within the institution. You may also note that several of the goals and/or action steps included in the *VSU Diversity Plan* parallel those found in other institutional documents such as the *VSU Strategic Plan*. This design provides consistency and strengthens the overall efforts of the many hardworking individuals in the campus community.

Founding members of the VSU Diversity Council are listed below:

MEMBER	ORGANIZATION
Dr. Erica Para	Academic Affairs
Ms. Ann Farmer	University Police
Mr. Doel Parilla	Gay/Straight Alliance
Ms. Laverne Gaskins	Legal Affairs
Dr. Maria Whyte	College of Nursing
Dr. Marty Giddings	Social Work
Dr. Shirley Hardin	African American Studies
Ms. Irina McClellan	Academic Affairs
Dr. Lavonna Lovern	Academic Affairs
Ms. Erin Sylvester	Student Affairs
Ms. Lauren Braun	International Programs
Dr. Maggie Viverette	Office of Social Equity

DIVERSITY PLAN GOALS

The diversity goals represent the *Valdosta State University Diversity Plan* in its first two-years. These diversity goals reflect the larger goals found in the Valdosta State University Strategic Plan and form the foundation for future growth in the area of diversity. There are four goals and seventeen broad strategies that the Diversity Council commits to implementing over the course of the next five years. Tactics, with measurable outcomes and implementation target dates, will serve as a means of measuring accountability for accomplishment of these goals. All goals were developed by the Diversity Council, with the recognition that campus-wide collaboration will be needed to accomplish the action steps.

This is not an all-inclusive list of the goals developed by the Diversity Council, but represents the initial planning goals the Diversity Council commits to achieving during the next five years.

STRATEGIC GOALS SUMMARY

- GOAL 1** **Retention:** Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years.
- GOAL 2** **Curriculum Enhancement:** Create and promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation.
- GOAL 3** **Diversification of VSU Personnel:** Increase representation of individuals from diverse backgrounds among VSU faculty, staff, and administrators. Appendix A includes current data regarding faculty composition by race and gender. *Although the diversity plan seeks to support individuals from all dimensions of diversity, federal data requirements currently only include collection of data on race and gender.*
- GOAL 4** **Climate Enhancement:** Monitor and enhance the institutional climate for inclusiveness for all dimensions of the campus community.

**This is a fluid document which will be reviewed on an annual basis. Revisions and additions will be made to continue to increase awareness of diversity and inclusiveness at Valdosta State University. This report is inclusive of all members of the University community.*

DIVERSITY PLAN GOALS

GOAL 1: Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from Valdosta State University by .50% per year over the next five years. (VSU Strategic Plan 1.1.2, 3.1)

STRATEGY 1: Identify disparities between graduation rates for underrepresented and socio-economically disadvantaged VSU students and their counterparts.

TACTIC 1: Develop report of disparities between underrepresented students and their counterparts.

PARTNERS: Strategic Research and Analysis Data Warehouse Team
Diversity Council

MEASURE: Report outlining disparities between underrepresented student groups and their counterparts by spring 2015.

Tactic 2: Identify barriers to persistence for underrepresented and socioeconomically disadvantaged student groups.

Partners: Strategic Research and Analysis
Diversity Council

Measure: Report outlining barriers to graduation for underrepresented student groups and their counterparts by spring 2015.

STRATEGY 2: Develop programs to address barriers to graduation for underrepresented and socio-economically disadvantaged students by fall 2015.

TACTIC 1: Develop programs to increase graduation rates of underrepresented and socioeconomically disadvantaged student groups

PARTNERS: Academic Affairs
Enrollment Management
Diversity Council
Student Affairs

MEASURE: Creation and launch of program(s) to support graduation of underrepresented and socioeconomically disadvantaged students by spring 2016.

Tactic 2: Hire a Latino Student Outreach Coordinator to support current and incoming Latino students.

Partners: Academic Affairs
Diversity Council
Student Affairs

Measure: Recruitment and selection of a Latino Student Outreach Coordinator by fall 2015

Tactic 3: Hire a African American Student Outreach Coordinator to support current and incoming Latino students.

