

**Faculty Senate**  
**Draft Meeting Minutes**

**December 6, 2019**

**Approved December 12, 2019 by Electronic Vote**

1. Call to Order

*Chair Butler called the meeting to order at 1:18 p.m.*

2. Roll Call

*Present:*

*Besnosov, Branyon, Cheng, Chwialkowska, Dahms, DeFoor, Dutt, Elman, Fuentes, Gault, Geyer, Gordon, Green, Hansen (sub. S. Dutt), Hong, Ivory, Kellison, Kimbrel, Lanier, McKendry-Smith, MacKinnon, McLean, Miller, Moon, Nickell, Ogletree, Pashia, Pazzani, Penco, Pidhainy, Reber, Rees, Remshagen, Richter, Scullin, Self, Snipes, Sterling, Taylor, Tweraser, Wadlington, and Wang*

*Absent:*

*Barbour, Bertau, Boumenir, Faucette, Gu, Koczkas, Morris, Neely, and Towhidi*

3. Approval of Minutes from November 8, 2019

*Minutes unanimously approved by voice vote.*

4. Committee Reports

**Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)**

**Action Items:**

A) College of Social Sciences

1) Department of Anthropology

a) [ANTH 3104 – The Survivalist’s Toolkit](#)

Request: Add

b) [ANTH 4103 - Field Methods in Cultural Resource Management](#)

Request: Add

c) [ANTH 4175 – Southeastern Archaeology & Ethnohistory](#)

Request: Add

*Items a-c were taken as a block and approved unanimously.*

d) [ANTH 4176 – Narrative and Storytelling in Ethnography](#)

Request: Modify

*Item approved unanimously.*

- 2) Department of Psychology
  - a) [PSYC 2010 - Psychology as a Human Science](#)  
Request: Modify

*Item approved unanimously.*

- 3) Department of Sociology
  - a) [SOCI 4439 - Sociology of Global Health](#)  
Request: Add

*Item approved unanimously.*

**Information Item:**

- A) Richards College of Business
  - 1) Department of Marketing and Real Estate

- a) [Major in Real Estate](#)

Request: Deactivate

*This deactivation is due to very low enrollment and low graduation rates for several years, as well as the retirement of the sole faculty with a terminal degree in this field. The department will teach out currently enrolled students within the next 2 years.*

**Committee II: Graduate Programs Committee (Ben Geyer, Chair)**

**Action Items:**

- A) College of Education
  - 1) Department of Educational Technology and Foundations
    - a) [MEDT 7452 – Multiple Literacies for School Library Media](#)  
Request: Add
    - b) [MEDT 7454 – Promoting Children’s and young Adult Literature in the School Library Media Program](#)  
Request: Add
    - c) [MEDT 8468 – The Instructional Leadership Role of the SLMS](#)  
Request: Add
    - d) [MEDT 8470 – Action Research for School Library Media](#)  
Request: Add

*All items from the College of Education Department of Educational Technology and Foundations were taken as a block and approved unanimously.*

B) College of Social Sciences

1) Department of Anthropology

a) [ANTH 6881 – Independent Study in Anthropology](#)

Request: Add

*Item approved unanimously.*

**Information Items:**

A) College of Education

1) Department of Communication Sciences and Professional Counseling

a) [Speech Language Pathology, M.Ed.](#)

Request: Modify

*These modifications change the GRE combined Verbal and Quantitative admissions requirement from “297 or higher” to “284 or higher,” and the writing score from 3.5 to 2.5.*

B) Connie Barbour is chair-elect of the Graduate Programs Committee and will serve as Chair in AY20.

**Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)**

**Action Item:**

A) UWG Academic Catalogs

1) Undergraduate Catalog – Admission

a) Transfer Students (**Figure 1**)

Request: Modify

*Item approved unanimously.*

2) Undergraduate Catalog – Undergraduate Academic Policies

a) Academic Renewal Policy (**Figure 2**)

Request: Modify

*Item approved unanimously.*

**Committee IV: Rules Committee (Anja Remshagen, Chair)**

**Action Item:**

A) UWG Faculty Handbook

1) 103, Procedures and Criteria for Promotion and Tenure

a) 103.0302 Specific Minimum Criteria for Promotion (**Figure 3**)

Request: Modify

*After significant discussion and input from several Senators in attendance, the following friendly amendment was proposed by Dr. Sterling prior to voting:*

*--Item 6 of the proposed modification was changed from "Professional Growth and Development for Promotion to Senior Lecturer" to "Professional Growth and Development for Promotion from Lecturer to Senior Lecturer." This revision is reflected in the document at the end of this document.*

*Following the approval of this friendly amendment, the proposal to modify 103.0302 in the Faculty Handbook was approved with a vote of 43 in favor and 1 opposed.*

B) UWG Academic Affairs Policies Index

2) UWG Procedure 2.2.2, Criteria for Promotion (**Figure 4**)

Request: Approve

*Item approved unanimously.*

**Committee V: Diversity and Internationalization Committee (Angela Pashia, Chair)**

**Action Item:**

A) Resolution on Retaining Diverse Faculty (**Figure 5**)

*Item approved unanimously.*

5. Old Business

6. New Business

A) Shared Governance, Matt Franks

*Dr. Franks, in his capacity as President of the UWG chapter of the American Association of University Professors (AAUP), raised the issue of shared governance with regards to the recent budget cuts in order to begin a discussion of Faculty Senate's role in ensuring transparency and shared governance where budget matters are concerned, specifically with regards to the decision process of how those cuts impact faculty and their positions at the university. Dr. Franks outlined several major concerns held by members of the UWG chapter of the AAUP, which were as follows:*

- (1) with another incoming Interim President, there are concerns about instability and uncertainty*
- (2) UWG Administration has promised transparency and shared governance, and there are concerns about accountability and whether those promises will be honored*
- (3) there are concerns that there have been a number of top-down decisions based on the budget, but not a lot of information regarding the criteria behind and nature of the budget cuts or the decision process behind the non-renewal letters that were sent last month.*

*Dr. Franks stated that UWG's AAUP chapter is an advocacy committee and advocacy group that can only do so much but that they are committed to working with the Faculty Senate to ensure transparency and shared governance in the ongoing budget crisis and situation on campus. AAUP Nationals recommends the following in terms of Faculty Senate's role:*

*--create a document that specifically outlines and guides actions in times of budget crisis that includes faculty criteria and faculty values that would guide recommendations from the faculty to university administration*

*--ensure that information and updates are disseminated regularly and frequently by university administration to the university faculty and the Faculty Senate*

*--having a mechanism in place that allows the Faculty Senate to draft recommendations from the Faculty Senate quickly*

*Dr. Franks stressed that this is not meant to tell Faculty Senate what to do, but this is more an effort to open a dialogue. Chair Butler stated that a lot of this is ongoing at the moment, and referred Dr. Franks to the Senate Budget Standing Committee. Dr. Franks noted that Dr. Elman, who is Chair of that committee, has expressed support and interest in working with the UWG chapter of the AAUP on this and they have been discussing the issue at length most recently. Dr. Drake stated that Incoming Interim President has expressed that it is their intent to share the algorithm that will be used in making decisions about making faculty reductions.*

*There was some concern expressed by faculty and Senators in attendance that this information was coming too late, as many faculty who received non-renewal letters are on the job market, and that there was no consultation with faculty about the process and criteria behind the decisions that have been made. Others in attendance expressed concern that the current structure by which the information is developed, and decided, and then shared is at fault. Furthermore, many were concerned that departments have been damaged. Others still expressed that there are areas where there could be better communication starting with the Senate in terms of enrollment and what is being done, and that Faculty Senate could be part of the solution process at least with regards to bringing information back to their departments for discussion and feedback.*

