Faculty Senate Meeting Minutes

March 18, 2022

Approved March 25, 2022

1. Call to Order

Chair Williams called the meeting to order at 1:03 pm.

2. Roll Call

Present:

Barrett, Boumenir, Branyon, Carmack, Chambless, Cheng, Corley, DeWeese, Edelman, Elman, Erben, Evans, Fuentes, Gault, Gordon, Graffius, Green, Hadley, Hester, Ivory, Kellison, Khan, Kimbrel, Kniess, Kramer, Lee, MacKinnon, Mason, McClenny, McLean, Nickell, Olivieri, Pazzani, Pencoe, Richter, Scullin, Scott-Myhre, Shoemake, Snipes, Swift, Sykes, Talbot, Towhidi, Weber, Wei, and Williams

Absent:

Barbour, Brandenburg, Brown, Ly, Self, Wofford, and Yoder

3. Minutes

A) The February 18, 2022 Meeting Minutes were approved electronically on February 25, 2022.

4. Administrator Reports

A) Report from the President (**Figure 1**)

B) Report from the Provost (**Figure 2**)

C) Report from the Vice-Provost

- *Dr. Akins introduced Dr. Kevin Gwaltney, the new Executive Director for Accreditation and Quality Enhancement, and Ms. Ashlesha Pawar, the new Executive Director of the Office of Institutional Effectiveness and Assessment. Both expressed their happiness at joining the University of West Georgia, and stated that they looked forward to working with faculty and staff in the coming months.*
- *The Vice-Provost stated that the five-year plans for the delivery of courses and enrollment management for Douglasville and Newnan Campuses are complete and*

have been discussed at the Extended Deans Council and shared at the Provost Council with the Deans, Associate Deans, and Department Chairs. Dr. Akins stressed that it would be important to keep to these plans as closely as possible, and would like to have cancellations preferably zero, made by UWG to build the trust of the community. Additional classes will be added where needed. Please contact your Department Chair or Dean if you are interested in viewing these plans.

- *When asked about the Psychology Program's role in formulating a program on the Douglasville Campus, how this role may be supported by the administration, and whether other programs should also expect to be placed on one of our satellite campuses, the Vice-Provost stated that while the planning was made initially between campus administrators on all three campuses in discussion with college deans, she has participated in several conversations herself at various levels including meetings with Deans, Chairs, and Program Coordinators with more forthcoming. (See the March 18, 2022 Faculty Senate Meeting Zoom Recording beginning at 20:28 and later at 3:33:54) With regards to funding, Dr. Akins stated that the Provost has stated on multiple occasions that there is support from the Provost's Office for part-time faculty and to further support initiatives in Newnan and Douglasville. With regards to faculty workload, that discussion is ongoing. Both Dr. Akins and Rebecca Smith, Associate Director of UWG Newnan & USG eCampus, hope to meet with the Psychology Program soon.*

5. Committee Reports

Executive Committee (Dan Williams, Chair)

Information Item: (Figure 3)

A) Letter to the Vice Provost to Provide Faculty Feedback on QEP Proposals

The Vice-Provost charged the Faculty Senate Executive Committee with providing feedback on the final two proposals for the QEP. When thinking of how to provide feedback, the Executive Committee felt it best to survey the general faculty via Qualtrics. The Executive Committee received 37 responses, and while the sample size was relatively small, it was broadly representative of the general faculty as a whole as faculty from each academic unit but one provided detailed feedback. The letter included in Figure 3 summarizes that feedback as well as what the Executive Committee wanted to adopt as its

official communication to the Vice-Provost. Chair Williams plans to send this letter to the Vice-Provost by April 1, and he is happy to provide a slightly redacted version of the survey responses upon request.

Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Languages, and Performing Arts

a) Arts Management

Request: Add

Item approved with 40 in favor, 1 opposed, and 1 abstention.

b) AMGT 3000 – Introduction to Arts Management

Request: Add

c) AMGT 3400 – Arts Management Practicum

Request: Add

Items b-c were taken as a block and approved with 41 in favor, 1 opposed, and 0 abstentions.

2) Department of Anthropology, Psychology, and Sociology

a) Anthropology, B.S.

Request: Modify

Item approved with 43 in favor, 0 opposed, and 1 abstention.

3) Department of Natural Sciences

a) BIOL 2251 – Anatomy and Physiology I

Request: Add

b) BIOL 2251L – Anatomy and Physiology I Laboratory

Request: Add

c) BIOL 2252 – Anatomy and Physiology II

Request: Add

d) BIOL 2252L – Anatomy and Physiology II Laboratory

Request: Add

e) BIOL 2260 – Foundations of Microbiology

Request: Add

f) BIOL 2260L – Foundations of Microbiology

Request: Add

Items a-f were taken as a block and were approved with 41 in favor, 0 opposed, and 1 abstention.

g) Wildlife Ecology Certificate

Request: Add

Item approved with 40 in favor, 0 opposed, and 1 abstention.

B) Richards College of Business

1) Department of Management

a) Entrepreneurship and Small Business Management Minor

Request: Modify

b) Management, B.B.A.

Request: Modify

Items a-b were taken as a block and approved with 36 in favor, 1 opposed, and 5 abstentions.

C) University College

1) Department of Civic Engagement and Public Service

a) CRIM 4300 – Environmental Crime

Request: Add

Item approved with 40 in favor, 0 opposed, and 3 abstentions.

Committee II: Graduate Programs Committee (Dena Kniess, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Computing and Mathematics

a) Applied Computer Science, M.S.

Request: Modify

Item approved with 36 in favor, 4 opposed, and 3 abstentions.

B) University College

1) Civic Engagement and Political Science

a) Criminology, M.A. (Face-to-Face Modality)

Request: Deactivate Program

Item approved with 37 in favor, 3 opposed, and 4 abstentions.

C) Graduate Catalog 2022-23 – Graduate Course Loads for GA Eligibility (**Figure 4**)

Request: Modify

During the presentation of this item, Dr. Toby Ziglar, the Dean of the Graduate School, confirmed that students would be allowed to keep their graduate assistantships while taking six hours, nullifying the need for the exemption form that was required in the past. (See the March 18, 2022 Faculty Senate Meeting Zoom Recording beginning at 38:45)

Once confirmed, this item was approved with 41 in favor, 0 opposed, and 2 abstentions.

Committee IV: Faculty Development Committee (Patrick Erben, Chair)

Information Item: (Figure 5)

A) DRAFT Changes of UWG Handbook following BOR-mandated Post-Tenure Review and Annual Evaluation Policy Changes.

Chair Erben began by expressing his gratitude to the Faculty Development Committee (FDC), whose members invested countless hours on revising this section of the Handbook over the past academic year. (See the March 18, 2022 Faculty Senate Meeting Zoom Recording beginning at 42:49) He also thanked everyone who provided feedback at the workshops and on the various drafts that have been presented and shared over the past year, noting that FDC collected over eighty pages of feedback from across the university in what has been a truly collaborative effort.

Chair Erben stated that the goal of the FDC has been to not only implement BOR-mandated changes, but also to create policies that fit our institutional mission and ensure academic freedom and due process. The revisions contained in Figure 5 align with a statement in the USG Academic Affairs Handbook that states: "Each institution is responsible for establishing definitive policies, processes, and stated criteria for faculty evaluation that are aligned with the mission, statutes, and academic organization of the institution and are consistent with Regents' policies. These policies, processes, and stated criteria must incorporate appropriate due process mechanisms and support the principles of academic freedom." (See 4.4 Faculty Evaluation Systems)

Chair Erben then provided the body with a detailed overview of the revisions made to the UWG Handbook as presented in Figure 5. He stated that there are three main areas of revision: (1) the intertwining of student success activities with teaching service and professional development for both reporting and evaluation purposes; (2) the strengthening of due process mechanisms in the annual evaluation system, especially through the creation of a higher level of consultation and collaboration among all stakeholders; and (3) the

incorporation of the new USG-mandated post-tenure-review process (PTR), including a corrective PTR after a performance remediation plan is put into place two years in a row and incorporating the previous cross campus PTR Advisory Committee as an appeals committee in the event of remedial action.

On Tuesday, March 15, 2022, Chair Erben along with FDC members Dr. Farooq Khan and Dr. Deon Kay met with the Provost and Vice-Provost to discuss these draft revisions. The Provost commended their work thus far and stated that he felt that this draft proposal did a great job responding to both the USG mandates and ensuring due process and academic freedom for our faculty at UWG. The Provost offered minor suggestions for revision with regards to some minor wording changes and clarifications, as well as some additional strengthening of language focused on the rewards the university should provide faculty who exceed expectations in PTR.

Chair Erben stated further that there are other areas where the handbook could be improved in areas not affected by the PTR revisions such as the addition of non-binary pronouns. It was also suggested by faculty in attendance that creative activities be added anytime scholarship is mentioned. So, for example, on page 185 where it says teaching, service, and scholarship, it should read scholarship/creative activities. Chair Erben encouraged faculty to read through the draft revisions in Figure 5 and email him with any suggested changes.

Regarding the timeline for completion, Chair Erben stated that the FDC will need to make the changes suggested by the Provost, as well as any revisions suggested by faculty, before submitting a final version to the Provost, who will then submit our draft to the USG for approval. The goal is to have these approvals in place before the April 15, 2022 Faculty Senate Meeting so that the FDC can bring the final draft up for a vote at our last meeting of the academic year.

Committee VI: Facilities and Information Technology Committee (Yvonne Fuentes, Chair)

Information Item:

A) Report of the Faculty Communication Subcommittee, Phillip Grant and Brian Henderson **(Figure 6)**

Phillip Grant discussed the report contained in Figure 6, which detailed the results of a survey sent to 65 individuals from 147 Doctoral/Professional institutions meeting the

Carnegie Classification of Institutions of Higher Education. Of the 65 contacted, 23 responded to the survey of questions listed in Figure 6. After synthesizing the data from the survey, the subcommittee recommends seeking out a means of open faculty communication through either a moderated all-faculty listserv, a moderated private Facebook group, or a moderated Discord server with the moderated all-faculty listserv being the preferred option. The report also includes a set of recommended guidelines for the moderation, membership, and communication of that moderated all-faculty listserv.

B) Changes in FITC membership

Chair Fuentes stated that the FITC would like to add two ex-officio members to their committee: a member from the campus police department and the Chair of the Staff Advisory Committee. First, one of the committee's charges is to advise campus security and safety and they felt it wise to have a member from the campus police department assist them in these efforts. Second, there are many topics that concern both faculty and staff on campus, such as recent discussions on the change in parking fees. These changes are currently under review by the Rules Committee and should be presented by them for Senate approval at the April Meeting.

Committee VII: Student Affairs and Intercollegiate Activities Committee (Kathie Barrett, Chair)

Information Item: (Figure 7)

A) Changes in SAIA Membership

Chair Barrett stated that the SAIA Committee has a proposal currently under review by the Rules Committee that modifies their membership to include the Vice President of Enrollment Management and representatives from eSports. Like the above mentioned changes to the FITC membership, these modifications should be presented by Rules for Senate approval at the April meeting.

Committee IX: Rules Committee (Angela Branyon, Chair)

Action Items:

A) UWG *Policies and Procedures Handbook*

1) Title Change for *Policies and Procedures Handbook* (**Figure 8**)

Request: Modify

Item was approved with 31 in favor, 2 opposed, and 5 abstentions. This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

2) Table of Contents for the *Policies and Procedures Handbook* (**Figure 9**)
   Request: Modify
3) Appendix A (**Figure 10**)
   Request: Add

Items 2-3 were taken as a block and were approved with 35 in favor, 2 opposed, and 1 abstention. This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

4) Article IV, Section 2: Faculty Senate Organization (**Figure 11**)
   Request: Modify

Item was approved with 37 in favor, 2 opposed, and 1 abstention. This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

5) By-Laws of the Faculties and Faculty Senate: Article III
   a) A. Meetings (**Figure 12**)
      Request: Modify

Item was approved with 33 in favor, 0 opposed, and 2 abstentions. This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

   b) F. Quorum
      Request: Modify

After a discussion over what members of the Senate interpreted quorum to mean, this item was remitted back to committee for further revision. Chair Branyon thanked the body for their input and feedback.

Committee XI: Teaching, Learning, and Assessment Committee (Chair, Jason Swift)

Action Item: (Figure 13)

A) Student Evaluation Instrument (SEI) Revision

Item approved with 41 in favor, 1 opposed, and 1 abstention.

Information Item:

A) Jason Swift will serve as the chair of Teaching, Learning, and Assessment Committee for the 2022-2023 Academic Year

B) SEI data collection, review and revision timeline

A subcommittee within the Teaching, Learning, and Assessment Committee is working on a revision timeline process and they are identifying the basic data components to collect. Chair Swift intends to bring that revision and review process before Senate in April.

C) Revised Classroom Video Taping/Live Streaming proposed policy

Chair Swift stated that the committee was still working on the proposed policy sent back to the committee for revision in June 2021. (See President Kelly's Response to the June 11, 2021 Faculty Senate Meeting Minutes)

6. Old Business
7. New Business
8. Announcements

A) *The CookWest cookbook supporting the HelpWest Employee Benevolence Fund is again available for pre-order through April 8, 2022 with books printed and available for pickup by April 25, 2022. This will likely be the last time that the cookbook is available for the foreseeable future.*

9. Adjournment

The meeting adjourned at 4:33 pm.

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

Figure 1

Presidential Update to the University of West Georgia Faculty Senate

Friday, March 18, 2022

Members of the UWG Faculty Senate,

I am sorry that the business of my conference attendance conflicts with Faculty Senate this week. In light of that conflict, I wanted to share a series of updates and responses, which are provided below.

I know we are in a key part of the semester, and I appreciate everyone's effort, energy, and positive mindsets as we work together to ensure everyone in our university community finishes the semester strong.

Sincerely,

Brendan B. Kelly, Ph.D.
President
University of West Georgia

I. Chancellor for the University System of Georgia

Our new chancellor, Sonny Perdue, has been deeply engaged with the Board of Regents and with state legislators. He will officially take office April 1.

II. Undergraduate Admissions

The Board of Regents (BOR) of the University System of Georgia met for their strategic planning retreat this week. A move had been made to alter the "test-optional" variables in current admissions policies.

- Since 80 percent of universities in the United States are currently test-optional, the BOR has moved to include a few options for admissions. Research universities can be test-optional for any applicant with a 3.4 GPA or above; comprehensive universities (like UWG) 3.2 or above; and state colleges and universities 3.0 and above.
- Georgia College, the University of Georgia, and Georgia Tech will not be included in the test-optional consideration as they adhere to holistic review that requires testing.
- This is a temporary policy change that only applies through Fall 2022 admissions. The policy will continue to be evaluated moving forward.
- Kimberly Scranage, Vice President for Strategic Enrollment Management, and her team are already implementing the policy adjustment. We will be able to evaluate the impact of this policy change in the weeks to come.

III. Marketing, Communications, and Strategic Enrollment Management

I have been asked by a number of members of the Faculty Senate about enrollment strategy and what we are doing differently. We need to take a different approach if we are going to get different results (including stemming the tide of multi-year declines in undergraduate enrollment and limited depth diversification of potential students based on student type).

It is critical to note that strategic enrollment management must occur in every corner of the institution. It is not simply the responsibility of Admissions, etc. All functional units impact enrollment in either negative or positive ways, with select examples listed below.

- To the negative:
    - Phones that go unanswered impact enrollment.
    - Poor service in any instance impacts enrollment.
    - Student life lacking in belongingness, connectedness, vibrancy, and substance impacts enrollment.
    - Offering programs of study in ways that students do not want to engage in them (at times and in modalities or frameworks that are designed more for the provider than the consumer) impacts enrollment.

- To the positive:
    - High-demand programs of study that students are interested in pursuing impact enrollment.
    - Great student life that includes intentionality in the formulation of events, experiences, learning, and community to create vibrancy and connectedness in the lives of students impacts enrollment.
    - Excellence in performance at every turn (and the constant pursuit of excellence by every component of the university community) impacts enrollment.
    - Brand perceptions based on advertising, communication, word-of-mouth, and points of connection impact enrollment.

Therefore, the strategic goals below reflect the myriad of impacts in enrollment and include touchpoints with every person who works for the institution. The framework provides the foundation for a significantly more robust and sustainable business model for UWG to compete in the current, hyper-competitive marketplace.

1. **Stabilize enrollments**: Stop the declines by beginning to decrease losses and then stabilizing and growing where we see opportunity for sustainability.
2. **Link academic offerings to strategic enrollment management:** Ensure we are aligning student mindset/motivators and programmatic offerings to employer needs.
3. **Strategically utilize resources:** Identify what we need to stop doing (what is not working), reallocate those funds to enhance what is working, and/or put toward a bigger idea to impact sustainable outcomes.
4. **Improve services:** Aligning what we do to what students need, when they need it, and how they need it with a coordinated care approach.
5. **Improve quality:** Decrease institutional errors and increase student satisfaction and university ratings.
6. **Improve access to information:** Enhance technology that is user-friendly and provide campus with access to data and information to assist them in making informed decisions.
7. **Reduce vulnerability to environmental factors:** Diversify our enrollment portfolio (not unlike our financial portfolios, if one sector declines, other sectors keep your portfolio more stable and it takes less time to recoup).
8. **Evaluate strategies:** Put in place a consistent evaluation process, share dashboards, and don't be afraid to fail fast, stop doing something, and focus our approach on things that are working or develop new ideas to impact outcomes.

I was asked at the last Faculty Senate meeting to provide insight into the results of the discovery survey conducted in mid-2021. While I have presented the summary data to all of the deans, since I am unable to attend in person today, I will present the summary data to Faculty Senate at the April meeting. This survey captured perceptions of the university at a point in time as part of the onboarding process for our new marketing and communications firm. In order to build a fresh brand campaign, a firm needs to conduct research to understand the starting point for brand perceptions of target audiences (current and prospective students, alumni, community, employees, etc.). The intent of a new brand campaign is to elevate and advance perceptions of the institution. Similar research will be conducted at two-year intervals (as necessary) to evaluate the impact of the campaign efforts.

IV. Legislative Update

Today (Friday, March 18) is day 31 of the legislative session in Georgia. Crossover day (the last day a bill can cross over to the other chamber) was Tuesday, March 15.

Senate Bill 377 ("Divisive Concepts") was passed by the Senate on March 11. All language mentioning higher education was removed in the Senate Education and Youth Committee on March 8.

FY22 and FY23 Budgets

- $5,000 salary increases for FY22 (July 1, 2021, through June 30, 2022) have been signed by Gov. Brian Kemp. I am grateful for his leadership in ensuring that a robust Georgia budget year provided the important and robust cost of living increases for state employees (including USG institutions).
- The FY23 budget bill is still working its way through the process. The salary increases will be implemented in the coming weeks and retroactive to July 1, 2021 (or an employee's initial date of employment thereafter). We are working with USG regarding the implementation of these raises. I, along with UWG Human Resources, will be communicating with employees with more information as it becomes available.
- The FY 23 budget (currently in the Senate) includes funding the elimination of the special institutional fee ($229 million for USG institutions). This will essentially eliminate a standard fee for UWG students every semester. This funding transfers the burden of the expense from the shoulders of the student to the state. Great investment!

- We were successful in securing the full amount of Phase III (furniture, fixtures, and equipment) funding for Humanities at $3 million. While the cost of every project is escalating due to market conditions, the support of the legislature on this project is critical, and I am grateful we were able to secure this support for such a crucial UWG project.

V. Vice President for Business and Financial Services Search

The search team for this critical leadership role has done a fantastic job of advancing the process. A group of talented finalists for this position will be coming to UWG in the coming weeks for campus visits and interviews.

Figure 2

From: Jon Preston <jpreston@westga.edu>
Date: Thu, Mar 17, 2022 at 1:44 PM
Subject: Faculty Senate 3/18

Colleagues,

Thank you for your service as Faculty Senate leaders. Your continued contributions are very valuable for shared governance and for helping advance UWG.

Drs. Kelly and Fortune and I have the opportunity to represent the University of West Georgia at the AAC&U Conference on Diversity, Equity, and Student Success this week. Dr. Kelly will not be able to attend but will send updates from his office. I will do my best to attend a portion of the Faculty Senate meeting tomorrow, but please pass on my affirmation of the faculty for their work. Dr. Akins will be able to provide some updates, but I also share the following high-level updates below that I will address if I'm able to join:

1. The College of Education Dean search is going well, and I appreciate all of the participation and input that faculty and staff have and are providing. We are on track to have a CoE Dean by July 1.
2. I thank Dr. Pearson for her service to University College and beyond in her many years at UWG, and alongside UWG, we wish her well in her new role as Dean of Arts and Sciences at SUNY Plattsburgh. I appreciate Dr. Owen's leadership as she begins service as Interim Dean of University College starting April 1.
3. I shared an updated SCH report to the Extended Deans Council and the Faculty Senate Budget Committee this week. This report shows actual (not projected) Spring 2022 data and adds a view showing some of the areas with the largest decline in recent years, emphasizing general education declines; while the details are certainly more complex (since some of these SCH are general education and some are within majors), the overall message is that UWG has seen a significant decline in SCH in some areas. I welcome a broad discussion, extending beyond the comprehensive analysis of programs you recently conducted, on addressing these areas to best position your programs and UWG into the future.
4. UWG's academic roadmap was well received by the USG last month. We have the opportunity to expand great work and concentrations that currently exist at UWG into full degrees in supply chain management, esports management, information systems and cybersecurity, and business analytics in the coming year. I welcome faculty to work with their deans to discuss other opportunities for future years.
5. The USG has provided updated language regarding covid: *USG encourages masks based on preference and assessment of personal risk. The University System of Georgia (USG) continues to recognize COVID-19 vaccines and boosters offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated and/or boosted either on campus or with a local provider. As USG works closely with the Georgia Department of Public Health to prioritize the health and safety of campus communities, the system encourages people to wear masks based on their preference and assessment of personal risk.*

6. Congratulations to all of the faculty and staff who have recent publications, successful events, and other achievements. I'm always impressed with the announcements that we include in the weekly Academic Affairs newsletter and encourage you to share your successes so that everyone may know (and connect with you for collaboration thereafter).
7. I commend the FDC and those who have contributed to updating the UWG policies around PTR and P&T. The group has done great work to meet the USG expectations of incorporating updates to address enabling student success and process around PTR. Dr. Erben will be presenting more details, and I encourage all faculty to review these changes.
8. There are numerous wonderful events at UWG throughout spring semester, and I encourage faculty and staff to visit the UWG calendar (https://www.westga.edu/calendar/) to learn more.
9. I hope everyone has a wonderful spring break next week. We, of course, are always working in support of our students, but I hope that faculty utilize this next week to prepare for the remainder of the semester and enjoy a bit of a slower pace.

I hope to join you tomorrow and thank you for conveying these updates in my absence if I'm not online with you by 2pm.

Thank you,

Jon

--
Jon A Preston, Ph.D.
Provost and Senior Vice President of Academic Affairs
University of West Georgia
jpreston@westga.edu
678-839-6445

Figure 3

March 2022

Dear Dr. Akins:

To solicit feedback from faculty on the two QEP proposals that you asked the Faculty Senate Executive Committee to review, we distributed a survey to all faculty and received 37 responses, which came from members of nearly every college, school, or academic unit on campus.

The survey indicated much higher support for the QEP proposal on experiential learning than for the QEP proposal on rhetorical competence and information literacy. When given a 100-point scale to indicate their level of support for each proposal, faculty assigned an average score of 78.79 to the QEP proposal on experiential learning, but an average score of only 52.39 to the QEP proposal on rhetorical competence and information literacy. The QEP proposal on rhetorical competence and information literacy generated much higher negative reactions than the proposal on experiential learning; the lowest scores for the QEP on rhetorical competence and information literacy were significantly lower than the lowest scores assigned to the QEP on experiential learning, which indicates that if the QEP on rhetorical competence and information literacy were adopted as our university's QEP, it would not only be less popular but also significantly more polarizing than the QEP on experiential learning would be, with potentially large portions of the faculty feeling alienated from this QEP.

While recognizing the high value and timeliness of education for information literacy in a democratic society (and especially in our current era of polarization and "fake news"), several faculty expressed concern that the QEP on rhetorical competence and information literacy was too narrow to be a university-wide QEP. In general, the sciences and mathematics do not emphasize rhetorical competence and information literacy as a learning outcome, so some faculty expressed concern that these disciplines would be largely excluded from the QEP if this were adopted by the university. Some faculty also expressed concern that this QEP is too similar to the writing-based QEP that the university has already tried.

A number of faculty pointed out that the QEP on rhetorical competence and information literacy would probably require every student to take a COMM 1110 class in Core Area B1, which would require a restricting of Core Area B and potentially disadvantage other courses in Core Area B while also requiring a substantial expansion of the Mass Communications program. If this is in fact the case, we can say that any QEP proposal that relies on one or two departments or programs for its support and that requires a restructuring of the curriculum that will result in increases in student credit hour production in one program at the potential expense of others will almost certainly increase tensions between different groups of faculty on campus and will have a detrimental effect on faculty morale, and will not improve educational outcomes for our students. We would therefore strongly advise against such a structure for the QEP. If the administration chooses to adopt rhetorical competence and information literacy as its QEP (which the faculty is not recommending), we ask that it be implemented in such a way that no program is likely to be privileged or disadvantaged in student credit hour production as a result of the QEP.

Perhaps this QEP proposal can be modified to address all these concerns, but based on the feedback that we have received, we believe that it is fair to say that a significant number of faculty would feel excluded from the QEP if rhetorical competence and information literacy were adopted as the

university's QEP, and there would be limited enthusiasm for it. To be sure, there is some faculty support for this proposal – and especially for the values and skills that it promises to cultivate among students – but if the survey data are an accurate indication of faculty opinion, there is significantly less support for this proposal than for the proposed QEP on experiential learning.

Faculty lauded the proposed QEP on experiential learning for its widespread applicability and its ability to build on initiatives that are already occurring. However, many faculty also mentioned two specific concerns: 1) Implementing and especially assessing this QEP will require additional resources; and 2) Some students (especially those with particular disabilities or other life circumstances that limit their ability to participate in experiential learning opportunities) may find it difficult to participate in this QEP. If this QEP is adopted, the university will need to commit additional financial resources and staffing to make sure that the QEP can be implemented and assessed in classes across the curriculum – especially in areas that may not currently be doing so now. We will have to figure out how to accommodate students who face barriers to engaging in experiential learning. We will have to figure out how areas of the curriculum that do not currently emphasize experiential learning can begin doing so. And we will have to create a new assessment model for experiential learning. For several faculty, assessment was their greatest concern with this QEP. In short, a number of faculty warned that this QEP could not be adopted unless the university is willing to devote significant resources to it; it cannot be done "on the cheap," as one survey respondent said.

The QEP on experiential learning combines experiential learning with career preparation, and not all faculty respondents were happy about that. Some suggested removing the career preparation element from the proposal, so that the proposal would focus only on experiential learning. They worried that an excessive focus on career preparation would send the message to students that college education is valuable only as a gateway to a career.

Based on the survey responses we received, we see value in both proposals. We see great value in the skills that the QEP proposal on rhetorical competence and information literacy promises to cultivate in our students, and we see a lot of promise in the experiential learning QEP. However, we think that the QEP on rhetorical competence and information literacy, at least in its current form, will likely divide faculty and potentially require changes in our curriculum that many faculty will not accept and that might not pass the Senate. We would therefore advise the administration not to select this QEP unless it is significantly modified; in its current form it does not appear to have broad enough support across the university to be feasible.

By contrast, the QEP on experiential learning does have stronger faculty support, and it will likely result in an expansion of a pedagogical method that the American Association of Colleges and Universities has identified as a high-impact practice that will contribute to students' educational success. However, this QEP proposal will require a significant allocation of resources from the administration in order to create the structure for widespread implementation and assessment. Given the choice between these two proposals, we would encourage the administration to select the QEP on experiential learning, but to do so only if the administration is prepared to fund the staffing levels necessary to implement and assess this QEP properly and to figure out a way to accommodate a wide diversity of student needs when it comes to experiential learning.

Sincerely,

The Faculty Senate Executive Committee

Figure 4
Graduate Catalog 2022-23
Modifications to Graduate Course Loads for GA Eligibility (p. 50)

APPROVED MODIFIED VERSION

Graduate Course Loads for Graduate Assistantship Eligibility
Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 6 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 3 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	6	6	3

Figure 5

FACULTY HANDBOOK

University of West Georgia

[FDC Draft 1 in Response to USG-Mandated Policy Changes; Presented to the Faculty Senate for Discussion and Feedback on Friday, March 18, 2022]

[Red Font: New and Revised Language; ~~strikethrough black font~~: struck/deleted language from existing UWG Handbook]

Foreword

University of West Georgia is a unit of the University System of Georgia and is governed by the Board of Regents through the Chancellor and Staff of the Central Office of the University System. Details concerning the general policies of the Board of Regents are published periodically in the Board of Regents Policy Manual, University System of Georgia. Information regarding policies adopted for particular institutions or the exact wording of a specific policy is contained in the official minutes of the Board. These documents are available to the faculty and staff upon request.

The University is also governed by statutes which have been approved by the Board of Regents. These statutes contain official statements of general policy, rules, regulations, procedures, organizations, and governance at the University of West Georgia. The Board of Regents retains the power to modify, amend, or repeal the statutes of the University.

A copy of the organizational chart of the University of West Georgia has been inserted into this Handbook.

This handbook is a compilation of general policies and procedures which affect the professional activities of the faculty and staff at the University of West Georgia.

This handbook and its provisions do not constitute an employment contract or agreement, nor any part thereof, between the University and any employee.

The rules and regulations within this handbook are subject to change by appropriate action of the faculty and/or administration. Such changes become effective on the date they are approved by the President of the University.

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Section 100 BASIC POLICIES AND PROCEDURES OF GENERAL APPLICABILITY TO FACULTY

101 Appointment

101.01 General Provisions

101.0101 Recommendations for Appointment.

All appointments and reappointments of members of the Faculty shall be made by the President of the University of West Georgia with the approval of the Board of Regents. Recommendations for positions on the General Faculty will, except in the case of Department Chairs, Deans, and Vice Presidents, originate at the level of the Department Chair following a review of applicants by a Search Committee selected by the faculty of the department by whatever means the faculty of the department shall determine. Any committee thus formed and the process by which it is formed must meet the requirements of Board of Regents' policies and any other constraints with which the institution must comply (e.g. Affirmative Action). Recommendations for positions on the General Faculty shall be presented to the Department Chair by the department Faculty Search Committee. The Department Chair shall then present a recommendation through the appropriate deans or directors of activities and then through the Provost and Vice President for Academic Affairs to the President for his or her consideration. When a search is being conducted to fill the position of a department chair, the Search Committee will channel its recommendations through the Dean. Recommendations for appointments to positions as Dean or Vice President will be made by Search Committees appointed by the President.

101.0102 Employment of Relatives

No individual shall be employed in a department or unit which will result in the existence of a subordinate superior relationship between such individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management. (BOR Minutes, 1989-90, p. 250).

For the purpose of this policy, relatives are defined as husbands and wives, parents and children, brothers, sisters, and any in-laws of any of the foregoing. (BOR Minutes, February 14, 1973. p. 312). (Section 8.2.3, *Board of Regents Policy Manual, University System of Georgia*).

101.0103 Nondiscrimination Policy

(see Article V Section 2, *Policies and Procedures*)

101.0104 Appointment Considerations

Every appointment shall be made solely on the basis of merit and the special qualifications of the individual for the work demanded by the position. For teaching faculty, special considerations shall be given to the candidate's teaching ability; his or her research ability; his or her achievements; his or her successful experience (this must necessarily be waived in the case of beginners otherwise qualified); his or her desirable personal qualities, judged on the basis of personal interview; his or her complete biographical data; his or her recommendations; and his or her general usefulness or promise to the University. (Section 8.3.1, *Board of Regents Policy Manual,* University System of Georgia)

101.0105 Determination of Appropriate Rank

The appointee shall be given the appropriate rank according to the criteria outlined in Section 8.3.1, *Board of Regents Policy Manual*, University System of Georgia and in Section 101.02 *Faculty Handbook*, University of West Georgia. A Faculty Committee at the departmental level, selected by whatever means the faculty of the department shall determine, will review the professional records of any candidate seeking a position with professorial rank within that department and will make a recommendation to the department chair with respect to the professorial rank to be assigned each candidate. Any committee formed for this purpose and the process by which it is formed must meet the requirements of Board of Regents' policies and any other constraints with which the institution must comply (e.g., Affirmative Action). Department chairs, deans of colleges, directors of activities, and other personnel authorized to recommend initial appointment of faculty members shall be responsible for maintaining equity in rank between faculty being employed and those already serving.

101.0106 Statement of Terms and Conditions of Appointment

The precise terms and conditions of every appointment, including the amount of credit the faculty member will receive toward tenure for prior service at other institutions, shall be stated in writing and be in the possession of both institution and appointee before the appointment is consummated.

101.0107 Verification of Degrees Claimed

It shall be a condition of the initial offer of employment that such employment is contingent upon receipt of official verification of all degrees claimed.

101.0108 Definition of Student Success Activities

The BOR Academic Affairs Handbook defines the evaluation of the Student Success component as involving "an assessment of the faculty member's involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners." Overall, faculty members' Student Success Activities contribute to the intellectual, academic, and professional growth of prospective, current, and former students. For all reporting and evaluation purposes, faculty and their reviewing peers and/or supervisors should identify Student Success Activities within the categories of Teaching, Service, and Professional Growth and Development. In addition, faculty members may create narratives that coherently describe their Student Success Activities

and accommodate items not otherwise associated with Teaching, Service, and Professional Growth and Development.

101.02 Minimum Criteria for Appointment

101.0201 To the Rank of Instructor

1. **Teaching.*** If no teaching experiences, potential for effective teaching as revealed by transcripts, recommendations, and personal interview. If experienced, evidence of effective teaching as revealed by recommendations.
2. **Service to Institution.*** Potential for student advising/counseling, community service, committee work, skill in handling teaching routines or other professional duties, and for proper ethical relationship. (See Section 109 and Article V, Section 1, UWG *Statutes*)
3. **Academic Achievement.** Master's degree with plans for further academic advancement. Exception may be made in fields where recognition and achievement are of more significance than receipt of degree.
4. **Professional Growth and Development.*** Definite plans for continued professional study and potential for involvement in professional activities.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0202 To the Rank of Assistant Professor

1. **Teaching.*** Demonstration of potential for effectiveness in teaching.
2. **Service to Institution.*** Demonstration of potential for effectiveness, where possible, bysuccessful, collegial service on departmental, school-wide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or significant recognition and achievement in specialization.
4. **Professional Growth and Development.*** Demonstration of potential for effectiveness in the candidate's discipline.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0203 To the Rank of Associate Professor

1. **Teaching.*** Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching.
2. **Service to Institution.*** Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization.

4. **Professional Growth and Development.*** Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness.

***Student Success Activities.** Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0204 To the Rank of Professor

1. **Teaching.*** Demonstration of a clear and convincing record of a high level of sustained effectiveness.
2. **Service to Institution.*** Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, schoolwide, institutional or system-wide committees.
3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization.
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.

***Student Success Activities.** Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0205 To the Rank of Lecturer

To carry out special instructional functions such as basic skills instruction, an individual may be hired at the rank of lecturer. Not more than 20% of the FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers. (Section 8.3.8.2, *Board of Regents Policy Manual,* University System of Georgia)

1. **Teaching.*** If no teaching experiences, potential for effective teaching as revealed by transcripts, recommendations, and personal interview. If experienced, evidence of effective teaching as revealed by recommendations.
2. **Service to Institution.*** Potential for student advising/counseling, community service, committee work, skill in handling teaching routines or other professional duties, and for proper ethical relationship. (See Section 109 and Article V, Section 1, UWG Statutes)
3. **Academic Achievement.** Master's degree with plans for further academic advancement. Exception may be made in fields where recognition and achievement are of more significance than receipt of degree.
4. **Professional Growth and Development.*** Definite plans for continued professional study andpotential for involvement in professional activities.

***Student Success Activities.** Potential for activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

101.0206 To the Rank of Senior Lecturer
Initial hiring at the rank of senior lecturer is discouraged.

102 Reappointment

102.01 Tenured Faculty

All tenured faculty members employed under written contract for the fiscal or academic year of two semesters who do not wish employment with the University for a subsequent fiscal or academic year shall give written notice of their intention to resign to the President postmarked no later than February 1, immediately preceding the expiration of the contract period. (Section 8.3.4.1, *Board of Regents Policy Manual*, University System of Georgia)

102.02 Non-Tenured Faculty

102.0201 The Probationary Period

A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives acopy of this Handbook as well as the written departmental and/or program-level promotion and tenure policies and procedures and is referred to the web site https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf . Specific promotion and tenure policies must be established at the department or at the program level depending on which unit corresponds with the faculty member's academic discipline. These specific department policies must establish discipline-specific expectations and thus ~~may~~ be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Department/program promotion and tenure policies must be developed by the tenured department/program faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a department or program, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of theProvost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.
B. Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. The reviewing committee shall be composed exclusively of tenured faculty members (no fewer than three) of the department, selected by the faculty of the department by whatever means the department shall determine. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the

department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to all tenured faculty members of the department, to the department chair and to the dean. The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) academic achievement~~, including~~ (the appropriate academic degree[s]), and student success activities folded into the first three. In addition, the department chair and the dean will each provide a separate written report regarding the faculty member's progress toward promotion and/or tenure. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the dean. The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee a favorable or unfavorable recommendation later on.

C. In any year, a department may recommend whether or not to extend a contract to a nontenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the department or program. Recommendations for reappointment of faculty members shall be presented through the appropriate administrativechannels to the President for his or her consideration, so long as administrators under consideration for reappointment do not make recommendations with respect to their own status as faculty members.

102.0202 Notification

By or before the beginning of the contract year, the President shall, in writing, advise all nontenured faculty members and other non-tenured personnel employed under written contract (except those who are in their first year of employment) whether an employment contract for the succeeding academic year will be offered to them. Such written notice shallbe delivered by hand or by certified mail to the addressee only. Notice of the intention to renew or not to renew a non-tenured faculty member shall be furnished in writing accordingto the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
2. at least six months before the date of termination of a second one-year contract;
3. at least nine months before the date of termination of a contract after two or more years of service in the institution.

B. Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in their contracts, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract. (Section 8.3.4.2, *Board of Regents Policy Manual*, University System of Georgia)

103 Procedures and Criteria for Promotion and Tenure

103.01 Foreword

These procedures are designed to select those persons in the University qualified for promotion and tenure.

The number of faculty members who advance in rank and/or achieve tenure is dependent on various factors, several of which are beyond the control of the University of West Georgia. The external factors include the following: the Board of Regents, which must maintain a sound and equitable structure within the University System; financial appropriations; appointments of new faculty members; and resignations or retirement of faculty members within departments.

Beyond these factors, advance in rank shall be controlled within the University by an annual promotion recommendation system, which shall promote qualified members to advanced professional positions. Promotions in rank are based on merit and are not automatic. The University approves faculty for promotion in accordance with *Section 8.3.6, Board of Regents Policy Manual, University System of Georgia*. The University approves faculty for tenure in accordance with *Section 8.3.7, Board of Regents Policy Manual, University System of Georgia*, which includes a comprehensive statement of tenure policies in the University System. The annual promotion recommendation system shall also apply to tenure recommendations. In recognition of professional achievement and service, tenure shall be extended to ensure academic freedom in teaching and research.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Georgia are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, the faculty has the responsibility of furthering the institution's programs of research.

The annual promotion recommendation system shall be administered according to the procedures herein established.

If there exists a significant conflict of interest, no person with such a conflict may participate in promotion and/or tenure recommendations; advisement of candidates; and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with a candidate are explicitly prohibited from participation. (This paragraph also applies to any and all recommendations made during the probationary period. See Section 102.0201)

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit an electronic dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae appropriate to the candidate's discipline;
- the Student Evaluations of Instruction as specified in Section 103.06; any letters of recommendation which the department chair has received; and
- reprints of scholarly publications or other evidence of scholarly or creative work.

The promotion/tenure process shall include reviews at the levels of both the Department and the College or School, except in those units without academic departments, which may choose a single-level process. Given the diverse nature of academic disciplines and the rigorous professional standards associated with each, departments or programs ~~may~~must formulate specific criteria appropriate to their discipline. ~~If a department specifies unique criteria,~~ Such criteria must be in written form and approved by the governing body of the College, the Dean, and the Provost. Department or program criteria must be made immediately available to candidates after their approval. Such approved department criteria must be made available to candidates at their point of entry into UWG, and reinforced during periodic pre-tenure / promotion reviews; they must also be included as part of a candidate's dossier at each subsequent level of review. Departmen~~t~~ or program criteria must not conflict with University criteria. Each subsequent level of review must consider the dossier in terms of these stated criteria, thus ensuring that candidates are considered in the professional contexts of both their discipline and of the University.

103.0201 Faculty Promotion and Tenure Evaluation

A. **Departmental Evaluation (for units with academic departments)**

1. Faculty Committee

   A faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the department or program by whatever means the department or program shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty membersin a department or program, the appropriate dean, in consultation with the department chair and the faculty members in the department or program, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department or program to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection ascommittee members. No faculty member shall serve on the committee during a year in which he or

she is being considered by the committee. The departmental or program committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair
   The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areaswhere the candidate failed to meet the criteria**.**

3. Evaluation of Department Chair
   When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions
   Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

   Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure

in accordance with the procedures and timelines specified in Section 103.0205.