Partners: Academic Affairs
Diversity Council
Student Affairs

Measure: Recruitment and selection of a Latino Student Outreach Coordinator by fall 2015

Strategy 3: Hire a 1-2 graduate assistants to assist in monitoring diversity plan activities and to assist in coordinating with diversity plan partners

TACTIC 1: Request funding to hire 1-2 graduate assistants to monitor diversity plan progress and assist in climate survey implementation
PARTNERS: Diversity Council
Strategic Research and Analysis
MEASURE: Hiring of two graduate assistants to assist in tracking diversity plan progress by summer 2014.

GOAL 2: Create and promote a curriculum that is illustrative of cultural/global diversity to prepare students to participate in an increasingly diverse/global marketplace upon graduation. (VSU Strategic Plan 1.2.4, 1.4.2)

STRATEGY 1: Identify the number of perspectives courses compatible to incorporating diversity components.

TACTIC 1: Identify perspectives courses with existing diversity components.
PARTNERS: Academic Affairs
Diversity Council
MEASURE: List of perspective's courses with existing diversity components by summer 2014.

STRATEGY 2: Develop a pre (Qualtrics Survey) and post assessment in electronic format for students enrolled in diversity enhanced perspectives courses.

Tactic 1: Establish a committee to develop pre and post diversity assessment content
PARTNERS: Academic Affairs
Faculty Senate Subcommittee on Minority and Diversity Issues
MEASURE: Creation of electronic assessment by fall 2014.

TACTIC 2: Implement and analyze pre and post assessments of students enrolled in diversity enhanced perspective courses.
PARTNERS: Strategic Research and Analysis
Academic Affairs
Diversity Council
MEASURE: Report of analyses of pre and post assessments of students enrolled in diversity enhanced perspective courses by summer 2015.

STRATEGY 3: Add diversity assessment component to senior exit survey to provide a continuous collection of data on students' perceptions of diversity.

TACTIC 1: Develop a diversity assessment component for students completing senior exit surveys.
PARTNERS: Strategic Research and Analysis
Information Technology
Academic Affairs
Diversity Council
MEASURE: Creation of diversity component and inclusion in senior exit survey by fall 2015

Goal 3: Identify current university diversity levels and best practices in higher education employment with the goal of increasing diverse representation among VSU faculty, staff, and administrators. (*Appendix A includes current data regarding faculty and staff by race and gender.*) (VSU Strategic Plan 5.1.1, 5.2.2)

STRATEGY 1: Identify current best practices in recruiting underrepresented faculty and administrative personnel.

TACTIC 1: Identify/adopt current best practices in recruitment strategies by summer 2013

PARTNERS: Academic Affairs
Human Resources
Diversity Council

MEASURE: Creation of a best practices recruitment report by summer 2014

TACTIC 2: Diverse faculty recruitment plan developed by summer 2014

PARTNERS: Academic Affairs
Human Resources
Diversity Council

MEASURE: Diverse faculty recruitment plan created by summer 2014

STRATEGY 2: Identify cost effective publication methods for targeted populations to advertise vacancy announcements.

TACTIC 1: Identify alternative advertising opportunities to target minority populations by summer 2014.

Partners: Diversity Council
Academic Affairs

MEASURE: Publication/dissemination of alternative advertising opportunities by fall 2014.

STRATEGY 3: Identify non-traditional search committee members to increase minority representation on search committees.

TACTIC 1: Identify and train selected staff and students to serve as search committee members by fall 2014.

Partners: Diversity Council
Academic affairs

MEASURE: List of trained alternate search committee members created by spring 2015.

STRATEGY 4: Review availability of formal and informal employee/student complaint processes and ensure clear communication to all employees and students on how to utilize these processes*

TACTIC 1: Identify grievance procedure access

PARTNERS: Human Resources, Academic Affairs, Diversity Council

MEASURE: Recommendation list submitted to Human Resources and Academic Affairs

TACTIC 2: Identify alternate methods of publication for grievance procedures

PARTNERS: Human Resources, Academic Affairs, Diversity Council

MEASURE: Recommendation list submitted to Human Resources and Academic Affairs

TACTIC 3: Identify/implement new strategies to publicize Grievance procedures

PARTNERS: Human Resources, Academic Affairs, Diversity Council

MEASURE: Recommendation list submitted to Human Resources and Academic Affairs

GOAL 4: Enhance the college cultural climate for all segments of the campus community. (VSU Strategic Plan 1.2.3, 3.1, 5.1.1, 1.4.3, 5.1.3, 5.2.1, 5.2.3)

STRATEGY 1: Conduct a bi-annual campus climate survey.