*Chair Butler reiterated that things are in the works, and an Enrollment Committee is now in place with a Faculty Senate Liaison. It was noted that Dr. Rayfield has stated that something is happening now, and it is impossible at this point to know something right now since this is such a huge project. Dr. Rayfield was quoted as stating that no one is standing around letting people go on the market. Lastly, it was shared that Dr. Rayfield mentioned in the Faculty Senate*

*Executive Committee that they are limited by the USG as to what they can share, and, despite Dr. Crafton's wish to be more transparent with faculty about the budget cuts and the non-renewal letters, his hands were tied as to what he could and could not communicate.*

*There was a question about what happens to a Faculty Senate Resolution once passed, and it was noted that they are posted to Faculty Senate website as part of the approved meeting minutes and in the Faculty Senate Newsletter, which is also posted on the Faculty Senate website. After a brief discussion of perhaps posting resolutions under a separate item on the website or in the newspaper, Chair Butler moved to the next order of business.*

#### 7. Announcements

##### A) Senate Liaison Reports

*No Liaison reports.*

#### 8. Adjournment

*The meeting adjourned at 2:37 p.m.*

Respectfully submitted by

Colleen Vasconcellos

Executive Secretary of the Faculty Senate

## Figure 1

### UWG Undergraduate Catalog Modification of Admission, Transfer Students

#### ***Rationale:***

This policy change is an attempt to clarify whom the regionally accrediting bodies are and clarify the definition on a non-traditional learner. This is also to clarify who could consider admission for non-traditional transfer students.

#### **APPROVED REVISED VERSION**

#### Transfer Students

A transfer applicant is one who has been enrolled in any regionally accredited college or university (eg. SACS COC, MSCHE, NEASC CIE, NEASC CTCL, NCA CASI, NCACS HLC, NWCCU, WASC ACCJC, WASC ACS, WASC ACSCU.) All previous college attendance must be reported at the time of application. Those who have earned fewer than 45 quarter hours/30 semester hours of transferable work or the equivalent will be asked to comply with both freshman and transfer requirements for admission (see freshman requirements for additional details).

A transfer applicant should request the Registrar of each college or university they have attended to send a transcript to the Office of Admissions. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until a transcript has been received from the institution originating the credit.

Transfer students will be considered for admission on the basis of their previous college records:

1. They must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted (non-traditional transfer students [ link to: <https://www.westga.edu/admissions/adult-learners.php>] may be considered with a lower GPA by the Director of Undergraduate Admissions on a case-by-case basis in order to determine their ability to be successful).
2. Students not meeting the minimum GPA requirement may be admitted if they hold an associate degree in a college transfer program from an accredited college and if they have not attempted any college coursework since completing the associate degree.
3. Students must be in good social and academic standing at their former institutions. Students who have been away from high school for less than five years must have completed all RHSC deficiencies and/or Learning Support requirements prior to being admissible and show both English and math proficiency through course credit. Students who have been away from high school for greater than five years may prove proficiency in English, Reading, and Math either through placement testing, valid SAT/ACT scores (less than seven years old), or completion of college coursework. Transfer students from an out-of-state institution may also

prove proficiency via the placement test on a case by case basis. Please contact the Admissions Office for further policy details.

4. Admission acceptance by the Office of Admission does not guarantee admission to a specific program or department.



## Figure 2

Undergraduate Catalog:  
Modification of Academic Policies, Academic Renewal  
Location in catalog: Page 62-63 (print)

### **Rationale for proposed change:**

The University of West Georgia did not update our policy to align with the USG's academic renewal policy change in 2016. As such, we are the only Research Level Two institution in the state that requires an absence of five years. All other comprehensive universities, our major competitors in the research level, and our major competitors in the state have chosen to help students achieve their goals by reflecting the new three year renewal standard set by the USG. In addition, unlike our peers, UWG does not apply renewal automatically to transfer students to help with admission and enrollment. Further, UWG is the only comprehensive tier institution that states if Academic Renewal status is approved, no transfer credit will be granted for course work completed during the student's period of absence. UWG is also the only school that specifies that a student who has been suspended or dismissed from UWG and has attended one or more System institutions during the period of suspension or dismissal will not be eligible for Academic Renewal. This change will take place under Academic Renewal, page 62 in our Undergraduate Catalog.