B. **College Evaluation**

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of ~~Arts and Humanities~~ Arts, Culture, and Scientific Inquiry, the College of Education, the Richards College of Business, and the University College~~the College of Science and Mathematics, and the College of Social Sciences~~. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee depending on the number of programs within that department~~but no department shall have more than two members~~. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and department~~al~~ or program criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department or program under consideration for promotion and/or tenure. Any supervisor may be called to discusswith the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.

6. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original and to keep these on file for a period of ten years.

   The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the

criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

~~C.~~ Promotion and Tenure Committee Formation for Units without Departments ~~(e.g. School of Nursing and Library)~~

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in Section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmen~~tal~~ or program criteria for promotion or tenure, taking into account all thematerial in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately.

The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for

promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmen~~tal~~ or program criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussionof the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written reportshall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

103.0202 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in writing by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for his or her request. The appeal shall include any additional pertinent material.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. The candidate may withdraw the dossier at any point in the process.

103.0203 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

103.03 Time Limits and Minimum Criteria for Promotion

103.0301 Time Limits—Promotion

The institutional timeline for the review of faculty for promotion must be considered by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers who have served for a period of at least six years at the University of West Georgia may be considered for promotion to Senior Lecturer if they have met criteria for Senior Lecturer.

An Instructor may serve in rank a maximum of seven years. He or she should be considered for promotion as soon as he or she has met criteria for Assistant Professor. To be considered for tenure-track appointment at the assistant professor level, Section 8.3.7.6 and 8.3.8 *Board of Regents Policy Manual, University System of Georgia,* should be applied regarding years of service.

An Assistant Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank at the University of West Georgia. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure

track positions at other institutions. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

An Associate Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. Early promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

At research and comprehensive universities, faculty may be considered for "early" promotion with less than the required minimum years of service in rank listed above. However, these cases require strong justification and approval by the president.

The granting of promotion in rank by the university recognizes the significance of a faculty member's contribution to the institution and his/her enhanced value as a scholar-teacher. Because of this, promotion must be accompanied by a salary increase. If in times of extreme financial crisis such salary increases are suspended, the institution must retroactively apply such promotion increases to individuals who did not receive them at the time of promotion.

For further questions regarding tenure and promotion please see Section 4.4, Academic and Student Affairs Handbook, University System of Georgia, Section 4.5, Academic and Students Affairs Handbook, University System of Georgia and Section 8.3.6, *Board of Regents Policy Manual, University System of Georgia*.

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 and/or the community, 3) ~~noteworthy research, scholarship, creative activity, or~~ academic achievement (degree), as appropriate to the rank and the institution's mission, and 4) continuous professional growth and development, through, for

example, research, scholarship, and creative activity. The faculty member's Student Success Activities shall be articulated within each of the previous categories; faculty members may also create narratives that coherently describe their Student Success Activities and accommodate items not otherwise associated with Teaching, Service, and Professional Growth and Development. According to Regents' Policies, noteworthy achievement should be expected inat 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.

Intertwining of Student Success Activities into Teaching, Service, and Scholarship and Professional Development

All faculty achievements (including professional growth, scholarship, creative activities, service to the institution and/or the community, as well as all teaching/instruction) benefit the students of the University either directly or indirectly. For example, faculty research, scholarship, publications, and grants develop the faculty member's discipline-specific knowledge and reputation, from which students benefit inside and outside the classroom. In teaching, students not only benefit from the instruction encompassed by the learning outcomes and curriculum of each course, but further from the mentoring, professionalization opportunities, pedagogical innovations, and extracurricular opportunities a faculty member offers their students. In service, faculty members advance Student Success through a variety of activities such as the development of new courses, committee and senate vetting of course or program modifications, and/or student organization advising.

In addition, any faculty accomplishments raise the profile and reputation of the University and thus increase the value of a student's education and degree throughout their own professional endeavors. Only activities that faculty members develop, implement, and revise to enhance student success must be evaluated and considered; factors outside of faculty members' control (such as student drop rates due to economic hardship or accreditation decisions implemented by external bodies), therefore, should not be considered. Faculty are encouraged to iterate intent, implementation, and reflection on their student success activities. The types of activities and evidence listed below are not prescriptive, which means that faculty members do not have to demonstrate success in all or each. Also, academic disciplines and units across campus must develop specific examples of student success activities germane to their area.

As the institution becomes more diverse in the types of programs offered and clienteles 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 insection 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.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

2. To Be Promoted to Assistant Professor

2.1. Teaching.* Demonstration of excellence in teaching with evidence from sources listed insection 103.0302.5.1.
2.2. Service.* Demonstration of effectiveness as shown by successful, collegial service ondepartmental, college/school-wide, institutional or system-wide committees and withevidence from additional sources listed in section 103.0302.5.2.
2.3. Academic Achievement. Terminal degree in discipline or its equivalent in training, ability, experience, or education.
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.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

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 ofcontinuing 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 or its equivalent in training, ability, experience, or education.
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.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

4. To Be Promoted to Professor

4.1. Teaching.* Demonstration of a clear and convincing record of a high level of sustainedexcellence 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 or its equivalent in training, ability, experience, or education.

4.4. Professional Growth and Development.* Demonstration of a clear and convincing record ofemerging 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 inthe candidate's discipline with evidence from the sources listed in section 103.03025.3.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

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~~. The evidentiary sources listed below are broadly applicable to faculty across the manifold disciplines represented at the University of West Georgia; each program, department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, professional growth and development, and student success activities. Faculty should list and explain in each category which activities contribute to or enhance student success, consistently identifying these by insertion of an asterisk [*] with each Student Success Activity. In addition, faculty may include student success activities that are not embedded in the other categories. 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 recognizedcompetence 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

*5.4 Student Success Activities

The following list of Student Success Activities and associated evidence is not cumulative or exclusive; individual departments or programs should develop more specific lists of activities.

5.4.1. Improvements to curriculum, infrastructure, and the enrichment of the campus, community life, and student experience. For example:
- Developing course-associated service learning.
- Developing experiential learning programs.
- Fundraising and grant-writing benefiting student programs.

5.4.2. Advising, mentoring and engaging in professional preparatory activities with current and former students.
- Writing letters of recommendation for scholarships, graduate programs, jobs, etc.
- Guiding students in careeinr development.
- Mentoring and/or advising students and student organizations.

5.4.3. Organizing/coordinating, consulting, and/or participating in co-curricular and extracurricular activities that contribute to student training and learning.
- Providing students with access to internships, site visits, and guest speakers.
- Participating in recruitment events.
- Helping students prepare for conferences and other professional development activities.

5.4.4. Academic and professional achievement of current and former students in the faculty member's discipline.
- Engaging in and directing of undergraduate research activities (and other high-impact practices).
- Supporting students in applying to graduate school (incl. evidence of graduate school admissions).
- Designing honors-designated courses.

5.4.5. Engaging in professional development and classroom practices related to pedagogical growth and the improvement of classroom effectiveness.
- Pursuing scholarship and other professional development that promotes and improves student learning and achievement.
- Participating in pedagogy conferences, seminars (in-person and/or virtual), and other development activities focused on student success (such as Chancellor's Learning Scholars).
- Participating in and contributing to activities of the Center for Teaching and Learning.

5.4.6. Others as approved by departments/programs and colleges.

6. **Professional Growth and Development for Promotion from 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.

103.0303 Probationary Credit Towards Promotion

At the time of an individual's initial appointment, a maximum of three years of probationary credit toward promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years probationary credit at initial faculty appointments. Such awards require approval by the President and written notice to the USG Chief Academic Officer. Individuals serving part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit toward consideration forearly promotion.

103.04 Minimum Tenure Criteria

103.0401 Foreword

The awarding of tenure is a serious and significant step for both the faculty member and the university. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure. To be eligible for consideration for tenure, a candidate must not only meet the required period of service and the minimum criteria specified below but must also show a history of evaluations that merit the award of tenure. Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality and a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics. (See AAUP statement on professional ethics, academic freedom and responsibility in "Academic Freedom, Responsibility and Professional Ethics" in this Handbook.) Protected from arbitrary dismissal and from transient political and ideological currents, the individual faculty member assumes a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based. Tenure at the University of West Georgia should be regarded as a most valuable possession, signifying a long-term commitment of resources by the University of West Georgia, matched by the sincere commitment by the faculty member to continued professional growth and achievement. Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by Regents' Policies) by an institution are eligible for tenure. Faculty members with the rank of instructor, Lecturer or Senior

Lecturer or with adjunct appointments shall not acquire tenure.

The term "full-time" is used in these tenure regulations to denote service on a one hundred percent workload basis for at least two out of three consecutive semesters.

103.0402 Time Limits

1. Tenure may be awarded upon recommendation by the President upon completion of a probationary period as outlined in BOR 8.3.7.4.

2. A faculty member may request a one year extension per qualifying event of the tenure/promotion/post-tenure review clock in situations that are "qualifying events" as defined in the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. Faculty members may also request extensions based on administrative appointments such as being named director of a program, chairing of a department, or an academic unit, and similar administrative assignments. Further exceptions include qualifying events which occur during summer sessions when the faculty member is not under contract. The total time for all extensions cannot exceed two years. These extensions may be granted by the President at his or her discretion pursuant toBoard Policy 8.3.7.4.

   Faculty members may request this extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure/promotion/post-tenure review. The maximum leave of absence is defined in Board Policy 8.3.7.4. Such request should normally be made within three months of the event.

3. The maximum credit towards the minimum tenure probationary period is stated in Board Policy 8.3.7.4.

4. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in BOR 8.3.7.6.

5. The loss of tenure or probationary credit towards tenure is outlined in BOR 8.3.7.7.

103.0403 Specific Minimum Criteria for the Award of Tenure

1. **Teaching.*** Same as criteria for promotion to Associate Professor
2. **Service.*** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** ~~Same as criteria for promotion to Associate Professor~~Terminal degree in the discipline.
4. **Professional Growth and Development.*** Same as criteria for promotion to AssociateProfessor

*Student Success Activities. Same as criteria for promotion to Associate Professor.

103.05 Curriculum Vitae

Candidates must submit a current curriculum vitae appropriate to the candidate's discipline.

103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a facultymember in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

All classes must be evaluated. Any college, department, or faculty member may add questions to the standard form to make it apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

Students' evaluation data shall be an official part of the administrative evaluation process. Supervisor and peer evaluations may be used as determined by the department. eCore course evaluations will be completed through the common instruments designed for that purpose and made available by the University system for all such courses. Courses that have fewer than five students must also be evaluated but may use an alternative evaluation instrument appropriate to the course and upon approval of the department and dean of the college.

103.0601 University of West Georgia/Student Evaluation of Instruction (SEI) - see next page

UNIVERSITY OF WEST GEORGIA

Student Evaluation of Instruction (SEI)

COURSE IDENTIFICATION

IMPORTANT
USE NO. 2 PENCIL ONLY
- MAKE DARK MARKS
- EXAMPLE: ① ② ● ④ ⑤ ⓪
- ERASE *COMPLETELY* TO CHANGE

SECTION NUMBER

LAB SECTION

For each item below, please fill in the circle that indicates the degree to which you feel each item is descriptive of the course instructor. IF YOU HAVE NO INFORMATION OR FEEL AN ITEM DOES NOT APPLY, PLEASE FILL IN THE N/A CIRCLE.

ITEM #	Strongly Agree				Strongly Disagree	N/A
Student-Centered Questions						
1. I correctly utilized all required course texts and materials.	5	4	3	2	1	N
2. I regularly attended class.	5	4	3	2	1	N
3. I was punctual.	5	4	3	2	1	N
4. I was well-prepared for class.	5	4	3	2	1	N
5. I actively participated in all class activities.	5	4	3	2	1	N
6. If/When I struggled with course material, I sought help from the professor or from resources provided to me.	5	4	3	2	1	N
7. This course challenged my intellect.	5	4	3	2	1	N
Discipline-Centered Questions						
1. Class discussions and/or activities helped me to understand the subject matter.	5	4	3	2	1	N
2. Course assignments helped me to understand the subject matter.	5	4	3	2	1	N
3. Course content was presented effectively.	5	4	3	2	1	N
4. Required course texts and/or materials helped me to understand the subject matter.	5	4	3	2	1	N
5. Test content was representative of assigned material.	5	4	3	2	1	N
6. Tests and/or assignments required problem solving, critical thinking, and/or creative thought.	5	4	3	2	1	N
Instructor-Centered Questions						
1. The instructor demonstrates knowledge of his/her discipline.	5	4	3	2	1	N
2. The instructor clearly explains course expectations.	5	4	3	2	1	N
3. The instructor clearly explains how students will be evaluated.	5	4	3	2	1	N
4. The instructor evaluates and returns tests and assignments in a reasonable period of time.	5	4	3	2	1	N
5. The instructor presents material in an organized manner.	5	4	3	2	1	N
6. The instructor communicates effectively.	5	4	3	2	1	N
7. The instructor demonstrates respect for students.	5	4	3	2	1	N
8. The instructor is receptive and responsive to the sharing of ideas during class discussions.	5	4	3	2	1	N
9. The instructor offers and is available for individual assistance.	5	4	3	2	1	N

Additional Information Requested

1. Student Classification
   - ○ Freshman-Sophomore
   - ○ Junior-Senior
   - ○ Graduate
2. GPA
   - ○ below 1.00
   - ○ 1.00 to 1.99
   - ○ 2.00 to 2.99
   - ○ 3.00 to 3.99
   - ○ 4.00
3. Expected Grade
   - ○ A
   - ○ B
   - ○ C
   - ○ D
   - ○ F
4. Taking course because it is required?
   - ○ Yes
   - ○ No

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PLEASE COMPLETE THE BACK ALSO

Instructor's Name: _____ **Semester:** _____

Please comment on the course content, subject matter and the relevance of this course to your field of study.

1. **What are the most important things you learned in this course?**

2. **How will you use the knowledge you gained in future classes and/or in your chosen profession?**

3. **Explain any positive changes you would like to see made to this course.**

4. **Comment specifically on the value of texts, class materials, assignments, and class activities.**

5. **Comment on the evaluation methods utilized—fairness, difficulty, ease, etc.**

6. **Comment on the instructor's overall effectiveness as a teacher in his/her discipline.**

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104 Evaluation

104.01 Administrative Evaluation of Faculty

The performance of each faculty member shall be evaluated annually, covering the faculty member's work in the areas of teaching, service, professional development, and student success activities, with the latter category folded into the other three areas for both reporting and evaluation purposes. The evaluation process shall utilize the Student Evaluations of Instruction among other sources of evidence as specifiedby the faculty member's academic unit. In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on performance of their professional duties. (See also Section 8.3.5.1, BoR Policy Manual.)

Faculty in each unit (departments and/or programs) must develop specific criteria and rubrics regarding annual evaluations in their discipline to govern the administrative review process. Such criteria should value process over product and thus stimulate the intellectual, scholarly, and creative experimentation and risk-taking that are indispensable for both faculty and student success and the furtherance of new knowledge and ideas.

In accordance with the considerable differences among academic disciplines and their traditional expectations at the University of West Georgia, individual units must define the criteria for faculty progress corresponding with the Likert scale categories below (especially what is required for a faculty member in that unit and in a specific rank to achieve "Meets Expectations").

Student Success Activities should be reported and assessed similar to High Impact Practices, i.e. by designating activities and achievements as SSAs. In the campus-wide reporting platform (such as Interfolio), this should be done by checking an SSA designation and uploading supporting evidence (see section 103.5.4). In narrative evaluations, faculty should highlight SSAs with an asterisk (*) and cumulatively narrate how their work in teaching, service, and/or professional development contributes to student success. The reporting of Student Success Activities thus allows faculty to showcase their achievements and potentially improve their evaluated ranking (on the scale below). Units are encouraged to develop lists of best practices in their discipline designed to enhance student success.

In accordance with the USG Academic Affairs Handbook, all annual faculty reviews must utilize the following Likert scale for each category of evaluation (i.e. teaching, service, and professional development, with associated Student Success Activities to supplement scores for these categories):

1 – Does Not Meet Expectations
2 – Needs Improvement
3 – Meets Expectations
4 – Exceeds Expectations

5 – Exemplary

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert Scale. Chairs ranking of faculty performance must provide rationales for their evaluation in any given category; rankings of #1 or #2 (in any category and/or overall) must be substantiated with specific documentation.

104.0101 Procedure

By latest October 1, the Provost and VPAA shall publish a uniform timeline for the upcoming annual evaluation cycle, including faculty report submission, chair evaluations, and the completion of any PRP documentation.

The following steps should be made a part of all faculty evaluations:

A. After receiving the faculty reports, the immediate supervisor (usually the chair) will offer faculty members the opportunity to discuss a draft of their evaluation (including their anticipated rankings in each category) and potentially provide further evidence and contextualization ~~discuss with the faculty member in a scheduled conference thecontent of that faculty member's annual written evaluation~~.

B. The immediate supervisor will provide their finalized evaluation to the faculty member in writing and schedule a conference to discuss its content with the faculty member.

C. ~~The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.~~ Within 10 working days of this conference, the faculty member will acknowledge receipt of their evaluation with their signature and may further respond by:
    - Adding a written statement to be attached to their evaluation.
    - Appealing the evaluation in full or any one category. (See below for details of an appeals process).

D. Within 10 working days, the immediate supervisor will acknowledge in writing their receipt of this response, noting changes, if any, in the annual written evaluation made as a result of the conference and/or the faculty member's written response. This acknowledgment will also become a part of the records. ~~The faculty member will be given the opportunity to respond in writing to the annual writtenevaluation; this response will be attached to the evaluation.~~

E. ~~The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records~~. If judged to be a 1–Does not Meet Expectations or 2–Needs Improvement, a **Performance Remediation Plan (PRP)** should be created by the chair/supervisor in collaboration with the faculty member (and, in case of an appeal, the dean or peer committee). A successful appeal of the supervisor's evaluation obviates the implementation of a PRP. The PRP is defined in section 4.7 of the Academic Affairs Handbook. A faculty member may formally invite a peer mentor to advise both the faculty member and the chair in the implementation of the PRP and participate in the PRP review

meetings.

At a minimum, chair and faculty member will meet four times to review and document PRP progress; the faculty member may at their discretion and as needed request additional meetings with the chair. The first meeting between chair and faculty member to discuss the PRP and begin its implementation should occur before the end of the spring semester in which the negative evaluation was received. Two further meetings will be held in the following fall and one in the next spring before the subsequent annual evaluation is due. After the final PRP meeting, the chair must provide the faculty member with a written report clearly stating whether the faculty member has progressed according to the goals of the PRP and make the report part of the record.

104.0102 Merit Pay Criteria

A. The following shall be used as criteria for distribution of merit pay:
   1. Teaching*
   2. Service to the Institution*
   3. Academic Achievement and Professional Growth*

   *Student Success Activities (as folded into the above areas of evaluation)

B. Teaching should be given at least 40 percent weight. The other three criteria should be used with no less weight than 10 percent each. The department chair shall apply the weightings uniformly across the department. Members of the department and the dean of the college should be aware well in advance of pay time of the weightings which will be applied for purposes of merit.
C. The department chair should make a pay recommendation to the dean, both in the form of percentage and dollar increase proposed. The department chair may refer to promotion and tenure material in this Handbook for guidance or may use whatever other bases he or she deems appropriate. But these bases should be known to the faculty.
   1. After consultation with the dean, the department chair will notify faculty as to the salary increase being recommended from the dean's office to the Provost and Vice President for Academic Affairs. The department chair will justify the recommendation for each faculty member in writing.

104.0103 Annual Evaluation Appeals

BOR policies (BOR Policy Manual 8.3.5.1) stipulate that annual administrative reviews of faculty members will be utilized as a part of subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions, ascribing a significant role and power to individual administrators conducting these annual reviews. Thus, all lecturers, tenure-track, and tenured faculty members shall have the option to appeal any annual administrative evaluation in order to preserve the principles of academic freedom and provide for due process. An appeal should follow the following steps:

1) Faculty members shall have the choice to appeal their annual evaluation either to a panel

of peers (the department/program P&T advisory committee; see 103.0201 “Faculty Committee”) or to their dean. As a minimum, the faculty member provides a statement of their rationale for appeal and a copy of their annual evaluation.

2) The peer committee or dean carefully reviews the faculty member’s report and supporting evidence as well as the administrative evaluation. The committee/dean will hold a meeting with both the faculty member and the administrator to discuss the evaluation and evidence, request any additional context and/or supporting materials, and seek to achieve a resolution. The mutually agreed-upon, revised evaluation as an outcome of this process then becomes the evaluation of record.
3) If no mutually agreeable resolution is achieved, the dean/peer committee evaluation will become the evaluation of record.

104.02 Post-Tenure Review

104.0201

Beyond annual administrative review (see Section 104.01), Section 8.3.5.4, *Board of Regents Policy Manual, University System of Georgia*, requires that each institution establish procedures to formally evaluate tenured faculty within ~~every~~ five years following the award of tenure and again at least once every five years thereafter, to support further career development of tenured faculty, recognize and reward excellence, and ensure accountability and continued strong performance. ~~provide recommendations recognizing and supporting effective performance, and to provide development strategies for areas of inadequate performance. The purpose of the post-tenure review "will be to examine, recognize and enhance the performance of tenured faculty members. . . focus on identifying opportunities for faculty that will enable them to reach their full potential in service to their institutions. . . andto ensure that their performance meets the expectations and needs of the institution. . ." (BOR Minutes, April 10, 1996)~~

104.0202 General Policy Statement

The post-tenure review is not a reconsideration of tenure, but rather a constructive five-year performance review which serves to highlight contributions and future opportunities as well as identify any deficiencies in performance and, in ~~the~~ those cases, provide a plan for addressing concerns.

Directed toward career development, this review is designed to provide a longer term perspective than is usually provided by the annual review. Post-tenure review provides both retrospective and prospective reviews of performance, taking into account that a faculty member probably will have different emphases at different points in his or her career. It is to be directed toward career development and to provide the perspective of multiple years of accomplishments and plans for development.

Each unit shall ensure that the criteria governing this review do not infringe on the academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. The review shall be carried out free of bias or prejudice by factors such as race, religion,

sex, color, national origin, sexual orientation, ethnicity, age, disability, political affiliation, or veteran status.

Post-tenure review shall be faculty-driven and flexible enough to accommodate faculty with differing responsibilities and professional interests that reflect the mission of the University of West Georgia. The essential elements of such a peer-review process are that it shall take into account one's past progress and anticipated future as scholar, teacher, and colleague; provide a measure of accountability with regard to the performance of tenured faculty which goes beyond the annual review; be developmental in nature; assist faculty to continue to grow professionally; provide a structure by which this periodic evaluation it to take place; provide feedback and remediation recommendations for faculty found deficient in any area; allow faculty who were tenured prior to the institution of this review to select variable career paths or emphases under which they will be evaluated; provide faculty with timely and formal notification of any perceived deficiencies; and establish an appeal route for faculty who are aggrieved by either the substantive or procedural components of the review or the remediative process.

104.0203 General Implementation Procedures

All tenured faculty members with the exception of tenured administrators whose majority of duties are administrative for whom five or more years have passed since their last career review decision or personnel action took effect, must undergo post-tenure review. A faculty member may voluntarily undergo post-tenure review early or delay the post-tenure review as specified in Section 103.0402.

A. Notification of faculty

By 30 days prior to the end of each Spring term, the VPAA will provide to each college, school, and the library a list of faculty scheduled for post-tenure review during the subsequent academic year. Deans, or their designees, will be responsible for notifying faculty of pending review, as well as a schedule for completion of such reviews.

B. Timetable for review.

Each year the post-tenure reviews will be completed before the end of the Fall term.

104.0204 Criteria for Post-Tenure Review

Criteria to be utilized in conducting this review shall be fair and reasonable expectations consistent with the criteria and standards used in other reviews of faculty related to teaching, service, ~~academic achievement,~~ professional growth and development, and student success activities. These will be considered in the context of stated expectations for performance developed by the department, college, and/or unit. These criteria shall also be consistent with the duties the faculty member was assigned through means customary for the unit for the period being reviewed and related to the mission of the institution. The weights or percentages given to different areas may differ according to the faculty member's professional role, rank and established goals, and any applicable college, libraryor university-wide policies. The criteria must be sufficiently flexible to accommodate faculty with differing responsibilities, to recognize

that faculty members may contribute in different ways to the institution's mission over time, and to consider the cumulative impact of the faculty member's career as well as his or her performance during the previous five years.

Each unit shall ensure that the criteria governing post-tenure review do not infringe on the accepted standards of academic freedom of faculty.

In the case of tenured faculty serving in administrative capacities, allowances must be made for the responsibilities these individuals carry in the area of service to the institution.

104.0205 Documentation Required

Faculty undergoing post-tenure review or corrective post-tenure review must submit the post-tenure dossier to the Post-TenureAdvisory Committee, which includes the following documentation:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by his or her department chair or unit supervisor for the years under consideration.
3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews.
4. A statement prepared by the faculty member, not to exceed two pages in length, detailing his or her accomplishments and goals for the period under review and projected goals for the next five-year period.
5. Measures of teaching effectiveness including, but not limited, to a combination of written student evaluations and peer evaluations.
6. Any additional documentation specified by unit, departmental or institutional policy.
7. Dossiers must be submitted electronically in a format approved by the Provost.

Consistent with library, school, or college and university policies, review policies must specify the nature of and the evaluative standards for evidence which will be used to support claims about faculty activities.

Once submitted for consideration, the faculty member shall have supervised access at any time to his or her review file. The faculty member shall also have the right to add material to this file, including statements and additional documents, at any time during the review process.

104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

A. This review shall be conducted by faculty peers with tenure who are able to render a fair and objective assessment of the person being reviewed. If a significant conflict of interest exists, no person with such a conflict may participate in post-tenure review recommendations, advisement of candidates, and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an

intimate personal relationship with the candidate are explicitly prohibited from participation. Each college, school and/or the library, as well as the University-wide Appeals Committee for Post-Tenure Review, shall establish a process for removing a faculty member from the Post-Tenure Review Advisory Committee(s) and shall establish criteria for assessing the credibility of claims of bias if a person being reviewed has reason to believe that another individual could not judge his or her case fairly.

B. A Post-Tenure Review Advisory Committee or Post-Tenure Review Advisory Committees consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the department, school, or library by whatever means the aforementioned determines, shall be established annually.
C. Under no circumstances shall anyone who serves in a supervisory role to the individual being reviewed be permitted to serve on a Post-Tenure Review Advisory committee reviewing that individual.
D. In each college, school and in the library, the dean will be responsible for convening the initial meeting of the elected committee or committees. At the initial meeting, the members of the committee shall select one of its faculty members as chair. The chair will be a voting member of the committee.
E. Each committee shall meet at the call of its committee chair. At the initial meeting the committee chair shall review the applicable unit, and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
F. The documentation submitted by each faculty member shall be reviewed by committee members prior to committee meetings.
G. The merits of each faculty member undergoing post-tenure review will be discussed to the extent desired by a simple majority of committee members. In the event of disagreement about the value of scholarly performance, job performance, or service, the review may include the evaluations of external reviewers to provide a due process protection that ensures an unbiased appraisal. This panel of external reviewers will be generated by the faculty member under review and appropriate department chair or unit supervisor and include a minimum of three professors knowledgeable of the faculty member's field of expertise from both on and off campus. The panel will serve to ensure that scholarly written work or job performance is being fairly and accurately interpreted. Any department chair or unit supervisor may be called to discuss with the committee the qualifications of a person under review who holds rank in his or her department.
H. Voting on a colleague's status with regard to the post-tenure review shall be by secret ballot.Each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets, or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee. Any person with an evaluation of Does Not Meet Expectations will be required to develop athree-year plan to address deficiencies (see section K,2 below).
I. The committee chair, in consultation with members of the Post-Tenure Review Advisory Committee, shall prepare a written evaluation for each candidate reviewed during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It will report the consensus arrived at by

the Post-Tenure Review Advisory Committee with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service, professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. In the event that this evaluation differs from annual reviews, this evaluation shall state the exact reason(s) for this judgment. The chair of the Post-Tenure Review Advisory Committee shall give each faculty member being reviewed a copy of the committee's evaluation ten (10) University Business Days prior to the deadline for submittingthe committee recommendation to the appropriate department chair or unit supervisor; therefore, the person being reviewed has five (5) University Business Days to prepare an appeal for reconsideration by the committee (see paragraph 104.0208, below).

J. Once any appeals to the Post-Tenure Review Advisory Committee(s) have been heard and acted upon, the committee chair will provide a copy of the committee's final evaluation to thefaculty member being reviewed and to the appropriate department chair or unit supervisor. The faculty member, if he or she desires, will have an opportunity to prepare a written response to the Post-Tenure Review Advisory Committee's evaluation. Such a response shallbe received by the chair of the Post-Tenure Review Advisory Committee within five (5) University Business Days after the date the committee's final evaluation is received by the faculty member under review. It will be the responsibility of the appropriate dean to preservethe ballots of rankings and to keep these on file for a period of six (6) years.

A copy of the post-tenure review advisory committee's evaluation and any written response toit by the evaluated faculty member shall then be sent to the administrative office at least one level above the faculty member's administrative unit. The same material shall also be placed in the faculty member's personnel file at the departmental level. The department shall also preserve in the faculty member's personnel file all documents, other than documents like publications that are readily available elsewhere, that played a substantive part in the review.

1. If the review reveals an Exceeds Expectations performance, a faculty member shall receive recognition for ~~his or her~~ their achievements through institutional policies and procedures already in place for acknowledging and rewarding meritorious achievement (e.g. merit pay, study and research leave opportunities, other opportunities consistent with his or her career goals and objectives and Board of Regents policy).
2. ~~2.~~ If the Post-Tenure Review does not meet expectations, see below for "Performance Improvement Plan." ~~If areas needing improvement have been identified, the department chair, or unit supervisor, and faculty member shall jointly develop a formal plan for professional development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable within which goals or outcomes should be accomplished, and an agreed-upon strategy and criteria for monitoring progress. The faculty member's department chair, or unit supervisor, and the appropriate dean are jointlyresponsible for arranging for appropriate funding for the development plan, if required. The department chair or unit supervisor is responsible for forwarding a copy of the professional development plan resulting from a post-tenure review to the appropriate deanby the end of the academic year in which the review was conducted.~~
   ~~a. The faculty member's department chair or unit supervisor is responsible for~~

~~monitoring the progress of faculty members engaging in a professional development plan to remedy deficiencies identified in a post-tenure review. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate dean. When the objectives of the professional development plan designed to deal with specified deficiencies have been met as determined by the department chair or unit supervisor, the department chair or unit supervisor shall make a final report to the appropriate dean.~~

b. ~~It is the responsibility of the department chair or unit supervisor to determine, after a period of three years from the academic term in which the development plan is agreed upon, whether or not a faculty member whose performance was deemed as Does Not Meet Expectations in the post-tenure review has been successful in remedying deficiencies identified in the review. He or she will report that finding to the appropriate dean. The university will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.~~

104.0205 Corrective Post-Tenure Review

If a tenured faculty member receives an unsatisfactory annual review, a Performance Remediation Plan is developed by their supervisor in collaboration with the faculty member, and implemented according to the timeline stated in [104.0101–Annual Evaluations]. At the end of that process, if the tenured faculty member meets expectations, then no further action is required, and they are back on track on the anticipated five year Post-Tenure Review schedule. If the second consecutive annual evaluation is also unsatisfactory, then the tenured faculty member will undergo a Corrective Post-Tenure Review in the following academic year. Like a regular Post-Tenure Review, a Corrective Post-Tenure Review must be conducted by a committee of the faculty member's peers and must be conducted in the same manner as a regular Post-Tenure Review. If the Corrective Post-Tenure Review is successful, the faculty member's Post-Tenure Review clock will be reset and the next Review will take place five years later.

Performance Improvement Plan

If the peer committee evaluates a faculty member's regular Post-Tenure Review or Corrective Post-Tenure Review as unsatisfactory or not meeting expectations, then a Performance Improvement Plan is created by the applicable department chair/supervisor and the dean in collaboration with the faculty member and the PTR advisory committee (see USG Academic Affairs Handbook for details of the Performance Improvement Plan).

The PIP process of meetings between the faculty member and chair/supervisor will begin in the following academic year. A minimum of two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, and plan outcomes for the upcoming time period. The faculty member may at their discretion and as needed request additional meetings with the chair. The assessment of the PIP will take the place of that year's annual review. At the conclusion of the academic year the faculty member's progress will be determined by the department chair and dean in collaboration with the PTR advisory committee.

If the faculty member successfully completes the Performance Improvement Plan, then the faculty

member's next post-tenure review will take place on the regular five-year schedule (without resetting the PTR clock).

If the faculty member fails to make sufficient progress in performance as outlined in the Performance Improvement Plan, the due process steps outlined below will be followed.

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Following a negative PIP, the chair/supervisor shall determine an appropriate remedial action, which should be commensurate with the seriousness of the deficiencies but should implement further steps to retain the tenured faculty member and improve their performance. For example, remedial action for teaching-related issues noted in the PIP could include pedagogy workshops; scholarship-related deficiencies could include becoming involved in writing groups; service-related issues could be addressed by involvement in professional organizations.

If the faculty member decides to appeal the recommended remedial action, the following due process steps shall be followed:

1) The faculty member has 10 business days from receiving the recommendation of the dean/department chair for remedial action to request a further review of the PTR committee.

2) The PTR committee may recommend revising the dean's/chair's remedial action. If the revised plan is mutually acceptable to the dean/chair, the revised recommendations will be implemented. If the faculty member disagrees with the recommended remedial action, they may appeal to the University-wide Post-Tenure Review Appeals Committee within ten (10) business days of receipt of the dean's decision.

3) Composition of the University-wide Post-Tenure Review Appeals Committee

By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
School of Mass Communication:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial

meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

4) Any faculty member appealing for reconsideration shall state in writing the grounds for their request and shall include in this appeal such additional material as is pertinent.

5) The documentation submitted by each faculty member, including that regarding the grounds for their appeal, shall be reviewed by committee members prior to committee meetings.

6) The University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's appeal in light of the written appeal. Each member of the committee shall vote by secret ballot to approve or reject the appeal.

7) The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written rationale for the majority opinion. If the Committee agrees with the Dean's decision, the recommended remedial action shall be in effect.

8) If the Committee decision disagrees with the dean's determination, it shall issue its recommendation to the Provost and the faculty member within 20 business days.

The following steps are taken verbatim from the USG Academic Affairs Handbook:

9) Within 5 business days of receiving the recommendation, the Provost shall send an official letter to the faculty member communicating the Provost's decision.

10) The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of his or her decision and the process for discretionary review application as provided for in Board of Regents' Policy Manual 6.26.

11) If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.

12) An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26).

104.0207 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the

Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a Does Not Meet, Meets, or Exceeds Expectations evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for professional development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for his or her activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

~~**104.0208 Appeal for Reconsideration**~~

~~The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:~~

~~College of Arts, Culture, and Scientific Inquiry: 1~~
~~School of Mass Communication: 1~~
~~Richards College of Business: 1~~
~~College of Education: 1~~
~~School of Nursing: 1~~
~~The Ingram Library: 1~~
~~University College 1~~

~~The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.~~

~~The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures~~

~~governing post-tenure review so that committee members will be aware of these before any review process begins.~~

~~Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.~~

~~The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings.~~

~~Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the post-tenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.~~

104.0209 Right to Redress

(See Policies and Procedures Manual, Article V, Section 3)

104.03 Faculty Evaluation of Departmental Leadership

To provide the faculty and administration with information on the performance of departmental leadership as defined by each academic unit, a periodic evaluation is established.

104.0301 Procedure.

An evaluation of the department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (except that new department chairs or the equivalent, who shall not be evaluated their first year in office). The form of evaluation

(written, oral, group, etc.) and the procedure to be used shall be determined by the departmental members, reviewed by the department chair or equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or the equivalent.

104.0302

Personnel Evaluation Questionnaire
University of West Georgia

Individual Under Review_____Date _____

Position _____

On the average I have contact with this person: Daily ☐ Weekly ☐ Bimonthly ☐ Occasionally ☐

I am: A Student ☐ A Faculty Member ☐ An Administrator ☐ A Staff Member ☐ Other ☐

Return this completed form to:_____

Instructions:

Listed below are a number of statements which describe the behavior of administrators and professional personnel. Rate this person on each of these items by marking the appropriate response. In making your rating, compare the person with other administrators you have known. There is, of course, a great diversity among the types of professional positions, and some of the statements below may be more fitting for some positions than others. If you feel that an item is not applicable (N.A.) in describing the person's behavior or position, place a mark in the blank to its left. If you do not have sufficient information to evaluate the person, please mark the 'O' response of 'Do Not Know'. Please respond to all of the items.

CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

Evaluate the person named above in terms of the degree to which he or she:

SCALE I. COMMUNICATIONS AND INFORMATION ____
N.A.

____ 1.	Communicates with you in a timely and responsive manner.	0 1 2 3 4 5
____ 2.	Has sufficient contact with you.	0 1 2 3 4 5
____ 3.	Is duly sensitive to your needs for information.	0 1 2 3 4 5
____ 4.	Writes letters and makes statements that seldom need clarification.	0 1 2 3 4 5
____ 5.	Conveys a sense of caring and concern for the needs and problems of students, faculty and associates.	0 1 2 3 4 5
____ 6.	Displays a sensitivity to the feelings of students, faculty and associates.	0 1 2 3 4 5
____ 7.	Conducts effective conferences and interviews.	0 1 2 3 4 5
____ 8.	Displays the ability to give constructive criticism in a positive manner.	0 1 2 3 4 5
____ 9.	Has good rapport with students, faculty and associates.	0 1 2 3 4 5
____ 10.	Works well with students, faculty and associates to achieve common goals.	0 1 2 3 4 5
____ 11.	Needs to improve communication skills. Yes____ No ____	

If yes, explain in what way(s) _____

_____

CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

SCALE II. PLANNING, OPERATIONS, AND ACTION

____ N.A.

____ 12. Plans ahead for those activities under his or her jurisdiction. 0 1 2 3 4 5
____ 13. Keeps goals up-to-date and clearly stated. 0 1 2 3 4 5
____14. Makes time for planning by delegating routine work. 0 1 2 3 4 5
____15. Initiates action towards defined goals 0 1 2 3 4 5
____ 16. Perseveres in the face of frustrations and obstacles to accomplish difficult goals 0 1 2 3 4 5
____ 17. Completes detailed and routine tasks effectively 0 1 2 3 4 5
____ 18. Establishes uniform procedures where appropriate 0 1 2 3 4 5
____ 19. Encourages initiative and performance by delegating tasks effectively to others 0 1 2 3 4 5

____ 20. Can anticipate potential problems which may develop when plans do not work out in practice 0 1 2 3 4 5
____ 21. Shows resourcefulness and imagination in finding answers to problems Other: 0 1 2 3 4 5
_____
____ 22. Needs to improve in planning, operations and action Yes_____No_____

If yes, explain in what way(s)

SCALE III. DECISION MAKING AND PROBLEM SOLVING

____ N.A.

____ 23. Makes sound and timely decisions 0 1 2 3 4 5
____ 24. Gathers pertinent facts before acting 0 1 2 3 4 5
____25. Applies policy consistently and fairly 0 1 2 3 4 5
____26. Consults with others on important decisions 0 1 2 3 4 5
____ 27. Is skilled in participatory decision making 0 1 2 3 4 5
____ 28. Approaches problem solving on systematic basis 0 1 2 3 4 5
____ 29. Is able to cope with unanticipated events 0 1 2 3 4 5
____ 30. Recognizes and utilizes the special talents of others as an aid to solving problems 0 1 2 3 4 5
____ 31. Understands the college well enough to refer matters to the proper offices for effective action 0 1 2 3 4 5

____ 32. Acts with deliberateness and common sense under stress
Other: _____ 0 1 2 3 4 5

____ 33. Needs to improve decision-making and problem-solving skills
Yes____ No ____

If yes, explain in what way(s) _____

_____

CODE

0-Do Not Know 1-Low 2-Below Average 3-Average 4-Above Average 5-High

SCALE IV. PLANNING, OPERATIONS, AND ACTION

____ N.A.

____ 34. Establishes rapport easily and is approachable for counsel
0 1 2 3 4 5

_____

_____

____ 35. Is receptive to constructive suggestions for changes 0 1 2 3 4 5
____36. Gives credit to others for their contributions 0 1 2 3 4 5
____37. Fosters morale and instills co-workers with a sense of enthusiasm, purpose and direction 0 1 2 3 4 5
____ 38. Works well with committees 0 1 2 3 4 5
____ 39. Inspires confidence in his or her personal integrity and professionalism 0 1 2 3 4 5
____ 40. Is fair and impartial in rendering decisions affecting students, faculty and associates 0 1 2 3 4 5
____ 41. Is skilled in those specialties demanded by his or her assignment
0 1 2 3 4 5
____ 42. Demonstrates a clear understanding of the role and scope of his or her assignments and authority 0 1 2 3 4 5
____ 43. Compared with other administrators and professional at UWG, is (1) one of the worst, (2) below average, (3) average, (4) above average, (5) one of the best
Other: _____
0 1 2 3 4 5
____ 44. Needs to improve personal and human relations skills Yes____ No ____

If yes, explain in what way(s) _____

_____

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.