TACTIC 1: Establish a climate survey development committee by spring 2014.

PARTNERS: Academic Affairs
Student Affairs
Diversity Council

MEASURE: Creation of a climate survey development committee by spring 2013.

TACTIC 2: Establish a climate survey implementation committee by summer 2014.

PARTNERS: Academic Affairs
Student Affairs
Diversity Council

MEASURE: Implementation of campus wide climate survey during fall 2014.

STRATEGY 2: Develop climate enhancement strategies based on analysis of climate survey.

TACTIC 1: Disseminate climate survey analysis to appropriate divisions/units.

PARTNERS: Diversity Council
Academic Affairs
Student Affairs

Measures: Climate survey analysis report distributed to units by fall 2014

TACTIC 2: Obtain new climate enhancement strategies based climate survey analysis report.

PARTNERS: Diversity Council,
Academic Affairs
Student Affairs

MEASURE: Development of climate enhancement strategies by summer 2015.

STRATEGY 3: Develop a post-doctoral fellowship program to support new doctoral program graduates and to increase the applicant pool.

TACTIC 1: Develop funding to support 5 postdoctoral fellows per academic year.

Partners: Diversity Council
Academic Affairs

MEASURE: Recruitment and Selection of 5 Postdoctoral Fellows by Fall 2016

STRATEGY 3: Develop an LGBT resource staff position at .5 FTE

TACTIC 1: Develop funding to support a half-time non-benefitted position to hire an LGBT resource staff person

Partners: Diversity Council
Student Affairs

MEASURE: Recruitment of a half-time LGBT Resource staff person by spring 2016.

STRATEGY 4: Develop a Women's Center staff position at .5 FTE

- TACTIC 1:** Develop funding to support a half-time non-benefitted position to hire and LGBT resource staff person
- PARTNERS:** Diversity Council
Student Affairs
- MEASURE:** Recruitment of a half-time LGBT Resource staff person by spring 2016.

STRATEGY 5: Develop and provide ongoing training on diverse populations and the importance of diversity to faculty, staff and students.

- TACTIC 1:** Implement two diversity training sessions (including diversity training and safe space training) for faculty and staff per year.
- PARTNERS:** Employee Development
- MEASURE:** Implementation of two diversity training sessions per year, beginning spring 2008.

STRATEGY 6: Develop a language training workshop as needed for underrepresented groups for faculty and staff

- TACTIC 1:** Identify language workshop facilitators by summer 2015.
- PARTNERS:** Diversity Council
Academic Affairs
- MEASURE:** Recruitment of 1-2 language workshop facilitators by summer 2015.
- TACTIC 2:** Schedule/Implement a language workshop for faculty and staff by fall 2015
- PARTNERS:** Diversity Council
Academic Affairs
- MEASURE:** Implement a language workshop fall 2015.
- TACTIC 3:** Obtain feedback on requests for other language workshops in other languages spring 2016.
- PARTNERS:** Diversity Council
Academic Affairs
- MEASURE:** Obtain feedback on requests for other language workshops in other languages spring 2016.

GLOSSARY OF TERMS

COMMUNITY - A group of people having common goals, rights and privileges – where no one is advantaged or disadvantaged because of who they are.

COMPOSITIONAL DIVERSITY – The number of a specific population represented on a college campus and the programs, policies, and procedures employed to increase and support members of those groups.

CONSTITUENCY INVOLVEMENT – ownership and participation in the implementation of the VSU Diversity Plan by category such as faculty, staff, and student.

CULTURE - A learned set of values, beliefs, customs, norms, and perceptions shared by a group of people that provide a general design for living and a pattern for interpreting life.

CULTURAL CAPITAL – standards of cultural expression and definitions of valued abilities that are characteristic of socially and economically dominate class in society.