It was requested that we mimic the Academic Renewal Policy from Georgia Southern University for readability and comprehension.

## APPROVED REVISED VERSION

### **Academic Renewal Policy**

The Academic Renewal Policy allows students who are enrolled in a University System of Georgia (USG) institution to have a fresh start if they have had academic difficulties in the past.

#### **Requirements for Eligibility**

- Current or former students must apply for Academic Renewal by contacting the Office of the Registrar. New students must contact the Office of Undergraduate Admissions.
- Students must apply for Academic Renewal, if they choose this option, by the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.
- Academic Renewal may be granted only once by a USG college or university.
- Students must have experienced their academic difficulties at the University of West Georgia or be a transfer student from a regionally accredited institution of higher education to be eligible for Academic Renewal.

#### **About the Policy**

1. All previously attempted coursework continues to be recorded on the student's official transcript.

2. An Academic Renewal Grade Point Average begins when the student resumes taking coursework following the three-year period of absence once Academic Renewal has been granted. The institution will place a statement on the student's transcript indicating the Academic Renewal status and the beginning of a separate Academic Renewal GPA in addition to an overall UWG GPA.
3. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% (60 hours) of course work must be completed after the granting of academic renewal for a student to be eligible for graduation with honors.
4. Academic credit for completed coursework during the period of absence - including transfer coursework - will be retained only for courses in which an 'A', 'B', 'C', or 'S' grade was earned. Retained grades are not calculated in the Academic Renewal GPA, but are counted in Academic Renewal hours earned.
5. To earn a degree, a student must meet the University of West Georgia's residency requirements. UWG will apply the retained hours earned prior to Academic Renewal toward the residency requirement.
6. A student can be granted Academic Renewal status only once.
7. Any previous notation of academic probation, suspension, and dismissal will remain recorded on the student's transcript.
8. A student re-enrolling after an absence of three or more years must apply for Academic Renewal within three semesters of enrollment or within one calendar year, whichever comes first.
9. The Academic Renewal GPA begins with the first term following awarding of renewal.
10. Admission or re-entry into any specific degree program (such as teacher education, nursing, business majors, selected majors in the College of Arts and Humanities, College of Science and Math, or College of Social Sciences) is not automatic. Admission criteria for specific programs are determined by the department where the program is housed.
11. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
12. United States and Georgia history and constitution requirements and Regents' Test scores met prior to the granting of academic renewal will remain on the student's transcript even though the courses may not count in the Academic Renewal GPA or Academic Renewal hours earned.
13. Students desiring to enroll must submit a letter explaining why they should be considered for Academic Renewal along with the Academic Renewal application.

### **Readmitted students**

- Readmitted students must be absent from The University of West Georgia for three (3) years, the required period of absence.

- The period of absence is calculated based on the period of time between the date of last enrollment at The University of West Georgia and the date of return to The University of West Georgia.
- Only coursework completed prior to the period of absence may be considered for Academic Renewal. If Academic Renewal is granted, all coursework completed prior to the period of absence will be renewed.
- Students may attend other institutions during the period of absence; however, that coursework will not be eligible for Academic Renewal and will be used to determine admissibility to The University of West Georgia. Transfer credit for any coursework taken during the period of absence shall be granted in accordance with the prevailing USG and West Georgia policies and procedures regarding the awarding of transfer credit.

### **Transfer students**

- Students who previously attended a USG institution or any regionally-accredited institution of higher education and transfer to The University of West Georgia may be eligible for Academic Renewal for coursework taken three (3) or more years prior to the term of enrollment at The University of West Georgia.
- If Academic Renewal is granted, all coursework completed three (3) years prior to the term of enrollment at The University of West Georgia will be renewed. Courses taken less than three (3) years prior to the term of enrollment at The University of West Georgia are ineligible for consideration for Academic Renewal and will be utilized to determine admissibility, as outlined in the General Admission Policies section of the undergraduate catalog.