2. Ensure that faculty and staff participate in the evaluation of their academic Deans.

3. Ensure Deans are afforded due process in the evaluation.

4. Afford all appropriate constituencies the opportunity to provide input.

5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.

6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.

2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to him or her annually. The following characteristics of that process shall be common to all units.

104.0502 Procedures

A. Interval of Annual Review: before the conclusion of each fiscal year.

B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:

1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.

2. To review the Dean's job description and responsibilities, as well as the organization of the unit.

3. To review the level of resources and other support provided to the Dean and unit.

4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.

2. *Self report.* Each Dean under review shall provide the Provost a brief written report:
   a. Listing initiatives and professional activities undertaken during the review period.
   b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
   c. Indicating any changes that seem warranted in the Dean's job description.
   d. Including a contextualization of the operation of the unit within the larger framework of the university.

3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.

4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean's fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation, the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.

2. The periodic evaluation will help guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and facilitate the professional development of those Deans.

3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters, unit financial documents) to provide the Provost with a comprehensive record of the Dean's performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of his or her unit of the pending evaluation.
3. Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

1. The Review Committee will be composed of seven members.

2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.

3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.

4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.

5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
   a. Outlines the timeline for review and the evaluation criteria.
   b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
   c. Informs the Provost and the Dean of:
      1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
      2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
   a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
   b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.
   c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

   The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

   The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions; however, the Review Committee may synthesize the data they collect relative to the evaluation criteria, to include the authority to edit, shorten, paraphrase or select qualitative comments as exemplary for presentation in the report. All of the comments received shall remain anonymous and shall be presented to the Provost in an appendix, in order that the unbiased nature of the synthesis can be verified. The full Evaluation Report shall remain in the Office of the Provost for the length of time mandated by BOR Standards and may be obtained by individual request.

   The Evaluation Report shall include, but not be limited to, the following sections:

   Introduction
   a. Purpose of the evaluation.
   b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
   c. Description of the procedures that guided the composition of the Review Committee.
   d. Disclosure of conflicts of interest, if any, and how they were handled.
   e. Discussion of the timeline of the evaluation.

   Methodology
   a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
   b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.

   Results
   a. Descriptive analysis of data from the Dean Evaluation Questionnaire.
   b. Descriptive summary of additional data collected to include interviews with dean's peers, supervisors, and relevant external community when useful).

   Conclusion
   a. Purpose of the evaluation (briefly revisited).
   b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report (minus the appendix) to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items.

Please tell us, what is your role at UWG?

A. Faculty Member and/or Faculty Administrator
B. Staff Member

Your responses may be quoted in the full report, but only anonymously and as part of aggregated data.
In your role as administrator, faculty, or staff, please rate the Dean's unit on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

0 = Unable to Judge; 1 = Strongly Disagree; 2 = Disagree; 3 = Somewhat Disagree; 4 = Neither Disagree Nor Agree; 5 -Somewhat Agree; 6 = Agree; 7 = Strongly Agree

If you have insufficient experience to make an informed judgment, please choose "Unable to Judge."

Leadership
The Dean…
1. articulates a clear vision for the future of the unit.
2. involves the faculty in developing plans for the unit.
3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.
4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development
The Dean…
7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.

10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term "professional growth and development" with "scholarship.")
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics

The Dean…

14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to his or her own views.
16. exhibits high ethical standards in his or her official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.
20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication

The Dean…

23. welcomes constructive criticism from all members of the unit.
24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department's accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.
28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration

The Dean…

30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.
37. integrates planning, assessment, and budgeting when making decisions.

38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

Open Ended Items

41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items

Units may use Likert scale or open-ended items; regardless, the items should begin with number 45. Units that opt to use a Likert scale must employ the same response options used in items 140.

105 Dismissal Process of a Faculty Member

The President may at any time remove any faculty member for cause. Adequate cause for dismissal will be related directly or substantially to the fitness of the faculty member in his or her professional capacity. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights protected by the United States Constitution.

The *Board of Regents Policy Manual, University System of Georgia*, Section 8.3.9.1 states grounds for dismissal (8.3.9.1) of tenured faculty. Board Policy (8.3.9.1.9) permits institutions to make additions to grounds for dismissal. The grounds for dismissal which follow are institutional grounds and are superseded by Board Policy in all cases of conflict. Grounds or "cause" for dismissal may include, but shall not be limited to, the following conduct unbecoming a faculty member:

Grounds for Removal (*Section 8.3.9.1,* Board of Regents Policy Manual, University System of Georgia).

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment–or prior thereto if the conviction or admission of guilt was willfully concealed.

2. Professional incompetency, intentional or habitual neglect of duty, or default of academic integrity in teaching, in research, or in scholarship.

3. Unlawful manufacture, distribution, sale, use or possession of illegal drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member's performance of duty or his/her responsibilities to the institution or to his/her profession (BOR minutes 1989-90, pp.384-385).

4. Conviction or admission of guilt in a court proceeding of any criminal drug offense (BOR Minutes, 1989-90, pp. 384- 385).

5. Physical or mental incompetency as determined by law or by a medical board of three (3) or more licensed physicians, or as otherwise authorized by law.

6. Intentional misrepresentation related to official documents filed with the Institution

7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity.

8. Willful violation of Regents' or Institution's published policies and procedures that constitute serious misconduct.

106 Right to Redress

(See *Policies and Procedures Manual*, Article V, Section 3)

107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the Ombuds (see section 107.01), the services of the Alternative Dispute Resolution (ADR) Program (see section 107.02) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.03).

107.01 Office of the University Ombuds

The Office of the Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e. faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association.

107.0101 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g. policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback regarding trends or issues.

107.0102 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University.
The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals, and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance, if necessary. At that point, the Ombuds will withdraw from the process.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any

matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

107.0103 Code of Ethics and Standard Operating Procedures

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association.

A. Independence

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office.

B. Neutrality and Impartiality

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds.

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so.
The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

A. Make, change, or set aside a law, policy, or administrative decision;

B. Make binding decisions or determine rights;
C. Compel anyone to implement recommendations;
D. Conduct investigations that substitute for administrative or judicial proceedings; Give legal advice;
E. Determine "guilt" or "innocence" of anyone accused of wrong-doing;
F. Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
G. Maintain formal written case records identifying users of the office; and
H. Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process.

107.0104 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0105 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0106 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks. **107.02 Ombuds Office Initiation of Intake for Alternative Dispute Resolution**

Ombuds Office functions the intake point for the UWG ADR Program, whose services an individual may use as s/he seeks to resolve a conflict.

107.0201

The ADR program is run by the Committee on Alternative Dispute Resolution, which will consist of persons recommended by the Ombuds Office [and appointed by the President]. Each college or school and the library will be represented on the committee. The committee will participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty; screening requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); securing the consent of all parties involved and arranging for an approved neutral or neutrals to mediate the dispute; and maintaining all

necessary records, forms of consent, and evaluations required during the mediation process; and overseeing all ADR-related tasks requested by the Board of Regents.

107.0202.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

107.0203 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty at the university. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the ADR committee will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

107.0204 Requests for Mediation

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.
Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within twenty (20) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107. 0205 The Mediation Process

If the Ombuds office has determined that mediation is appropriate, it will forward requests to the ADR committee to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others. Confidentiality does not include discrimination as defined by Title IX of the Education Amendments of 1972.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as “win/win.” In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the Ombuds office only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0206 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.03 Grievance Procedures

A. **Initiating a Grievance.** The Grievance Process will begin when a Complainant files a formal complaint with the respondent's immediate supervisor. It will continue, if no satisfactory resolution is reached, with appeals up the administrative chain through the level of Provost. When all administrative appeals are exhausted, parties may request a formal grievance hearing by filing a formal petition with the Chair of the Faculty Development Committee.
The parties should understand that a committee appointed to hear the grievance functions solely to study the case and to make recommendations to the President of the University; it is not empowered to make or reverse decisions.

B. **Definitions**

Complainant: A faculty member who has a complaint or grievance.

Due Process: A meaningful opportunity to be heard at each stage in the process. While it may or may not require trial-like processes, it does include the opportunity to know and counter opposing claims, characterizations and arguments and the expectation that any persons charged with hearing the dispute will be neutral.

Grievance: A formal complaint that has not been resolved through available dispute resolution processes or by administrative review.

Faculty Grievance Committee: A select faculty committee established through the Faculty Development Committee to hear a given grievance.

Parties: The complainant and the respondent.

Grievance Complaint Record: The exclusive record for decisions including all documents submitted as part of a Grievance.

Respondent: Individual against whom a complaint is brought.

Teaching Faculty: Full time faculty members whose duties are less than one-third administrative.

C. **Grievable Actions**

Grievable complaints may arise from any circumstance in which a faculty member alleges mistreatment, including arbitrary actions, decisions or evaluations to include allegations of:

a. Irregular, arbitrary or inappropriate procedural and/or policy decisions related to matters such as salary, promotion and/or tenure, performance requirements, performance assessment, and reassignment or suspension (with or without pay)
b. Denial of access to department, division, college or university resources; and/or
c. Persistent and recurrent patterns of actions that indicate arbitrary assignment of duties and scheduling.

Complaints alleging discrimination under federal or state civil rights law should not be pursued through Grievance Procedures, but should be directed to tribunals or procedures established by the Social Equity Officer of the Human Resources Department.

Non-grievable complaints include the following:

a. The legitimate non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
b. Non-renewal of a contract of a non-tenured faculty member provided that the institution has complied with procedural due process notification requirements;
c. Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
d. Tenure and Promotion Decisions that have been upheld by appropriate and approved tenure and promotion policies and procedures;
e. Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy Section 8.3.9, *Board of Regents Policy, University System of Georgia*.

107.0301 Timeframe for filing a Grievance Complaint.
A grievance complaint must be formally initiated within three (3) calendar months of the occurrence of a grievable action or last occurrence of a pattern of grievable actions and shall follow the stated procedures at each level. Time spent in consultation with the Ombudsmen or in ADR may be grounds for an extension of this timeframe.

107.0302 Role of Respondent's Immediate Supervisor

A. The grievance process is initiated when a Complainant formally submits a complaint to the Respondent's immediate supervisor. A formal complaint will include the following:

a. Name and department or administrative unit of the Complainant,
b. Name(s) and department or administrative unit of the Respondent(s),
c. Description of the nature and effect of actions or decisions being complained of,

d. Evidence supporting the complaint,
e. Statement of desired outcome,
f. Signature of Complainant and date.

The immediate supervisor will open a formal confidential Grievance Complaint Record file. This file may be housed in a digital format. The complaint and all documents submitted in regard to the complaint shall be included in this file.

B. Within five (5) working days of receiving a formal complaint, the immediate supervisor must notify the Respondent that a complaint has been received and provide the Respondent with a copy of the complaint. Within ten (10) working days of notification, the Respondent must provide a written response to the immediate supervisor. Upon receipt of the written response, the immediate supervisor will place it in the Grievance Complaint File and will send a copy of the response to the complainant.

C. Within ten (10) working days of receiving the Respondent's written response the immediate supervisor will:
   a. Review the Grievance Complaint File,
   b. Meet with all parties to understand their views,
   c. Consult with any appropriate resource persons for clarification,
   d. Review appropriate written policies and procedures,
   e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Immediate Supervisor's decision the Complainant may, within ten (10) working days after notification, appeal the decision to the next higher administrator.

107.0303 Role of Dean of College

A. In the case that the Respondent's Immediate Supervisor is a college Dean, the Dean will act as the Immediate Supervisor. If the Respondent's Immediate Supervisor ranks below the level of college Dean, appeals from an Immediate Supervisor's decision are filed with Dean of the Respondent's College.

   An appeal to the Dean is initiated when a Complainant formally submits an appeal to the appropriate Dean. The Dean or higher administrator must send a copy of the formal appeal to the Respondent. A formal appeal will include the following:

   a. Name and department or administrative unit of the Complainant
   b. Name(s) and department or administrative unit of the Respondent(s),
   c. Reasons for disagreement with the Immediate Supervisor's decision,
   d. Evidence supporting the appeal,
   e. Statement of desired outcome,
   f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the College Dean will request that the Immediate Supervisor forward the Grievance Complaint File. The Dean will add the appeal and all documents submitted regarding the appeal shall be added to the Grievance Complaint File.

B. Within five (5) working days of receiving the Grievance Complaint File, the Dean must notify the Respondent that an Appeal has been filed and provide the Respondent with a copy of the Appeal. Within five (5) working days of this notification, the Respondent must provide a written response to the Dean. Upon receipt of the written response from the Respondent, the Dean will place it in the Grievance Complaint File and forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeal response the Dean will:
   a. Review the entire Grievance Complaint File, including the Appeal and Response,
   b. Meet with all parties to understand their views,
   c. Consult with any appropriate resource persons for clarification,
   d. Review appropriate written policies and procedures,
   e. Provide a written decision to the parties and place a copy in the Grievance File.

D. Upon receipt of a Dean's written decision, a Complainant may, within ten (10) working days after notification, appeal the decision to the Provost and Vice President for Academic Affairs.

107.0304 Role of Provost and Vice President for Academic Affairs

A. Appeals from a Dean's decision must be formally filed with the Provost and Vice President for Academic Affairs. The Complainant must send a copy of the appeal to the Respondent and to the appropriate Dean. A formal appeal will include the following:

   a. Name and department or administrative unit of the Complainant,
   b. Name(s) and department or administrative unit of the Respondent(s),
   c. Reasons for disagreement with the Dean or supervisor's decision,
   d. Evidence supporting the appeal,
   e. Statement of desired outcome,
   f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the Provost/Vice President will request that the Dean forward the Grievance Complaint File and place the new appeal and all documents that are part of it in the Grievance Complaint File.

B. Within three (3) working days of receiving the Grievance Complaint File, the Provost/Vice President must notify the Respondent(s) that an Appeal has been filed and provide the Respondent(s) with a copy of the Appeal. Within five (5) working days of this notification, the Respondent(s) must provide a written response to the Provost/Vice President. Upon receipt of the written response, the Provost/Vice President will place it in the Grievance Complaint File and will forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeals response the Provost/Vice President will:
    a. Review the entire Grievance Complaint File, including the Appeal and Response,
    b. Meet with both parties to understand their views,
    c. Consult with any appropriate resource persons for clarification,
    d. Review appropriate written policies and procedures,
    e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Provost/Vice President's decision, the Complainant may, within ten (10) working days after notification, petition the Chair of the Faculty Development Committee for a full Grievance Hearing by a Faculty Grievance Committee. Within three (3) working days of receiving an appeal, the Chair of the Faculty Development Committee will request, and the Provost/Vice President shall forward to the Chair of the Faculty Development Committee, the entire Grievance Complaint File.

107.0305 The Formation and Work of a Select Committee on Faculty Grievances

A. A Petition for a full Grievance Hearing by a Faculty Grievance Committee occurs when a formal request is submitted to the Chair of the Faculty Development Committee. A copy of the Petition must be sent to the Respondent. The Petition must include:

    a. Name and department or administrative unit of the Complainant,
    b. Name(s) and department or administrative unit of the Respondent(s),
    c. Brief description of the nature and effect of actions or decisions being complained of,
    d. Reasons for disagreement with prior administrators' judgments in the matter,
    e. Evidence supporting the complaint,
    f. Statement of desired outcome,
    g. Signature of Complainant and date.

    While the exact wording need not be replicated, the grievance appeal may not significantly diverge from the original complaint. A Complainant may request representation on the committee of specific categories of people such as veterans, women, disabled people or ethnic and racial minorities. When forming a Faculty Grievance Committee, the Faculty Development Committee will make a good faith effort to honor such requests.

B. Within ten (10) working days of receiving a petition for a grievance hearing and the Grievance Complaint File, the Faculty Development Committee will determine by majority vote whether the issue[s] fall within the definition of a grievable complaint. As soon as is practicably possible, again by majority vote, the Faculty Development Committee will select from among UWG Teaching Faculty individuals suitable to serve as members for this Faculty Grievance Committee. A new Faculty Grievance Committee will be formed each time a grievance petition is submitted. The Chair of the Faculty Development Committee may not be a member of a Faculty Grievance Committee.

a. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts, Culture, and Scientific Inquiry~~Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences,~~ one from the College of Education, one from the Richards College of Business, one from the University College, one from the School of Nursing, one from the School of Communication and Media, and one from the Library. Committee member selection shall aim to assure that the Complainant receives a fair and impartial hearing.
b. Once the list of members has been identified, the Chair of the Faculty Development Committee will disclose the list of proposed Grievance Committee members to the Parties. Parties to the dispute may challenge the fitness of an individual member to serve on the committee by providing evidence of bias, partiality, or conflict of interest. The Faculty Development Committee will decide the merits of such challenges by majority vote and recuse a member found to be unacceptable.

C. **Organizational Meeting.** Within ten (10) working days after determining the Grievance Committee's membership, the Chair of the Faculty Development Committee will convene a closed organizational meeting of the full committee. The Chair of the Faculty Development Committee will briefly specify the allegations in the complaint and summarize University policy including rules governing the committee's work and convey the Grievance Complaint File, including the appeal petition, to the Faculty Grievance Committee. The Faculty Grievance Committee will select a Chair of the committee from among its members.

The chair of a Faculty Grievance Committee is required to convene meetings to hear the grievance petition, ensure that all parties to the dispute and members of the committee receive all relevant documents and communications and will work collaboratively with other Committee members to produce the Final Grievance Report and Recommendations.

D. **Authority of the Committee.** A Faculty Grievance Committee has the authority to conduct inquiries into faculty grievances, to provide to all parties a meaningful opportunity to be heard before a neutral panel of faculty members and to present its findings and recommendations to the President of the University. A Faculty Grievance Committee may consult with or seek clarification from any University resource officers or other persons knowledgeable about university processes or policies. All Committee business is confidential and Committee members will hold no *ex parte* meetings with the parties nor conduct outside discussions regarding the grievance.

E. **Grievance Hearing.**
a. A Grievance Hearing should be convened within fifteen (15) working days after the Organizational Meeting's completion.
b. Due to its confidential nature, the hearing will be closed.
c. Parties must attend the Grievance Hearing.
d. An audio recording or complete transcript of the proceedings will be kept and made available to the parties on request. Recordings and transcripts are otherwise regarded as confidential, though they may be subject to provisions of the Georgia Open

Records Act.

e. Each Party may have present at the hearing one advisor chosen from among current University of West Georgia employees and one observer. Parties will be afforded reasonable time to consult with their advisors. Neither advisors nor observers will be allowed to represent the Parties.
f. Parties will be given an opportunity to present necessary witnesses, documentation or other evidence including material from the Grievance Complaint File, but staff from the University Ombuds office may not serve as witnesses in a formal complaint. When witnesses cannot appear in person, and when fairness requires, a Faculty Grievance Committee may admit testimony by sworn affidavit. Witnesses will be admitted to the hearing only when their participation is required.
g. Members of the Faculty Grievance Committee may question each witness. After members conclude their questions, Parties will have the right to question witnesses. The chair is to ensure that questions are not irrelevant to the hearing, nor asked solely to embarrass, harass or intimidate witnesses. Neither party shall be allowed to interfere with the orderly presentation of the other's case.
h. A Faculty Grievance Committee will not be bound by formal rules of legal evidence. A Committee may admit any evidence it deems of value or exclude any evidence it deems irrelevant or beyond the scope of its authority.
i. A Faculty Grievance Committee may, at its discretion, grant breaks to enable parties to investigate evidence when a valid claim of surprise is made or if an interruption of the proceedings would be desirable.
j. The findings, conclusions and recommendations of a Faculty Grievance Committee will be based solely on the record of the hearing.
k. There will be no public statements by any person involved in the Grievance Hearing before the Grievance Hearing has been concluded and Grievance Committee's Report delivered to the President of the University.
l. Members of a Faculty Grievance Committee must be present or participate in the Grievance Hearing to vote. Within three (3) working days after the conclusion of the Grievance Hearing, the Committee must meet in closed session to decide its findings and recommendations. All recommendations of a Faculty Grievance Committee must be based on majority vote. Votes will be cast by secret written ballot and the precise tally shall be reported to the President.
m. Within ten (10) working days after concluding its work, a Faculty Grievance Committee must submit a written report of its findings and recommendation(s) to the President of the University. The Report will follow the guidelines stated below:

    1. Findings of Fact: A brief summary of the facts as determined by the Faculty Grievance Committee from the evidence presented at the Grievance Hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.
    2. Violations: A general statement of Regents' Policies or institution rulesand regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Faculty Grievance Committee recommends. The Grievance Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Faculty Grievance Committee report should include only such factual recitals as necessary to present and support its conclusions.

Copies of the Report must be provided to the Parties.

107.0306 Role of the President of the University

The President of the University will review the Faculty Grievance Committee's recommendation(s) and render a written decision for the University within fifteen (15) working days. The President will send copies of the written decision to each of the Parties and place a copy in the Grievance Complaint File. Appeal from the President's decision must be made to the Board of Regents of the University System of Georgia.

108 Non-renewal of Non-tenured Faculty During Times of Financial Exigency

108.01 Criteria
The following criteria are to be used in determining the comparative value of non-tenured faculty to a department or area in order to determine which faculty members will not be rehired when faculty is to be reduced because of financial exigency. The first two are clearly interrelated and most important. The others are of lesser importance.

108.0101 Departmental (Area) Needs

108.0102 Teaching Effectiveness

108.0103 Service to the Department and University

108.0104 Professional Growth

108.0105 Student Success Activities

108.0106 Academic Achievement

108.0107 Number of Academic Years of Service to the Institution

108.0108 Service to the Community

Definitions of criteria 2,3,4,5, and 6 are included in the Section 103.03.

Each spring semester departmental needs are to be determined by the department chair in consultation with faculty members who shall assess the effectiveness and value of each program or course offering to the department and university. Each spring semester the supervisor of eachof the "other" areas will consult with faculty members who shall assess the effectiveness and value of each function of the area to the area and university.

108.02 Procedures

108.0201 Each department or area shall decide in the spring of each year on the consultation procedure to be used in the event that it is necessary to reduce faculty for financial reasons.

108.0202 At the time that a department chair or supervisor is informed that a staff reduction for financial reasons is necessary, he or she shall institute the following procedures:

A. The department chair or supervisor shall provide copies of each non-tenured faculty member's curriculum vita (defined in "Criteria for Promotion and Tenure" in this handbook) to the appropriate persons. He or she shall also provide those persons with a copy of the statement of the departmental assessment made in the preceding spring.
B. The department chair or supervisor shall consult with members of the department or area (in the manner decided upon by the department or area) to evaluate each non-tenured member (except himself or herself) according to the criteria. The consultation shall culminate in written evaluations of each non-tenured faculty member. Each evaluation shall be signed or initialed by the department chair and the person making an individual evaluation or the persons making a collective evaluation.
C. The department chair or supervisor shall prepare an abstract of the evaluations, noting both the strengths and weaknesses of each person evaluated and shall also prepare a ranking list of the non-tenured faculty of the department or area.
D. The abstracts and the ranking list shall be forwarded to the dean of the college.
E. The individual evaluations from which the abstracts were prepared shall not be destroyed until final action on the reduction of faculty has been effected.

108.0203 Persons whose contracts are not to be renewed because of action taken under these procedures shall be notified of such nonrenewal at least ninety (90) days before date of layoff or termination. A person wishing to submit an appeal or to institute a grievance procedure must do so within twenty days of notification of nonrenewal. If a person appeals and is rejected and wishes to institute a grievance, he or she must do so within five days of the rejections.

108.0204 When a faculty member teaches courses or serves in another department or area than that which is his or her primary responsibility or when he or she is on loan for less than a year to another department or area, he or she shall be evaluated according to these procedures by his or her home department. The department chair or supervisor, however, shall consult with the department chair or supervisor in the other area and include the latter’s evaluation in his or her ranking.

108.0205 A faculty member who no longer performs his or her primary function in the

department or area in which he or she holds rank shall not be evaluated by that department or area according to these procedures until after he or she has returned to that department or areaand has served for an academic year.

108.03 Reappointment of Faculty Who Are Terminated For Financial Reasons

108.0301 The University shall maintain a list of all employees not re-appointed for financial reasons. They shall be listed by service area and function or by department and area of specialization.

108.0302 When positions are reinstated in an area or department for which non-renewed faculty members qualify, they shall be offered the position and given a reasonable time within which to accept or decline it.

109 Academic Freedom, Responsibility, and Professional Ethics

(see Article V. Section 1, UWG Statutes)

109.01 Academic Freedom

Any faculty member is entitled to full freedom in research and in the publication of results, subject to the adequate performance of his or her other academic duties, but research for pecuniary return shall depend on the approval of the President.

Any faculty member is entitled to freedom in the classroom in discussing his or her subject, but should be careful to present the various scholarly views related to the subject and avoid presenting totally unrelated material. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

109.02 Academic Responsibility

The concept of freedom should be accompanied by an equally demanding concept of responsibility. The college or university teacher is a citizen, a member of a learned profession and an officer of an educational institution. When such a person speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, he or she should remember that the public may judge the professional and the institution by one's utterances. Hence, he or she should at all times be accurate, should exercise restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she isnot an institutional spokesperson.

109.03 Professional Ethics

The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him or her. One's primary responsibility to one's subject is to seek and to state the truth as one sees it. To this end, one

should devote one's energies to developing and improving scholarly competence. He or she accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He or she practices intellectual honesty. Although one may follow subsidiary interests, these interests must never seriously hamper or compromise freedom of inquiry.

As teacher, the professor encourages the free pursuit of learning by his or her students. He or she holds before them the best scholarly standards of his or her discipline, demonstrates respect for the student as an individual, and adheres to the proper role as intellectual guide and counselor. He or she makes every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. He or she respects the confidential nature of the relationship between professor and student, avoids any exploitation of students for private advantage and acknowledges significant assistance from them. He or she protects their academic freedom.

As a colleague, the professor has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of associates. In the exchange of criticism and ideas, he or she shows due respect to associates and respect for the opinion of others. He or she acknowledges academic debts and strives to be objective in the professional judgment of colleagues. He or she accepts a share of faculty responsibilities for the governance of the institution.

As a member of the institution, the professor seeks above all to be an effective teacher and scholar. Although he or she should observe the stated regulations of the institution, provided they do not contravene academic freedom, he or she should maintain the right to criticize and seek revision. He or she determines the amount and character of work to be done outside the institution with due regard to his or her paramount responsibilities within it. When considering the interruption or termination of his or her service, one recognizes the effect of one's decision upon the program of the institution and gives due notice of intentions.

As a member of the community, the professor has the rights and obligations of any citizen. He or she measures the urgency of these obligations in the light of responsibilities to his or her subject, students, profession, and institution. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

110 Faculty Transcripts and Verification of Degrees

All faculty must have official transcripts on file in the Provost and Vice President for Academic Affairs office for each degree completed. The University does not officially recognize the award of the degree until the official transcript is received. A faculty member whose last degree was pending when employed should be certain that a transcript has been sent which shows the conferral of the degree. Faculty members who attain a higher degree after employment should do likewise. Catalogue listings of degrees must be strictly accurate on the date of the publication.

Verification of all degrees held by individuals being considered for positions on the faculty of University of West Georgia shall be a requirement before a definite commitment for employment becomes valid. The Provost and Vice President for Academic Affairs is responsible for obtaining certification of degrees.

111 Employee Benefits

111.01 Vacations

1. Effective July 1, 1983, 12-month faculty accrue vacation at the following rate (Section 8.2.7.1, *Board of Regents Policy Manual, University System of Georgia*):

    - 1¾ working days per month.
    - Time off for holidays is in addition to earned vacation.

2. Earned vacation may be accrued up to a maximum of 45 working days. Employees shall be compensated for all accrued vacation time upon termination of service for any reason or when converted to an academic contract.
3. Regular part-time employees on a 12-month contract shall accrue vacation time in proportion to their working hours.
4. Vacation shall be taken at times mutually acceptable to the employee and his or her supervisor.
5. All employees on a twelve-month contract are expected to be on duty during university vacations unless they choose to count this time as part of their annual vacation.
6. As used in this section, the term holiday means Thanksgiving Day, Independence Day, Christmas Day, etc., when all offices in the University are closed. The term university vacation refers to that time when students are not in attendance.

111.02 Leave

111.0201 Sick Leave with Pay

Nine-month faculty will accrue nine days of sick leave each academic term (at the rate of one day per month of service) and up to three days if they teach in the summer session. Faculty working less than one-half time will accrue no sick leave. Temporary faculty members will accrue no sick leave.

Regular nine-month faculty accrue:

- day/month - September through May = 9 days
- Regular faculty teaching summer school = 10% = 1day (1 course), 20% = 2 days (2 courses), 30% = 3 days (3 courses)

111.0202 Sick Leave Without Pay

Any employee unable to return to work after exhausting all accumulated sick leave and accrued vacation leave may be granted sick leave without pay for a period not to exceed one year. Furthermore, such approved sick leave shall allow the employee the right to elect to continue his or her group insurance benefits, and the institution will continue its share of the cost for such period. All other benefits are prohibited which otherwise would accrue to the employee.

111.0203 Reporting Sick Leave

The following provisions for the reporting of sick leave shall apply to all full-time faculty, employed by institutions of the University System of Georgia, who serve primarily in assignments defined by faculty roles in instruction, research and scholarly activity, and service.

1. Faculty are responsible for informing their Chair of any illness that prohibits them from meeting their assigned responsibilities in instruction, research, and service.
2. In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick as defined by the Section 8.2.7, *Board of Regents Policy Manual, University System of Georgia* and Section 4.9.1, *Academic and Student Affairs Handbook, University System of Georgia*, with a full day being eight (8) hours, a half day being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour workweek.
3. Nothing in this policy shall be interpreted to indicate that faculty work on a standardized schedule.

111.0203 Family Leave

In accordance with the federal Family and Medical Leave Act (FMLA) of 1993, an eligible employee may be entitled to up to 12 work weeks of leave during any 12-month period for one or more of the following reasons:

1. the birth and care of a newborn of the employee;
2. the legal placement of a child with the employee for adoption or foster care;
3. the care of an immediate family member (defined as the employee's spouse, child, or parent) with a serious health condition; or
4. a serious health condition of the employee himself/herself, with renders the employee unable to perform the duties of his/her job.

To be eligible for FMLA leave, the employee must have worked for the University System of Georgia:

a. for at least 12 months total; and
b. for at least 1,250 hours during the 12-month period immediately preceding the commencement of such leave.

(*BOR Minutes, August 2004, page 27and* Section 8.2.7.6, *Board of Regents Policy Manual, University System of Georgia*)

Section 585 of the National Defense Authorization Act (NDAA) amends FMLA to permit certain relatives of military personnel to take up to twenty-six (26) work weeks of leave to care for a member of the Armed Forces in various situations. NDAA also permits an employee to take FMLA leave for a qualifying exigency arising out of the fact that an immediate family member, as defined by the FMLA, is on active duty in support of a contingency operation.111.0204 Military Leave with Pay

Ordered Military Duty. For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including but not limited to service schools conducted by the Armed Forces of the United States. Such duty, shall be deemed "ordered military duty" regardless of whether the orders are issued with the consent of the employee. (Section 8.2.7.5, *Board of Regents Policy Manual, University System of Georgia* and BOR Minutes, 1990-91, p. 173).

Leave of Absence. An employee who receives orders for active military duty shall be entitled to absent himself or herself from his or her duties and shall be deemed to have a leave of absence with pay for the period of such ordered military duty and while going to and returning from such duty, not to exceed a total of eighteen (18) work days in any one federal fiscal year (October 1 – September 30) as authorized by Georgia Law O.C.G. A. §38-2-279[e]). At the expiration of the maximum paid leave time, continued absence by the employee shall be considered as military leave without pay. The employee shall be required to submit a copy of his or her orders to active duty (BOR Minutes, 1990-91, pp. 173-174).

Emergency Leave of Absence. Notwithstanding the foregoing leave limitation of eighteen (18) days, in the event the Governor declares an emergency and orders an employee to State active duty as a member of the National Guard, such employee while performing such duty shall be paid his or her salary or other compensation as an employee for a period not exceeding thirty (30) days in any one federal fiscal year.

Payment of Annual Leave. After an employee has exhausted his or her paid military leave, an institution may pay the employee for his or her accumulated annual leave (BOR Minutes, 1990-91, p. 174).

111.03 Retirement

It is the policy of the Board of Regents to provide for the retirement of all eligible employees either through the Teachers Retirement System of Georgia or the Regents' Retirement Plan (Section 8.2.8, *Board of Regents Policy Manual, University System of Georgia*). Employees eligible for the Regents' Retirement Plan shall be those employees identified in Sections 3.2.1, 3.2.1.1 and 3.2.1.2 of the Policy Manual and persons who serve on the Chancellor's

Administrative Staff whose appointment is subject to approval by the Board of Regents (BOR Minutes, 1990-91, p. 39).

111.0301 Employment Beyond Retirement

When a person has been retired from the University System and is receiving supplemental benefits from the Board of Regents, the Teachers' Retirement System, the Employees' Retirement System, or the Regents Retirement Plan, he or she cannot thereafter be employed or offered employment in the university System in any capacity without prior approval of the Board of Regents (Section 8.2.8.3, *Board of Regents Policy Manual, University System of Georgia* and BOR Minutes, 1978-79, pp. 183-184).

111.04 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits to include health insurance, basic life insurance, accidental death and dismemberment and all other group insurance plans. Institutions may not contract for employee health or voluntary benefits. Institutions may select, if desired, to contract for supplemental employee insurance coverage that is not in conflict with those offered by the Board of Regents. (Section 8.2.9, *Board of Regents Policy Manual, University System of Georgia* and BOR minutes, Sept. 2013, Oct. 2016)

111.0401 Group Health Insurance

Hospitalization, surgical, medical and major medical benefits shall be made available to regular USG employees, with a work commitment of three-quarters time (30 hours per week) or more. A regular employee's work commitment may be comprised of multiple job assignments to achieve benefits eligibility if the work assignments are six (6) months or longer. These benefits shall also be made available to dependents of the same employees. The USG shall pay that portion of the cost of such insurance as shall be designated from time to time by the Board. (BOR minutes, Jan. 2012, Sept. 2013, Oct. 2016)

111.0402 Group Life Insurance

Group life insurance, with accidental death and dismemberment coverage, shall be made available to regular USG employees with the same benefits eligibility definitions as that of Group Health Insurance (Section 8.2.9.1, *Board of Regents Policy Manual, University System of Georgia*). Group life benefits become effective upon hire. The USG, as employer, shall pay the premium on the basic amount of life insurance, which shall be $25,000. This amount of insurance is designated "basic life insurance" and the maximum premium therefore shall be established by the Board.

In addition, "supplemental life insurance", with the same benefits eligibility definitions as that of Group Health Insurance (Section 8.2.9.1 *Board of Regents Policy Manual, University System of Georgia*), may be offered to these same employees with no employer participation in the

premiums. If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment. For those employees covered under an academic contract, benefits will begin on the first day of the contract if enrolled on or before that day, or on the first day of the month following enrollment if they enroll after the contract start. Group life insurance for dependents of these employees shall be made available to them in amounts which shall be established from time to time by the Board. There shall be no employer contribution to the dependent life insurance premiums. (BOR minutes, 1987-88, pp. 63-64; Nov. 2011; Jan. 2012)

111.05 Other Benefits

The Board of Regents provides a variety of other fringe benefits for faculty and staff, such as Worker's Compensation Insurance, Social Security Insurance and tax sheltered annuities. Interested persons should contact Human Resources (6403) for details concerning these benefits.

112 Educational and Professional Leave

Leaves of absence of one year or less with or without pay may be granted by the institution's president and reported to the Chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee (Section 8.2.7.4, *Board of Regents Policy Manual, University System of Georgia*). (For paid leave, see 112.01. For unpaid leave, see 112.02). When funds are available, leaves with pay may be granted for the purpose of scholarly work and encouraging professional development. Such leaves are for a calendar year or less and are subject to renewal.

112.01 Faculty Paid Educational and Professional Leave

Faculty paid leave is one mechanism for encouraging professional growth and development. Paid leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The University of West Georgia shares with other universities the traditional responsibilities to discover, develop, preserve and disseminate knowledge. Much of this mission is realized through the professional, scholarly and creative activities of faculty members and through their interactions with students. Therefore, faculty development is a critical element in reaching West Georgia's goal of achieving educational excellence within a personal environment.

112.0101 Eligibility and Application Procedures

A. Tenured faculty may apply for paid leave during or after their sixth year of full-time service at the University of West Georgia. Faculty members who are being reviewed for tenure are not eligible to apply for paid leave during that year.

   Applications are due on or before December 1st for the following academic year. Exceptions to the application deadline or the period of leave are subject to individual review.

Applications are submitted to the department chair/director for department recommendation. Applications must include a current curriculum vita and a proposal for activities to be accomplished should the leave be granted. The proposal should include a clear statement of the nature, significance and objectives of the project, specific plans for completing it, the tangible results expected, and a statement of how this project will benefit the faculty member's department, College or the University as a whole. Proposal activities would ordinarily focus on research and/or creative endeavors, although proposals for specific activities aimed at significant improvements in pedagogical practices and student learning will be considered. The department chair or library unit head will forward all applications submitted, accompanied by his/her recommendation, to the Dean of the College/Dean of Libraries for a decision.

B. At the time of application, the faculty member will be asked to sign an agreement indicating that:
   1. For a leave with pay of less than one year, the faculty member agrees to return to the institution at the end of the leave for a period of at least one year.
   2. For a one-year leave with pay, the faculty member agrees to return to the institution at the end of the leave for a period of at least two years.
   3. In the event that the faculty member does not return to the institution for the full amount of time specified in the agreement, he or she agrees to reimburse the University for the amount of compensation while on leave, as well as any other expenses paid by the University during the leave, including all benefit costs.

C. Faculty may be granted an award of paid leave no more often than every seventh year.

112.0102 Awards

Granting of leave will depend upon availability of resources to fund the hiring of part-time or replacement faculty and upon the merit of the proposal. The most common award options would be one year (two semesters) off with 1/2 pay or 1/2 year (one semester) off with full pay; however, other arrangements which better meet the needs of the individual faculty member’s project may be considered. Leaves with pay will require that the appropriate Dean certify that during the leave, the unit will be able to:

1. Satisfactorily carry on its instructional, research and administrative activities.
2. Fulfill obligations to graduate students or honors students whose programs or theses are being directed by the faculty member.

Faculty members granted leave on the basis of the activities included in the proposal must file a report with the department chair/library unit head and Dean indicating what was accomplished during paid leave. A public presentation is also required when the faculty member returns to teaching and/or other duties.

112.02 Faculty Unpaid Educational and Professional Leave

Leaves of absence of one year or less without pay may be granted by the institution's president and reported to the Chancellor. Such a request must be approved by the department chair, dean, and the Provost. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee.

113 Faculty Compensation for Summer School Teaching
(Section 8.3.12.3, *Board of Regents Policy Manual, University System of Georgia*)

Payment of compensation to faculty members for teaching during the summer semester shall be at a rate not to exceed 33 1/3 percent of their base faculty salary for the previous academic year. The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary.

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester (See also UWG Procedure 2.7.1 on Workload).

114 Outside Activities

114.01 Policy. While Board of Regents emphasizes that a USG employee shall not engage in any outside endeavor which will interfere with the official duties, full-time members of the faculty, staff and administration are encouraged to engage in outside activities which enable them to use their professional expertise and to increase the quality and quantity of public services offered through the University. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

Section 8.2.18.2.3, *Board of Regents Policy Manual, University System of Georgia*, requires that all outside activities, except single-occasion activities, must be reported in writing and secure approval prior to engaging in such activities. The BOR Policy also requires USG institutions to have procedures in place for approving outside activities of faculty members and ensuring that such activity does not constitute a conflict of commitment or conflict of interest. For ongoing outside activities, approval must be requested each academic year.

114.01.01 Types of BOR-endorsed Outside Activities

Occupational: Professional activity that does not interfere with the regular and punctual discharge of official duties provided the activity meets one of the following criteria:

1. It is a means of personal professional development;
2. It serves the community, state or nation; or,
3. It is consistent with the objectives of the institution.

Consulting: Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it shall be considered reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and

based in the appropriate discipline for which the individual receives additional compensation during the contract year.

***eCore and outside teaching** (e.g. Kaplan, eMajor): Teaching beyond the official duties must be reported and obtain an approval through the same procedure for Outside Activities.

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.

114.02 Approval Procedure. The disclosure/request form in **UWG Procedure 6.4.2** must be filled and submitted to the department chair, the dean, and the Provost for approval. If a faculty member consults for/with another USG institution, he or she is to consult with Human Resources as additional procedure is required.

114.03 Operational Definitions

A. Conflicts of Commitment – occurs when the aggregate time devoted to external activities (including paid and unpaid activities) adversely affects an employee's appropriate use of leave and/or institutional resources, or the completion of duties and responsibilities during your assigned work schedule. In general, time spent in outside employment should not average more than one day a week during regular semesters.