DEMOGRAPHIC CHANGE – the transformation of the structure of a population accompanying change

DISADVANTAGED - A historically oppressed group having less than sufficient resources to fund all of basic needs; without expendable income. 2. A group characterized by disproportionate economic, social, and political disadvantages.

DIVERSITY AUDIT – collection and analysis of data on attitudes and activities of an organization regarding cultural diversity

DIVERSITY COMPONENT – activity or assignment incorporated into academic coursework to provide student exposure to cultural diversity

DIVERSITY (OPERATIONAL) – a definition of diversity that includes the dimensions of diversity measurable as provided by law and therefore valuable to the purposes of program implementation. These dimensions include race, gender, and age.

DIVERSITY OF INTERACTIONS –

DIVERSIFICATION OF PERSONNEL – efforts to address gaps of representation by race and gender among institutional employees.

ETHNICITY – A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interest, history and ancestral geographical base.

INCLUSION/INCLUSIVENESS – an environment where everyone contributes his/her skills and talents for the benefit of all. Inclusion is consistent with VSU's values and objectives. The goal is to create an organization in which individuals are involved, supported, respected and connected.

INSTITUTIONAL DIVERSITY –

INTELLECTUAL ENGAGEMENT – use of the concept of cultural diversity to bring meaning to or enhance the meaning of academic concepts.

MINORITY/MINORITY STATUS - Term used to describe a segment that represents a relatively smaller percentage of the overall population of a group.

MINORITY (FEDERAL DEFINITION) - the term "minority" includes African Americans, Latinos, Alaskan Natives or American Indians, and Asian or Pacific Islanders.

PREJUDICE – Exerting bias and bigotry based on uniformed stereotypes.

PRIVILEGE – Power and advantages benefiting a group derived from the historical oppression and exploitation of other groups.

PROTECTED CLASSES - Groups identified in Federal Law (minorities, women, disabled persons and Vietnam Era Veterans) that are specifically protected against employment discrimination.

ORGANIZATIONAL ACCOUNTABILITY – what does this mean with respect to diversity?

SOCIOECONOMIC STATUS – a measure of individual's income, amount of education, type of occupation held, or neighborhood of residence.

STEREOTYPE - To categorize people based on an artificial construction of a certain group designed to impart the "essence" of that group, which homogenizes the group, effacing individuality and difference.

UNDER REPRESENTATION - Term used to describe a situation wherein a lower number of protected class employees are represented than parity would predict. Once underutilization is quantitatively established, an employer must 1) demonstrate that the underutilization is the legitimate effect of a BFOQ or results from business necessity; or 2) develop an affirmative action program with specific, action oriented steps to overcome this underutilization.

Sources: Stonybrook University Diversity Glossary, Online Dictionary of Social Sciences, University of Idaho Diversity Dictionary

APPENDIX A

Full – Time Instructional Faculty by Ethnicity and Gender

Fall Term	Male		Female		Black or African American		White		All Other Ethnicities		Total
	N	%	N	%	N	%	N	%	N	%	
Fall 2006	244	55.7%	194	44.3%	19	4.3%	386	88.1%	33	7.5%	438
Fall 2007	234	53.1%	207	46.9%	17	3.9%	389	88.2%	35	7.9%	441
Fall 2008	239	52.8%	214	47.2%	16	3.5%	397	87.6%	40	8.8%	453
Fall 2009	243	51.5%	229	48.5%	20	4.2%	402	85.2%	50	10.6%	472
Fall 2010	254	50.9%	245	49.1%	23	4.6%	427	85.6%	50	10.0%	499
Fall 2012	255	52.7%	229	47.3%	25	5.2%	401	82.9%	58	11.9%	484
Fall 2013	248	51%	238	49%	26	5.4%	392	80.6%	68	14.00%	486

Source: Valdosta State University Factbook 2012-2013

Source: Valdosta State University Factbook 2013-2014

APPENDIX B

Resource Center Sample Job Descriptions

Center Director

Puerto Rican/Latin American Cultural Center University of Connecticut - Storrs Campus

Applications are being accepted for the position of Director of the Puerto Rican/Latin American Cultural Center. The Director reports to the Associate Vice President of Diversity and Equity. The Director serves as an educator, advocate and resource to the Center's Latino constituents, the University and external communities while enhancing and fostering the multicultural mission of the University.