### Figure 3

*UWG Faculty Handbook*

Modification of 103.0302 Specific Minimum Criteria for Promotion

Rationale: The wording has been updated to conform to the wording in the BoR Policy Manual, Section 8.3.6.1.

### APPROVED REVISED VERSION

#### 103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria are prescribed by [Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia](#): 1) excellent teaching and effectiveness in instruction, 2) noteworthy professional service to the institution or the community, 3) noteworthy research, scholarship, creative activity, or academic achievement, and 4) continuous professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those “noteworthy” areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clientele served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

#### 1. To Be Promoted to Senior Lecturer

- 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 1.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 1.3. Academic Achievement. Graduate degree in discipline.
- 1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

#### 2. To Be Promoted to Assistant Professor

- 2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 2.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 2.3. Academic Achievement. Terminal degree in discipline.
- 2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

### **3. To Be Promoted to Associate Professor**

- 3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 3.2. Service. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 3.3. Academic Achievement. Terminal degree in discipline.
- 3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

### **4. To Be Promoted to Professor**

- 4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
- 4.2. Service. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 4.3. Academic Achievement. Terminal degree in discipline.
- 4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

5. **Acceptable Evidentiary Sources Relevant to Promotion:** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

#### **5.1. Teaching:**

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities

- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods
- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations
- 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
- 5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

## 5.2. Service:

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
- 5.2.10. Successful service that includes community-engaged approaches and methods.

## 5.3. Professional Growth and Development:

- 5.3.1. Scholarly Publications (as determined by the disciplines):
  - a. Books published by peer-reviewed presses
  - b. Other published books related to the candidate's professional field
  - c. Articles published in refereed journals
  - d. Papers and articles published elsewhere
- 5.3.2. Presentations before learned societies and professional organizations
- 5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.3.4. Grants

- a. Grants received for research, scholarship, or creative activity
- b. Grants received for curricular development or other academic projects
- c. Submitted proposals for competitive external grants

5.3.5. Honors and awards for research, scholarship, or other creative activities

5.3.6. Recognition by professional peers

- a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
- b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
- c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
- d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
- e. Other performances related to academic field.
- f. Exhibitions of creative works in which such works are invited or selected after competitive review.
- g. Non-refereed exhibitions.
- h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
- i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
- j. Consultation which involves scholarly application of professional expertise

5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9. Other as approved by departments and colleges

## **6. Professional Growth and Development for Promotion from Lecturer to Senior Lecturer:**

6.1. Significant contributions to continuing education programs for the community or local educators.

6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.

6.3. Significant consulting work related to teaching, pedagogy, or educational technology.

6.4. Completion of coursework required to obtain or maintain teacher certification.

6.5. Completion of graduate coursework in one's primary field beyond the Master's level.

6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.

6.7. Significant contributions to curricular development.

6.8. Academic publications and/or presentations at academic conferences.

**7. Format of Promotion and Tenure Submissions**

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.



## Figure 4

UWG Academic Affairs Policies Index  
Approval of UWG Procedure 2.2.2, Criteria for Promotion

Rationale: Currently no university procedure exists for the criteria for promotion.

### APPROVED PROCEDURE POLICY



#### **UWG PROCEDURE NUMBER: UWG Procedure 2.2.2, Criteria for Promotion**

**Authority: UWG POLICY: 2.2, Promotion**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.2, establishes the following procedure for compliance with UWG Policy 2.2 on **Promotion**:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the Criteria for Promotion.

#### **A. Definitions**

1. ***Scholarly Teaching*** - teaching that focuses on student learning and is well-grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman, 1998; USG Academic and Student Affairs Handbook, section 4.7.2).
2. ***The Scholarship of Teaching and Learning*** - the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning; USG Academic and Student Affairs Handbook, section 4.7.2).