B. Conflicts of Interest – exists whenever personal, professional, commercial, or financial interests or activities outside of the University have the possibility (either in actuality or in appearance) of influencing a University employee's decision or behavior with respect to work related activities, including but not limited to: teaching and student affairs, appointments and promotions, greater than incidental use of University resources, procurement and business transactions, or the design, conduct or reporting of University research.

C. Reimbursement: Any member of the faculty, staff, or administration who uses institutional personnel, facilities, equipment and/or materials in any of the approved outside activities not related to duties assigned to or expected of him or her by University of West Georgia is required to reimburse the institution.

115 Communications with the Board of Regents and/or the Central Office of the University System of Georgia

Policies of the Board Regents (#204) and the University of West Georgia Statutes state that the President "shall be the official medium of communication between the faculty and the Chancellor, and between the Faculty Senate,. . . or any such body and the Chancellor." (BR Minutes, 1993-94, p. 239).

116 Legal Matters

116.01 Requests for Legal Opinions from the Attorney General.

The State Law Department has ruled that all requests for opinions of the Attorney General, drafting of legal instruments, lawsuits, garnishments, and similar matters concerning institutions of the University System come to that office only upon request of the Chancellor. Therefore, any inquiry or request to be made of the State Law Department should be directed initially to the President of the institution for endorsement to the Chancellor.

116.02 Inquiries from Attorneys on University Matters

On occasion, attorneys representing students or employees sometimes contact faculty members or supervisors directly. Requests from attorneys should be referred to counsel for the University System of Georgia, who should also be provided with copies of any correspondence. Upon receipt of an inquiry from an attorney on a university matter, please contact the President's Office. When such requests come by telephone, it is advisable to limit a response to the basic facts and to refer calling parties to University System legal counsel for anything more than that. It is not advisable to talk with students or employees through their attorneys. Internal procedures are in place for dealing with complaints.

Only the President may speak for the institution, unless the President has explicitly delegated that responsibility for specific purposes.

116.03 Requests for Campus Records

Requests for information are made under the Open Records Act. Virtually all records pertaining to employees and the conduct of university business are considered public records (student records are protected, however, under Federal law). This institution is obliged to provide access to such records upon request through the Office of Institutional Effectiveness and Assessment, charging for any time and copying involved.

117 Legal Holidays

This holiday schedule applies specifically to employees on fiscal year contracts. Holiday periods for others on academic year contracts are covered by other provisions. The University normally observes the following holidays:

Independence Day
Labor Day
Thanksgiving Day
Christmas Day
New Year’s Day
Martin Luther King’s Birthday

Information concerning these holidays can be on the Human Resources web page at https://www.westga.edu/hr/holiday-schedules.php .

118 Admission to Student Activities

Faculty and staff members may obtain I.D. cards for themselves and their immediate family members at a nominal charge. Faculty and staff and their immediate family members are admitted without charge to campus athletic events and other selected student activities with a valid University of West Georgia I.D.

119 Enrollment of Faculty and Staff in Courses and Instructional Programs

Since it is to the advantage of the University to encourage self-development of employees, opportunity is provided for participation in training courses and instructional programs on and off the campus.

119.01 Training Courses

As the need is recognized, the University periodically conducts on-the-job training workshops for groups of employees in such broad interests as safety, purchasing procedures, and budgetary control. Department chairs may obtain further information on workshops or request a workshop offering for groups of four or more employees by telephoning the Personnel Officer in the Office of the Vice President for Business and Finance.

119.02 Instructional Programs

Non-administrative personnel are paid for actual hours worked, and any time off to attend classes on campus will be without pay unless a program is sponsored by the University.

Administrative personnel may be allowed time off to attend classes on campus; however, the plan must not be used by the individual employee merely to work on a degree. Any course must be approved by the employee's department chair and dean, who must certify that the course willbenefit the employee in the performance of his duties at the University. All employees are expected to pay regular fees.

Employees of any rank may take courses for credit or work toward a degree provided two conditions are met: first, the state requirement of a forty-hour week (for full-time employees) must be fulfilled; secondly, required fees must be paid.

120 Disruptive and Obstructive Behavior

(Section 6.8, *Board of Regents Policy Manual*, *University System of Georgia*)

Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized

to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment. (BOR Minutes, 1968-69, pp. 166168; 1970-71, p. 98)

121 Sexual Harassment Policy

121.01 Policy Statement

The University of West Georgia (the University) is committed to maintaining a fair and respectful environment for living, working, and studying. To that end, and in accordance with federal and state law and Board of Regents' policy, the University prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors or clients, regardless of the sex of the other party, from sexually harassing any other member of the University community. Reports of sexual harassment will be met with appropriate disciplinary action, up to and including dismissal from the University.

121.02 Definition of Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity.
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

121.03 Examples of Sexual Harassment

1. Threats to make an adverse employment or academic decision if another person refuses to engage in sexual activities.
2. Demands that another person engage in sexual activities in order to obtain or retain employment or academic benefits.
3. Promises, implied or direct, to give employment or academic benefits if another person engages in sexual activities.
4. Unwelcome and unnecessary touching or other sexually suggestive physical contact, or threats to engage in such conduct.
5. Indecent exposure.
6. Invasion of sexual privacy.

7. Sexual advances, requests for sexual favors, sexual comments and questions, and other sexually oriented conduct that is directed against a specific individual and persists despite its rejection.
8. Conduct, even that not specifically directed at the complainant, which is sufficiently pervasive, severe or persistent to alter the conditions of the complainant's employment or status as a student and create a hostile working or learning environment, when viewed from the perspective of a reasonable person of the complainant's gender.

121.04 Other Violations of the Sexual Harassment Policy

Other violations of this policy may include, but are not limited to the following:

1. Retaliations against a person who has made a report or filed a complaint alleging sexual harassment, or participated as a witness in a sexual harassment investigation.
2. Disregarding, failing to investigate adequately, or delaying investigation of allegations of sexual harassment, when responsibility for reporting and/or investigating sexual harassment charges comprises part of one's supervisory duties.

121.05 Supervisory Relationships

No individual who is in a position of authority over another, either in the employment or educational context, has the authority to sexually harass others by virtue of his or her supervisory role. The University does not in any way, expressly or implied, condone the harassment of a student or employee by the supervisor.

121.06 Consensual Relationships

When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations.

121.07 Reporting Sexual Harassment

All students and employees are encouraged to report any sexual harassment that they experience, observe, hear about, or believe may be occurring, to any faculty or staff member with whom they feel comfortable. Any person to whom sexual harassment has been reported is responsible for notifying the Title IX officer (X6403). Administrators, directors, and supervisors, in charge of staff members, have a legal obligation to report incidents of sexual harassment to the Affirmative Action officer. From that point forward, the Affirmative Action officer will advise the aggrieved regarding additional steps in the grievance process.

The following offices should be understood to be safe places where students and employees can go to report sexual harassment or receive counseling on how to deal with a sexual harassment issue.

Executive Director of Human Resources Affirmative Action Officer (678) 839-6403	Dean of Students or the Associate Vice President of Student Life (678) 839-6423	Director of Health Services Health Center (678) 839-6452	Title IX Coordinator Human Resources Aycock Hall 678-839-2981

121.08 Violations of the Sexual Harassment Policy

The University will not tolerate sexual harassment of its students and will promptly investigate all allegations of sexual harassment. Where sexual harassment is found, steps will be taken to end it immediately. In those instances where it is determined that an individual has sexually harassed another, that individual will be subject to appropriate discipline. The level of discipline will depend on the severity of the harassment. If the investigation reveals a pattern of harassing behavior, or the conduct is aggravated, probation or termination may be appropriate.

To make deliberate false accusations of sexual harassment violates this policy. In such instances, the complainant will be subject to disciplinary action. However, failure to prove a claim of sexual harassment does not constitute proof of a false and/or malicious accusation. Non university visitors, guests, patrons, independent contractors or clients who fail to address sexual harassment of which they know or should have known (by their personnel or on premises under their control) of students or employees may be subjected to whatever sanctions the relationship with the organization permits.

121.09 Prohibition Against Retaliation

Students and employees who, in good faith, report what they believe to be sexual harassment, or who cooperate in any investigation, will not be subjected to retaliation. Any student or employee who believes he/she has been the victim of retaliation for reporting sexual harassment or cooperating in an investigation should immediately contact the affirmative Action/Title IX Officer.

121.10 Processing Sexual Harassment Reports and Complaints

All reports and complaints of sexual harassment will be promptly investigated and appropriate actions will be taken as expeditiously as possible. Complaints and reports of sexual harassment should be reported as soon as possible after the incident(s) in order to be most effectively investigated. The University will make reasonable efforts to protect the rights of both the complainant and the respondent. The University will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses in a manner consistent with the University's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations required by law.

Definitions:

Affirmative Action/Title IX Officer – The Affirmative Action Officer is the individual or individuals designated by the President to be primarily responsible for coordinating education and training about sexual harassment to the University community and for investigating reports and complaints of sexual harassment in accordance with this procedure. Name, telephone number and location in the annual notice will identify the Affirmative Action Officer. The Affirmative Action Officer is authorized to designate other appropriately trained individuals to investigate sexual harassment complaints and reports as deemed appropriate.

Decision-making Authority – the Decision-making Authority in cases involving an employee of the University, is the individual to review investigative reports, to make findings whether the sexual harassment policy has been violated based upon the investigation, and to determine the appropriate action for the University to take based upon the findings. The Decision-making Authority will be the appropriate Vice President or his/her designee who has supervisory authority over the Respondent(s) of the sexual harassment complaint or report. If the complaint Respondent is a Vice President, the Authority will be the President. If the complaint Respondent is the President, the Authority will be the Board of Regents.

A. Sexual harassment between students should be treated as a disciplinary matter and will be processed by the Division of Student Affairs and Enrollment Management.
B. Investigation and Resolution. The university's complaint process, outlined herein, is the procedure to be used to end inappropriate behavior, investigate for the purpose of fact finding; and facilitate resolution of complaints involving allegations of sexual harassment. The University reserves the right to investigate and resolve a complaint or report of sexual harassment regardless of whether the complainant pursues the complaint. In such cases, the respondent shall be informed of the status of the investigation at reasonable times up until the University's final disposition of the complaint as well as ensuring that the respondent is able to respond to the substance of the complaint during meetings convened by the Decision-making Authority to consider discipline based upon the substance of the investigation report. These procedures do not replace the right of complainants to pursue other options or remedies available under the law.
C. Informal Process

   The following procedures for informal resolution are optional. The Affirmative Action/Title IX officer shall determine whether and/or how to proceed. The goal of informal resolution is to stop inappropriate behavior, investigate, and facilitate resolutions, if possible.

   If a complainant is able and feels safe, he or she should clearly explain to the alleged offender that the behavior is objectionable and request that it cease. The complainant should do so as soon as possible after the incident occurs. The complainant may utilize the assistance of the Affirmative Action/Title IX officer. Communication with the alleged offender may be in person, on the telephone, or in writing.

If a complainant does not feel safe, or if the behavior does not stop, or if the complainant believes some adverse employment or educational consequences may result from the discussion, he or she should go to any member of staff or faculty who is at a higher level of supervision. The supervisor should report the complaint to the Affirmative Action/Title IX officer. The Affirmative Action/Title IX officer will work with the supervisor to facilitate a resolution of sexual harassment complaints at the local level when deemed appropriate.

122 Sexual Misconduct

122.01 Coverage

As a matter of policy, the faculty, staff and students of the University community will not tolerate sexual misconduct.

122.02 Definition

Sexual misconduct is defined as sexual contact without consent by an acquaintance or a stranger and includes, but is not limited to: intentional touching without consent, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, groin, thighs, buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); aggravated assault; aggravated sodomy (sexual penetration with an object without consent); sodomy (anal or oral intercourse without consent); non-consensual kissing; statutory rape; child molestation; aggravated child molestation; voyeurism; and public indecency. It is a violation of this policy to engage in any form of sexual activity or conduct without the consent of the other person. Such consent may be withdrawn at any time, without regard to activity preceding the withdrawal of consent.

Consent may be found in two forms: actual consent (words, acts, or silence) or apparent consent. Apparent consent must be informed and freely given. The person must act voluntarily and with knowledge of what is occurring. Intoxication, drug use, or other reasons for incapacity are obstacles to consent. A person cannot freely, voluntarily, and with knowledge of the act, be deemed to have consent if she or he is intoxicated, in a drug-induced state, or other wise incapacitated. The perpetrator's honest but unreasonable belief that the victim has consented does not constitute apparent consent.

122.03 Enforcement Procedures

Any violation of this policy needs to be reported to:

1. University Police at (678) 839-6600
2. Student Health Services (678) 839-6452
3. Title IX Coordinators http://www.westga.edu/titlenine/index_136.php
4. Carroll Rape Crisis Center (770) 834-7273

123 Personal Relationships

While close working relationships are encouraged among faculty, staff, and students, the University strictly prohibits all faculty and staff, including graduate research assistants, from pursuing sexual relationships with undergraduates who they are currently supervising or teaching. It is misconduct, subject to disciplinary action, for an individual to exercise direct supervisory, evaluation, instructional, and/or advising responsibilities, or participate in hiring, retention, promotion, or award decisions, for someone with whom there exists an amorous relationship or to whom they are related by blood, law, or marriage. Both the fact and semblance of any exploitation must be avoided. The relative difference in power – actual or perceived – in working relationships must be recognized by faculty and staff and not be employed to anyone's advantage or disadvantage. Even in relationships that appear consensual, both the power and the trust embedded in the role of teacher renders dubious that student's purported consent.

It is misconduct, subject to disciplinary action for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

The University strongly discourages sexual relationships between faculty or administrators and graduate students, as well as between staff members and any subordinates whose work they supervise. Anyone involved in a sexual relationship with someone over whom he or she has supervisory power must recuse himself or herself from decisions that affect the evaluation, employment conditions, instruction, and /or academic status of the subordinate involved.

124 Political Activity

124.01 Employees

As responsible and interested citizens in a democratic society, employees of the University System are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for System personnel to manage or enter political campaigns while on duty to perform services for the System or to hold state or federal office while employed by the System. Therefore, the following policies governing political activities are hereby adopted:

1. Employees may not manage or take an active part in a political campaign while on duty to perform services for which he or she receives compensation from the System.
2. Employees may not hold public or political office at the state or federal level.
3. Employees seeking political office at the state or federal level must first request a leave of absence without pay beginning prior to announcement of candidacy or campaigning and ending after the general or final election. If elected to state or federal office, such persons must resign prior to assuming office.
4. Employees may seek and hold elective or appointive office at other than the state or federal level when authorized to do so by the president of an institution and when

candidacy for or holding of the office does not conflict or interfere with the employees' duties and responsibilities to the institution or System.

124.02 Use of Property 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 System material, supplies, equipment, machinery, or vehicles in political campaigns is forbidden.

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

The President may confer, at his discretion, the title of "Emeritus" on any retired professor, associate professor, assistant professor, lecturer, senior lecturer or administrative officer who, at the time of his or her retirement, had ten (10) years or more of honorable and distinguished service at West Georgia. This title may be conferred upon the recommendation of the President of the University of West Georgia (Section 2.11, *Board of Regents Policy Manual, University System of Georgia*).

125.02 Criteria

In considering persons from the University of West Georgia for recommendation for the "Emeritus" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon:

1. Meritorious service.
2. Notable career performance at University of West Georgia.
3. Nomination and recommendation by the appropriate administrative officers in the case of administrative personnel, or by the department, department chair, dean, and the Provost and Vice President for Academic Affairs in the case of faculty members.

Nominations may be submitted only after the employee has retired.

126 Drug-Free Workplace Policy

As a recipient of Federal funds, University of West Georgia supports and complies with the provisions of the Drug-Free Workplace Act of 1988. University of West Georgia expects faculty and staff to meet appropriate standards of performance, to observe basic rules of good conduct and to comply with Institutional Policies and Procedures. In the discharge of its responsibilities as an employer, University of West Georgia aggressively promotes and requires a drug free

workplace among its faculty and staff. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs by employees of University of West Georgia is prohibited by Institutional Policy.

Each employee convicted for felony and/or misdemeanor drug violations of a criminal drug statute will be subject to strong disciplinary action, up to and including termination of employment, or may be required, at the discretion of the University, to participate satisfactorily in a drug abuse or rehabilitation program.

In accordance with the Drug-Free Workplace Act of 1988, all University employees must as a condition of employment (i) abide by the University's policy on controlled substances, and (ii) inform the University of any conviction for violating a criminal drug statute in the workplace within 5 days after such conviction.

A current list of available drug counseling, rehabilitation, or treatment centers is maintained by Human Resources for employees who desire information regarding such programs or facilities.

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff

Responsibilities (Section 4.10, Academic and Student Affairs Handbook, University System of Georgia).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

128 Resignation/Retirement Letters

Faculty members intending to resign or retire should apprise the department chair of their intention as early as possible. The chair should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the chair, dean, and Provost and Vice President for Academic Affairs.

The chair, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

Section 200 POLICIES AND PROCEDURES RELATED TO TEACHING RESPONSIBILITIES

201 Classroom Procedures

201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.
Each instructor must make the syllabus available to each student on or before the first day of class, and provide access to all course syllabi to the appropriate department office. Each syllabus must include a link to the online University of West Georgia document titled "Common Language for Course Syllabi" (https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php). The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus.
Students, please carefully review the following information at this link [https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

201.02 Syllabi for courses that are part of the Core Curriculum must include a statement of the learning outcomes of the relevant section of the Core Curriculum, and the content in each of these courses must adhere to these Core Curriculum learning outcomes.

201.03 Faculty shall include in their syllabi a link to the university's statement on academic dishonesty and the honor code: https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php. It is the student's responsibility to comply with the university guidelines on academic honesty regardless of whether or not an instructor reminds students of these policies in class or on a course syllabus. However, faculty members are encouraged to define for their students, either in a course syllabus or in written guidelines presented in class or in electronic form, the standards of proper academic conduct, and what assistance is permissible in the preparation of reports, term or research papers, and outside projects, including policies for the use of materials prepared by the student for other courses and standards of academic honesty on tests.

201.04 Faculty members should promptly return all students' graded academic work. In the case of final exams and other end-of-term work that cannot easily be returned to students, faculty members should keep this work on file for at least one semester and allow each student to review his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: http://www.usg.edu/records_management/schedules/934).

201.05 Faculty members with instructional responsibility must allow students to evaluate the course and quality of instruction in the final two weeks of classes. For more detail on the evaluation form and procedures, see Section 103.06.

201.06 In the case of student absences, instructors have full discretion over all makeup work assignments. Short-term excused absences: Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students shall be accommodated, as the professor deems reasonable.

Instructors must grant excused absences to students who must miss class in order to vote in a national, state, or local election (Section 4.1.3, *Board of Regents Policy Manual, University System of Georgia*).

Long-term absences: Students who are absent for more than a week of class are required to do all of the following if they want to request accommodation or the opportunity for make-up work must notify the instructor. Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period

only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 If a faculty member is absent for a prolonged period, he or she shall, with the approval of the department chair or dean, provide for alternative means of delivery of course material.

In the event of emergency situations (such as weather-related closings) in which classes are cancelled due to university policy, faculty are responsible for communicating with students regarding alternative means of meeting the course learning outcomes.

202 Record of Student Absences/Attendance

All faculty (teaching face-to-face and/or online courses) shall state their attendance expectations and requirements in the syllabus. Instructors of online courses should define attendance based upon students accessing the course via the online platform or by other action as specified by the instructor.

Faculty must accurately identify students who never attended the course prior to the deadline for roster verification. Faculty wishing to drop a student during the Drop/Add period must contact the Registrar's Office.

Per the Class Roster (203) policy, faculty must indicate on each class roster the attendance of all students. Accurate attendance information is important for a variety of stakeholders, including Financial Aid (accuracy of aid issued and Title IV regulations), Student Affairs (housing, health services, etc.), and Business and Finance (withdraw refunds).

Verification of attendance is also important because grades of I, U, or F require entering a last date of attendance per the Registrar's Office. Faculty will not be able to submit grades until this field is populated for these grades (I, U, or F). All other grades (A-D or S) do not require a last date of attendance.

Excused absences: Students are encouraged to vote in all federal, state, and local elections. Board of Regents' policy states: "A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting" (BOR Minutes, 1977-78, p. 245) (Section 4.1.3, *Board of Regents Policy Manual, University System of Georgia*).

203 Class Rolls

On the first day of class and during the Drop/Add Period, the instructor should check the BanWeb class roll for students officially enrolled in his/her courses.

An email announcement is sent to all faculty when official class roll verification must be done. Faculty indicate on each class roll those students who have never attended and those students who have attended.

Under no circumstances should a student be permitted to remain in class unless his or her name appears on the official class roll. The student should be sent to the Registrar's Office to determine why his/her name is not on the roll.

Certain courses such as colloquia, special topics, and directed readings provide for a varying number of hours of credit and a specific title. If such a course is being created for an individual student, the student must obtain an independent study form from the instructor, have it approved by the department chairperson and submit it to the Registrar's Office during registrations or the Drop/Add Period. Faculty members teaching these courses should check their rolls carefully and report to the Registrar's Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated by the Registrar. Some of the information is required to bill the student for the proper amount of fees.

204 Reporting Grades and Withdrawal Policy

Reporting Grades Procedure:
The University of West Georgia follows the uniform grading system of the University System of Georgia (Section 3.5, *Board of Regents Policy Manual, University System of Georgia*). Final grades should never be posted publicly, as this is prohibited under Family Educational Rights and Privacy Act of 1974.

Final grades are entered on BanWeb at the end of each term. Detailed instructions for reporting grades on BanWeb can be found on the Registrar's Faculty and Staff Resources web page. Faculty members are expected to meet the announced deadlines for entering final grades. For each course, faculty members will receive an email that confirms all grades have been successfully submitted or an email that indicates grades are missing.

Change Grade Procedure:
Grade Changes can be done in BanWeb until time listed by Registrar's office on the official due date each term. ALL Grades Changes after the deadline will require a Grade Change Form. The instructor, department chair, and the Registrar's Office must approve the grade change.

Incomplete Work Procedure:
A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control. Please contact your department chair, program director, or college/school dean for specifics regarding the Incomplete Grade Form. It is the responsibility of the student receiving an "I" to arrange with the instructor (or the department chair/program director if the instructor is not available) to complete the required work. An undergraduate student must coordinate with the faculty member to resolve an "I" during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to "F." Graduate students must coordinate with the faculty member to resolve an "I" within one calendar year or the "I" becomes an "F." A student

completing the work for a course in which an "I" was received should never re-enroll in the course in a subsequent semester.

204.01 Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official withdrawal Drop/Add deadline published in the UWG semester term calendar until the Friday immediately prior to the final week of the term.

What warrants a Hardship Withdrawal?

A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control. Categories of hardship include physical, psychological, and personal. Documentation for a hardship withdrawal is based upon the category of hardship claimed by the student. Examples of documentation might include the following:

- Physical: Physician's report, including name, address, phone number, nature of illness oraccidents, dates of treatment, prognosis, and recommendation.
- Psychological: Memo from the Counseling Center counselor or letter from private psychological or psychiatric service, illness, and dates.
- Personal/Familial: Copy of divorce papers, police reports, obituaries, other as relevant.

A list of invalid reasons for a hardship withdrawal is provided in the Hardship Withdrawal Policy, located in the University of West Georgia Student Handbook.

What is the process for receiving a hardship withdrawal?

University of West Georgia undergraduate and graduate students may request a hardship withdrawal or may be administratively withdrawn from the university. Please see the University of West Georgia Registrar's Office website and University of West Georgia Student Handbook for details. Students must initiate a hardship withdrawal using the Request for Hardship Withdrawal form found on the website of the Provost and Vice President of Academic Affairs.

204.02 Limited Course Withdrawals

Undergraduate students may withdraw from courses with a grade of "W" a maximum of six times during their entire undergraduate enrollment at the University of West Georgia. After the limit of six withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Please see the University of West Georgia Registrar's OfficeWebsite for details.

Students must withdraw from courses during the Withdrawal "W" Period, as noted on the Registrar's Calendar. Retroactive withdrawals for prior terms are not permitted. The Withdrawal "W" Period typically begins after Drop/Add and closes at mid-term. Grades of "W" do not count toward the grade point average.

See the Registrar's Limited Course Withdrawals website for examples of the different types of allowable withdrawals and the financial or academic consequences that may result from these withdrawals.

205 Final Examinations

Final examinations are held at the end of each term in accordance with a published schedule. No final examinations may be given in advance of the date scheduled unless authorized by the dean of the appropriate college. If a student has more than two final exams scheduled in a single day, he or she may reschedule all but two of them through the cooperation of faculty members, department chairs, college deans, and if necessary, the Office of the VPAA.

206 Academic Honesty/Dishonesty

Academic Honor at West Georgia

Academic honesty is essential in preserving one's own integrity, the integrity of the institution, and in gaining a true education. The UWG Honor Code states that "we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility." The code further states that UWG students assume responsibility for upholding the honor code and that they "pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing."

Just as complete honesty should be the instructor's standard in his or her presentation of material,this same standard should be demanded from students when they complete assignments. (For example, tests, reports, projects, and term papers.) Every instructor has the responsibility to inculcate in students the ideal of academic honesty and to take all practical precautions against its violation. The instructor or advisor should communicate with the student whom he or she suspects of violating the Honor Code. The instructor/advisor should inform the student of the academic penalty he or she intends to institute per the syllabus (UWG Student Handbook).

Academic dishonesty on the part of the student shall be interpreted to mean cheating, i.e., the obtaining and using of information during an examination by means other than those permitted by the instructor, including the supplying of such information to other students. Academic dishonesty shall also include plagiarism, i.e., the purchase and use of ghost-written papers and reports, or excessive collaboration (incorporating into a report, term theme, research paper, or project, ideas and information obtained from another resource or person without giving credit to resource or the person from whom such information was obtained). Further, inclusion of the published or unpublished writings of another person without duly noting these sources according to normal scholarly procedures shall be considered plagiarism. No material prepared to meet the requirements in one course may be used to fulfill the requirements in another without permission of the instructor.

All faculty members should promote academic honesty, not only through their own standards of scholarly conduct, but also by anticipating conditions which may lead to dishonesty on the student's part. Suspicion is not a sound basis for a healthy educational environment, and the instructor must judge those instances where his or her trust will encourage responsibility rather than cheating.

Each college or school should utilize best practices to discourage academic dishonesty.

In cases of suspected academic dishonesty, the instructor will communicate the concerns with the student. After communicating with the student, the instructor should send a brief report of the case, including the breach of academic integrity and supporting documentation to the Office of Community Standards. The case then becomes part of the student's conduct record at UWG. The submitted report will be automatically forwarded to the Associate or Assistant Dean of the College/School or Library in which the alleged incident took place (UWG Student Handbook). The student may appeal this action to the department chair and through regular administration channels to the Grade Appeals Subcommittee of the Academic Policies and Procedures Committee (please see Section 207 of the Faculty Handbook).

207 Academic Appeals

207.01 Confidentiality

Due to the sensitive nature of any appeals hearing, confidentiality will be respected in a manner consistent with relevant state law and University System of Georgia policy.

207.02 Categories of Academic-Based Appeals

There are three categories of academic-based appeals. All three are initiated by the student.

- Admission to the University (Section 207.03)
- Grade Appeals (Section 207.04), of which there are two kinds: Academic Dishonesty Grade Appeals and Grade Determination Appeals
- Academic Suspension or Academic Dismissal from the University (Section 207.05). Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01).

Sections 207.03 and 207.04 identify the two university committees established to hear admission appeals and grade appeals and include the general processes and procedures that should be followed. Given the variability and uniqueness of individual circumstances, the chairperson of a respective committee may, in consultation with respective parties, suggest alternative actions/processes as issues present themselves.

- Committee for Admission Appeals
- Committee for Grade Appeals

207.03 Appeals of Admission to the University

A. **Applicants.** Undergraduate applicants to the university who have been denied admission or readmission may appeal that decision by submitting an appeal to the Admission Appeals committee. Applicants are advised to communicate with the Office of Undergraduate Admissions for instructions. Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School.

B. **The committee for Admission Appeals.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the university.
    1. **Summary.** After a student has petitioned the appropriate administrative officials in the Office of Undergraduate Admissions, he or she has the right to appeal an adverse decision by such officials in cases of admission or related matters. Appeals must be made in writing with supporting evidence, as determined by the Admissions Appeals committee.
    2. **Responsibilities of the Admission Appeals ~~Sub~~committee.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the university.
        a. **Appeal(s) Hearing.** Appeal(s) hearings may be scheduled regularly or as needed.
            i. The Director of Admissions (or designee) will be responsible for distributing appropriate materials to committee members and for scheduling each appeal(s) hearing.
            ii. The Admissions Appeals committee chairperson will be responsible for chairing the hearing and for conveying recommendations of the committee in writing to the Director of Admissions.
        b. **Electronic Polling.** At the discretion of the chairperson, an electronic poll of the committee will suffice in lieu of an appeal(s) hearing.
    3. **Admission Appeals committee Membership.** The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library) and four university officials. The university officials are: the Associate Vice President for Enrollment Management (voting), the Registrar (voting), the Director of The Center for Academic Success (voting), and the Director of Admissions (non-voting).
        a. **Chairperson.** The Associate Vice President for Enrollment Management shall serve as the chairperson of the Admission Appeals committee.
        b. **Faculty Members.** Each Dean, in consultation with the chairperson of the Admission Appeals committee, will appoint a faculty member to the committee. Appointments shall be made in May to replace faculty members whose terms have expired. An appointment to fill a vacancy should be made when the vacancy occurs.
            i. **Length of Service**. Faculty members serve two-year (staggered) terms starting with the summer semester. ii.

ii. **Timing of Appointment**. Deans shall make appointments in May to replace faculty members whose terms have expired. An appointment to fill a vacancy shall be made when the vacancy occurs.

c. **Quorum.** Any five members of the committee, at least three of whom must be faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost or Associate Vice President for Enrollment Management appoint substitutes to serve on a temporary basis.

C. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1. *Board of Regents Policy Manual, University System of Georgia*).

207.04 Grade Appeal

A. **Summary.**
   1. **The Committee for Grade Appeals**. The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 207.04(F). Fairness and procedural safeguards are listed in Section 207.04(G).
   2. **Student's Right to Appeal**. Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, or the associate dean if a chair of the department does not exist, that offers the course.
   3. **Timetable for Grade Appeals**. Grade appeals shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade

B. **Definitions**. There are two kinds of grade appeals.
   1. **Academic Dishonesty Grade Appeal.** If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.
   2. **Grade Determination Appeal.** If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

C. **Responsibilities of the Grade Appeals Subcommittee of the Academic policies and Procedures Committee**. The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s)

hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Subcommittee hearing can be found on the Academic Policies and Procedures Committee webpage. (https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/HearingProtocolforGradeAppeals.pdf).

1. **Academic Dishonesty Grade Appeals**. In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 206).
    a. The purpose of the Grade Appeals committee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.
    b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 207.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
2. **Grade Determination Appeals**. Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.
    a. The purpose of the Grade Appeals committee hearing this type of student complaint is to review the totality of the student's performance in relationship to his or her final grade.
    b. Fairness and procedural safeguards for Grade Determination Appeals, Section 207.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. **Membership of the Grade Appeals committee**. The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.
    1. **Chairperson**. The University official shall serve as the chairperson of the Grade Appeals committee.
    2. **Faculty Members**. Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee each year.
        a. **Length of Service**. The length of service on this committee shall be for two-year (staggered) terms starting with the fall semester.

b. **Timing of Appointment**. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.

3. **Quorum.** Any four members of the committee, not including the chair, and at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.
4. **Role of the Assistant Dean of Students/Coordinator of Community Standards.** For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

E. **Faculty Availability for Grade Appeal Decisions**. If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.
   1. **Permanently Unavailable**. If a faculty member is permanently unavailable for a grade appeals hearing because he or she is no longer employed by the University, the Department Chair or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the Department Chair is acting instead of the faculty member who assigned the grade.
   2. **Temporarily Unavailable**.
      a. **Decision Outcome is Not Time Sensitive**. If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
      b. **Decision Outcome is Time Sensitive**. If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by his or her college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Committee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

F. **Procedures**. The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.
   1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.

a. **Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1)consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and supporting documentation. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

b. **Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and All related documentation. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

c. **Provost (or Provost's Designee)**. The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.

d. **Grade Appeals committee**. At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1, *Board of Regents Policy Manual, University System of Georgia*).

2. **Timetable of Appeals**

a. **Academic Dishonesty Grade Appeal.** This appeal is defined in 207.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12 months) after the grade is assigned.

b. **Grade Determination Appeal**. This appeal is defined in 207.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than one year (12 months) after the final course grade is assigned.

3. **Documentation Required for the Appeal**. A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair.

G. Fairness and Procedural Safeguards

1. **Academic Dishonesty Grade Appeals**. In order to guarantee fairness and proper procedural safeguards for all concerned, the ~~sub~~committee shall be guided by the following procedures:
   a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean
   b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
   c. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
   d. The student appearing before the ~~sub~~committee shall have the right to be assisted by an advisor of his or her choice.
   e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the committee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
   f. All matters upon which a decision will be based must be introduced at the proceeding before the committee. Any conclusions drawn by the committee shall be based solely upon such evidence.
   g. In the absence of a transcript, an audio recording of the hearing shall be made.
   h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).
2. **Grade Determination Appeals**. In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:
   a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean.

b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
c. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
d. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
e. All matters upon which a recommendation will be based must be introduced during the hearing before the committee. Recommendations shall be based solely upon such evidence.
f. Appellants who fail to appear after proper notice will have their cases heard in absentia.
g. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

207.05 Appeals of Academic Suspension or Academic Dismissal from the University
Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.

208 Faculty Office Hours

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with Section 2.18 *Academic and Student Affairs Handbook, University System of Georgia*, the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.

209 Field Trips

Field trips are of recognized value in the educational process, but it should be recognized that a problem arises if a student is asked to miss other classes to make the trip. Field trips should have the approval of the dean of the appropriate college, who should be provided with a list of the students who are to participate, the time of departure, expected time of return, and purpose of the trip. When field trips have been approved, the instructor should provide each student who is

to participate with a notice that may be shown to those other instructors from whose class the participant will be absent.

Whenever practical, the university bus or vans should be used as the means of transportation for field trips. Drivers of personal automobiles on trips carrying University students are liable for damages for negligence, just as they would be under other circumstances. (See "Faculty Liability," and "Use of Buses and Vans" in this handbook.)

210 Procedures for Effecting Curriculum Changes

The Undergraduate Academic Programs Committee of the Faculty Senate is charged with the responsibility of reviewing each proposal for a change in the undergraduate curriculum (adding, dropping, or modifying course offerings, degree programs, or majors). The committee recommends approval of the proposed change in degree programs, certificate programs or majors to the Senate. Changes in undergraduate courses which do not impact the substance of an academic program or major do not require Senate action and, once approved by the committee, will be sent to the Provost and Vice President for Academic Affairs. These course approvals are taken to the Senate on information purposes. The Senate Committee on Graduate Studies has similar responsibilities with respect to graduate courses and programs. Courses which are cross listed as both undergraduate and graduate courses require approval of both the Undergraduate Academic Programs Committee and the Committee on Graduate Studies.

Proposals for curriculum changes are normally initiated by an approved advisory group or a department and require approval by the departmental faculty and the appropriate college dean. Undergraduate changes are sent by the dean to the Undergraduate Academic Programs Committee. Graduate curriculum changes require the approval of the graduate faculty of a college (or the advisory board authorized in the by-laws of the college) and the appropriate college dean before being sent to the Committee on Graduate Studies. Cross-listed undergraduate/graduate courses need the approval of both the undergraduate and graduate committees.

The form and content of the documentation required to obtain Senate Committee approval can be obtained from the dean of the appropriate College.

Proposals must be sent to the committee before November 1 if the proposed changes are to be printed in the next edition of the University catalog.

211 Policies Governing Textbook Selection and Ordering

(Approved by Faculty Senate October 13, 2017)

Faculty may require students to purchase textbooks. All textbook orders, either required or recommended, by faculty must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester. Early textbook adoptions are highly

recommended to allow the University Bookstore time to locate used copies of books to sell as "used" or "rental" to reduce student costs.

Changes to bookstore orders will require approval from either the professor or department chair. The University Bookstore is responsible for accurate record keeping and for proper inventory management to ensure that the needs of the faculty and students are met.

A consideration of student costs by faculty is essential during the textbook adoption process in order to offer the best value to students. Faculty should order textbook bundles only if the supplements included in the bundle are necessary. In addition, new editions of textbooks should be required only if a substantive change in the content exists, as textbooks should be adopted for as long as possible (multiple semesters). Faculty should also consider the use of various technological innovations to reduce overall textbook costs such as electronic textbooks (eBooks), online textbooks, open-source materials, and institutionally produced materials.

Ideally, all sections of a multi-sectioned course should use the same textbook to reduce student costs. Every department, school or college is urged to make a conscientious effort to hold to a minimum the number of different texts used in different sections of a multi-sectioned course.

Faculty may require textbooks authored by themselves and immediate family members with approval of a third-party reviewer (e.g., Dean, Associate Dean, or Department Chair). The third-party reviewer should be satisfied that the work is equivalent in quality to other texts available. Under no circumstances should a faculty member, or their immediate family, have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (Section 2.19, *Academic and Student Affairs Handbook, University System of Georgia*).

212 Faculty Absences

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to Section 3.4.4, Board of Regents Policy, University System of Georgia, one credit hour is defined as 750 minutes of instructional time).

213 Faculty Liability

The Board of Regents maintains professional liability coverage which is designed to protect employees of the University System against possible claims arising from activities associated with their employment. Although the coverage extends to general liability, it specifically *excludes* the operation of motor vehicles. University-owned motor vehicles and mobile equipment are covered by liability insurance.

The Office of the Vice President for Business and Finance should be notified when there is the slightest reason to expect legal action to be taken on the part of the injured party. (Revised May 27, 1983 by Faculty Senate)

214 Release of Information about Students

(Article V. Section 1, *Policies and Procedures*)

Students of the University of West Georgia have the right to assurance that their academic records, compiled and maintained by the University, will be recorded accurately and maintained in confidence in accordance with the provisions of the privacy of information act (Family Educational Rights and Privacy Act of 1974).

Transcripts of educational records shall contain only information about academic status, except that disciplinary action shall be recorded in cases where it affects the student's eligibility to reregister.

Disciplinary and counseling files shall be maintained separately from academic records and shall not be available to an authorized persons on campus nor to any person off campus without the written consent of the student involved, except under legal compulsion or in cases where the health or welfare of persons or the safety of property are involved or when parents of dependent students execute a notarized affidavit obtained from the Registrar.

No record shall be kept which reflects the political activities or beliefs of students. Provision shall be made for periodic routine destruction of noncurrent disciplinary records when appropriate administrative authorization is granted by the university.

The University shall make every endeavor to keep the student’s record confidential and out of thehands of those who would use it for other than legitimate purposes. All members of the faculty, administration, and clerical staff must respect the confidential nature of the student's record. At the same time, the University shall be flexible enough in its policies not to hinder the student, theinstitution, or the community in their legitimate pursuits.

215 Faculty-Student Relationships

(see Section 109)

SECTION 300 POLICIES AND PROCEDURES RELATED TO SERVICE RESPONSIBILITIES

301 Advisement

The faculty advisor should bear in mind the extreme importance of his or her role and know the degree requirements of their individual programs.

The advisor should make every effort to assist the student and, if necessary, refer the student to the appropriate campus agency. The advisor functions in a strictly advisory capacity and should not attempt to force adherence to the advisor's wishes. Although the advisor is expected to knowuniversity policy and curricula, it is the student's responsibility to fulfill all degree requirements.

Undergraduate advisement:
University of West Georgia undergraduate students will receive information about advising and registration from the University of West Georgia Advising Center. Please see the University of West Georgia Advising Center website for details. Faculty should also consult with their individual college or school regarding academic advisement requirements.

Graduate advisement:
University of West Georgia graduate students will receive information about advising and registration directly from the college/school to which they are enrolled.

302 Counseling

In addition to the counseling normally performed by the student's advisor and instructors, the university provides free counseling for students. Qualified personnel administer diagnostic tests and offer professional counseling services to deal with personal, educational, and career problems.

Any faculty member who believes that a student is in need of these services should refer the student to the Counseling Center.

303 Orientation

Orientation for first year and transfer students is held three (3) times a year at the beginning of the fall, spring, and summer semesters. In addition, several two-day orientations are held during the summer for students who will be entering fall semester. During these summer orientation sessions, parent meetings are held concurrently with student meetings.

The purpose of orientation is to acquaint the student with the University of West Georgia, its services, activities, rules and regulations; to provide initial academic advisement and registration for upcoming classes; and to provide an initial social and academic niche in which the student may feel comfortable. Each student is provided the opportunity to be advised by a faculty member from the student's major field of interest or, if undecided, to be advised by a faculty member in the Advising Center. Prior to orientation, students are given the opportunity to take placement tests.

Effective orientation requires the combined efforts of faculty, staff, and students. Faculty participation is requested through the appropriate deans or supervisors.