Responsibilities: The Director is responsible for the administration of the Center, which includes programming, budgets and personnel. Particular emphasis is given to the development, implementation, and supervision of educational, cultural, and related programs and projects that foster cultural awareness, dialogue and interaction throughout the University community. The Director will design programs that focus on the Latino community in the areas of advocacy, education, empowerment, cultural expression, outreach, recruitment and retention of Latino students and staff at the University. The Director will work closely with the multicultural units, Student Affairs, and Academic Affairs to enhance the multicultural climate of the University.

Minimum Qualifications: Master's Degree in appropriate field or equivalent combination of education and experience; two years of experience in higher education administration and program planning; experience with budget development; excellent leadership and public relations skills; in-depth knowledge of issues related to constituency to be served; demonstrated management, interpersonal, and writing skills; experience seeking and applying for external funding opportunities; and a demonstrated commitment to working closely with students, faculty, staff, and the community at large.

Preferred Qualifications: Ph.D. in appropriate field; five years of related experience including experience in administration and program planning for constituent organizations; bilingual English/Spanish; theoretically and culturally grounded in the multidimensional facets of the Latino Experience.

Salary: Salary is commensurate with experience and qualifications.

To apply: Send letter of interest, résumé, and the names and contact information for three professional references to Search Committee Administrator, University of Connecticut, Center for Academic Programs, 368 Fairfield Way, Unit 2170, Storrs, CT 06269-2170. Screening of applications will begin immediately and continue until position is filled. The University of Connecticut is an Equal Employment Opportunity/Affirmative Action Employer. (Search #2010210)

Coordinator-Women's Center
Oregon State University
Administrative/Professional Faculty

The Office of Intercultural Student Services (ISS) invites applications for a full-time (1.0 FTE), 12-month, fixed-term Women's Center Coordinator position. Reappointment is at the discretion of the Director.

The Women's Center coordinator will provide guidance and leadership for the inclusion, equity and development of women's efforts for the Office of Intercultural Student Services (ISS). The Women's Center contributes to the University's mission by serving as an intellectual space that promotes meaningful dialogue, interaction, exploration and reflection on issues of race, class, gender, sexuality, ethnicity, nationality, religion, and disabilities here in the US and abroad. This position specifically works towards creating initiatives, programs and partnerships that not only create a welcoming environment for all women students at OSU, but also empowers and supports them in their programming around social justice issues, academic success, and timely graduation. The Women's Center coordinator is responsible for the administration, management, and operation of the Women's Center to increase the recruitment, retention, student development, competency in feminist social justice work, academic performance, and graduation of students representing women's groups and beyond. This position leads community building efforts with internal and external constituents, works collaboratively with student leaders, faculty, staff, and community, engages in intentional educational and cultural programming with solid learning outcomes to carry out the vision of Intercultural Student Services, the Division of Student Affairs, and Oregon State University.

The Women's Center was created in 1972 at the same time as the Women Studies Program at Oregon State University in response to the deliberate discrimination of women on campus. This history informs the Center's strong connection with the current Women, Gender, and Sexuality Studies (WGSS) program and influences its commitment to social justice activism using anti-racist feminist theory and practice as the foundation for training students to challenge systems of intersecting oppressions on campus and in society. Ideally, the Women's Center coordinator will be qualified to teach once a year in the WGSS program as part of the on-going commitment between the Women's Center and the academic discipline in which the Women's Center work is grounded.

ISS works as a team that provides a variety of curricular and co-curricular programs, courses, activities, and projects that work in consortium with interdisciplinary and comparative perspectives reflecting and representing the cultural, natural, economic, and social factors that profoundly affect the world in which we live and which seek to advance diversity at Oregon State University. ISS and the Women's Center work to prepare OSU's students to succeed in a global environment through intercultural learning and mobility. This position will report to the Associate Director of Diversity Development.

Position Duties

Provides holistic coaching as well as appropriate referrals for students as needed.

