<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Business</th>
<th>College of Education</th>
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<tr>
<td>Dr. Sean Busick (History)</td>
<td>Dr. Kimberly Bell (Management/Statistics)</td>
<td>Dr. Amanda Branscombe (Early Childhood Secondary)</td>
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<td>Dr. Mark Durm (Psychology)</td>
<td>Dr. Mike Haghighi (Management/MIS)</td>
<td>Dr. Mary Harris (Elementary)</td>
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<td>Dr. Bebe Shaw (English)</td>
<td>Dr. Stacie Hughes (Accounting)</td>
<td>Dr. Bonnie Heatherly (Elementary)</td>
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<td>Dr. Robert White (Religion)</td>
<td>Dr. Debra Vaughn (Management)</td>
<td>Dr. Lisa Hyde (Elementary)</td>
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Instructor Jennifer Wolfe (Library) [Non-voting member]
2013-2014 Faculty Senate was tasked with 20 objectives by the Faculty-at-Large. Reaching these objectives has been the guiding principle of the Senate.
Objectives for Faculty Senate 2013-2014

1. In order to establish policies that focus on students, a good work environment, and maintaining the financial viability of the University there should be:

* A standing Faculty Senate Committee or ad-hoc committee on Finance that is actively engaged in and knowledgeable of University finances and business actions that help sustain the University’s financial health (cost/revenue benefit);

* Communication of clear and concise policies, especially those that may have an adverse effect on faculty;

* Policies that reflect the exempt (salaried) status of faculty;

* A focus on building commitment to such policies rather than compliance.
2. In order to foster *active engagement and inclusion* of faculty expertise in decisions at department, college and university levels there should be:

* Faculty control over course content;

* Recognition of academic freedom of faculty;

* Promotion of initiatives that encourages faculty training and development;

* Creation of an environment that encourages open discourse of faculty concerns about academic matters without fear of retaliation against dissenting views.
3. In order to improve Faculty Governance and its effectiveness there should be:

* Involvement of faculty in academic policy decisions and curricula policy decisions;

* A faculty Bill of Rights included in the Faculty’s Senate Constitution – and – Bylaws;

* An elected Faculty Advisory Committee (selected by faculty and consisting only of faculty) to the Board of Trustees;

* A Faculty Senate Handbook that reflects the position statement and general process of the Senate aimed at improving the effectiveness of faculty governance.
4. In order to create a climate of trust and respect and to improve morale there should be:

* Professional treatment of everyone with dignity, respect, and honor that allows honest and candid communications that value differences of opinion;

* Congruence of public commitments and private actions;

* Communication and understanding of Board and Administrative decisions and actions;

* An objective externally administered employee satisfaction survey that identifies strengths and weaknesses with results being transparent to all entities of the University.
5. In order to utilize work and recommendations from existing faculty standing committees there should be:

* More transparency about what committees are doing;

* Clear responsibilities, procedures, and authority of each standing faculty committee;

* Empowerment and engagement of Faculty Senate Standing and Ad Hoc Committees;

* Elimination of Ad Hoc Committees that conflict with existing Faculty Standing Committees (that is, committee redundancy).
The Faculty Senate and Chairs of the Standing Committees are revising the Constitution and By-Laws in accordance with the Shared Governance Document www.athens.edu
An Objective,
Externally Administered,
Employee Morale Survey
(Chronicle of Higher Education)
to be completed by Faculty
April 14, 2014

www.athens.edu
Academic Affairs
Standing Committee

Task:

To Study the Possibility of Grade Inflation at Athens State University
Faculty Senate was involved in the discussion and consideration of the present Learning Management System.

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