304 Participation in College Affairs

See Sections 101.02 (Minimum Criteria for Appointment), 103.03 (Time Limits and Minimum Criteria for Promotion) and 103.04 (Minimum Tenure Criteria).

305 Participation in Civic Affairs

(See Section 109.)

306 Participation in Convocations and Commencement Services

306.01 Faculty.

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

306.02 Faculty Marshals

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

Note:
In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

SECTION 400 POLICIES AND PROCEDURES RELATED TO PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

401 Research, Research Grants, and Sponsored Operations Projects

Research is one of the areas in which a faculty member is evaluated for promotion and tenure. (See Sections 103.03 and 103.04 in this Handbook.) The Office of Research and Sponsored Projects (ORSP) provides individual support to faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives.

Faculty who are applying for external grants that will be administered by the university shall contact the ORSP before applying for the grants. The final grant application must be submitted to ORSP at least five business days before the sponsor deadline. Faculty who are applying for internal funds should follow the instructions set by the grant administrator.

402 Intellectual Property Policy

The University of West Georgia, hereinafter referred to as the "University," or “UWG,” is dedicated to teaching, research, and the extension of knowledge to the public. Members of the UWG faculty, staff, and student body recognize among UWG’s major objectives the production and dissemination of knowledge. Inherent in these objectives is the need to encourage the production of creative and scholarly works and the development of new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization. Such activities contribute to the professional development of the individuals involved, enhance the reputation of the University, provide additional educational opportunities for participating students, and promote the general welfare of the public at large.

Such creative and scholarly works and inventions that have commercial potential may be protected under the laws of various countries that establish rights called "Intellectual Property" (IP), a term that includes patents, copyrights, trade secrets, trademarks, plant variety protection, and other rights. Such Intellectual Property often comes about because of activities of University Personnel who have been aided wholly or in part through use of facilities of the University. It becomes significant, therefore, to insure the use of such Intellectual Property for the public good and to expedite its development and marketing. The rights and privileges, as well as the incentive, of the authors, creators, or inventors, hereinafter referred to as the "Originators," must be preserved so that the use of their abilities and the abilities of others at the University may be further encouraged and stimulated.

In order to establish the respective rights and obligations of the University, its faculty, students, and other employees in Intellectual Property of all kinds now and hereafter existing and of all countries, regions or other political entities, the University has established the following Intellectual Property Policy.

402.01 Applicability

The University of West Georgia (UWG) Intellectual Properties (IP) Policy (see Section 6.3, *Board of Regents Policy Manual, University System of* Georgia), relates both to individual and University IP rights, and applies to all full-time or part-time members of the faculty, staff, or student body of the University and extends to anyone receiving compensation or funding from the University, or funds administered by the University. This UWG IP Policy is in compliance with the University System of Georgia Board of Regents’ Intellectual Properties Policy.

402.02 Background

The Board of Regents of the University System of Georgia has established Institutional Procedures Section, which stipulates that: “Each institution of the System is required to develop policies and procedures for the administration of this Intellectual Property Policy” (Section 6.3, *Board of Regents Policy Manual, University System of Georgia*). In many instances, IP may become, in whole or in part, the property of the Board of Regents. When this IP Policy speaks to

ownership of IP by UWG, the Board of Regents is the owner, unless the Board of Regents has transferred ownership to an affiliated nonprofit organization of UWG.

402.03 Definitions

"Biological Materials": Materials that include, but are not limited to, chemical compounds of biological origin, drugs, mutants, genetically engineered organisms, antibodies, hybridomas, cell lines, sera, supernatants, vectors, antigens, cDNAs, ESTs, and SNPs, and chemical compounds including enzymes and derivatives thereof.

"Copyrighted Materials": Includes the following, regardless of their medium of storage or presentation: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical, dramatic, or multimedia compositions, unpublished scripts; (3) films, charts, transparencies, electronic presentations, and other visual aids; (4) video and audio recordings in any form; (5) live video and audio broadcasts, and recordings thereof; (6) programmed instructional materials, including materials for on-line or otherwise electronically distributed instruction; (7) mask works; (8) research notes, research data reports, and research notebooks; and (9) other materials or works other than software which qualify for protection under the copyright laws of the United States (See 17 U.S.C. § 102 *et seq.*) or other protective statutes whether or not registered thereunder.

"Originator": The creator, author, inventor, or similar person and that person's executor, heirs, successors, and assigns.

"Faculty Member, Staff Member, and Student": For purposes of this IP policy, students are persons who are enrolled in any course at UWG (or who were so enrolled at any time in connection with the production of the intellectual property in question). A faculty or staff member is any person who is employed on a full-time or part-time basis by UWG (or who was so employed at any time in connection with the production of the intellectual property in question).

"Intellectual Property" (IP): Patentable materials, biological materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protection is sought.

"Incidental use of University Resources": Use of university resources that is customary or usual given the employee's appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be "incidental." University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. [See "Significant Use of University Resources."]

"Mask Work": A series of related images, however fixed or encoded: (1) having or representing the predetermined, three-dimensional pattern of metallic, insulating, or semiconductor material present or removed from the layers of a semiconductor chip product;

and, (2) in which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product (See Title 17 U.S.C. § 901).

"Net Equity": The value of the equity received by UWG as a result of transferring rights in the IP less UWG's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

"Net Income": The gross monetary payments UWG receives as a result of transferring rights in the IP less UWG's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

"Novel Plant Variety": A novel variety of sexually reproduced plant (See Title 7 U.S.C. § 2321 *et seq*).

"Patentable Inventions," also known as "Patentable Materials": Items (a new, nonobvious, useful process, machine, manufacture, composition of matter or improvement thereof) which reasonably appears to qualify for protection under the patent laws of the United States or other protective statutes, including Novel Plant Varieties and Patentable Plants, whether or not patentable thereunder.

"Patentable Plant": An asexually reproduced distinct and new variety of plant (See Title 35 U.S.C. § 161).

"Scholarly Work": Books, articles, and other publications, artistic creations, literary manuscripts, visual and auditory creations, and musical works, irrespective of their medium of storage or presentation. These items include software, computer programs, and databases but only if they are accessory to or part of a scholarly text. Textbooks and related software developed as a *Specific University Assignment* are not considered *Scholarly Work* for the purpose of this definition.

"Significant Use of University Resources": Use of university facilities, library resources, clerical help, other support services, equipment, and an employee's paid time that is beyond incidental (or customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those normally allocated to employees in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such significant usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved.

"Software": Includes one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term "computer program" means a set of instructions, statements or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

“Specific University Assignment”: IP specifically ordered or commissioned pursuant to a written, signed, agreement between UWG and the Originator.

“Trade Secrets”: Information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: (a) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (See Code of Georgia Annotated § 10-1-761).

“Trademarks”: Includes all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with UWG (See Title 15 U.S. Code § 1127).

"University Resources": means any support administered by or through the University, including but not limited to University funds, facilities, equipment or personnel, and funds, facilities, equipment, or personnel provided by governmental, commercial, industrial, or other public or private organizations which are administered or controlled by the University. University Resources are to be used solely for University purposes and not for personal gain or personal commercial advantage, nor for any other non-University purposes. Intellectual Property that is developed with *Significant Use of University Resources* rather than *Incidental Use of University Resources* shall be considered to have been created through use of University Resources. The application and interpretation of the above terms in any particular situation rests with the Intellectual Property Officer and the IPO’s determination shall be final, subject to the review procedures set forth herein.

402.04 The Policy

A. Subject to the limitations and qualifications enumerated in this document, all potentially patentable inventions or copyrightable material conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) at UWG in the course of their University responsibilities with significant use of University resources is the property of UWG.

B. UWG shares royalties from inventions and other intellectual property assigned by UWG to the Originator.

C. The Originators, acting collectively where there is more than one, and with the agreement of UWG, may place their inventions in the public domain if they believe that would be in the best interest of technology transfer and if doing so is not in violation of the terms of any agreements that supported or are related to the work.

D. If any course material is developed for use at UWG, regardless of whether it involves significant use of University resources, UWG retains a non-exclusive, royalty-free

license to use such material for educational purposes for up to twelve months following the termination of the Originator's employment at UWG;

402.05 Determination of Rights and Equities in Intellectual Property

Ownership in IP is determined in accordance with the following categories:

A. Individual Effort/Scholarly Work

Except as required by funding agreements or by the University's Intellectual Property Policy, the University does not claim ownership rights in the intellectual property generated during research by its faculty, staff, or students. This policy has proven beneficial to the University, the public, and the creators of such property. Copyrightable and patentable materials produced by UWG faculty, staff, or students are the exclusive property of the Originator of such IP provided that:

1. There is no use, except in an incidental way, of University resources in the creation of such IP;
2. The IP is not prepared in accordance with the terms of an institution contract or grant;
3. The IP is not developed by faculty, staff, or students as a specific institution assignment. The general obligation to produce scholarly and creative works does not constitute a specific assignment for this purpose;
4. The IP was created by a student, not employed by the University, solely for the purpose of satisfying a course requirement. Students are subject to the requirements for participation in such a course, such as the transfer of ownership. Students will be made aware of their rights and obligations prior to course participation.

The IP is considered a *Scholarly Work*, and therefore belongs to this category unless:

a) The *Scholarly Work* was developed by the Originator as a specific University assignment (see section B below); or
b) The *Scholarly Work* was developed with significant use of University resources (see section C below).

B. Institution-Assigned Efforts

In accordance with BOR policy, ownership of IP developed as a result of *Institution-Assigned Efforts* resides with UWG, and sharing of royalty income with the Originator is authorized, subject to UWG policies and regulations, as an incentive to encourage further development of IP. The faculty's general obligation to produce scholarly and creative works does not constitute a specific assignment for the purpose of defining this category of work. Works of faculty members are assumed not to be "*Institution-Assigned Efforts*" unless written agreements with the involved faculty member(s) explicitly designate specific works as such.

C. Institution-Assisted Individual Effort

A work is considered to be generated by Institution-assisted individual effort if it involves ***Significant Use of University Resources*** rather than only ***Incidental Use of University Resources.***

1. ***Incidental use of University Resources*** means that use is customary or usual given the employee's appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be incidental. University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. Furthermore, the University recognizes that ownership of any intellectual property resulting from such activities rests with the Originator(s) along with the rights to any income generated, as long as university resources are used in this incidental (or customary) fashion, and the time involvement of the developer(s) of the intellectual property does not compromise the Originator's core responsibilities in teaching, research, and service.

2. ***Significant Use of University Resources*** refers to use of university facilities, equipment, personnel, and an employee's paid time that is beyond incidental (or customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those allocated to individuals in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved. The university will retain title to all intellectual property that involves significant use of university resources subject to the conditions set forth herein.

   When in support of a revenue-producing work, the following are examples of significant use:

   a) In the creation or promotion of a work, extended use of the Originator's time and energy results in a reduction in levels of teaching, scholarship, or other assigned university activities, and the developer's anticipated workload in these areas is at a level significantly lower than normal;

   b) Greater than incidental use of university facilities such as laboratories, studios, specialized equipment, production facilities, or specialized computing resources in direct support of development of the work in question;

c) Extraordinary or specifically designated university funds to support the work's creation, publication, manufacture or production;

d) Direct assignment or commission from the university to undertake a creative project as a part of the developer's regular appointment;

e) Significant use of funding from gifts or grants to the university to support creation of the work(s) involved; and/or

f) Production of the works under specific terms of a sponsored research grant or contract.

The nature and extent of Originator participation in royalty income is subject to UWG regulations. Written agreements between the employees and the University should be executed in advance of the use of University personnel, facilities, or resources. In the absence of such written agreement, the rights of ownership and royalties shall be determined by the Intellectual Property Committee subject to the UWG Intellectual Policy and the *Board of Regents Policy Manual* of the University System of Georgia.

D. Sponsor-Supported Efforts

The grant or contract between the Sponsor and UWG, under which IP is produced, may contain specific provisions with respect to disposition of rights or interests in the IP. When the sponsored project agreement is silent on the matter, all rights in IP rests with UWG. The Office of Research and Sponsored Projects (ORSP) is responsible for reviewing the terms and conditions of UWG's grants and contracts for compliance with UWG policies on IP rights and openness in research.

E. Consulting

Consulting for outside organizations as a part of UWG effort may be performed by UWG personnel pursuant to UWG policies on consulting and to this IP Policy. Any consulting agreement or contract must include a statement that the faculty member has obligations to the University as described in this Intellectual Property Policy, and this Intellectual Property Policy should be attached to the consulting agreement. In the event that there is any conflict between the consultant's obligations to this Intellectual PropertyPolicy and their obligations to the entity for whom they consult, the language of the consulting agreement shall prevail.

F. Research notes, data reports, and notebooks

Copyright protection subsists in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Research notes, research data reports, research notebooks, and

software created during research are included within the definitions of copyrighted materials and software. Their ownership is determined as with other forms of intellectual property, with ownership vested in the University if the research is supported by significant use of university resources as defined herein, or if so determined by the sponsored project agreement.

G. Declined Intellectual Property

Whenever UWG chooses not to administer IP or chooses to cease administering IP, such IP, subject to any obligations to a Sponsor, may be released to the Originator to dispose of as the Originator sees fit. The decision to release such IP is made by the Intellectual Property Officer (IPO), in consultation with the IP Committee, the University General Counsel, and the President.

402.06 Revenue Distribution

Net revenue is defined as gross receipts received by UWG from license activity minus contract amounts due to Sponsors, if any, and the out-of-pocket costs incurred by UWG in protecting and licensing the IP. At UWG, net revenue is distributed as follows:

- First $10,000 of accumulated net revenue 100% to Originator
- Over $10,000:
    - 25% to Originator
    - 10% to Department/Unit
    - 40% to Office of Research and Sponsored Projects
    - 25% to Office of the Provost and Vice President for Academic Affairs

402.07 Intellectual Property Oversight

The chief research officer[1] serves as the Institution's Intellectual Property Officer (IPO) andchairs the UWG Intellectual Property Committee.

402.0701 Intellectual Property Officer (IPO). The IPO is responsible for and active in all matters related to copyright/patent policies and procedures of UWG. The IPO provides advice and assistance in copyright/patent related matters to the faculty, staff, and students; to the President and administration of the University; and to Sponsor and Partner agencies bound to UWG by contract or grant obligations. The IPO works with the Office of Research and Sponsored Projects (ORSP) and the UWG Intellectual Property Committee to develop and monitor institutional IP policies and procedures. The IPO maintains records, executed

[1] That officer is at the time of this policy adoption the Associate Vice President for Research and Sponsored Projects. Should that position be redefined of retitled, the designation of IPO would either follow the position or become attached to different person or position designated by the President.

copyright/patent/royalty agreements, and official correspondence of the office and of the IP Committee.

402.0702 Intellectual Property Committee (IPC). The *Intellectual Property Committee* is a standing body and reports to the Provost through the IPO. The IP Committee consists of ex officio members and members appointed by the President: the IPO (*ex officio,* non-voting except to break ties), and the UWG General Counsel (*ex officio,* non-voting), the Vice President for Business and Finance or designee (*ex officio,* voting), and one voting member from each college and the School of Nursing. The President solicits nominations for the IP Committee from the Provost and Vice President for Academic Affairs in consultation with the Academic Deans. Members are appointed by the President, serve three-year (staggered) terms, and may serve up to two consecutive terms. The IPO serves as the Chair of the IP Committee.

Should any seat on the IPC be vacated prior to the expiration of the normal term, the President appoints a successor to fill the remaining term in accordance with the procedures above.

Any appointed member may be removed at any time by the President, with or without cause.

The IPC meets as necessary and shall act in an advisory capacity to the president or his/her designee. Faculty, staff and students shall promptly report to the committee in writing, through the appropriate channels, all Intellectual Property invented or created by them that is reasonably likely to have commercial value.

402.08 Procedures

402.0801 Disclosure of Intellectual Property

Originators of IP shall promptly provide the IPO with a disclosure describing their creative and scholarly works and new material, devices, processes, or other inventions which they consider may have commercial potential, be they either Individual Efforts, Institution-Assigned Efforts, Institution-Assisted Individual Efforts, or Sponsor-Supported Efforts, using the *Intellectual Property Disclosure Form* provided by the IPO. University Personnel shall cooperate with the IPO and sign all papers deemed necessary to protect and commercialize Intellectual Property covered by this Intellectual Property Policy.

Disclosures are not required for works of authorship, such as articles for publication in scholarly or professional journals, or instructional or research material for internal use where there is no intent to commercially exploit the intellectual property, even though the ownership of the copyright may reside in the University as determined by this policy. In such cases of University ownership, the author is granted a license for the limited purpose of the particular noncommercial publication.

It is the responsibility of the Originator to disclose IP to the University, through the Intellectual Property Officer (IPO), and demonstrate that this classification applies, in accordance with the Disclosure section of this IP Policy.

402.0802 Review of Disclosure

A. When the IPO receives an *Intellectual Property Disclosure Form* from an Originator, UWG's interest in patenting and/or licensing the disclosed IP must be determined in a timely fashion. After preliminary evaluation of the *Disclosure* by the IPO, one or more of the following actions are initiated within forty-five business days of receiving the *Disclosure*:

    1. Initiate an external evaluation of the disclosed IP;
    2. Develop and manage the disclosed IP through the ORSP;
    3. Submit the disclosed IP to the IP Committee for its evaluation and recommendation;
    4. If rights in the disclosed IP are subject to the terms of a grant or contract, comply with the terms of the grant or contract; and,
    5. Assign title to the disclosed IP to the Originator, if the University chooses not to administer or to cease administering the IP.

B. If the *Disclosure* is referred to the IPC for a recommendation, the Committee reviews the *Disclosure* and, if appropriate, hears an oral presentation by the Originator, supported by any visual material as may be required. Use may be made of appropriate *ad hoc* members, including external agencies, who can best assist in evaluating the IP. The IPC then recommends whether UWG should exert an interest in the IP, based on a determination that the disclosed IP is novel, useful, non-obvious, and/or has commercial potential.

C. Within thirty-five business days of the *Disclosure* being submitted to the IPC, the IPC will make a recommendation to the IPO as to whether UWG should pursue development of the IP. If the IPC requires additional time, it requests such additional time from the IPO, in writing, including a justification for the request. Any additional time must be at the agreement of the involved parties and in no case will exceed an additional thirty-five business days.

D. The IPO will consider the recommendation of the IPC and respond to the Originator, in writing, whether UWG intends to pursue development of the IP. The IPO's determination will be due to the Originator no later than thirty-five business days from the IPO's receipt of the IPC's report.

E. If the IPO, in consultation with the University General Counsel, decides that UWG will not pursue development of the IP, or such agreed upon decisions are not made or responded to in writing during the specified time period, or a mutually agreeable

extended time period, UWG waives its rights to pursue development of the IP, except that UWG will retain royalty-free license rights to the IP.

In general, the IPC is responsible for:

1. Advising the IPO regarding UWG's and the Originator's rights and equities in IP in accordance with the *Procedures* section of this policy;
2. Recommending UWG policies and procedures pertaining to copyrights and patents to the President for action;
3. Recommending changes to UWG copyright and patent policies and procedures to the President for action;
4. Reviewing all IP matters submitted to it by the IPO, sponsor agencies, and UWG officials for compliance with UWG policy, Board of Regents Policy, and contractual/grant-based obligations.

402.08 Right of Appeal

In the event of a disagreement as to the ownership of IP or to the recommended distribution of royalties, the UWG employee (faculty, staff, or student) has the right to appeal, in writing, to the IPO, who will refer the appeal to the IPC. The IPC will then make a recommendation to the IPO within thirty business days of its receipt of the appeal. The IPO will then make a final decision concerning the appeal no later than forty-five business days of receipt of the appeal. If an individual wishes to appeal the decision of the IPO, or if a decision is not made within the time specified above, the individual may appeal to the Provost, in writing, within forty-five business days of the IPO's decision. The Provost will make a decision no later than forty-five business days of receiving the appeal. If the individual wishes to appeal the decision of the Provost, or if the decision is not made within the specified time period, the individual may appeal to the President, in writing, within forty-five business days of the Provost's decision. The President will make a decision no later than forty-five business days of the President's receipt of the appeal. If the individual wishes to appeal the decision of the President, or if the decision is not made within the specified time period, then the individual may appeal to the Board of Regents in accordance with BOR Bylaws.

402.09 Publication

Nothing in this IP Policy should be construed as affecting the rights of the Originator to publish the results of scientific work, except that the Originator must agree to observe a period of delay in publication or external dissemination if UWG so requests, and such a delay is necessary to permit UWG to secure protection for IP disclosed to it by the Originator.

402.10 Prevailing Policy

In the event of a conflict between this UWG IP Policy and any policy of the Board of Regents of the University System of Georgia, the latter will prevail.

402.11 Heirs and Assigns

The provisions of this IP Policy will endure to the benefit of and be binding upon the heirs and assigns of those individuals covered by this IP Policy.

402.12 Changes in Policy

This IP Policy will be reviewed and amended, as appropriate, by the IPC at least every two (2) years. This IP Policy may be changed by the President, on the recommendation of the IPC, and the approval of the Provost.

402.14 Compliance

Failure to comply with the provisions of this IP Policy is a violation of UWG policy, and may result in the discipline of the violator(s) in accordance with applicable UWG policies and procedures.

POLICY ADMINISTRATION

Short Title: Intellectual Property Policy

Effective Date: May, 2013

Cancels/Supersedes: Current policy in the Faculty Handbook

Revision Dates: April, 2013

Oversight: Academic Affairs

Authority and Purpose: To establish a clear policy concerning ownership of material, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The policy will apply to students, faculty, and staff.

403 The Institutional Review Board

The Institutional Review Board (IRB) shall be an advisory body to the President on the protection of human and animal subjects participating in University of West Georgia approved research projects. It shall review all research proposals involving human and animal subjects for the purpose of protecting the physical and mental well being of participants in research projects conducted by and though the University. The Institutional Review Board shall consist of at least seven (7) members. Members of the Institutional Review Board shall minimally consist of the Director of Sponsored Operations (ex-officio), the Dean of the Graduate School, four faculty

members, and one member of the community. Members are appointed by the Provost and Vice President for Academic Affairs to serve terms of three years each and are replaced in rotation. Additional ad hoc members may be appointed to the IRB when necessary to comply with federal guidelines.

The University of West Georgia encourages and supports faculty's, academic staff members' and students' efforts to engage in instruction, research and public service. When research is conducted using University facilities or otherwise under its sponsorship, the individuals conducting the inquiry act as University representatives. University policy requires that all research studies, including those involving human or animal subjects, shall be under the supervision of a qualified faculty/academic staff member and shall be so designated and executed as to safeguard the rights and welfare of the subjects in compliance with the U.S. Department of Health and Human Services regulations on the Protection of Human Subjects [stated in the Code of Federal Regulations (45 CFR 46 as amended and interpreted)] and on the Animal Welfare Act, Health Research Extension Act as per requirement of Section 495(b)(2) of the PHS Act. The committee assists investigators in insuring that the rights and welfare of subjects are adequately protected. Such research activity would include master's theses, Ed.S. research projects, doctoral dissertations, faculty research, or class-related activities, including undergraduate and graduate independent study courses.

403.01 Statement of Principles

A balance between freedom of inquiry for scholars and recognition of the ethical concerns of animal rights, peers, subjects, sponsors, government agencies, and the public at large shall be maintained by the IRB. The members of the IRB maintain that numerous issues tied to human and animal research merit much further attention by the academic community. The IRB strongly encourages faculty, academic staff members, student groups, departments, schools, and colleges to discuss the ethical responsibilities of scholars as they apply to research to ensure awareness and sensitivity of subjects' needs.

403.02 Protection of Human Subjects

403.0201 Authorization

The IRB of the University of West Georgia is authorized to exercise the following influence on proposed research involving the use of human subjects. The IRB is empowered to:

1. Approve a proposed project.
2. Disapprove a proposed project (with justification).
3. Allow rejected project researchers ample opportunity for due process.
4. Modify a project, require alternative investigative procedures, and impose precautions.
5. Design, collect, and retain informed consent forms.
6. Require continuing project reviews throughout the research period, review complaints concerning the research, and require periodic research progress reports.
7. Terminate research found to be at extreme variance with federal compliance regulations.

403.0202 The Responsibilities of the Research Principal Investigator

It is the professional responsibility of each Principal Investigator (PI) who proposes to conduct research involving human subjects to outline in detail:

1. The risks to which the human subjects will be exposed during the administration of the research procedures.
2. The significance of the proposed research to warrant exposure of subjects to the defined risk(s).
3. Description of safeguards and procedures employed to minimize the level of the subjects' exposure to risk.
4. A description of methodology involved in informing subjects of the exposure to research risk and an explanation of methodology to be employed in obtaining the subjects' informed consent to participation.

The PI must submit the required information and a full copy of the research proposal to the IRB requesting research project approval. Upon receipt of IRB approval, the researcher may initiate the project. A sample consent form is found in Section 403.0209. A consent form for use with minors is found in Section 403.0210.

403.0203 Definition of Terms

The University of West Georgia IRB adheres to the Code of Federal Regulations' definitions for the following terms used to describe research:

> Research: A systematic investigation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of these regulations, whether or not they are supported or funded under a program which is considered research for other purposes. For example, some "demonstration" and "service" programs may include research activities [45 CFR 46.102(e)].
>
> Risk: The risks of harm anticipated in the proposed research must not be greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests [45 CFR 46.102(g)].
>
> Human Subject: A live human subject about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. "Intervention" includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for researchpurposes. "Interaction" includes communication or interpersonal contact between investigator and subject. "Private information" includes information about behavior thatoccurs in a context in which an individual can reasonably expect that no observation or recording is taking place and *includes* information which has been

provided for specificpurposes by an individual and which the individual can reasonably expect will not be made public. Private information must be individually identifiable (i.e., the identity of the subject is or may be readily ascertained by the information) in order to obtain information which constitutes research involving human subjects [45 CFR 46.102(f)].

403.0204 Review Procedures

Individuals at the University of West Georgia interested in conducting research involving human subjects must follow the procedures outlined below:

1. Read Institutional Review Board application procedures at the IRB website https://www.westga.edu/academics/research/orsp/irb.php . Application materials are available at this site. You may also request application materials from the IRB Chair. Section 403.0209 contains the application.
2. Faculty and Staff submit three (3) completed applications to the IRB chair. Students submit four (4) completed applications to the IRB chair.

403.0205 Classification of Research

Under Federal Regulation [45 CFR 46], research involving the use of human subjects is classified into three distinct categories or levels: exempt, expeditable, or nonexempt.

A. Level 1: Exempt Research

Federal Regulations mandate that very narrowly defined types of research are exempt. There are exclusive restrictions related to research involving subject populations that include prisoners, fetuses, pregnant women, children, institutionalized individuals (i.e. mentally disabled), other potentially vulnerable groups and human in vitro fertilization. An outline of specific regulations relating to restricted research populations can be obtained from the Sponsored Operations Office.

Research activities in which the only involvement of human subjects will be one or more of the following categories and which do not involve sensitive or protected populations are exempt from 45 CFR 46. (NOTE: The IRB will make the final determination as to whether a research project may be classified as "exempt").

1. Research conducted in established or commonly accepted educational settings involving normal educational practices, such as:
   a. Research on regular and special education instructional strategies.
   b. Research on the effectiveness of/or the comparison among instructional techniques, curricular, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

a. Information obtained is recorded in such a manner that human subjects can be identified directly or through identifiers linked to the subjects.
b. Any disclosure of the human subjects' responses outside the research could reasonablyplace the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2.b) of this section if:
   a. The human subjects are elected or appointed public officials or candidates for public office.
   b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by/or subject to the approval of department or agency heads and which are designed to study, evaluate, or otherwise examine:
   a. Public benefit or service programs.
   b. Procedures for obtaining benefits or services under those programs.
   c. Possible changes in or alternatives to those programs or procedures.
   d. Possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies:
   a. If wholesome foods without additives are consumed.
   b. If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe or an agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of U.S. Department of Agriculture.

B. Level 2: Research Activities Which May be Reviewed Through Expedited Review Procedures

Federal Regulation identifies ten restricted types of research which may be reviewed by the IRB using an expedited procedure. There are exclusive restrictions related to research involving subject populations that include prisoners, fetuses, pregnant women, children, institutionalized individuals (i.e. mentally disabled), other potentially vulnerable groups and human in vitro fertilization. An outline of specific regulations relating to restricted research populations can be obtained from the Budget and Research Services Office.

Research activities involving minimal risk and in which the only involvement of human subjects will be in one or more of the following categories (carried out through standard methods) may be reviewed by the IRB through the expedited review procedure authorized in 46.110 of 45 CFR Part 46.

1. Collection of hair and nail clippings in a non-disfiguring manner deciduous teeth and permanent teeth if patient care indicated a need for extraction.
2. Collection of excreta and external secretions including sweat, uncannulated saliva, placenta removed at delivery, and amniotic fluid at the time of rupture of the membrane prior to or during labor.
3. Recording of data from subjects eighteen (18) years of age or older using noninvasive procedures routinely employed in clinical practice. This includes the use of physical sensors that are applied either to the surface of the body or at a distance and do not involve input of matter or significant amounts of energy into the subject or an invasion of the subject's privacy. It also includes such procedures as weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, diagnostic echography, and electroretinography. It does not include exposure to electromagnetic radiation outside the visible range (for example, x- ray, microwaves).
4. Collection of blood samples by venipuncture, in amounts not exceeding 450 milliliters in an eight-week period and no more often than two times per week, from subjects eighteen (18) years of age or older and who are in good health and not pregnant.
5. Collection of both supra- and subgingival dental plaque and calculus, provided the procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.
6. Voice recordings made for research purposes such as investigations of speech defects.
7. Moderate exercise by healthy volunteers.
8. The study of existing data, documents, records, pathological specimens, or diagnostic specimens.
9. Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects' behavior and the research will not involve stress to subjects.
10. Research on drugs or devises for which an investigational new drug exemption is not required.

C. Level 3: Nonexempt Research

All other research must be reviewed in full by the IRB.

403.0206 Ethical Research Guidelines for Research Involving Human Participants

From the *American Psychologist*, June 1981, pgs. 637-638.

The decision to undertake research rests upon a considered judgment by the individual researcher about how best to contribute to knowledge and human welfare. Having made the decision to conduct research, the investigator considers alternative directions in which research energies and resources might be invested. On the basis of this consideration, the researcher carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

A. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.
B. Considering whether a participant in a planned study will be a "subject at risk," according to recognized standards, is of primary ethical concern to the investigator.
C. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.
D. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants prior to their participation that clarifies the obligations and responsibilities of each. The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of the research participants. Research with children or with participants who have impairments that would limit understanding and/or communications requires special safeguarding procedures.
E. Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to
    1. Determine whether the use of such techniques is justified by the study's prospectivescientific, educational, or applied value.
    2. Determine whether alternative procedures are available that do not use concealment or deception.
    3. Ensure that the participants are provided with sufficient explanation as soon as possible.
F. The investigator respects the individual's freedom to decline to participate in or to withdraw from the research at any time. The obligations to protect this freedom require careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator.
G. The investigator protects the participant from physical and mental discomfort, harm, and danger that arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact. Research procedures likely to cause serious or lasting harm to a participant are not used unless the failure to use these procedures might expose the participant to risk of greater harm, or unless the research has great potential benefit and fully informed and voluntary consent is obtained from each participant. The participant should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions arise.

H. After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen. Where scientific and human values justify delaying or withholding this information, the investigator incurs a special responsibility to monitor the research and to ensure that there are no damaging consequences for the participant.
I. Where research procedures result in undesirable consequences for the individual participant, the investigator has the responsibility to detect and remove or correct these consequences, including long-term effects.
J. Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance. When the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participant as part of this procedure for obtaining informed consent.

403.0207 Application Procedures

Faculty, staff, or students who wish to conduct research must first submit application materials to the Institutional Review Board for review. The application is available in PDF format near the end of this page.

All research will be classified as either exempt, expedited, on nonexempt. If your participants are minors (under the age of 18), your research study will be classified as either expedited or nonexempt. Examples of exempt research include: case studies of individuals eighteen (18) or older, analysis of existing records, and survey research conducted on adults. Examples of expedited research include: research comparing instructional methods used by teachers or researchers in the K12 classroom, survey research conducted on minors, and experimental studies with children where there is no greater than a minimal risk to the participants.

Expedited and exempt research can be reviewed by two members of the IRB. If your research falls under one of these two categories, turnaround time for your application will typically be no greater than two weeks, provided that you have submitted all required paperwork.

Few research studies at UWG will be classified as nonexempt. Any research study that puts participants at risk (defined as greater than minimal risk) will be classified as nonexempt. An example of nonexempt research would be an exercise study in which participants were asked to run to exhaustion. Participation could result in physical harm, which places the study under the classification of nonexempt research. If your research is classified as nonexempt, all members of the IRB must meet for a full board review of your application. It may take as long as 4 weeks to convene a meeting of the full board, so please plan accordingly if you think your research may be classified as nonexempt.

Please follow these procedures when submitting an application to the IRB for review:

1. Download or request the application for IRB review.
2. Complete the application, providing ALL requested information.

3. If you are a faculty member, submit 3 copies of the completed application. If you are a student, submit 4 copies of the completed application. If you submit fewer than the required number of copies, your application will be returned to you.
4. You must collate or staple each copy of your application before sending it in. Uncollated copies will be returned to you.
5. Submit copies of your application to:
   IRB Chair
   Office of the Provost and Vice President for Academic Affairs
   University of West Georgia
   Carrollton, GA 30118

403.0208 IRB Application https://www.westga.edu/academics/research/orsp/irb-forms.php

403.0209 Informed Consent Template https://www.westga.edu/academics/research/orsp/irb-forms.php

403.0210 Authorization for a School and Students to Participate in a Research Study Template (Word) https://www.westga.edu/academics/research/orsp/irb-forms.php

403.0211 IRB Information for School Systems in West Georgia and Areas Surrounding Atlanta https://www.westga.edu/academics/research/orsp/irb-forms.php

403.03 ANIMAL CARE AND USE

403.0301 Authorization

The IRB of the University of West Georgia is authorized to:
1. Approve a proposed project's plan for use of animal subjects.
2. Disapprove (with justification) a proposed project's use of animal subjects.
3. Establish procedures to protect the researchers' right to due process.
4. Require alternative investigative procedures and impose precautions to insure compliance with the University of West Georgia "Assurance of Compliance with Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals".
5. Conduct project reviews throughout the research period, review complaints concerning the research, and require periodic research progress reports.
6. Terminate research found to be at variance with federal compliance regulations.

403.0302 The Responsibilities of the Research Principal Investigator

It is the professional responsibility of each Principal Investigator (PI) who proposes to conduct research involving animal subjects to outline in detail:

1. The risks to which the animal subjects will be exposed during the administration of the research procedures.

2. The significance of the proposed research to warrant the use of animal subjects.
3. A description of the space, care and food to be provided for the animal subjects.
4. A description of methodology involved for the disposal of subjects at conclusion of research and, if it involves euthanasia, the method to be used and why that method was selected.

The PI must submit the required information and a full copy of the research proposal to the IRB requesting research project approval. Upon receipt IRB approval, the researcher may initiate the project.

403.0303 Definition of Terms

The University of West Georgia IRB adheres to the Code of Federal Regulations definitions for the following terms used to describe research:

> Research. A systematic investigation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of these regulations whether or not they are supported or funded under a program which is considered research for other purposes. For example, some "demonstration" and "service" programs may include research activities [45 CFR 46.102(e)].

403.0304 U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training

The development of knowledge necessary for the improvement of the health and well-being of humans as well as other animals requires in vivo experimentation with a wide variety of animal species. Whenever U.S. Government agencies develop requirements for testing, research, or training procedures involving the use of vertebrate animals, the following principles shall be considered; and whenever these agencies actually perform or sponsor such procedures, the responsible institution official shall ensure that these principles are adhered to:

1. The transportation, care, and use of animals should be in accordance with the Animal Welfare Act (7 U.S.C. 2131 et.seq.) and other applicable Federal laws, guidelines, and policies[1].
2. Procedures involving animals should be designed and performed with due consideration of their relevance to human or animal health, the advancement of knowledge, or the good of society.
3. The animals selected for a procedure should be of an appropriate species and quality and the minimum number required to obtain valid results. Methods such as mathematical models, computer simulation, and in vitro biological systems should be considered.
4. Proper use of animals, including the avoidance or minimization of discomfort, distress, and pain when consistent with sound scientific practices, is imperative. Unless the contrary is established, investigators should consider that procedures that cause pain or distress in human beings may cause pain or distress in other animals.

5. Procedures with animals that may cause more than momentary or slight pain or distress should be performed with appropriate sedation, analgesia, or anesthesia. Surgical or other painful procedures should not be performed on unanesthetized animals paralyzed by chemical agents.
6. Animals that would otherwise suffer severe or chronic pain or distress that cannot be relieved should be painlessly killed at the end of the procedure or, if appropriate, during the procedures.
7. The living conditions of animals should be appropriate for their species and contribute to their health and comfort. Normally, the housing, feeding, and care of all animals used for biomedical purposes must be directed by a veterinarian or other scientist trained and experienced in the proper care, handling, and use of the species maintained or studied. In any case, veterinary care shall be provided as indicated.
8. Investigators and other personnel shall be appropriately qualified and experienced for conducting procedures on living animals. Adequate arrangements shall be made for their in-service training, including the proper and humane care and use of laboratory animals.
9. Where exceptions are required in relation to the provisions of these Principles, the decisions should not rest with the investigators directly concerned but should be made, with due regard to Principle B, by an appropriate review group such as the IRB. Such exceptions should not be made solely for the purposes of teaching or demonstration.

[1] For Guidance throughout these Principles, the reader is referred to the Guide for the Care and Use of Laboratory Animals prepared by the Institute of Laboratory Animal Resources, National Academy of Sciences.

403.0305 Review Procedures

Individuals at the University of West Georgia interested in conducting research involving animal subjects must follow the procedures outlined below:

1. Obtain an Institutional Animal Care and Use Procedures Packet from your academic department office, the Graduate School Office, or the Office of Budget and Research Services, which contains:
   a. a research procedures manual.
   b. a document addressing ethical practices when conducting research with animal subjects,
   c. a research proposal form.
2. Submit the original and four copies of the research proposal form to the Office of the VPAA for review by the IRB.

Figure 6

Report of the Faculty Communication Subcommittee
2021-2022

Phillip Grant, Chair
Philip Reaves
Brian Henderson

The Subcommittee met for the first time on Tuesday, October 5, 2021. We discussed the benefits and pitfalls of mass communication across any large organization in that meeting. Specifically, the Subcommittee discussed how important it is for individuals to communicate with their colleagues to build relationships and how difficult it can be to moderate inappropriate speech. These conversations led to comparisons to institutions we had previously attended. We realized that the context of the University of West Georgia (UWG) is different than that of larger public universities. Therefore, we decided to learn more about how institutions that are similar to UWG handle faculty communication.

Between November 2021 and January 2022, we developed and deployed an instrument to be sent out to members of faculty senate at institutions that are similar to UWG. We chose the Carnegie Classification of Institutions of Higher Education as a means for comparison. UWG is a Doctoral/Professional University. There are 147 Doctoral/Professional institutions in the United States. We selected a convenience sample of 65 individuals who were recent Chairs, Co-chairs, or Chair-Elects based on the public availability of their contact information. We contacted those individuals via email and sent them a link to a brief Qualtrics survey. Of those 65, 23 individuals responded. The findings of that data collection follow:

"Does your institution have an official faculty listserv in which any faculty members are able to access and post messages?"

- Yes – 8 (35%)
- No – 14 (61%)
- Unsure – 1 (4%)

"If yes… describe the rules"

- "The usual standards of decency & decorum" – Private West Coast
- "There is no moderator" – Private East Coast
- "People can opt out [of the Listserv]" – Public Regional Midwest
- "No formal rules" – Private West Coast

"Do your faculty have any means of group-based communication beyond copying other on an email?"

- Yes – 8 (35%)
- No – 11 (48%)
- Unsure – 4 (17%)

"Briefly describe your faculty's group-based communication"

- "it's a private listserv run by an individual faculty member, but administrators, staff, etc. are also on it." – Public Regional Midwest

- "We also maintain a closed faculty Facebook page (anyone who teaches is eligible to join). The FB group is maintained by the Senate President and Faculty Regent. It is where most of the informal communication and discussion happens, but it is also a subset of faculty." – Public Regional South
- "So I created a community group in Canvas (the teaching platform we use here) and invited all faculty to join, without regard to rank, tenure status, or FTE status. Membership (1367) is now at 88% of all faculty. I have created discussion groups within the CG, comprising individual colleges and schools, with another for all faculty together. I also use Hypothes.is software for gathering faculty input on documents I have uploaded to the CG; Hypothes.is is an effective (excellent, really) tool for facilitating input and campus-wide discussion among faculty." Private Midwest

And many were interested in this project and emailed me separately:

- "Very interesting that you had such a platform and then it was shut down. I'd love to hear if you decide to resurrect it in some capacity." – Didn't complete survey
- "We've had some interesting experiences here with our faculty listserv…. Particularly as to the presence or absence of academic administrators on it. I'd be happy to amplify my survey answers if you have any questions." – Private East Coast
- "We used to have an open listserv where any faculty could post anything but soon those messages were clogging our email boxes and some were ugly, so that was discontinued." – Public Regional South

After reflecting on the data we collected, we came to some conclusions. First, and most importantly, open communication is a privilege. We are not the only institution that would like to improve faculty communication across campus nor are we the only institution that had such communication taken away. Therefore, if we are to have a channel of open communication, it must be moderated. Moreover, moderation should be done by an individual who has been charged to do so as part of a position that they have been elected or appointed to. When a moderator is empowered with strict rules, abusive communication can be avoided. Finally, we believe that the institutions who have not had incidents of abusive communication will in the future.