Builds and coordinates a student internship program in conjunction with departments on campus.

Mentors students working on anti-racist feminist programming for the campus and in the larger community.

Works collaboratively with the university community and statewide services that serve women.

Provides educational programs for student organizations, university departments, Oregon State University, as well as statewide and community organizations on issues affecting the professional and personal development of women.

Conducts assessment and evaluation of campus needs and the Center's effectiveness in meeting identified needs.

Develops and reviews strategic plan with the Women's Center Advisory Committee annually as determined by assessment efforts.

Makes decisions and writes or amends policies on the following items (and others) affecting the Women's Center: purchasing of supplies, subscriptions, marketing materials, center use, computer lab, and other needs or functions of the Center.

Assists in staff training, evaluation and implementation of personnel management.

Position Duties (continued):

Monitors University climate regarding the impact on women students and works collaboratively with others, especially Women and Gender and Sexuality Studies and the Presidents Commission on the Status of Women, to enact best practices for creating an environment that provides equal access, civility, respect, inclusivity and affirmation of all women.

Represents Intercultural Student Services and attends meetings as required. Serves on committees as assigned and carries

out other duties and responsibilities

The position serves on local and University Advisory Boards, such as the UHDS Human Relations Advisory Group, OSU Sexual Assault & Rape prevention Alliance, President's Commission on the Status of Women (PCOSW), and represents Oregon State University at the National Women's Studies Association, Oregon Women in Higher Education, and other local, state and national groups

Working Conditions/Work Schedule:

Minimum/Required Qualifications

Master's degree in Women, Gender, and Sexuality Studies, College Student Services Administration, Education, Cultural Area Studies, Ethnic Studies, or related field with at least 2 years professional experience in a higher education setting OR Bachelor's degree with 5 years related professional experience working with gender-equity based organizations.

High level of inter and intra and cross-cultural competency and a demonstrated commitment to advancing diversity.

A demonstrated commitment to feminist theoretical frameworks, community building, intersectionality and creating social change through dialogue, civility and civic engagement.

Demonstrated ability to promote equity, cultural competence, and social justice.

Professional level related experience in the educational issues facing different groups of women.

Demonstrated commitment to creating an environment of inclusion and the interpersonal skills to effectively interact with people from different backgrounds.

Demonstrated experience and success working with multiple partners and stakeholders.

Demonstrated organizational skills to prioritize work and meet multiple work assignments while handling multiple tasks and deadlines.

Experience with:

Creating social change and social justice curriculum

Supervising student employees

Public speaking

Experience in marketing and promotions

Assessment and evaluation of programs and events

Strategic planning

Working with web design and content management

Weber State University

The Director of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center serves as a campus resource and expert on issues of sexual orientation, gender identity, and gender expression. The Director oversees a Center that serves the University community on all levels - students, faculty, staff, and alumni and builds strategic partnerships to address the needs of LGBT individuals across a complex university environment as well as into the community. Key responsibilities of the Director include administrative oversight of the center, student support and advisement, program development and collaboration, community outreach, and programming/training.

Minimum qualifications:

- Bachelor's degree in one of the social and behavioral sciences or related area.
- Two years of community OR higher education leadership around sexual orientation, gender identity and/or gender expression
- Knowledge of and sensitivity to LGBT issues and the educational needs of LGBT students from diverse ethnic, economic and cultural backgrounds

Preferred qualifications:

- Master's degree in Counseling, Higher Education Administration, Gender or Sexuality Studies, Educational Leadership or a related field
- Demonstrated understanding of and commitment to issues related to sexual orientation, gender identity, and gender expression and their intersections with gender, race, class, ability, religion, and other identities
- Ability to select, train, supervise, and motivate staff, student interns and volunteers
- Ability to design, coordinate, promote, implement and assess educational and informational programs.
- Leadership, organizational and problem solving skills
- Experience supervising staff and volunteers
- Interpersonal skills to effectively work with students, faculty and staff
- Communications skills including the ability to speak publicly, employ current technology and write
- Budgeting skills to develop and implement programs within budget and to prepare budget reports

WSU is an AA/EO employer.