#### **B. Procedures**

Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

##### **1. To Be Promoted to Senior Lecturer**

- 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.
- 1.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.
- 1.3. Academic Achievement. Graduate degree in discipline.

1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6 within the UWG Faculty Handbook.

## **2. To Be Promoted to Assistant Professor**

2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.

2.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.

2.3. Academic Achievement. Terminal degree in discipline.

2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3 within the UWG Faculty Handbook.

## **3. To Be Promoted to Associate Professor**

3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.

3.2. Service. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.

3.3. Academic Achievement. Terminal degree in discipline.

3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3 within the UWG Faculty Handbook.

## **4. To Be Promoted to Professor**

4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1 within the UWG Faculty Handbook.

4.2. Service. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 within the UWG Faculty Handbook.

4.3. Academic Achievement. Terminal degree in discipline.

4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3 within the UWG Faculty Handbook.

5. **Acceptable Evidentiary Sources Relevant to Promotion.** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching.

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities
- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods
- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations
- 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
- 5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. Service.

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognition for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
- 5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. Professional Growth and Development.

- 5.3.1. Scholarly Publications (as determined by the disciplines):
  - a. Books published by peer-reviewed presses
  - b. Other published books related to the candidate's professional field
  - c. Articles published in refereed journals
  - d. Papers and articles published elsewhere
- 5.3.2. Presentations before learned societies and professional organizations

- 5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.3.4. Grants
  - a. Grants received for research, scholarship, or creative activity
  - b. Grants received for curricular development or other academic projects
  - c. Submitted proposals for competitive external grants
- 5.3.5. Honors and awards for research, scholarship, or other creative activities
- 5.3.6. Recognition by professional peers
  - a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
  - b. Election or appointment to offices in professional organizations, successful committee work, and important service to state, regional, national or international professional associations and learned societies, including editorial work.
  - c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
  - d. Successful performances in significant recitals or productions in which such performances are invited or selected after a competitive review.
  - e. Other performances related to the academic field.
  - f. Exhibitions of creative works in which such works are invited or selected after a competitive review.
  - g. Non-refereed exhibitions.
  - h. Membership on editorial boards, juries judging artworks, or juries auditioning performing artists.
  - i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
  - j. Consultation which involves scholarly application of professional expertise
- 5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)
- 5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.
- 5.3.9. Other as approved by departments and colleges

## **6. Professional Growth and Development for Promotion to Senior Lecturer:**

- 6.1. Significant contributions to continuing education programs for the community or local educators.
- 6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
- 6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
- 6.4. Completion of coursework required to obtain or maintain teacher certification.
- 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
- 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
- 6.7. Significant contributions to curricular development.
- 6.8. Academic publications and/or presentations at academic conferences.

## **7. Format of Promotion and Tenure Submissions**

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

Pursuant to [BOR 8.3.6 Criteria for Promotion](#)

**C. Compliance**

The University of West Georgia follows the Board of Regent's policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See [BOR 8.3.6 Criteria for Promotion](#)).

*Issued by the* [title of the person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, *2019*.

\_\_\_\_\_  
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: \_\_\_\_\_

## Figure 5

### UWG Faculty Senate Resolution on Retaining Diverse Faculty

Whereas the University of West Georgia Faculty Senate passed the Resolution on Diversifying the Faculty on March 30, 2018, demonstrating the faculty's commitment to building a more diverse faculty that better represents the diversity of our student body;

Whereas significant effort has since been expended to recruit diverse faculty, resulting in the hiring of numerous faculty members from underrepresented groups over the past several years;

And whereas many of these faculty members' recent hiring makes them potentially vulnerable to non-renewal during the current budget reassessment based on reduced revenue projections;

The University of West Georgia Faculty Senate is resolute in urging faculty and administrators at all levels to purposefully consider faculty diversity as a critical factor informing budget management decisions. We appeal to faculty members in all departments to communicate the importance of maintaining the gains we have made in building a diverse faculty, and we expect decision makers to account for the consideration of faculty diversity in the actions they take to address budget management concerns.