Ultimately, we determined that we should seek out a means of open faculty communication. We came up with three options: a moderated listserv, a private Facebook group, and a Discord server. A moderated listserv would have very specific rules, such as no political speech, no marketplace, and no replies. This listserv would have very strict moderation; an individual will have to approve every message before it goes out. The moderator would need to have the duty attached to a position, such as Faculty Senate Chair/Co-Chair. A both a private Facebook group and Discord server would have strict membership in which every individual would have to be confirmed to be a faculty member at UWG. The speech rules would be more relaxed in this forum with volunteer moderation.

We ended our conversation by comparing the pros and cons of each option. The moderated listserv would have somewhat limited speech, but strict moderation would prevent any abusive communication. A private Facebook group would be popular among an older demographic but

would have much more potential for abusive communication. A Discord server would be popular among a younger demographic but would have much more potential for abusive communication.

Ultimately, we agreed on recommending a two-pronged approach. We believe that a strictly moderate listserv should be created. We also believe that open communication is important. Therefore, we would recommend that the UWG AAUP chapter create a private Facebook group open only to members to discuss issues that would be inappropriate for campus-wide communication.

The moderated listserv would be created for the benefit of research, student success, and programming. Some potential rules we think could be useful for the listserv would be:

- No political or religious speech
- No humor or satire speech
- Limited discussion of institutional policy
- Strict moderation that requires the approval of a professional moderator
- Original posts only with contact information; no message can be replied to directly onto the listserv.

After sharing these results with AAUP officers, they informed us that a Google Group for AAUP is currently active and can be used for informal communication.

Our official recommendation for the faculty senate is as follows.

The faculty senate should create an “All Faculty” listserv that any adjunct, lecturer, clinical, tenure-track, or tenured faculty member may post to. The purpose of this listserv is to share potential research or funding opportunities, recruitment for research participants, or opportunities for students. Faculty members may post any message for the aforementioned purposes. Each message must be approved by a moderator before it is posted. Replying to the listserv is not allowed; respondents must write a new email response to the sender. Any faculty member may opt out of the listserv. In addition to these guidelines, we recommend the following rules for the moderation team:

- Messages must fall within the purposes of the listserv
- No political or religious speech is allowed
- No humor or satire speech

AAUP’s Google Group is an appropriate space for discussion of institutional policy and other forms of speech not allowed in this listserv.

Figure 7

Changes in Student Affairs and Intercollegiate Activities Membership

Purpose:
Revised to separate VP of Student Affairs and VP of Enrollment Management, and add e-sports to the list of areas we advise. The committee suggested edits to make the purpose statement more concise and shorter, while still encompassing all of the areas that were previously listed separately. Reorganized the statement to better organize the objectives. Revised purpose statement:

To foster a collaborative environment between faculty and students in co-curricular affairs and activities that ensures student success and a positive student experience across campus and within the community. As a result, the committee has two relationships with the administration. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Director of Athletics and e-Sports Coach regarding policy and procedures and other student matters referred to the committee to ensure positive student experience, relevance, placemaking and academic success.

It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA, athletic budget, recruitment, graduation ceremony planning committee.

The Student Athletics sub-committee serves in a facilitative and advisory capacity to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction, membership in associations; and to support the enforcement of conference, association and accreditation rules and regulations. The sub-committee will foster a collaborative effort with Athletics and University Advancement to ensure student athlete success across campus. The members of this sub-committee will be chosen by the committee as a whole, and will consist of 3 Senators and 3 Representatives.

Membership:
Revised to include e-sports:

Six senators, one faculty member elected from each of the major academic units (colleges, schools, and the library); the University's NCAA Faculty Athletics Representative; four administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs, one by the Vice President for Enrollment Management, one by the Dean of the Graduate School, one by the e-Sports Coach, and one by the Director of Athletics; four students, one appointed by SGA, one student athlete, one student e-athlete, and one appointed by the Dean of the Graduate School. The University's NCAA Faculty Athletics Representative; the member appointed by the Director of Athletics; and the student athlete will sit on the Athletics subcommittee. (Total: 23)

Figure 8

Policies and Procedures Handbook

Modification of Title

This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

APPROVED MODIFIED VERSION

ACADEMIC POLICIES AND PROCEDURES MANUAL

UNIVERSITY OF WEST GEORGIA

Figure 9

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Faculty Participation in Academic Governance at the University of West Georgia

A Historical Analysis and Current Evaluation

By Daniel K. Williams
Professor of History
Chair of the UWG Faculty Senate
March 2021

Abstract: This essay examines the development of faculty governance at West Georgia College between 1933 and 1973, with a focus on two key periods: the 1930s and the 1960s-1970s. The essay argues that a strong tradition of faculty governance at West Georgia College was established during the 1930s, when the college was founded, and that tradition was then strengthened and reshaped during the late 1960s and early 1970s, with the adoption of a new philosophical grounding for shared governance that was borrowed from the AAUP. The college's strong affirmation of faculty participation in the university's shared governance was codified in the university statutes that the faculty created and in the structure of the faculty senate. The essay then examines how recent developments in President Brendan Kelly's administration are eroding the structures that have supported faculty participation in shared governance for the past forty-eight years, and it compares the approach of Procedure 1002 with the approaches of the Townsend, Sethna, and Marrero administrations from the late 1970s to 2016. The essay argues that meaningful participation of the general faculty in shared governance have been almost completely eradicated by Procedure 1002 and other actions of the Kelly administration, and that the participation of the faculty senate in shared governance has been eroded. But the essay concludes by noting that an understanding of the long history and culture of faculty participation in shared governance at UWG may be the first step toward recognizing what is happening and resisting it.

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On January 17, 1934, the president of West Georgia College, a small two-year "junior college" that was less than six months old, gathered the faculty together for yet another business meeting. These all-faculty meetings were frequent occurrences at the fledgling college during its early months of operation. At least three such meetings occurred in January alone, with the January 17th meeting coming only four days after the previous all-faculty gathering. Such a high level of faculty involvement in the day-to-day operations of the school was certainly unusual, President Irvine S. Ingram realized, and he wondered what the faculty thought of the arrangement. So, on this January day, he asked the professors in the room what they thought of West Georgia College's "faculty system of government."

"Most if not nearly all of the colleges in this state were run by the president instead of by the faculty as is our institution," Ingram said. But at West Georgia, by contrast, "any ruling going out goes out from the unit as a whole and not from individual members." Did the faculty like this arrangement, he wanted to know – even if it necessitated frequent meetings and lengthy discussions?

The faculty members at the meeting responded with a unanimous endorsement of the "faculty system of government" at West Georgia College. "A faculty that felt directly responsible for the operation of a school . . . took a greater pride in its successful operation," Fred Gunn, the college's dean, declared. English professor Gordon Watson concurred. "The advantages and possibilities of this system were remarkable, he said. After teaching at other institutions with a top-down management style, he had an "appreciation" for a "school run by the faculty instead of by the president."[1]

Eighty-seven years later, many West Georgia faculty are once again reflecting on this institution's "system of government," but this time, their assessments are not so sanguine. In October 2020, the Faculty Senate approved a measure of no confidence in the institution's current president, Brendan Kelly, and cited his "disregard for the principle of shared governance" and "disrespect for the institution's past and its people" as reasons for their vote. These issues came up once again at the February 2021 meeting of the Faculty Senate, when a number of faculty senators expressed grave concern about a new policy (Procedure 1002) that barely mentions the Faculty Senate's role in institutional policymaking and instead places both primary and final responsibility for policymaking in the hands of non-faculty administrators.[2]

As I led the Faculty Senate in these conversations and met with the provost and university counsel to discuss Procedure 1002 and related concerns about the rapid erosion of meaningful shared governance at UWG, I decided that I needed to understand the larger context of what we were debating. The president, the provost, and the university counsel have insisted that there is nothing unusual about Procedure 1002. Is that true? Is it a deviation from previous university policies on shared governance procedures? And, if it is, how much of a deviation is it? What does shared governance mean at the University of West Georgia? What did it mean in the past? And what should it mean today?

I am a historian by training, so for answers to my questions, I turned to the university archives. And there, amid the boxes of yellowed memos and dusty minute books from decades past, I began to piece together a story of shared governance at this institution over nearly a

[1] Minutes of the general faculty meeting at West Georgia College, 17 January 1934, Folder 1: "Faculty minutes, 1933-1934," box 1, Faculty Meeting Minutes (UA-0005-44), Special Collections, Ingram Library, University of West Georgia.

[2] UWG Faculty Senate meeting minutes, 16 October 2020 and 19 February 2021, https://www.westga.edu/administration/vpaa/faculty-senate/faculty-senate-minutes.php.

century. The story was not always quite what I expected, but in many ways, it proved to be even more fascinating and intriguing than I had guessed. If we are concerned that the president has disregarded historic norms at this institution, we need to have a clear sense of what those norms are and why their preservation is important.

In this essay, I will trace both the development of the tradition of faculty governance at UWG and the ways in which that tradition was tested, modified, and reshaped over the eighty-seven years since the college's founding. After surveying this history, I will examine what the implications of this history are for the present. In particular, I will seek to answer the question: How much (and in what ways) have policies such as Procedure 1002 and the actions of President Kelly in 2020-21 deviated from historic norms of faculty participation in university governance at UWG? And, once we know what the precise deviations are, do we have valid reasons to be concerned? Those are the questions of contemporary relevance that will ultimately guide this study. But in order to answer those questions, we need to know something of a long and complicated history of faculty participation in shared governance at this institution. We especially need to know where this tradition came from and how it was reshaped over time, mainly through the hard work of previous generations of West Georgia faculty.

The Beginning: Faculty Governance at West Georgia College in the 1930s

West Georgia College's original system of faculty governance probably resulted from its deep roots in the community and its origins as a community high school of sorts. Before West Georgia College was a junior college, it was an agricultural and mechanical (A&M) school – a designation that meant it was probably closer to what today would be called a vocational or technical high school than to a community college, let alone a four-year university. For thirteen years before becoming president of West Georgia College, Ingram served as principal of the A&M school on what would become the West Georgia College campus, which meant that his approach to college administration would always bear a distinct resemblance to that of the engaged school principal that he once was. When the newly created University System of Georgia ordered all A&M schools that wanted to be part of the system to become two-year colleges or else disband, Ingram chose to turn the A&M school into a two-year college focused almost entirely on teacher education. He was passionate about this cause anyway, because he had seen firsthand how poorly prepared the high school teachers were in Carrollton. Carrollton's high school had only two teachers and neither of them had more than a high school diploma themselves. (At the time, a single three-credit-hour college course in education was enough to earn teaching certification; no college degree was required). Ingram wanted to raise the standards for teacher education in the rural parts of the state, so in addition to launching West Georgia College as a two-year school (and quickly adding a required third year for those preparing to become teachers), he also created the Rural Education Project, which used Rosenwald funding to bring West Georgia College's courses from the Carrollton campus to more remote outlets in Tallapoosa and elsewhere. Ingram cared about Carrollton and the west Georgia region, because he served as an educational administrator in the town for forty years – first as a

principal of the A&M school from 1920-1933 and then as president of West Georgia College from 1933-1960.[3]

Ingram also believed in the value of his faculty, who were teachers engaged in the same shared enterprise. During the early months of the junior college's operation, he held meetings of all members of the general faculty (there were fewer than twenty of them anyway) not only to discuss the mission of the school but also to reach a group consensus on every matter of school procedure, no matter how seemingly mundane or insignificant. In the college's first semester of operation, meetings of the general faculty decided the hours of the library's operation, the parking regulations on campus, and policies for faculty use of the office telephone (there was apparently only one on campus).[4]

Much of this business was conducted through faculty committees, which then brought recommendations to the general faculty meetings that the president presided over. "The committees," Ingram told the faculty, "set up the policies of the institution and direct the procedure of the operation."[5] The Course of Study Committee, for instance, set standards for the curriculum to ensure that all courses would be accepted for transfer credit at the University of Georgia to enable any student who wished to continue their education there. The Entrance Committee reviewed applications for admission to the college. The Vocational Guidance Committee helped students find a long-term career path and a job after college – which was no easy feat in the midst of the Great Depression. The task proved so immense that the committee asked that its membership be expanded to include every faculty member on campus, and that the faculty meet twice a month to discuss ways in which they could offer personalized vocational guidance for every student on campus. The faculty approved this recommendation, and they seem to have taken their task seriously. In 1937, they surveyed alumni to find out what type of jobs they had been able to secure, and they were pleased to find that nearly 100 percent of the graduates had been able to find some sort of work or had decided to continue their education by pursuing a B.A. degree at another institution.[6]

By 1935, there were twelve faculty committees – almost as many committees as there were instructors at the college, which meant, of course, that most faculty members had to serve on multiple committees, and a few had to chair more than one. Fred Gunn chaired three committees simultaneously – Courses, Discipline, and Religious Activities. The president allowed each committee chair to define the scope and purpose of their committee; this was not dictated by the administration.

In most cases, each committee's recommendations seem to have prevailed in the general faculty meeting, but not invariably. In the first recorded case of a disagreement between a faculty committee and the president, the Rules and Regulations Committee's recommendation in September 1933 that the library remain open until 9pm on weeknights was challenged by both Ingram and Gunn, who suggested that the closing time be moved to 6pm.[7] Why Ingram and

[3] Irvine S. Ingram, "The World, My Neighbors, and Me," [1971?]; Irvine S. Ingram, History of West Georgia College excerpted from *The College in the Country* by Mildred English (1959), folder 7, box 59, Irvine S. Ingram Papers, Special Collections, Ingram Library.

[4] Minutes of general faculty meetings, West Georgia College, 1933-34, folder 1, box 1, Faculty Meeting Minutes, Special Collections, Ingram Library.

[5] Minutes of general faculty meeting, 21 September 1935, folder 2, box 1, Faculty Meeting Minutes.

[6] Minutes of general faculty meeting, 21 September 1935; Report of Committee on Personnel, Placement, and Guidance, 15 September 1937, folder 3, box 1, Faculty Meeting Minutes.

[7] Minutes of general faculty meeting, 21 September 1933, Folder 1: "Faculty minutes, 1933-1934," box 1, Faculty Meeting Minutes.

Gunn made this motion was not stated, though perhaps they realized that since the campus had only one librarian (Annie Belle Weaver), it might have been unreasonable to require her to remain at her desk until 9pm every night. Perhaps Ingram, who was always a strong proponent of strict regulation of student conduct, worried what would happen if students were allowed to walk around unsupervised on campus as late as 9pm. In any case, his suggestion, which was supported by Gunn, prevailed.

The general faculty meetings discussed curriculum and reviewed course descriptions that included what today might be called learning outcomes, but most of their time was spent in supervising student activities. During the fall 1933, the general faculty meetings decided which sports teams to authorize ("boys'" basketball was voted in; "girls'" basketball was not). They decided to authorize a student newspaper (which would be supervised by social science professor James C. Bonner). They made decisions on the academic calendar – that is, when Thanksgiving and Christmas breaks would be scheduled and when classes or examination periods would begin and end. And throughout the fall and spring of the first year of the college's existence, the faculty worked with the president to create the Aims and Objectives of West Georgia College.[8]

All of the faculty seemed to be united in believing that creating both the academic and moral uplift of future teachers in rural Georgia was a primary objective of the college. As a result, the learning outcomes of all courses and all academic programs focused even more strongly on character development than on strictly academic knowledge, because both the faculty and the president believed that this was part of the college's mission. For example, L.E. Roberts, the chair of the social science department (which included sociology and history), reported to the faculty in 1934: "The major objectives of the Social Science Department at West Georgia College can be classed under two heads: 1) The progressive development of individuals to participate in civic activities and 2) the ability to participate in the intellectual activities. . . . History 2 [Western Civilization since 1500] had as its main object the stimulation of students in civic, intellectual, aesthetic, and religious activities."[9]

If all of the academic courses at West Georgia College had a practical moral and civic dimension, it is not surprising that the earliest faculty committees had a similar aim as well. One of the first faculty committees was the Religious Activities committee, which adopted as its aim to encourage students to "strive to solve individual and social problems in accordance with the principles exemplified by the life of Jesus." In addition, there was a Student Affairs Committee to plan general student events (usually dances, which the faculty then had to chaperone), along with more specialized student organizations, such as a Social Science Club and a Literary Society. All of these were led and closely overseen by faculty. Students were also required to attend campus chapel exercises, and various faculty members gave occasional chapel talks – though I found no evidence that there was a formal requirement for this. The college was not fundamentalist; one of the courses in the 1930s attempted to talk students whose parents did not approve of dances into rethinking their own attitude toward dancing, using the principles of health. But it was grounded in a mainline or moderately liberal vaguely ecumenical Protestantism that reflected not only the Methodist faith of its president but also the Baptist, Episcopal, or Methodist convictions of many of the other faculty members. If the general faculty meeting minutes are any guide, it seems that most of the faculty, with only a few exceptions,

[8] Minutes of general faculty meeting, 15 November 1933; I.S. Ingram to WGC staff, January 1934, folder 1, box 1, Faculty Meeting Minutes.

[9] Report from L. E. Roberts, head of Social Science Department [1934], Folder 1: "Faculty minutes, 1933-1934," box 1, Faculty Meeting Minutes.

were just as intent on regulating student behavior and directing students' moral choices as the president was.[10]

The school was determined to regulate student behavior partly because it wanted to ensure that the teachers it turned out were morally exemplary – a principle that the president endorsed directly in one of his early speeches to the faculty. The general faculty voted on regulations on student behavior, and a faculty-led Discipline Committee, over which President Ingram met regularly to adjudicate cases and impose penalties on students who violated the rules. The college took its *in loco parentis* role so seriously that in the most extreme cases – such as trials for students who were accused of possessing or using alcohol – the parents were asked to attend. Students who were found guilty of consuming or possessing alcohol would be asked to leave the college. For female students, cigarette smoking resulted in the same penalty. While both male and female students were routinely charged with rules infractions and disciplined, the rules governing female students were considerably stricter than those governing male students. In February 1934, the general faculty approved a rule "that girls be allowed to walk as far as Maple Street on Sunday afternoons."[11] They were allowed one date per week. When the Rules Committee, chaired by James E. Boyd, recommended in May 1934 that perhaps as a gesture of good will or a celebratory treat to the graduating students during the final week of the term, "the sophomore girls of 1934 be allowed the special privilege of having dates any night next week," the general faculty did not approve the motion.[12]

After the 1960s, such rules (along with the underlying philosophy that college students were juveniles whose personal lives needed to be tightly regulated) would be unimaginable in most state colleges, but at the time, the extensive faculty attention given to supervising student behavior was part of their responsibility, and an exercise in faculty governance. As the general meeting minutes repeatedly noted, all of these regulations were approved with a vote from the entire faculty – and, in practice, faculty would take the lead in enforcement as well. Over time, the faculty also took the lead in voting to loosen some of the regulations. The prohibition on women smoking was one of the first to be repealed; the faculty voted to change this rule in 1940. The Religious Activities Committee experienced a name change to the "*Voluntary* Religious Activities Association," but even under this new name, it may not have lasted beyond 1959.[13]

Both Ingram and the faculty – but especially Ingram – believed that the college's mission of moral uplift extended to the community as well. Ingram repeatedly stressed that faculty had a special responsibility to educate not merely the students on campus but the members of the community as well. He himself practiced what he preached by co-founding the Carrollton Rotary Club, teaching Sunday school in local Methodist churches, and, above all, creating a rural education program that brought college courses to people on the outskirts of Carrollton, such as Oak Mountain, or in more remote rural locations in the West Georgia region. Ingram lived on campus (the president's home would not be moved off campus until the early 1960s), so he was

[10] Religious Activities Committee report [September 1937], folder 3, box 1, Faculty Meeting Minutes; Student Activities Committee report, 15 September 1937, folder 3, box 1, Faculty Meeting Minutes; Reports of various departments on course offerings, 1934, folder 1, box 1, Faculty Meeting Minutes; General regulations of student conduct, [September 1933], folder 1, box 1, Faculty Meeting Minutes.

[11] I.S. Ingram to Mrs. M.E. Stevens, 14 January 1936, folder 2, box 1, Faculty Meeting Minutes; Minutes of the general faculty meeting, 7 February 1934, folder 1, box 1, Faculty Meeting Minutes.

[12] Minutes of the general faculty meeting, 23 May 1934, folder 1, box 1, Faculty Meeting Minutes.

[13] Minutes of general faculty meeting with committee reports, 1 October 1940, folder 4, box 1, Faculty Meeting Minutes; Report of the Activities of the Voluntary Religious Association, 7 February 1939, folder 4, box 1, Faculty Meeting Minutes.

never far from the scene of campus activities.[14] In turn, he expected all professors at the college to be deeply involved in both campus and community life – to chaperone college dances in the evenings, supervise student athletic events on weekends, and give talks in the community in whatever time they could find. The "responsibilities" of a professor to both students and community were a regular topic of conversation that Ingram introduced at general faculty meetings. The college's academic dean, Fred Gunn, did the same. In January 1934, Gunn led a Wednesday evening program for faculty titled "The Professor and the Community." But it was billed as a "discussion," not a lecture.[15] As a proponent of consensus, Ingram wanted faculty to arrive at this conclusion themselves, through reasoned discussion, rather than having it dictated to them from above. And it does seem that faculty sometimes took the initiative in finding out what both the community and students needed from them, even when it extended well beyond their areas of academic training. One female faculty member, for instance, noted that some of the "girls" in her classes had questions about "how to dress," so the professor brought in five sample outfits to teach them about proper attire for different occasions.[16]

But if the faculty were united in believing that they had a responsibility to help both the students and the community, it was still an open question as to which was their *primary* responsibility. Ingram placed enormous emphasis (at least by later standards) on helping the community, but not all faculty were willing to prioritize the community over the student body. Accordingly, in early 1934, Ingram appointed a faculty committee to make recommendations on a number of important questions of the college's priorities, including the question of "To what extent does the teacher's service and responsibility belong to: A. The school; [or] B. The community outside the school?" The number-one question that the committee was charged with addressing concerned admissions standards: Should the college continue to admit every student who applied, regardless of their academic qualifications, in order to offer education to "all the children of all the people," or should it impose some sort of selective admissions criteria. For the short term, at least, West Georgia College admitted everyone who wanted to attend, but in order to make this work, the faculty had to administer and grade tests for prospective applicants, and then, if the students' test scores indicated that they were not prepared for college, design a curriculum to enable them to catch up as quickly as possible.[17]

Ingram's style of decision-making through faculty consensus did not mean that he merely played the part of a neutral observer, waiting for faculty to arrive at conclusions on their own. On the contrary, he regularly pushed for his own priorities, which usually revolved around making West Georgia College an agent of rural uplift in the region. He pushed hard for a new course in "rural sociology," and he took the initiative in securing the funding from philanthropist Julius Rosenwald's foundation to support the rural education initiative that eventually became known as "College in the Country." But Ingram refrained from dictating policies to faculty most of the time. He tended to view himself as, at most, merely first among equals when it came to the faculty. He was a teaching faculty member himself after all. A 1948 report of total student credit hours taught by each faculty member showed that Ingram's teaching load as a history

[14] Mouzon Peters, "Unique Programs Build Carrollton," *Chattanooga Times*, 24 January 1952; Minutes of the general faculty and staff meeting, 30 April 1962, folder 2, box 2, Faculty Meeting Minutes.

[15] I.S. Ingram to WGC staff, [January 1934], folder 1, box 1, Faculty Meeting Minutes.

[16] Minutes of the general faculty meeting, 13 January 1934, folder 1, box 1, Faculty Meeting Minutes.

[17] Record of discussions of teaching philosophy and educational mission of WGC among faculty, [May 1934], folder 1, box 1, Faculty Meeting Minutes; Report of Committee on Entrance and Advanced Standing, [September 1937], folder 3, box 1, Faculty Meeting Minutes.

professor (235 credit hours that quarter) was nearly equal to that of anyone else on the faculty. Nor was his salary very high. In 1939, when the state reduced West Georgia College's funding by 59 percent, Ingram cut salaries by one-third across the board, but, as he noted, faculty should remember that he was suffering the same fate that they were.[18]

Ingram's regional background and level of education (a master's degree in history) was also comparable to that of most of the other faculty members, only one of whom had a Ph.D. when the college opened in 1933. In every case that I have been able to determine, the members of the original faculty had been born in Georgia – usually in a rural town that was at least as small as Carrollton. Gunn, the first administrative dean (who today would be the equivalent of provost), was born in Crawfordville. Boyd, the only faculty person with a Ph.D. in hand when the college opened in 1933, was originally from Tignall, Georgia (a town with a population of less than 600 today). Bonner, who would eventually earn a Ph.D. in history from the University of North Carolina in 1943, had lived in Carrollton in his youth; after growing up in Heard County, he had attended the West Georgia A&M School before matriculating at the University of Georgia.

Perhaps as a result of these deep local ties and relative homogeneity of this small group, it was easier to govern through faculty consensus. In addition to all being Georgia natives, most of the original faculty were male, all were white, and most were relatively young – that is, under 45 years old. Most had master's degrees without a doctorate. None were researchers – or, at least, they were not when they were at West Georgia College. There was no publication requirement or research expectation for the original members of the West Georgia faculty. Ingram did, however, recognize that the college faculty needed the opportunity to continue to learn and grow intellectually. "Faculty study and improvement is always a problem in a small college and a small town," he said. Unless there were opportunities to engage with people of "equal or superior ability," they would get in an "awful rut."[19] He did not have an easy solution to this problem. But he did encourage faculty to give talks in the community, as much for their own benefit and the benefit of their colleagues as for the enlightenment of the area residents who attended.

Faculty burnout may have been a real problem for those who did not like the busy life of a rural teacher and student advisor, with no opportunities for research and scholarship. A few left when they could. Boyd, with his newly acquired Ph.D. in physics from Yale, left West Georgia College after only two years in favor of better research opportunities at Georgia Tech. Bonner, after earning his Ph.D. in history at the University of North Carolina, left West Georgia College for a position as department chair at Georgia State College in Milledgeville.

But others, like Ingram, remained in Carrollton for their entire lives, devoting themselves to the project of rural education and developing deep roots in the community. When Ingram retired from the presidency in 1960, after twenty-seven years as college president, his successor, William Hamilton Row - an internal selection who had been at West Georgia himself for nearly two decades at that point – opened one of his first general faculty meetings by noting that this was a "family-type meeting."[20] No doubt, it did feel that way to Row. As late as 1960, West Georgia College still had fewer than forty faculty members and slightly less than 1,000 students. Row presumably knew nearly all of the faculty members quite well, just as Ingram had. It was

[18] List of WGC faculty, salaries, and teaching loads, [fall 1948], folder 7, box 1, Faculty Meeting Minutes; I.S. Ingram, address to faculty and staff at monthly meeting, 4 April 1939, folder 4, box 1, Faculty Meeting Minutes.
[19] Record of discussions of teaching philosophy and educational mission of WGC among faculty, [May 1934], folder 1, box 1, Faculty Meeting Minutes.
[20] Minutes of the general faculty and staff meeting, 4 January 1961, folder 2, box 2, Faculty Meeting Minutes.

still common, in the late 1950s, for a few professors in the general faculty meetings to give updates on their own surgeries or medical procedures for colleagues who had been worried about their health. In other words, the faculty and administrators cared about each other, because they had served alongside each other for many years, often doing similar things. The administrators taught classes, and the faculty engaged in governance – which made it easy to make decisions collaboratively, without any real signs of a rift between the two groups.

Assessing Faculty Governance in the 1930s

By contemporary standards, the degree of faculty governance at West Georgia College in the 1930s was clearly extraordinary. Because Ingram and the West Georgia faculty saw education as a holistic enterprise that included every aspect of students' lives, they did not make any distinction between curricular matters and education related to health (athletics), religion, or moral and civic consciousness. They saw their mission as regional uplift – which meant that they believed they had an obligation to the community as well as to the students on campus. Nearly every aspect of campus life had some bearing on this mission, which is why it seemed natural to both the faculty and the president for faculty to have a say in all matters, from the question of telephone use to the question of whether the college should impose new admissions standards.

While every subsequent generation of West Georgia faculty would seek to retain (and even expand) the college's tradition of allowing faculty to govern their institution, the professors who came to West Georgia College in the 1960s would question two key assumptions of this early experiment in faculty governance: 1) the near-universal belief among the early West Georgia faculty (and certainly the president) that the students were juveniles whose lives outside of the classroom needed to be closely supervised by the faculty to ensure their moral development; and 2) the belief that Christian indoctrination for the purpose of moral development and civic consciousness was appropriate at a state college. They would also insist that, as professional academics, they were researchers as well as teachers. The extraordinary level of service expected of all faculty members in the 1930s would not necessarily work in an era when many faculty believed that scholarship, along with teaching, should be part of their work.

As the college grew and changed, the system of faculty governance would be challenged and, in the end, reshaped. The faculty who arrived in the 1960s knew that a college of 6,000 students and more than 200 faculty members could not govern itself in the same way as the college had in the 1930s, when it had only about 200 students and fewer than 20 faculty members. The question they faced was how they could find a new system of faculty governance that would be appropriate for both a new cultural ethos and a new type of university.

The 1960s: A New Model for Faculty Governance

When Ingram left office, the structure that he had created for faculty governance – the general faculty meeting that could make policy decisions, along with faculty committees that would create policy recommendations – was still in place, but it no longer had the same authority that it did in the 1930s. In the last few years of his term in office, during the late 1950s, Ingram increasingly made many decisions on his own, and then consulted faculty only when he felt he

needed their backing. In 1956, after he received some criticism for his stern disciplinary response to some male students who had raided a women's dormitory in one of the "panty raids" that were ubiquitous in that era, he asked the general faculty for a vote of confidence in his action, and received it. In the 1930s, this sort of disciplinary action would have been the purview of the faculty-led Discipline Committee, but by the mid-1950s, the president apparently made it a practice to respond to student infractions himself and consult faculty only after the fact. Similarly, in 1959, he consulted the general faculty after his decision to invite Ralph McGill, an Atlanta newspaper editor who was a progressive on civil rights, resulted in community calls for the invitation to be rescinded. Again Ingram asked for (and received) a vote of support from the general faculty for the invitation to be honored – though again, he consulted the faculty only after acting and then receiving criticism for his actions.[21]

Thus, though the faculty seemed to respect Ingram's leadership up until his retirement – after all, they gave him votes of confidence whenever he asked for their endorsement of a difficult decision – some were beginning to feel restless. In 1961, several of these restless faculty members created the West Georgia College chapter of the Association of American University Professors (AAUP).

By many measures, the condition of West Georgia College looked excellent in 1961. For perhaps the only time in its history, faculty salaries at WGC were excellent; a study from 1961 showed that average West Georgia College faculty salaries (which were $6,202 – the equivalent of about $55,000 today) were higher than those at either Berry College or Emory University.[22] West Georgia College had transitioned to a four-year school four years earlier, and it was already preparing to begin admitting its first graduate students. Because of the Baby Boom and resulting massive increase in the number of college students across the nation, the college was on the cusp of experiencing the most rapid enrollment growth in its history. In 1959, one analyst at WGC had predicted in a general faculty meeting that the college would have 1,000 students by 1965 and experience a "steady increase until 1970," but instead, enrollment surpassed 1,000 by 1961 and exceeded 6,000 by 1970. With an enrollment growth exceeding 600 percent over the course of the decade, the college could barely keep up with the demand for new instructors. In 1961, the college had only 38 faculty members; by the fall of 1969, it would have 218. And those faculty members would, on average, be earning salaries that were nearly double what they had been in 1961 – when salaries had already been comfortable.[23] So, in terms of finances, job security, and enrollment growth, the college was doing well.

But the 17 faculty members (about 45 percent of the total) who joined the newly created WGC AAUP chapter in 1961 were unhappy about the decline in shared governance. The college had adopted its first set of statutes in 1957, the year that WGC became a four-year institution. But the AAUP members wondered whether faculty members had ever even approved the statutes – let alone created them.[24] In fact, the statutes gave the general faculty more "legislative" power (the term used in the statutes) than BOR policy outlined. Although the president was given veto power over all measures approved in general faculty meetings, the statutes declared that the

[21] Minutes of meeting of the general faculty, 24 February 1956, folder 8, box 1, Faculty Meeting Minutes; Minutes of meeting of the general faculty, 30 April 1959, folder 1, box 2, Faculty Meeting Minutes.
[22] Pay scales at Georgia colleges, [1961], folder 1, box 1, AAUP Records, Special Collections, Ingram Library.
[23] Minutes of general faculty meeting, September 1959, folder 1, box 2, Faculty Meeting Minutes; AAUP National report, "Economic Status of the Profession," 1970, folder 9, box 1, AAUP Records.
[24] Minutes of the Executive Council meeting of the WGC chapter of AAUP, 12 October 1961, folder 1, box 1, AAUP Records.

"College Faculty shall exercise legislative functions touching the general educational policy of the College and shall make such rules and regulations as it may deem necessary or proper for the educational functioning of the College. . . It shall be the function of the College Faculty to consider all questions of educational nature that concern more than one division." As had been the case ever since the 1930s, the faculty were also given the right and responsibility to "make general regulations regarding students' conduct and all phases of student life and activities." The college faculty would also create "By-Laws of the General Faculty" to outline the functions of general faculty meetings and their associated committees, and they could request amendments to the statutes by passing resolutions and sending them to the president.[25]

But in the view of the AAUP, these rights of the faculty had been honored more in the breach than in the observance. General faculty meetings occurred on an irregular schedule. The president assigned faculty members to committees seemingly at random and without regard to their preferences. And general faculty meetings, when they did occur, were often consumed with matters that lacked substance. The faculty did not feel that they had the policymaking powers that the statutes supposedly gave them.

It was also time, the AAUP members believed, for faculty to be given some time in their work schedules for research and scholarship. West Georgia College had come a long way from where it had been in the 1930s, when even the president and the academic dean had lacked PhDs. By the 1960s, one could be hired as an assistant professor at WGC without a terminal degree, but one could not be promoted to associate professor while still lacking one. As the college faculty expanded in the 1960s, the new ranks were filled with young ABDs who were working furiously to finish their doctoral dissertations. The PhDs who were promoted were, in many cases, eager to publish and continue their research, because they all viewed themselves as professionals. They wanted a workload that recognized their need to devote time to scholarship and rewarded them for their work.

The administration was generally supportive of the AAUP's requests, partly because the college was growing quickly – and thus had both the money and the incentive to attract new faculty members by offering them the professional development resources that the AAUP wanted – and partly because the college was now led by its first president who was a nationally recognized researcher and scholar: James E. Boyd. Boyd was also the first president who was selected by the Board of Regents from outside of West Georgia College, although he had West Georgia roots. When Ingram stepped down from the presidency in 1960, he had told the faculty that he wanted William Hamilton Row, who had been a WGC faculty member since 1946 and had served as WGC's Academic Dean for the previous ten years, to succeed him. Row accepted the offer, but served in the position for only a few months before dying at the age of 54. At that point, the Board of Regents conducted an external search for a president and selected the 55-year-old Georgia Tech physics professor James E. Boyd.

The Board probably could not have chosen a more ideal candidate. With a Ph.D. from Yale and more than a decade of experience as a researcher at Georgia Tech's Engineering Research Station, Boyd had been a pioneer in the development of electronics and had secured the funding to develop close partnerships between academia and industry in Atlanta. He was also a progressive thinker. In 1963, while Alabama governor George Wallace was making headlines for standing in a schoolhouse door to block racial integration, Boyd quietly brought the first African American student to West Georgia College without waiting for a court order. The next year, he brought Robert F. Kennedy to campus to dedicate the newly renamed Kennedy Chapel –

[25] West Georgia College Statutes, 1957, box 9, Ingram Papers.

a move that resulted in community protests from people who opposed Kennedy's liberalism and Catholic faith, but that firmly cemented Boyd's relationship to the progressive politics of the 1960s. Later, when a small but vocal student leftist movement developed on campus, Boyd found ways to negotiate with the students and accede to some of their demands without provoking confrontation. In keeping with his progressive views on civil rights, Boyd supported the faculty's efforts to recruit the first African American professor to campus in 1969.[26]

Boyd was also a Georgia native who understood the culture of West Georgia College. In 1933, when he was 27, he had been one of the original faculty members at the newly incorporated West Georgia College, so he had been in all of the meetings where President Ingram had outlined the college's vision for faculty governance. As chair of the Rules and Regulations Committee, Boyd had advocated (unsuccessfully, as it turned out) for slightly more permissive policies that would allow a few more date nights for the female students on occasion. When Boyd returned to West Georgia College nearly three decades later to become its president, he did not forget his early commitment to faculty governance and student rights.

In Boyd's view, faculty at WGC already exercised a strong role in shaping the college's policies, because the faculty committees that reported to the general faculty meetings exercised "functions" that were "probably close to policymaking." In 1967, for instance, the Curriculum Committee revised the college's core curriculum. It also reviewed new course and degree program proposals, of which there were many during the late 1960s, when the college was rapidly growing. In 1968, the general faculty approved new B.A. programs in art and philosophy, and a B.S. in computer science. In all of these curricular matters, the faculty exercised free rein without any interference from the administration – though Boyd, like his predecessors, presided over all the general faculty meetings and appointed all the members of the faculty committees. The AAUP never expressed disappointment with Boyd per se, and in the constitution for their campus chapter, they pledged "cooperation with the administration" in working toward their goal of "improved collective action" and other measures to "advance the ideals and standards of the profession." Boyd seemed receptive to resolutions passed by the campus AAUP. When the AAUP passed a resolution in 1963 calling for a faculty discount on book purchases from the college bookstore, Boyd negotiated a 15 percent discount for faculty buying paperbacks – a measure that the AAUP celebrated.[27]

The AAUP initially attempted to increase faculty participation in the college's shared governance by calling for more frequent (and regular) general faculty meetings and by asking the president to take into account faculty preferences when assigning faculty to committees. But their effort to increase faculty participation in college governance met with an unexpected obstacle, and it was not the administration; it was the faculty themselves. When the AAUP conducted a campus-wide survey of faculty in 1964 to ask if they wanted more frequent general faculty meetings, the organization received only twenty-one responses: four faculty said they wanted more frequent meetings and seventeen said they did not.[28] It seemed that there was significantly less enthusiasm for increased faculty governance on campus than the AAUP had

[26] Biographical note, finding aid for the James E. Boyd Papers, Special Collections, Ingram Library, UWG, https://uwg.galileo.usg.edu/repositories/2/resources/61; Larry D. Stephens, "The West Georgia Counterculture, 1967-1974" (M.A. thesis, UWG, 2016).

[27] Minutes of meeting of general faculty, 15 November 1967, folder 5, box 2, Faculty Meeting Minutes; Constitution of the West Georgia Chapter of the AAUP, [1961], folder 1, box 1, AAUP Records; WGC AAUP newsletter [April 1964], folder 3, box 1, AAUP Records.

[28] Minutes of WGC AAUP meeting, 22 April 1964, folder 3, box 1, AAUP Records.

expected. Increasing the scope or frequency of the general faculty meetings did not seem to be the path toward more meaningful faculty participation in shared governance, as the AAUP had hoped.

While Boyd continued to rely on general faculty meetings for curricular changes and many other matters, he also increasingly depended on the newly created Executive Council to facilitate more efficient dialogue between faculty and administrators through channels that largely bypassed the unwieldy general faculty meetings. The Executive Council, which was established by the college statutes of 1961 (which were ratified in July, shortly before Boyd became president), consisted of the president, the administrative dean, three other administrators, and two faculty members elected by the faculty for a two-year term. As an advisory body charged with recommending policy to the president, it made recommendations on "rules and regulations . . . to facilitate the administrative functions of the college" – specifically, among other things, policies on teaching loads, faculty salaries, leaves of absence, and tenure guidelines.[29] Most of these policy areas were particular concerns for the campus chapter of the AAUP, which devoted much of its time in the early-to-mid 1960s to distributing national salary studies, advocating for research leave, and promoting the idea of a campus-wide teaching limit of 12 credits per quarter. Perhaps it was not coincidental that a faculty who had just seen the purview over these policies in particular moved to an Executive Council on which administrators could outvote faculty were anxious to secure more faculty governance in these areas.

In addition, the Executive Council also included two subcommittees – the Discipline Committee and the Curriculum Committee. Both of these committees had reported directly to the general faculty for nearly thirty years, and the Curriculum Committee still brought its recommendations to the general faculty for a vote. But the campus AAUP chapter complained in 1965 that the faculty were largely being bypassed in curricular changes. The Curriculum Committee consisted mainly of "division heads" (the equivalent today of department chairs), along with the registrar and the administrative dean, and the AAUP believed that this was not true faculty governance.[30]

The idea of faculty governance was a concept that the West Georgia College AAUP chapter developed in close consultation with the national AAUP, and their thinking on it evolved over the course of the 1960s. When the seventeen charter members of the campus AAUP chapter created their organizational constitution in 1961, they might not have been able to give a firm definition of the concept. The terms "faculty governance" and "shared governance" did not appear in their original constitution, nor was there any discussion of faculty involvement in policymaking on campus. Instead, the constitution focused on the idea that professors were academic professionals whose rights and responsibilities as scholars and teachers needed to be defended and advanced. But as West Georgia AAUP leaders attended regional AAUP conventions and began reading literature from the national AAUP, they soon came in contact with a rapidly developing body of thought from AAUP National on the implications of shared governance for faculty.

When the West Georgia College AAUP chapter formed, the national AAUP was in the process of formulating the principles that would become the foundation for its landmark 1966 "Statement on Governance of Colleges and Universities."[31] The West Georgia AAUP members

[29] West Georgia College Statutes, July 1961, folder 2, box 9, Ingram Papers.

[30] West Georgia College Statutes, July 1961.

[31] AAUP, "Statement on Governance of Colleges and Universities," 1966, https://www.aaup.org/report/statement-government-colleges-and-universities.

read an early draft that was released in December 1961, and they continued to follow the development of the statement until its finalization in 1966, and they made its principles a key part of their thinking.[32] It had an enormous influence in reshaping their views on university governance.

West Georgia College's early tradition of faculty governance was based on the principle of faculty as long-term members of a community who would be more invested in the success of the institution and its relationship to the people in the region if they exercised a role in its governance. The AAUP statements on shared governance were based instead on the principle of faculty as professionals who were better qualified than non-expert administrators to police their own affairs and administer their enterprise. Accordingly, the emphasis in what exactly faculty should govern was different. In the 1930s, West Georgia College faculty had been deeply involved (indeed, at times, they might have even taken the lead) in the regulation and punishment of student behavior. But they had not set their own salaries; that was one of the few purviews of the president. By contrast, the AAUP's statement on shared governance said that faculty should exercise governance in determining faculty salaries, but it also asserted that students had the right to "participate responsibly in the government of the institution they attend," a notion that seemed to fly in the face of the long-held West Georgia College faculty belief that students were juveniles who needed to be regulated and monitored by the faculty. Even many of the faculty who had organized the campus chapter of the AAUP assumed as a matter of course that regulation of student behavior was a central prerogative and responsibility of the faculty. Immediately after its formation, the AAUP chapter formed a Student Conduct Committee, which recommended the creation of an etiquette book for students that would caution them against "boy-girl relationships on front campus" and "smoking in classrooms."[33] (Debates over policies on student smoking had, of course, been part of West Georgia College's history since its beginning. By the end of the 1970s, the college student handbook adopted a compromise policy on smoking: Students could smoke in classrooms between class sessions, but once class started, they had to extinguish their cigarettes). The etiquette handbook that the AAUP chapter wanted was probably never created, but after the organization's first year, the campus AAUP dropped this interest in regulating student behavior, and by the end of the decade, it was lobbying for the creation of a new campus governing structure that would give students a voice in policymaking. This was in accordance with the changing mood of the times, but it also reflected the attitudes of the national AAUP.

The national AAUP's December 1961 draft on shared governance, along with the 1966 published statement, asserted that faculty rights in governance began with their status as professional educators with a high degree of training and a unique disciplinary expertise. Accordingly, faculty should be given the right to determine the curriculum themselves. This was equally true of "research policies," the 1961 draft stated. In the 1966 statement, the phrase was shortened to "research," but the idea was the same; the national AAUP was not merely saying that faculty had the right to choose their own research projects but instead was declaring that policies governing research at an institution should be the creation of the faculty. The 1966 statement acknowledged that budget limitations might limit whether a president could act on the faculty's recommendations in this area, but nevertheless, the national AAUP declared that in "such fundamental areas as curriculum, subject matter and methods of instruction, research,

[32] AAUP National, Statement of Principles of Faculty Participation in College and University Government, 2 December 1961, folder 1, box 1, AAUP Records.
[33] Minutes of WGC AAUP meeting, spring 1962, folder 1, box 1, AAUP Records.

faculty status, and those aspects of student life which relate to the educational process . . . the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board."[34]

West Georgia College's record of faculty governance on such matters was generally positive, but it did not go quite as far as the AAUP wanted. Faculty at West Georgia College had always had primary responsibility for curricular matters, but not without significant administrative oversight. In the mid-1960s, curricular changes and proposals for new degree programs went through the Executive Council's Curriculum Committee, which included several administrators in addition to the department chairs, and only after the Curriculum Committee's approval could the general faculty vote on a proposal. Research policies were nearly non-existent in the mid-1960s, and there was no formal process for implementing any. Tenure requirements were outlined in the statutes, which the general faculty had the authority to revise through votes in the general faculty meetings, but it was unclear whether faculty had written the original tenure requirements themselves or if – as appears more likely – President Ingram had done so on his own initiative in 1957, after carefully comparing the statutes of several other USG institutions. And on the matter of salaries – another area where the AAUP asserted that faculty should have a say – West Georgia College had never given much authority to faculty. The closest that faculty might have come to determining their own salaries might have been in 1956, when Ingram had asked the faculty in a general meeting whether they wanted to use an unexpected surplus for a salary increase or to hire new faculty. The faculty voted for higher salaries as the first priority, and the president then gave everyone a 5 percent raise.[35] But this had never been the norm.

The AAUP documents on shared governance suggested a faculty senate as one way to increase faculty participation in institutional governance, and this idea appealed to the West Georgia AAUP chapter. As the national AAUP noted in its 1966 statement on shared governance, a faculty participation in university governance should extend well beyond a faculty senate. Faculty in each department had the right to choose their own chair, the AAUP asserted, and they had the primary responsibility for evaluating their colleagues' applications for tenure. They should even have a voice in the selection of their institution's president, the AAUP declared.[36] All of these areas of shared governance fell outside the direct actions of a faculty senate. But on matters of institutional policy, a faculty senate could be an effective way to express faculty opinion through representative government.

The West Georgia College AAUP seized on this idea and began to promote it as the best means to ensure "faculty governance" at the college. The 1961 national AAUP had used this term, but the 1966 document was more cautious, employing the term "shared governance" instead. Governance of a college involved a complicated interrelationship between a governing board, a president, and the faculty, the national AAUP noted. And in this relationship, the governing board had all of the legal power. If it chose, it could micromanage an institution and interfere with the freedom of faculty to educate students as they saw fit. But even if it had the legal right to do this, it had a moral obligation to refrain from doing so. Colleges and universities

[34] AAUP, "Statement on Governance of Colleges and Universities," 1966.

[35] M. Gordon Brown to Ingram, 28 February 1957, folder 1, box 9, Ingram Papers; Minutes of meeting of general faculty, 5 March 1956, folder 8, box 1, Faculty Meeting Minutes.

[36] AAUP, "Statement on Governance of Colleges and Universities," 1966.

functioned best, the national AAUP said, when governing boards gave the faculty explicit rights over certain purviews in the institution – especially curriculum, research, regulation of policies affecting students' educational enterprises, and the right to choose their own direct supervisors (e.g., department chairs), along with some say over budgets and salaries. Faculty did not need to govern every aspect of an institution; the AAUP was not calling for a return to what West Georgia College had practiced in the 1930s, when general faculty meetings had decided almost everything. But as professional educators and scholars, they did need to have primary governing responsibility in the areas related to their own work and their own expertise, while presidents and other administrators could have primary authority over other areas of a university's function.[37]

The members of the West Georgia chapter of the AAUP shared this view. Faculty should "work *with*, not *under* administration," they declared at their October 1967 meeting. Each group was "responsible for activities of the institution," which meant there should be "shared authority and responsibility." To do that, they needed a faculty senate.[38]

The national AAUP encouraged the AAUP members at West Georgia College to make sure that the faculty senate that they intended to create would have strong policymaking powers. When the West Georgia AAUP chapter drafted a proposed constitution describing the faculty senate as an advisory body, the associate secretary of the national AAUP replied, "I would be inclined to redefine the function of the Academic Senate, indicating that it serves as the legislative body and executive agency of the faculty of the college; its decisions and recommendations are presented to the Administration for comment and for transmission to the governing board as may be necessary."[39]

The Boyd administration was highly supportive of the AAUP's call for a faculty senate. The dean of administration, George Walker, attended AAUP meetings on the subject and offered to study faculty senates at other institutions across the United States, so that faculty at West Georgia could select the best features from each model.[40] President Boyd appointed an ad hoc faculty committee to create a proposal for the faculty senate, and he then arranged for the proposal to be reviewed by his Advisory Council (which was an expanded version of the earlier Executive Council, with more administrators and even a few students included alongside faculty members). The faculty committee proposed a senate composed almost entirely of faculty, with only two student representatives, but the Advisory Council proposed what they called a "college senate," with ten student representatives, three representatives from the clerical staff, and fourteen other staff members alongside the twenty-four faculty – which meant that faculty would be a plurality, but not quite a majority, on the new senate. In turn, the senate's purview would be considerably expanded. While the faculty committee had envisioned a senate that would oversee "educational matters" (in keeping with the national AAUP's notion of broadly defined separate spheres for faculty and administrators), the Advisory Council's "college senate" would instead have policymaking authority on "general campus matters." In other words, it would be the legislative arm for the entire campus, overseeing policies on almost any matter. This was not what the AAUP chapter had envisioned and some AAUP chapter members (including the chapter president) were opposed to it. But the administration was intrigued, and so were a

[37] AAUP National, Statement of Principles of Faculty Participation in College and University Government, 2 December 1961; AAUP, "Statement on Governance of Colleges and Universities," 1966.
[38] Minutes of WGC AAUP meeting, October 1967, folder 7, box 1, AAUP Records.
[39] Louis Joughin to Albert J. Turner, 12 August 1968, folder 8, box 1, AAUP Records.
[40] Minutes of WGC AAUP meeting, October 1967.

number of faculty. After being presented with these two competing proposals, Boyd called a meeting of the general faculty in October 1969 to discuss them and solicit feedback.[41]

Many of the faculty were strongly supportive of the idea of giving students voting representation in college governance – an idea that reflected the changing national mood among faculty after several years of student protests over civil rights and the Vietnam War and a growing conviction among college professors that students were adults who should be full democratic participants in any decisions related to their own lives. By 1969, the West Georgia faculty were almost an entirely different group than they had been in 1962. In 1962, the college had only 38 faculty members; by 1969, it had over 200. And since many of those 38 faculty had left for other jobs or had retired from academia (the AAUP counted five departures among its original 17 members during its first year of operation alone), this meant that probably close to 90 percent or more of the faculty who were at the institution in 1969 had been hired within the past seven years. The vast majority were assistant professors or lecturers, which meant that they were generally young – in most cases, still in their 30s or perhaps even late 20s.[42] Because the college had begun hiring from a national job market, the newcomers included many northern liberals or even radicals who were strong supporters of the rights of students, minorities, and, of course, faculty.

But not everyone was equally enthusiastic about the idea of including students on the senate. While one of the most politically radical of the new faculty members, assistant professor of history Ara Dostourian, suggested expanding student representation even beyond the college proposal and giving half the seats on the senate to students – an idea that several other faculty endorsed in one form or another – a few others expressed caution or even outright opposition to the idea of a "college senate" in which faculty would hold fewer than 50 percent of the seats. While most wanted to see students exercise some degree of governing power at the college, they questioned whether students who were at the college for only a short time really had the same vested interest in institutional affairs as college faculty who might end up staying at the institution for many years. The AAUP president said that the faculty had originally called for a "faculty senate," not a "college senate," and that a "college senate" with administrators, staff, and students all voting in the same room would not meet the faculty's stipulation. It also would not be fair to students, some argued. Since the "college senate" proposal did not give students equal representation with the faculty, would it not be better, they asked, to give the Student Government Association more governing power and allow it to function as a parallel entity with a faculty senate instead of trying to fit both students and faculty into a contorted "college senate" that would leave neither side feeling satisfied. Indeed, two students who spoke at the meeting expressed similar concerns. Ten seats on a 51-seat senate were hardly adequate representation for students, one pointed out.

But while the faculty debated the idea of student representation at length, none of those who spoke at the meeting expressed opposition to the idea of a senate per se. On the contrary, they welcomed the idea, and wanted to make sure that President Boyd would really consider himself bound by some of the limitations on presidential power expressed in the proposed constitution. Would he accept the possibility that the faculty senate could appeal his veto by appealing directly to the chancellor upon a two-thirds vote? Would he present these appeals to the

[41] Minutes of the West Georgia College Senate Discussion Meeting, 7 October 1969, folder 5, box 1, James E. Boyd Papers, Special Collections, Ingram Library.

[42] AAUP membership reply form, fall 1962, folder 2, box 1, AAUP Records; AAUP National report, "Economic Status of the Profession," 1970, folder 9, box 1, AAUP Records.

chancellor, even though they went against his wishes? He said he would. He would consider himself "duty bound" to follow the senate constitution on this point.[43]

After several weeks of additional discussion, the general faculty voted in November 1969 to adopt the constitution for a "college senate" that would have broad policymaking oversight over "educational affairs," "student affairs," "administrative affairs," and "general affairs" of the college – in essence, over everything that the college did. The president would preside over the senate as an ex officio member, and he would be joined by eight elected administrators, consisting of vice presidents, department chairs, or deans. Ten students – the SGA president, one student from each of the college's academic divisions, one graduate student (the college had just launched its first graduate programs in the 1960s), one "minority student," and two additional students from the SGA – would join the twenty-four elected faculty members on the senate. There was some faculty debate about the use of the term "minority student," which had been listed as "black student" in the original proposal. Blacks accounted for only 1 percent of the student body at the time, and they felt very beleaguered. At the request of the Black Student Association, the Advisory Council had given the black students a seat on the senate, but when some faculty pointed out that the college might soon begin recruiting students from other racial minorities as well, the general faculty voted to use the term "minority."[44]

As the new senate constitution declared, it was time for a "cooperation" between governing board, administration, faculty, and students in the creation of polices for the college. The new senate would be the "legislative" arm of the institution, and, "with the concurrence of the president," its "recommendations . . . shall be College policy to be implemented by the administration, and, where appropriate, shall be incorporated into the statutes." While acknowledging the possibility of a presidential veto (which could be appealed), the constitution nevertheless vested as much authority in the college senate as possible – not to act against the wishes of the president and the administration, but to act in concert with them, through a discussion of policy that would be led by the president but ultimately decided by representatives from every imaginable constituency on campus.[45] Representative democracy had arrived at West Georgia College in ways that exceeded what the AAUP chapter president had expected or advocated.

But the "college senate" never became a reality, because the Board of Regents rejected the proposal in May 1970. The BOR objected in particular to three features of the proposal: 1) Students voting on the senate; 2) A seat reserved for a member of a racial minority; and 3) The senate receiving the power to appeal a president's veto. The Committee on Faculty Governance therefore returned to the drawing board and began creating a senate that would be more aligned with the campus AAUP's original proposal – that is, a senate for faculty (not students).

The result was the creation of the faculty senate that still exists today. Except for a couple of ex officio members from the administration, the new faculty senate would consist entirely of elected faculty representatives, who would have the right to participate in the governance of the college based on the rationale that the national AAUP had given in the 1960s – that is, that they were "professionals" uniquely qualified to administer their own educational enterprise. "Faculty participation in academic government is a necessary corollary to the responsibility to teach conscientiously and to investigate freely," declared the preamble to the new faculty senate constitution, which was approved by a general faculty vote in November 1972. "Since college

[43] Minutes of the West Georgia College Senate Discussion Meeting, 7 October 1969.

[44] Minutes of the general faculty meeting, 5 December 1969, folder 1, box 3, Faculty Meeting Minutes.

[45] Proposed constitution for a college senate, 25 November 1969, folder 8, box 2, Faculty Meeting Minutes.

professors are professionals, many of them highly specialized, it is imperative that judgments about how scholarship and instruction should be carried on [and] be made by the community of professionals. The development of effective teachers and scholars, and of an effective educational process, occurs best in an atmosphere in which faculty is given responsibility and where there are clearly recognized, specific and effective procedures for its participation in the government of the college." The newly created faculty senate was the "legislative body and executive agency of the Faculty," the constitution declared. It would "serve as the official advisory body to the President and the Vice President. Though ultimately subject to the approval of the president and the BOR, its recommendations "shall be the academic policy to be implemented by the Administration."[46]

The scope of the new faculty senate's purview was narrower than that of the earlier proposed "college senate," but its policymaking authority was more firmly laid out. "Subject to review by the President, the Chancellor, and the Board of Regents," the faculty had "sole authority and legislative power to establish policy and make rules and regulations in all matters concerning curriculum, . . . to conduct and schedule classes and final examinations, to set requirements for graduation, and to specify the educational standards of the College." Beyond this, the faculty senate would also "participate with the Administration" in the "establishment and maintenance of policies for appointments, promotions, tenure, salaries, dismissals, and discipline of faculty and academic administrators; operation of the library, computer center, and instructional media center; and the preparation of the calendar." The faculty senate would likewise work with both the administration and student government in the "establishment and maintenance of policies" on "student publications, aid, and housing; intercollegiate athletics; student organizations (including fraternities and sororities); [and] all other student activities and affairs." This last point upset some students, who made one last pitch for student representation on faculty senate – which the faculty rejected, but which was a moot point anyway, since the chancellor had made it clear that the BOR would not approve a senate constitution that included voting student members.[47] In asserting the right to regulate student affairs, the faculty at West Georgia reclaimed a responsibility that had been central to their work ever since the formation of the college, but in saying that they would do so only in consultation with student government, the faculty implicitly endorsed (at least partially) the new view on student rights that both the AAUP and the West Georgia college faculty had begun to accept in the 1960s.

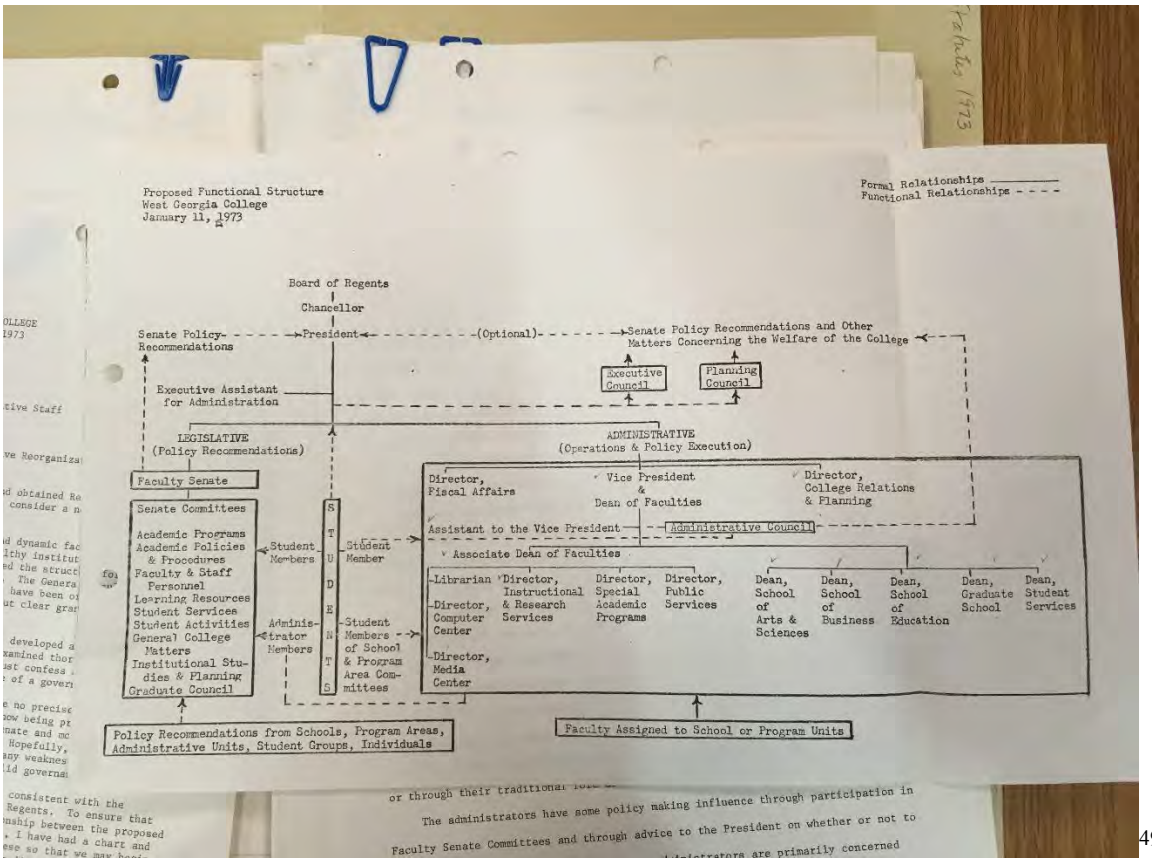
The president of the college would preside over the faculty senate (this was a BOR mandate until the 1990s), but much of the senate's day-to-day operations would be conducted by an executive secretary who would be elected from the faculty and would chair senate meetings in the president's absence. The nine standing committees of the senate, along with additional ad hoc committees, would oversee policy in nearly every area of academic and student affairs, with a few committees – such as General College Matters, which was given the charge to "establish policy and procedures for public relations, convocations, campus security, telephone services," and other related matters – assigned a much wider sphere of influence.[48] And it negotiated directly with the president, bypassing deans and other academic administrators. President Ward

[46] Faculty Senate constitution, 15 November 1972, folder 4, box 3, Faculty Meeting Minutes.

[47] Faculty Senate constitution, 15 November 1972; Minutes of the general faculty meeting, 7 March 1973, folder 5, box 3, Faculty Meeting Minutes.

[48] Statutes of West Georgia College (including By-Laws of Faculty and Faculty Senate), 14 September 1973, folder 5, box 9, Ingram Papers.

Pafford (who had replaced Boyd in 1971) endorsed this plan, as he signified in an organizational flow chart that he distributed in early 1973:



[49]

To comply with the BOR's stipulation that the faculty senate could not override a president's veto, the new constitution said that the faculty senate could refer a presidential veto not directly to the chancellor but to the general faculty. If the general faculty voted to refer the matter to the BOR, it could appeal to the chancellor, not on behalf of the faculty senate alone but on behalf of all the faculty of the college.

Perhaps chastened by the rejection that their first senate proposal had received two years earlier, the faculty included a strong acknowledgment of the Board's authority in their 1972-73 senate constitution. "The Board of Regents is the governing board of the College," they stated. "The powers of the Chancellor, the President, and of the Faculty are delegated in accord with its policies." But they then went on to outline specific powers of governance that the faculty were given "subject to review by the President, the Chancellor, and the Board of Regents" – that is, the policies the faculty senate and the general faculty adopted were subject to approval by these entities. The faculty recognized that without the Board's approval, it could do nothing. The faculty had no legal right to governance, even if, as most of them believed, they had a moral right to do so, as outlined in the AAUP's 1966 statement on shared governance. But the BOR could give them the legal right. And it did so in May 1973, when the Board approved West

[49] Ward Pafford to faculty and administrative staff, 16 January 1973, folder 4, box 9, Ingram Papers.

Georgia College's new set constitution creating a faculty senate.[50] For the first time, West Georgia College was governed by a set of statutes created entirely by faculty, with a faculty senate that exercised substantial and wide-ranging policymaking responsibilities closely modeled on principles outlined by the AAUP.

The newly constituted senate wasted no time in getting started on its work. By the end of the summer, it had met several times and approved policies on parking and traffic, the conversion of Strozier Hall from dorm rooms to office space, and college restructuring. But its major project was creating a new set of statutes that it then sent to the general faculty for a vote. Though based on the existing statutes (which were an update of the ones that Irvine S. Ingram had first sent to the BOR in 1957) and on close consultation of Board of Regents policy, these statutes were entirely a faculty creation, and they were approved by a vote of the general faculty. Covering a wide range of matters of college organization and government, the statutes outlined the powers of the president, the rights of the faculty, and the organization of the schools and academic units comprising the college. Also included at the end was a new section labeled "By-Laws of the General Faculties and Faculty Senate." In addition, the faculty also created a new policy on tenure and promotion.[51]

As President Pafford emphasized in his presentation of the statutes to the general faculty for a vote, the statutes were the creation of the faculty, with some consultation with the Board of Regents. "The Statutes and By-Laws as now presented are the result of many hours of strenuous work by a drafting committee appointed last May, by an ad hoc committee of the Faculty Senate, and by the Senate itself in full session," he noted in a memo to the general faculty in August 1973. "Advice and suggestions from the faculty at large have been solicited, and a number of things have been incorporated as suggested. Advice and directions have also been provided by the Chancellor's office. The West Georgia College Statutes as they have been approved up to now, the *Policies of the Board of Regents*, the statutes of other institutions, the approved administrative organization of West Georgia College, and the administratively approved faculty governance system have been thoroughly studied in the process of formulating the revised Statutes and By-Laws as submitted. It appears to me that the faculty may now be ready to recommend final action regarding these documents by voting to approve or disapprove them as herewith presented."[52]

Some faculty wanted the statutes to go further and give the faculty more direct power to shape the university's environment. The founding documents for the senate emphasized the role that the senate would play in shaping policy, but all of this was subject to the president's approval. Would the president actually follow the will of the faculty? The role that the statutes gave the faculty in the hiring and dismissal of administrators was ambiguous, and some faculty wanted a clearer statement of their authority.

In the end, despite these questions, the faculty approved the statutes by a vote of 177 to 35. A month later, they were approved by the Board of Regents. Pafford breathed a sigh of relief, and commended the faculty for their efforts in creating a constitution that would guide their college for decades to come. "I am most grateful to all members of the faculty, both those who favored the Statutes as proposed and those who did not, for their concern and their contribution

[50] Constitution of the Faculty Senate, 15 November 1972, folder 4, box 3, Faculty Meeting Minutes; Minutes of the general faculty meeting, 10 May 1973, folder 5, box 3, Faculty Meeting Minutes.

[51] Minutes of the general faculty meeting, 9 August 1973, folder 6, box 3, Faculty Meeting Minutes; John M. Martin to WGC faculty, 22 January 1973, folder 5, box 3, Faculty Meeting Minutes.

[52] Ward Pafford to general faculty, 23 August 1973, folder 5, box 9, Ingram Papers.

during the long period of labor in this matter at last concluded. I have no doubt that we shall all now close ranks in good spirit and proceed to build well on the foundation established by the faculty itself."[53]

Building on the "Foundation Established by the Faculty": Statutes, Policies, and the Senate from 1973-2021

The statutes and *Organizational Policies and Procedures* that we have today are updated versions of the 1973 statutes that were created and approved by the West Georgia faculty. From 1973-1996, the general faculty periodically voted to update the statutes, but at each point, the revised statutes closely corresponded to both the structure and spirit of the 1973 statutes. The most significant revision occurred in 1996, when the Board of Regents requested that West Georgia College shorten its statutes. Thus, when the college became the State University of West Georgia, it submitted a considerably abridged set of statutes to the Board and published the excised sections as the *Organizational Policies and Procedures*. Both were equally binding. The difference was that any modifications to the statutes, which outlined the topics that the *Organizational Policies and Procedures* covered in more detail, had to be submitted to the Board of Regents before they could become binding, whereas revisions to the *Organizational Policies and Procedures* could be made through votes of the general faculty, without going to the Board.[54] The general faculty would thus control both the statutes and the *Organizational Policies and Procedures*, while the faculty senate would control the faculty handbook, since it could make modifications to the handbook through a direct vote, without seeking the approval of the general faculty. In practice, most, if not all, of the revisions to the statutes and *Organizational Policies and Procedures* also originated in the faculty senate before they were sent to the general faculty for a vote, although this was not required. But ever since 1973, when the faculty senate had played a critical role in creating the statutes, the faculty senate had exercised significant oversight over the statutes (and, after 1996, the *Organizational Policies and Procedures*) – though never doing so without securing the approval of the general faculty for any revisions that it proposed to these policy documents.

The division between the statutes and the newly created *Organizational Policies and Procedures* was the work of the Statutes Revision Committee (an ad hoc faculty committee), and it was approved in a general faculty vote. As the Statutes Revision Committee explained to the faculty, shortening the statutes by separating out the *Organizational Policies and Procedures* would increase "institutional autonomy," because it would allow West Georgia faculty to revise many of their policies without consulting the BOR.[55]

Thus, the *Organizational Policies and Procedures* consists almost entirely of material excerpted from the university's statutes in 1996, and those policies, along with the revised set of statutes, were approved by the general faculty through a series of votes that year. Most of these policies were not new; in many cases, they still retained much of the wording of the 1973 statutes that were created by the general faculty and the faculty senate.

[53] Ward Pafford to general faculty, 17 September 1973, folder 6, box 3, Faculty Meeting Minutes.
[54] Beheruz N. Sethna to Faculty Senate and General Faculty, 9 September 1996, folder 15, box 289, Beheruz N. Sethna Papers, Special Collections, Ingram Library; David Hovey et al. to all faculty, 6 September 1996, folder 15, box 289, Sethna Papers. Both of these documents are reproduced in the appendix.
[55] Hovey et al. to all faculty, 6 September 1996.

Indeed, even the idea of a "general faculty" that acts as a policymaking entity is a product of a faculty governance structure that dates in some form all the way back to the college's founding in 1933. When the college created a faculty senate in 1973, the faculty retained at least a vestige of their institution's tradition of direct governance by every faculty member when they approved rules giving the general faculty the sole power of appealing a presidential veto to the chancellor and of modifying the statutes (and after 1996, the *Organizational Policies and Procedures*).

Thus, many the policies that govern us as faculty at the University of West Georgia – including policies related to workload requirements, faculty rights and responsibilities, student rights, and all of the functions of the faculty senate and the voting procedures for general faculty – are revisions of what the faculty senate and the general faculty first approved in 1973. Likewise, the faculty handbook, with its policies on tenure and promotion, compensation, and work responsibilities, is built on a foundation of faculty-generated and faculty-approved policies from 1973 as well. The rights and responsibility that we have to engage in shared governance – and the particular form that takes through the faculty senate – are the product of work that faculty did between the mid-1960s and 1973, and they are based both on the advice of the national AAUP in the 1960s and on a relationship between faculty and administrators that dates back to 1933. And all of this is enshrined in a set of statutes – and now, in *Organizational Policies and Procedures*, supplemented with the faculty handbook – that incorporates many of the proposals that the faculty adopted in 1973, though, of course, with periodic updates that were also approved by the faculty senate and the general faculty at each stage.

What has happened to these policies in 2021?

Today these policies are under threat of extinction for two reasons: 1) The university has created an alternate channel for making policies that bypass the general faculty and the faculty senate; and 2) Now that this channel has been created, the university counsel's office has repeatedly signaled its desire to dismantle the *Organizational Policies and Procedures* entirely or, at the very least, to demote its status to a subordinate, nonbinding role. To give you an idea of what the university counsel's office is proposing, here is an excerpt from an email that someone in the university counsel's office sent me on February 10, outlining what might need to happen *if* we wanted to retain the *Organizational Policies and Procedures* instead of having it dismantled.

"Proposal

- Propose a first step = new by-laws
- To revise and reorganize in the following way
    - Move Article IV, § 2 to the Senate Bylaws (Article III) with revisions.

- Next steps for reorganization
    - Find a home for the information in Articles I – III (perhaps the Bylaws of the General Faculty?)
    - Find a home for Article IV, § 1 (perhaps the Faculty Handbook?)
        - See if it is already in there

- Remove Article V, §§ 1 – 2 since they are federally mandated, and we do not need to restate.
- Remove Article V, § 3 as it references a section of BOR By Laws that no longer exists.

  Note that in this revision, it must be clear that the document does not guide the institution in any way. [emphasis mine] This is to ensure that we are in compliance with all applicable state laws and BOR policies."

The university counsel's office has given me two reasons for why the *Organizational Policies and Procedures* needs to be dismantled: 1) It has no "provenance" – that is, it does not say who created it, who has the authority to revise it, or when it has been revised; and 2) It violates either state law or BOR policies or both. Both of these assertions are incorrect, I believe.

First, in regard to provenance, the *Organizational Policies and Procedures* may lack an internal statement that describes how and when it was created, but external documentation regarding its creation and instructions for its revision exists in the university archives. Two documents in particular – a letter from President Beheruz Sethna to the faculty senate and the general faculty on September 9, 1996, and a letter from the Statutes Revision Committee to all faculty on September 5, 1996 – describe how the *Organizational Policies and Procedures* was created and how it can be revised, and they describe a vote of the general faculty to approve it. Images of those two letters are included as an appendix to this report. Furthermore, the *Organizational Policies and Procedures* are mentioned in the UWG statutes, and their authority is reiterated in Procedure 1.3.1, which was signed by President Kyle Marrero in 2016. The *Organizational Policies and Procedures* thus has provenance. It was created by the faculty in 1996, and it consisted mostly of material that had been taken from statutes that were approved by both the general faculty and the Board of Regents. The existence and authority of the *Organizational Policies and Procedures* were affirmed in the statutes approved by the BOR in 1996 and 2003. And while the date of each modification to the *Organizational Policies and Procedures* is not mentioned in the document itself, a paper trail does exist for this, because we keep archived minutes of the general faculty meetings that are required for approving any modification to this document.

If the university counsel's objection to the *Organizational Policies and Procedures* merely had to do with the document's provenance, this could easily be resolved. First, it is clear from the information that I have presented that the document's origins and modifications can be traced, and that these origins and modifications preceded through legitimate channels that involved consultation with the BOR and previous UWG presidents. Second, if the university counsel is concerned that this provenance is not clearly marked in the document itself, I am sure that the faculty senate could send a short statement to the general faculty noting the document's origins and describing the procedure for its modification, and that, with the general faculty's approval, that statement could then be added as an appendix to the *Organizational Policies and Procedures*, along with a list of dates of each modification from this point on.

The charge that this document violates state law and BOR policy proceeds from the assumption that this document has created a governance structure that is at odds with the one outlined by the BOR. Since state law gives the Board of Regents the power to govern the

University System of Georgia, any violation of BOR policy at UWG is indirectly a violation of state law as well.

But what the university counsel's office fails to realize is that the BOR has repeatedly affirmed nearly everything in the *Organizational Policies and Procedures*. It has endorsed the document as a whole in the abstract, and it has also specifically approved most of what is in the document when those sections were contained in earlier versions of the university's statutes. The 2003 statutes, which were (like all UWG statutes) approved by the BOR, includes this paragraph about faculty governance that is based closely on a statement in the 1973 statutes, but with updated language to reflect the *Organizational Policies and Procedures*:
"The Faculty Senate shall serve as the legislative body and executive agency of the General Faculty. As such, it shall serve as the official faculty advisory body to the President and the Provost and Vice President for Academic Affairs. Within the policy framework of the Board of Regents of the University System of Georgia and with the approval of the President, the recommendations of the Senate shall be the academic policy to be implemented by the administration, and, where appropriate, shall be incorporated into the University of West Georgia Statutes, Organizational Policies and Procedures, or Faculty Handbook. The academic affairs of the University which concern the Senate and for which it shall be responsible in formulating policies and reviewing procedures include, but are not limited to, those enumerated powers of the General Faculty specified in the regulations of the institution."[56] This is a strong statement of the faculty's governing powers, and it was created by the faculty – but it was also directly approved by the BOR.

The university counsel has not said directly what part of the *Organizational Policies and Procedures* are in conflict with state law and BOR policy other than to say that faculty cannot regulate the authority of the president. It is true, as WGC / UWG policy has always acknowledged, that faculty have no right to regulate the president *without his consent* – that is, the president has always had the right to veto any measure passed by the faculty senate or the general faculty. But once a president agrees to a measure, that measure becomes binding policy, as the statutes (and now the *Organizational Policies and Procedures*) state. A new university administration, or a university counsel, does not have the right to abrogate existing policies and procedures that were enacted by previous generations of faculty with the consent of the university presidents at the time. Previous West Georgia presidents have repeatedly agreed to limit their powers in order to expand the governing powers of the faculty, and now that those agreements have been codified in the university statutes and accepted by the Board of Regents, a university counsel cannot override them by citing BOR policy.

This is not merely a debate about whether the *Organizational Policies and Procedures* will continue to be policy in the future; it's also a question of whether the administration considers itself obligated to follow the *Organizational Policies and Procedures* right now, while they are still posted on the VPAA's website. During the past year, the administration has repeatedly violated those policies and created new policies to override them. The most direct example of this is Procedure 1002, but this is merely one of the latest examples of a trend that has been continuing for months. To demonstrate this, I will examine various clauses of Procedure 1002, along with recent actions by President Kelly, and show the ways in which both Procedure 1002 and the president's actions violate existing policy.

[56] Statutes of the University of West Georgia (2003), https://www.westga.edu/administration/policy/assets/docs/Statutes.pdf.

Does the president have the authority to reorganize colleges without consulting faculty?

Procedure 1002 states: "Presidents are authorized to develop the organizational structure needed to manage their institution," which is a direct quotation from BOR policy 2.7. The university counsel therefore thought that she was well within her rights to take BOR policy and apply it to UWG on the grounds that BOR policy supersedes all existing institutional policy that might be cited to limit the president's authority in this area. But the reality is that West Georgia faculty and presidents designed their policy *with the BOR policy in mind* and deliberately chose to limit a president's authority in this area to protect faculty governing rights. At UWG, presidents have never been given the unilateral authority to reorganize a college (or colleges) without consulting faculty. This principle has been repeatedly tested, and at every point when a president seemed to be on the verge of reorganizing colleges without approval, the faculty intervened.

In 1973, when the general faculty were preparing to vote on the new statutes, they held a separate vote on college organization, which then informed the structure that was codified in the statutes and that, like the rest of the statutes, was approved by a vote of the general faculty. The college faculty voted that year to approve four schools for West Georgia College: a School of Arts and Sciences, a School of Education, a School of Business, and a School of Graduate Studies. Because these four schools were codified in the statutes, any additions to or revisions of this structure would require a vote of the general faculty and approval of the Board of Regents. For that reason, no president attempted to change this structure unilaterally for the next three decades. But in 1977, President Maurice Townsend did move a department from one school to another, and the result was a faculty intervention that reaffirmed faculty control of college organization.

The issue developed when Townsend, responding to longstanding agitation from faculty in the School of Education who disliked having the Department of Psychology in their school, decided to split the Psychology Department into two departments – a department of educational psychology and a regular department of psychology – and move the latter into the School of Arts and Sciences, while keeping the former in the School of Education. The dean of the School of Arts and Sciences supported the arrangement, but the psychology faculty were livid. The department chair, Mike Arons, took his case to the campus AAUP chapter. He realized that not all faculty liked the Department of Psychology, whose humanistic wing had a reputation for avant-garde research that more conservative members of the faculty distrusted. But this was a principle of faculty governance, he said. The faculty had to act if they did not want to allow the president to continue dividing and relocating academic departments.

Perhaps because the Department of Psychology had a number of enemies among certain segments of the faculty – including some in the School of Education – the AAUP members did not want to take the case, but the president of the AAUP privately approached President Townsend and encouraged him to take the matter to the faculty senate. Townsend complied. He asked the faculty senate to vote in November on moving the Department of Psychology, and the faculty senate endorsed the move. So did the AAUP. The School of Arts and Sciences welcomed its new addition. But then Townsend surprised at least some faculty (although the Psychology Department had suspected this was coming) by leaving behind a new Department of Educational Psychology in the School of Education – a split that the faculty senate had not voted on. The faculty circulated a petition to force the president to convene a general faculty meeting

to explain his actions. "Have the recent expressions of turmoil, discontent, and distress on the part of faculty members and students on the campus caused you to question the appropriateness of your actions with regard to procedure in this matter?" they asked. "Do you consider yourself to have absolute power over decision-making in this institution, going to faculty only after you have carefully couched your requests in ways that will legitimize your decision-making while limiting their participation in decision-making?" They wanted to know "whether, and if so, how, the General Faculty will be involved in any other reorganization plans being contemplated." Townsend's responses probably did not satisfy many members of the faculty, because he did not promise a greater role for faculty in future "reorganization plans." Instead, he depicted the move of the Psychology Department as an isolated case that was prompted by longstanding problems. "When a department fulfills its function, regardless of its size, there is no need to reorganize," he told the faculty. There were "no plans afoot" for additional reorganization.[57] Townsend seems to have kept his promise, and the organizational structure of the college remained intact until the presidency of his successor, Beheruz Sethna.

Sethna had ambitions to turn West Georgia College into a state university with new colleges, but he also wanted to respect traditions of faculty governance in doing so. Before Sethna's arrival, the organization of the various schools on campus was codified in the statutes, which meant that they could not be modified without both a vote of the general faculty and the approval of the BOR. Under Sethna's administration, the faculty removed the list of schools and organizational divisions from the statutes and instead adopted this statement that would give the president more flexibility in reorganizing or creating new colleges or schools: "The President, in consultation with representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University's affairs. The heads of the divisions shall recommend for the President's approval, the organizational structures that pertain to their divisions. Appointments shall be annual at the beginning of the fiscal year, and the University community shall be informed in writing at that time of the organizational structure and the incumbents of all positions at two levels below that of the President. If any changes are made during the year, the President shall notify in a timely manner the University community in writing of any appointments, removals, or resignations." The general faculty adopted this clause unanimously on May 29, 1995, and it was added to the newly created *Organizational Policies and Procedures* the next year.[58]

Although the surviving documentation from the general faculty and faculty senate meetings from 1995-96 do not suggest the context for this clause's origin, Sethna, in a personal email to me, told me that, although his memory of the particulars was a little fuzzy, he believed that he had written this statement and submitted it to the general faculty for a vote in order to simultaneously bring the college into compliance with BOR policy (which states that "Presidents

[57] Memo from the Department of Psychology to general faculty, 28 November 1977, folder 1, box 4, Faculty Meeting Minutes; Handwritten notes from WCG AAUP meeting, 18 November 1977, folder 3, box 3, AAUP Records; Mike Arons to John J. Pershing, 7 November 1977, folder 3, box 3, AAUP Records; Myrtle Morgan, "Psych Department Relocated," *West Georgian*, 11 November 1977, folder 3, box 3, AAUP Records; [Psychology Department?], Possible questions to raise at special meeting of the General Faculty, 29 November 1977, folder 3, box 3, AAUP Records; Psychology Department to members of general faculty, 19 November 1977, folder 3, box 3, AAUP Records; Maurice K. Townsend to general faculty, 22 November 1977, folder 3, box 3, AAUP Records; Marlon Weaver, "Psych Relocation Discussed in President-Faculty Meeting," *West Georgian*, 2 December 1977, folder 3, box 3, AAUP Records.

[58] Beheruz N. Sethna to general faculty, 30 September 1996, folder 15, box 289, Sethna Papers; *Organizational Policies and Procedures* manual, September 1996, folder 15, box 289, Sethna Papers.

are authorized to develop the organizational structure required to effectively manage their institution") and protect faculty governance rights – a concern that he credited Don Wagner and Anne Richards, two longstanding faculty advocates of shared governance, with helping him develop.[59] The requirement that the president consult with "representatives of the University community" before changing the organizational structure of the colleges was a faculty protection that went beyond the minimum requirements of the BOR, yet Sethna viewed it as fully in keeping with BOR policy, though applied in a way that respected West Georgia's longstanding tradition of faculty governance.

No one – neither the faculty senate, the AAUP, or the general faculty – expressed any concern about this clause at the time, probably because it represented a model of shared governance that they could all endorse while also promoting organizational efficiency. Though the general faculty lost the power to directly oversee the creation or revision of colleges and schools on campus through a campus-wide vote, they retained the power to advise the president on this creation or revision through representative consultation. This principle was tested – and then subsequently strengthened – when Sethna declared in 2010 that the College of Arts and Sciences (COAS) would be divided into separate colleges. When a number of COAS faculty members complained that this action violated the norms of shared governance that Sethna had promised to protect, Sethna subsequently made efforts to give faculty substantial decision-making power in their colleges' organization, not only in COAS but across the university. Ultimately, these efforts resulted in a new general faculty vote on a procedure that strengthened faculty governance in college reorganization by requiring the president to seek faculty senate approval before changing any college or divisional structure.

Prior to the COAS reorganization, Sethna had engaged in some college restructuring that met with faculty approval because it was faculty-driven. In 2008, two years before the breakup of the College of Arts and Sciences, the Department of Nursing in COAS wanted to form their own school, and the interim dean was supportive of the move. An ad hoc faculty Committee on the Structure of the College of Arts and Sciences, which was appointed by the provost and chaired by a member of the provost's office, voted unanimously in April 2008 to recommend that the nursing faculty be allowed to form their own school.[60] Because this proposal was faculty-initiated, with support from all parties affected by the action and unanimous approval through a formal vote in a faculty committee, it was a successful model of how to create a new school using faculty governance.

Sethna's decision to break up COAS into three separate colleges did not follow this model. When he announced the decision at the end of May 2010, immediately after he and the provost removed a popular COAS dean who had the support of his faculty, COAS faculty were shocked and outraged. The decision was effective immediately; the president ordered faculty to begin work on the reorganization plan, and he said that he was not open to allowing COAS to remain as an intact single college. Not surprisingly, some COAS faculty publicly questioned Sethna's commitment to shared governance.[61]

[59] Beheruz Sethna, email to author, 21 March 2021.

[60] Patricia Riley and David Zarefsky, Consultants' Report to the Vice President for Academic Affairs, UWG, 3 March 2008, folder 7, box 11, AAUP Records; Record of the votes of the Ad Hoc (Committee on the Structure of the College of Arts and Sciences, 11 April 2008, folder 7, box 11, AAUP Records.

[61] Faculty emails responding to organizational changes and breakup of COAS, June 2010, folder 7, box 11, AAUP Records; Notes of meetings of COAS faculty with President Beheruz Sethna and Provost Sandra Stone to discuss breakup of COAS, 1 and 3 June 2010, folder 7, box 11, AAUP Records.

Despite this inauspicious start, Sethna allowed faculty to take the lead in the reorganization of the College of Arts and Sciences. At the faculty's request, he held two open meetings with COAS faculty at the beginning of June, about a week after he announced the imminent breakup of the college. He and VPAA Sandra Stone released a document at the end of May stating that all departments in COAS would be able to choose which college they wanted to be part of. The COAS Reorganization Task Force (a faculty ad hoc committee) finalized the organization of each college and recommended new organizational schemes that had not been part of Sethna's original plan, such as the creation of a multi-department School of the Arts within a larger College of Arts and Humanities. So, even though the initial decision to convert COAS into three separate colleges was not initiated by the faculty and was never approved by the faculty senate, all other aspects of the new college organization were faculty-initiated. Sethna and Stone even solicited nominations from the faculty for interim deans, who were chosen internally.[62] And in the end, no department chairs were removed – which meant that faculty in every COAS department were given the opportunity to select their own chairs, in accordance with the principles of AAUP's Statement on Shared Governance.

That fall, the Faculty Senate Rules Committee conducted a systematic reexamination of shared governance in order to strengthen the role of the faculty senate, and as part of that process, several faculty senate committees engaged in a series of conversations with Sethna and other members of his administration about the best ways to increase faculty senate input in university budgeting and related matters. Sethna suggested several possible opportunities for collaboration with the faculty senate, including, in an email sent to Rules Committee chair Chris Aanstoos and faculty senate chair Chris Huff on December 3, 2010, that the *Organizational Policies and Procedures* should be modified to require not only that "representatives of the University community" but also the faculty senate be consulted before a president could make changes in the "divisional organizational structure" of the university. This new proposed requirement seemed to mandate a somewhat different process than the one he had followed in reorganizing COAS only a few months earlier, but Sethna was committed to working with the senate committees to bolster the role of the senate in any future divisional modifications. The Rules Committee brought the proposal to the faculty senate for a vote in January 2011, and it passed unanimously. In bringing the motion forward for a vote, the Rules Committee presented the measure as an effort to strengthen the faculty's role in shared governance on campus, as the January 11 faculty senate meeting minutes indicate: "A Proposal to Specify the Meaning of "Consultation" in the Faculty's Shared Governance Role - MOTION: To clarify and improve the consultative role of the faculty in the shared governance of the university, it is recommended that the Policies and Procedures be revised to the following . . . . Article I, Section 1,F: The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University's affairs..." After the general faculty accepted this proposal unanimously at the April 6, 2011 general faculty meeting, the modified clause was then added to the *Organizational Policies and Procedures*. Since 2011, it has been a requirement that the faculty senate, as well as other members of the "University community" must be consulted before a president can make changes in the university's "divisional organizational structure."[63]

[62] Sandra Stone and Beheruz Sethna, "Changing Structures for Changing Times," [May 2010], folder 8, box 11, AAUP Records.

[63] UWG Faculty Senate meeting agenda, Appendix VIII: "On the Consultative Role of the Faculty," 12 November 2010, https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/senate-

Despite this requirement, the faculty senate was not given the opportunity to vote on President Brendan Kelly's college reorganization in May 2020. At that time, Kelly, who had been in office for only two months, announced a cost-saving measure to meet the immediate demands of an emergency 14 percent cut in state funding (later reduced to 11 percent): the College of Arts and Humanities, the College of Sciences and Math, and the College of Social Sciences would be combined into a new College of Arts, Culture, and Scientific Inquiry (CACSI), minus a number of math and English faculty who would join a new Department of General Education in University College. In addition, all departments in those three colleges would be combined into four massive departments, with chairs that the departmental faculty were never given an opportunity to select or confirm themselves. And two weeks later, the provost invited one program (Mass Communications) in one of those new departments to begin the process of applying to become a school. In the interim, while it worked toward becoming a school, it would exist as a freestanding department independent of any college, and reporting directly to the provost.[64] The faculty senate was not consulted on this matter either.

As a result of this reorganization, 55 percent of the full-time faculty at the University of West Georgia (all of the members of CACSI plus the faculty in University College, who collectively account for 276 of the university's 499 full-time faculty) are currently working under chairs that they did not select, and they have been given no promise of ever being able to elect their own chairs. The AAUP's Statement on Shared Governance says: "The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment."[65] Traditionally, faculty at UWG have had a say in the selection of their department chair, but that is no longer the case. They had no say in how their departments were reorganized, split up, or combined with other programs. And instead of outlining a process for the regularization of this process, the administration instead has insisted that the president has full authority over the organization of departments, schools, and colleges, and they have changed policy (without the faculty senate's consultation) to assert this authority for the president, even though this violates policies that were adopted by the general faculty, as well as the AAUP's own guidelines for shared governance. Never before has UWG has a president who has violated these principles to such an extent. Previous reorganization plans under both Townsend and Sethna may not have strictly complied with all of the principles of faculty consultation in college reorganization, but in both cases, the faculty were given a substantial role in the process. This was not the case with any of the college reorganization under Kelly in 2020 and, it appears, it will not be the case in the future, given the policy statement on this matter that the president signed in January of this year.

agendas/FSAgenda12Nov2010.pdf; Beheruz Sethna to Chris Huff and Chris Aanstoos, 3 December 2010 (email forwarded to me by Beheruz Sethna on 23 March 2021); UWG Faculty Senate meeting minutes, 21 January 2011, https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/senate-minutes/FSMinutes21Jan2011.pdf; Agenda for the UWG general faculty meeting, 6 April 2011, https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/general-faculty-agendas/GenFacultyAgenda06April2011First.pdf; Minutes of the UWG general faculty meeting, 6 April 2011, https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/general-faculty-minutes/GenFacultyFirst6April2011ApprovedMinutes.pdf.

[64] David Jenks, email to all UWG employees, 29 May 2020; David Jenks to Academic Affairs list, 8 June 2020; David Jenks to Bradford Yates, 9 June 2020.

[65] AAUP, Statement on Shared Governance (1966).

Does the president have the right to bypass the faculty senate when creating policy?

Procedure 1002 prescribes a process for policy formation that bypasses the general faculty and the faculty senate. Under Procedure 1002, an individual submitting a proposed policy change must submit it to the vice president of the "division for the area from which the proposed Policy has emerged from one of his/her direct reports."[66] The Office of Legal Affairs will then review the policy, and then post it for a fourteen-day comment period. After that, the Office of Legal Affairs will review the comments and incorporate whatever changes it decides are necessary, and the vice president who submitted the policy proposal to the Office of Legal Affairs will then submit the policy to the president's cabinet, who will then make a recommendation to the president. The president will then choose to sign the policy or reject it.

In other words, the cycle of policy formation looks like this:

Policy initiator → Vice President → Office of Legal Affairs → 14-day public comment period → Office of Legal Affairs → Vice President → President's Cabinet → President.

When I discussed my concerns about this procedure with the provost and university counsel on March 2, and again with the provost alone on March 8, the university counsel and provost emphasized that Procedure 1002, contrary to my assumptions, pertains only to non-academic policies, and it will not affect the business of the faculty senate. When I asked what clause in Procedure 1002 limits the procedure to non-academic policies, the university counsel responded that this is implied in the definition of "university policy" given on p. 1 of the procedure: "Has broad application throughout the University and is intended to govern the actions of a majority of employees, faculty, students, contractors, and / or visitors." Academic policies, it was assumed, were narrower in scope and would not fall under that definition. I then asked why, if this pertained only to non-academic policies, Procedure 1002 has replaced the earlier procedures (1.2.1 and 1.3.1) implemented under Kyle Marrero that clearly differentiated between academic and non-academic policies and explicitly protected the faculty senate's role in passing those policies. The provost said that other policies at the university (e.g., the university statutes and, above all, BOR policy 3.2.3) protect the role of the faculty senate in enacting academic policy, and there is therefore no need for this to be reiterated in Procedure 1002 or any other procedure. The university counsel said that if the faculty senate wanted to, it could propose its own procedure outlining the faculty senate's role in academic policy creation, but that this was probably unnecessary. When I resumed this discussion with the provost on March 8 (without the university counsel present), I asked him whether the faculty senate could create policies in the way that it always had. The provost said that it could. If the faculty senate proposed a policy that would be applicable beyond the faculty, the proposal would need to be posted for a 14-day public comment period to give all those affected by the policy an opportunity to comment on it, but the faculty senate would not have to send the policy proposal to the appropriate vice president (i.e., the provost) before passing it and sending it to the president. I asked him if this exception to the normal process specified in Procedure 1002 was codified anywhere, and he admitted that it was not codified in the policy, but he said that he intended to follow the practice that had always been used for faculty senate business – that is, the practice of resolutions from the senate going directly to the president and becoming policy after the president signs it. The only exception to that normal practice in the future would be that when the faculty senate passed

[66] UWG Procedure 1002, 20 January 2021, https://www.westga.edu/administration/policy/assets/docs/UWGPL1002_PolicyAndProcedure_20210120.pdf.

a policy that was intended to be posted on the university's policy website and that applied to parties other than faculty, it would have to go through a public comment period. This would give all parties who might be potentially affected by the policy an opportunity to comment on it.

Procedure 1002, the provost therefore concluded, was nothing for faculty to be alarmed about. The business of the faculty senate could proceed in its normal fashion, and faculty would be barely affected by the new processes described in Procedure 1002.

Is this the case? Is Procedure 1002 really as innocuous as the provost suggested? I think the answer is that **Procedure 1002 codifies a demotion of the status of the faculty to merely one particular division of the university, with policymaking rights confined to a very narrowly defined sphere of Academic Affairs' operations, rather than making faculty approval a prerequisite for all policies affecting the university, as was the case at WGC / UWG for decades.**

In the early years of West Georgia College, during the 1930s, all (or nearly all) policies at West Georgia College were created at general faculty meetings and related committees. While that practice languished somewhat during the 1950s and 1960s, the general faculty meetings, along with their associated faculty committees, still played a role in creating or approving a large portion of university policy that was then codified in the faculty and student handbooks. In addition, the Executive Council and the subsequent Advisory Council, which handled a lot of day-to-day policymaking and policy interpretation, included elected faculty members. Then, in 1973, the faculty took policymaking into their own hands in a new way through the creation of a dual system of faculty senate and general faculty meetings. A faculty committee created a revised set of statutes, which the general faculty then voted on. From 1973 on, every revision to the statutes would be subject to a general faculty vote. The statutes were the most important policy document of the university, and they described the responsibilities of the president, vice presidents, and faculty. The faculty senate could propose revisions to the statutes, but the final step of ratification would be a general faculty vote. While the president could veto a vote of the general faculty, the general faculty also had the right to appeal the veto the university chancellor.

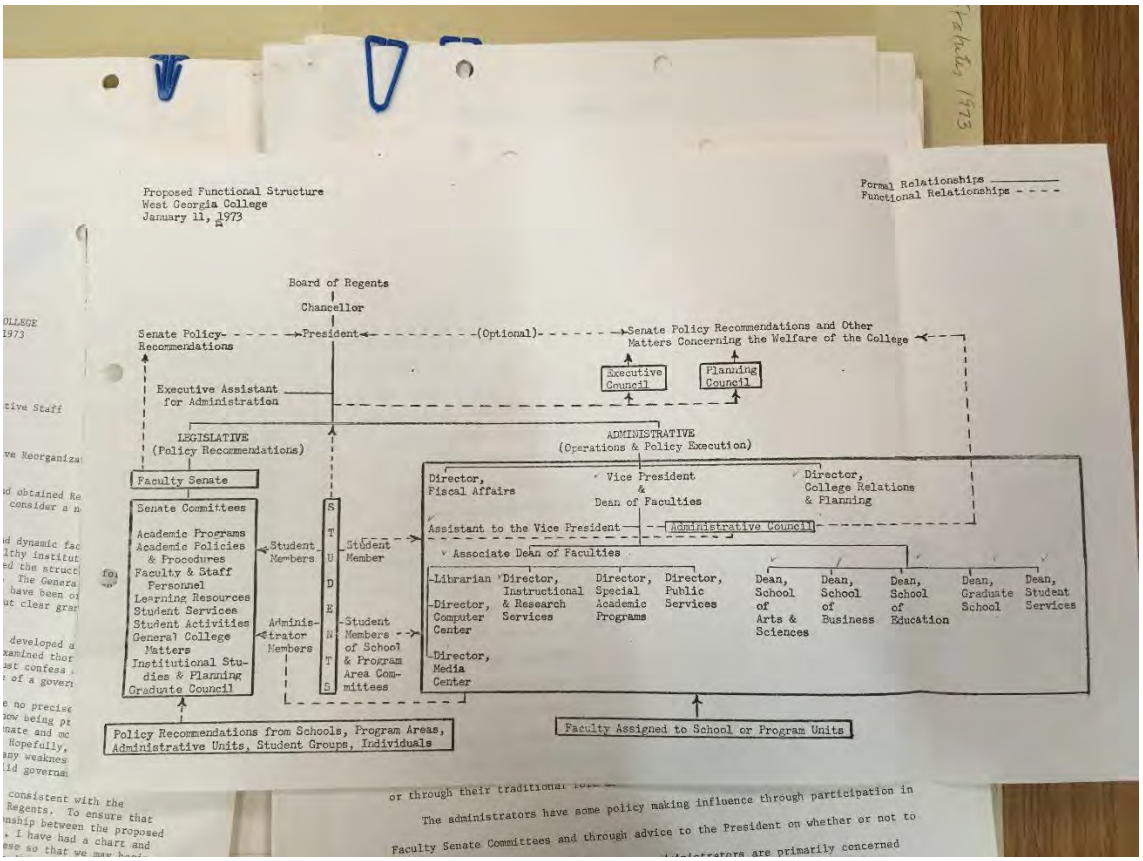
In 1996, a faculty committee excerpted the *Organizational Policies and Procedures* from the statutes, and codified a new system for revisions of university policy. The faculty handbook would be revised by the faculty senate. A general faculty vote would be required for any revisions to the *Organizational Policies and Procedures*. Revisions to the statutes would require both a general faculty vote and the approval of the Board of Regents. In this three-tiered system of university policy – with one document that pertained only to the faculty under the purview of the faculty system and two documents that outlined university policy as a whole under the control of the general faculty (with the foundational document also requiring approval by the Board of Regents) – the faculty remained the guardians of university policy. The president was given a substantial role in the process, since a presidential veto could block both faculty senate and general faculty actions (though the general faculty had the right to appeal the veto to the chancellor if they wished). The statutes also gave the president the right to be the final interpreter of the meaning of the statutes. The president thus was given both a judicial role in interpreting policy and an executive role in executing it. But the legislative role of the faculty in creating and approving policy was preserved.

In 2016, the Marrero administration, at the initiative of university counsel Jane Simpson, revised this procedure somewhat, with the approval of the faculty senate. While explicitly acknowledging the authority of the *Organizational Policies and Procedures* – which pertained mainly to academic policy - Procedures 1.2.1 and 1.3.1 created a new system for non-academic

policies. Non-academic policies (which were defined as "policies that do not concern matters governed by the Faculty Senate") would go through a university policy task force (which consisted mainly of non-faculty, but also included seven faculty representatives from the senate, including the faculty senate chair and the chair of the Rules Committee) and be subject to a 14-day public comment period. Academic policies would be generated by faculty senate committees and go through the faculty senate directly to the president.[67]

Procedures 1.2.1 and 1.3.1 may have represented a more significant shift in faculty governance rights at UWG than most faculty realized at the time, because (perhaps unintentionally) they largely ended the decades-long practice of general faculty votes on policies and procedures that had been in existence since 1973 and that had existed in an earlier form since 1933. Although the Procedure 1.3.1 recognized the *Organizational Policies and Procedures* as authoritative, new policies would instead be posted on the university policy website and would go through a new process that separated non-academic from academic policies. Yet faculty were still given the opportunity for substantial input in the creation of all policies. Academic policies would be governed by the faculty senate, and non-academic policies would go through a policy committee that included seven faculty representatives from the senate. This was in some sense an updated version of the vision that both the faculty and President Ward Pafford had outlined in 1973. As Pafford's diagram from 1973 had suggested, not only would the faculty senate send policy recommendations from the faculty directly to the president but it would also have the option to codify or weigh in on policy recommendations coming from the Administrative Council and Planning Council, which were committees composed jointly of faculty and administrators and that coordinated policy recommendations coming from administrative heads. Both the faculty and the president seemed to assume in 1973 that all policy matters, from every division on campus, could potentially concern the faculty, because the faculty were central to the success of the university's mission in a way that no other entity on campus was. Thus, in Pafford's diagram, the Director of Fiscal Affairs (the predecessor of the VP of Finance), for instance, did not have a special policymaking channel to the president that bypassed the faculty senate, because Pafford recognized that policy recommendations from administrators might need to be filtered through the recommendations from the faculty senate, as shown below:

[67] UWG Procedure 1.2.1, 15 May 2016, https://www.westga.edu/administration/policy/assets/docs/UWGProcedure1.2.1FormattingPoliciesandProceduressigned6.23.16.pdf; UWG Procedure 1.3.1, 13 May 2016, https://www.westga.edu/administration/policy/assets/docs/revised-policies/UWG_Procedure_1_3_1_Policy_Compliance_and_Revisions_signed_6.23.16.pdf; UWG Faculty Senate meeting minutes, 25 March 2016, https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/senate-minutes/fs-minutes-25march2016.pdf; Email to UWG Policy Task Force list, 17 August 2018.



Procedures 1.2.1 and 1.3.1, which the Marrero administration passed in 2016, reflected a new reality: the fact that the faculty were now a much smaller minority on campus than they had been in 1973, and that a larger portion of the university operations was now partly out of their direct control. Yet these procedures also recognized the continued relevance of the faculty senate in influencing all university policy, including the non-academic policy that was sent to the policy task force instead of the faculty senate.

In 1978 (the earliest year for which I could find data), West Georgia employed 265 faculty, 64 administrative staff, 127 clerical staff, and 140 maintenance staff. Non-administrative faculty accounted for 44 percent of the people employed at West Georgia College and about 57 percent of the salaries. Educational instruction in 1980 accounted for 54 percent of the university's budget. By the fall of 2019, UWG's non-administrative faculty (478 people) comprised only 26 percent of the university's 1,845 employees and about one-third of the salaries. Educational instruction accounted for only 33 percent of the university's annual expenditures. While the growth in the university's instructional budget grew steadily during the 40-year period between the late 1970s and 2019, the rest of the university's operations grew exponentially. In 1980, all non-instructional expenses for the university totaled only $5.8 million (equivalent to about $18.5 million today). In 2019, non-instructional expenses at UWG totaled more than $150 million.[68]

[68] 1980-81 West Georgia College Fact Book, 35, 39, https://www.westga.edu/administration/vpaa/iea/assets/docs/fact-books/FactBook_FY1980-1981.pdf; 2019-2020 University of West Georgia Fact Book, 123, 135-136, https://www.westga.edu/administration/vpaa/iea/assets/docs/fact-books/Fact_Book_2020.pdf.

West Georgia faculty attempted to deal with the growth in non-faculty staff at the university by advocating for a Staff Advisory Council, which was created through a faculty-endorsed revision to the university statutes in 2000 and approved by the BOR.[69] The original idea behind this was that staff could use their own organization to recommend policies that would affect their divisions. But this never happened to the degree that the faculty had hoped, because Procedures 1.2.1 and 1.3.1 bypassed the Staff Advisory Council entirely in policy creation. Yet these procedures did not bypass the faculty senate. Even in non-academic policy, the faculty senate still had a substantial voice, and on academic policy, it had a primary role and a direct channel to the president.

Procedure 1002, by contrast, no longer assigns the faculty senate any role in university policymaking, other than acknowledging that the faculty senate, like any faculty member or employee on campus, can propose a policy. By saying that academic policy does not fall under the definition of university policy, the university counsel implied that academic policy is simply divisional policy – that is, the policy of a single division that is subordinate to university policy as a whole. This may be true of much of what is in the faculty handbook, but it is not true of either the statutes or the *Organizational Policies and Procedures*. Those documents have always described the functioning of the university as a whole (including the president and the vice presidents), and they have always been considered binding, universal policy. They have also always been the purview of the general faculty. Now that is no longer the case. With Procedure 1002, the university counsel and the president have taken university policy out of the hands of the faculty entirely.

Procedure 1002 also makes policymaking almost entirely a function of the university vice presidents, the Office of Legal Affairs, and the president. Under this policy, all university policy proposals must go through a vice president and then to the Office of Legal Affairs. Then, after a public comment period and another round of vetting by the Office of Legal Affairs, policy proposals go to the president's cabinet, which acts as the final advisory body before the president signs the policy.

Who is in the president's cabinet? As this membership list (which I obtained from the provost's office) shows, the cabinet consists entirely of administrators – mostly vice presidents, associate vice presidents, assistant vice presidents, and directors:
Jon Preston (Provost and VPAA)
Cathi Jenks (Associate Vice President of Institutional Effectiveness and Assessment)
David Jenks (Vice Provost)
Jill Drake (Associate VP for Academic Affairs)
Annemarie Eades (VP of Administrative Services and COO)
Dale Driver (Assistant VP and Chief Information Officer)
Brendan Bowen (Associate VP for Campus Planning and Facilities)
Terri Walthour (Director of Human Resources)
John Haven (VP for Business and Financial Services)
Mark Reeves (Senior Associate Vice President of Auxiliary Services)
Russell Crutchfield (Associate Vice President and Chief of Staff)
Kristi Carman (University General Counsel)
Ron Richards (Director of Internal Audit)

[69] Beheruz Sethna, email to Clois Reese, 13 March 2000, Folder 15: "Statutes, 1996-2003," box 289, Beheruz N. Sethna Papers.

Andre Fortune (VP for Student Affairs and Enrollment Management)
Jennifer Jordan (Associate VP for Student Affairs and Enrollment Management)
Justin Barlow (Associate VP for Student Affairs and Enrollment Management)
Meredith Brunen (VP for University Advancement and CEO of UWG Foundations)
Nicole Fannin (Executive Director of Devlopment)
Brandy Barker (Executive Director of Creative Services)

There are no non-administrative faculty in the president's cabinet. Furthermore, only four (21 percent) of the nineteen cabinet members come from Academic Affairs. What's also striking about this list is that nearly half of the people on this list were not at UWG five years ago, which means that their institutional memory is relatively short. Not only have the general faculty been excluded from policy review but the entity that has replaced the faculty consists mostly of people outside of Academic Affairs and also mostly of people with a relatively short institutional memory – and therefore, little knowledge of the long history of shared governance at UWG.

How does the president's view of shared governance contrast with the historic norms at UWG? What should the faculty senate do in response?

The president and the provost have repeatedly reaffirmed the role of the faculty and faculty senate in creating and reviewing curriculum. And, in an echo of USG BOR policy, they have affirmed the right of the faculty senate to make rules governing itself and its own committees. But they have not suggested that the faculty senate's policy role goes substantially beyond these areas.

The president seems to view Academic Affairs as merely one division among several at the university, and perhaps not the most consequential. And within that division, the faculty play a relatively small role in suggesting policy. The university counsel has insisted that the faculty cannot regulate the president in any way. And the president's refusal to comply with the Faculty Senate By-Laws on the two occasions when faculty senators have requested a special meeting of the faculty senate shows that the president seems to hold that view himself.

With the passage of Procedure 1002 and the expected imminent demise of the *Organizational Policies and Procedures*, the general faculty now have no role in creating or approving university policy beyond individual faculty members (like all employees of the university and other members of the university community) being able to comment on policy drafts during the fourteen-day window for public comments. The faculty senate's role in policymaking is likewise restricted. While it can presumably continue to edit the faculty handbook, it no longer has a direct voice in recommending general university policy to the president, as it did in the past.

The faculty senate can serve as a policy advisory body to the president only when the president is willing to listen to the faculty senate. For that to happen effectively, as the AAUP Statement on Shared Governance (1966) declared, "the president should have the confidence of the board and the faculty." When that is not the case, it becomes very difficult for the faculty senate to function in any meaningful way beyond simply approving curriculum changes and making rules for its internal governance – some of the few functions that still remain for the senate under our current administration.

Whether the faculty senate can even shape tenure and promotion guidelines – which have been the purview of the general faculty or the faculty senate since the early 1970s – is now an open question, I think. This semester, when the faculty senate's Faculty Development Committee began working on a COVID-related promotion and tenure extension policy, the provost stated that his office would craft the policy, and although he solicited suggestions from the faculty senate and incorporated some of these suggestions in the policy draft, the policy was never brought to the faculty senate for a vote, but was instead issued solely in the name of the president. The 2021 Optional Extension Policy on Faculty Professional Review declared, "President Kelly exercised his authority to extend timelines for professional review of faculty by one year."[70] I applaud the policy, but am troubled by the precedent that the provost and president's decision not to allow the faculty senate to formally recommend this policy through a senate vote will create for future revisions in promotion and tenure policies.

Similarly, the administration has recently begun reshaping the policy regarding research leaves – an area that the AAUP's Statement on Shared Governance (1966) suggests should be under faculty purview, and which the faculty senate has always helped to shape through statements in the faculty handbook. On February 22, the provost stated in an email to members of the provost's council: "Regarding Leave of Absence requests, per UWG Faculty Handbook section 112 and USG Policy 8.2.7.4, these requests remain an option for tenured faculty. Across the USG, these are most often granted for exceptional cases where off-campus or other unique research activities support the strategic goals of the university in promoting scholarly work and encouraging professional development. Given the option for flexible workloads within colleges/schools wherein Deans may grant workload emphasis on research, scholarship, and creative activities (RSCA) while ensuring the needs of teaching, it is appropriate for department chairs and deans to work with faculty on how their proposed RSCA may fit into a flexible workload on an annual basis. This also allows for RSCA workload that is scalable appropriate to the proposed work. I will be discussing this at the next Deans Council meeting, and more details will follow from the Deans thereafter." With this declaration, the provost has suggested that research leaves, which the AAUP successfully lobbied for at this university a half-century ago and in the recent past were commonly given, may now be granted only in "exceptional cases." Faculty at UWG understand that budget restrictions may limit the number of research leaves that can be granted – a reality that the faculty handbook acknowledges. However, if faculty are not given any role in shaping the process for evaluation of research leave requests, the university's approach to this issue is at odds with the one that the AAUP's Statement on Shared Governance suggests – and at odds with historic norms at this university.

What can the faculty senate or the general faculty do in response to the loss of the faculty's role in the shared governance process? There are no easy answers here, because the institutional protections for faculty participation in the governance of the university depend largely on the willingness of a president and administration to endorse and uphold those protections. Previous presidents at this institution have occasionally come into conflict with faculty over interpretations of those protections, but I have found no evidence that any of them knowingly violated a faculty senate by-law and then subsequently refused to negotiate with faculty in any way. We are in an unprecedented situation at UWG. Many of the shared governance rights that faculty have traditionally enjoyed have already disappeared, and others are under imminent threat of being eroded.

[70] Optional Extension Policy on Faculty Professional Review, 2021, distributed by email to UWG faculty on 22 February 2021.

If faculty lose their opportunity to shape university policy, the educational mission – and, by extension, the students – at the University of West Georgia will suffer, because faculty governance at UWG has always been primarily centered on the institution's mission of educating and shaping the student experience. It has always been based on the premise that the faculty who engage with students inside and outside of the classroom and provide the education that is the central mission of the university have a unique role to play in working with the administration to shape the university's future direction. If that opportunity is lost, the university's historic mission will in some sense be lost as well.

Faculty participation in shared governance is a lot of work. It requires faculty to be willing to engage in the time-consuming, difficult tasks of committee work that is often unrewarding. But generations of faculty at UWG have dedicated countless hours of their time to this task because of their belief that the policies they shape and create will improve students' educational experiences and make the university more successful in its educational mission. Their strong advocacy of shared governance has stemmed from their dedication to the long-term well-being of the University of West Georgia and especially its students.

For forty-eight years, faculty who have participated in the faculty senate have enjoyed the benefits of a decades-long quest during the 1930s, the 1960s, and the early 1970s to make faculty governance central to the policymaking process at this institution. Because of the rights and responsibilities that West Georgia faculty won during that period and continued to build upon in the decades after that, new generations of West Georgia faculty have been able to continue to shape the growth of the university, advocate for (and consult with) students, and do whatever they can to ensure that students will have the best educational experience possible. If we want to preserve this opportunity for the next generation, we cannot allow West Georgia's historic tradition of shared governance to be radically reshaped and eradicated.

Appendix

Documents showing the origins of the *Organizational Policies and Procedures* (1996):

State University of West Georgia
Carrollton, Georgia 30118-4500

Office of the President
(770) 836-6442 • Fax (770) 836-6720

MEMORANDUM

To: The Faculty Senate and the General Faculty of the State University of West Georgia
From: Beheruz N. Sethna
Subject: Proposed Revisions in the *Statutes*
Date: September 9, 1996

Attached is a memorandum and a set of detailed documents presented by the committee charged with proposing revisions to the *Statutes*: Dr. David Hovey, Chair, Dr. Chester Gibson, Dr. Angela Lumpkin, Dr. Don Rice, Dr. Anne Richards, and Dr. Don Wagner. We owe them our thanks for their fine work.

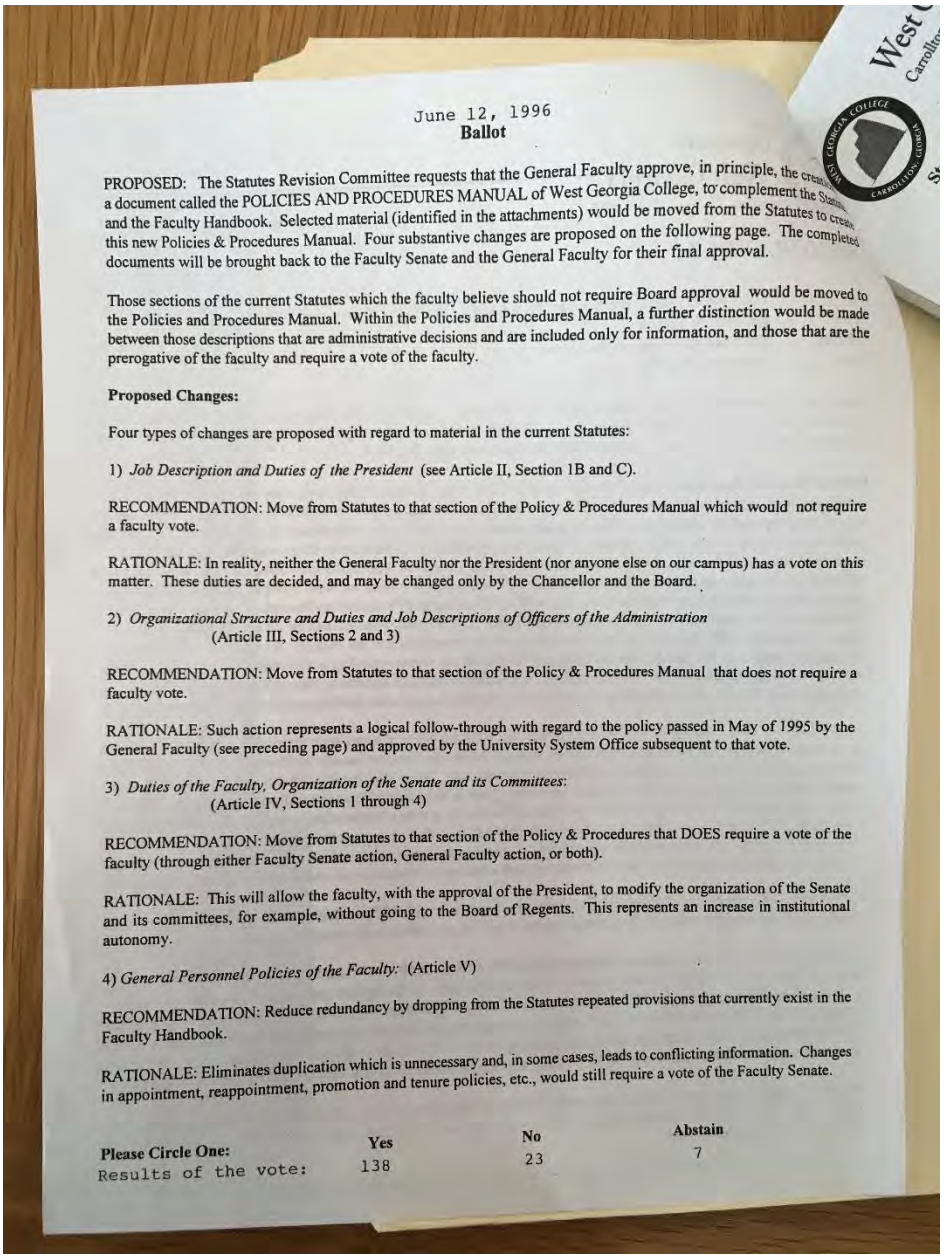
Background and Rationale: The Chancellor and the University System Office have made known their desire for a minimalist approach to the *Statutes*, since changes to the *Statutes* require a vote of the Board of Regents. There needs to be a clear separation of those items that do, in fact, need to come before the entire Board, in contrast with those which need only a vote of the faculty and those that need only information dissemination after presidential action. Further, because of discrepancies between the *Statutes* and the *Faculty Handbook*, the institution was being placed in a tenuous situation from a legal perspective. This issue was brought to our attention when we were trying to obtain Board approval for the changes proposed by the faculty as a result of the Planning and Prioritization Process. I informed the College Community of the problem in my memorandum dated July 12, 1995, and proposed that an *ad hoc* committee study the issue of streamlining the *Statutes* and propose revisions to be brought before the Faculty. To that end, the Chancellor visited the campus in the Fall Quarter of 1995, and discussed his views regarding a minimalist set of *Statutes* with a representative group of faculty and administrators. Immediately upon his departure, this *ad hoc* committee consisting of experienced faculty and administrators was constituted, and charged with drafting revisions to the *Statutes*.

At the June 12, 1996 meeting of the General Faculty, the changes to the *Statutes* were approved in principle, with the understanding that the detailed changes would be brought before the General Faculty for their approval (a copy of the ballot and result is presented on the reverse for your convenience). Since this material was not finalized until this past week, when many were gone during the break, and since there is a considerable amount of material here for faculty to review, the original idea of bringing this to the General Faculty for a vote at the meeting scheduled for September 18th was modified. This postponement was deemed desirable from a faculty perspective, so as to provide more time to review the material and to provide the opportunity to participate in open discussions before the vote of the General Faculty. In light of this, please note the following revised schedule for discussion of, and votes on, the attached material:

A **Faculty Senate** meeting has been called for **Friday, September 27, 1996 at 3:00 p.m.** in the School of Business Lecture Hall to consider and vote on the proposed revisions, as presented in the attached material.

On the Monday prior to the Senate meeting, **September 23, 1996, at 3:30 p.m.** in the School of Business Lecture Hall, there will be a non-mandatory Faculty Forum -- an **Open Meeting** -- to discuss the proposed revisions in the *Statutes*, so that anyone (Faculty, Senators, etc.) may ask questions of the Committee. This Forum will make the Faculty Senate Meeting on the 27th more productive, and will generate opportunities for faculty participation. In addition, since all Senate meetings are open meetings, the Senate meeting on the 27th will provide yet another opportunity for faculty questions and participation prior to a formal Faculty meeting at which a vote by the General Faculty will take place.

After the Faculty Senate has passed the proposed revisions to the *Statutes*, there will be a special called meeting of the General Faculty (during the Fall Quarter) to vote on the changes. Your continued participation and cooperation is critical to this important process.



June 12, 1996

Ballot

PROPOSED: The Statutes Revision Committee requests that the General Faculty approve, in principle, the creation of a document called the POLICIES AND PROCEDURES MANUAL of West Georgia College, to complement the Statutes and the Faculty Handbook. Selected material (identified in the attachments) would be moved from the Statutes to create this new Policies & Procedures Manual. Four substantive changes are proposed on the following page. The completed documents will be brought back to the Faculty Senate and the General Faculty for their final approval.

Those sections of the current Statutes which the faculty believe should not require Board approval would be moved to the Policies and Procedures Manual. Within the Policies and Procedures Manual, a further distinction would be made between those descriptions that are administrative decisions and are included only for information, and those that are the prerogative of the faculty and require a vote of the faculty.

Proposed Changes:

Four types of changes are proposed with regard to material in the current Statutes:

1) *Job Description and Duties of the President* (see Article II, Section 1B and C).

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures Manual which would not require a faculty vote.

RATIONALE: In reality, neither the General Faculty nor the President (nor anyone else on our campus) has a vote on this matter. These duties are decided, and may be changed only by the Chancellor and the Board.

2) *Organizational Structure and Duties and Job Descriptions of Officers of the Administration*
(Article III, Sections 2 and 3)

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures Manual that does not require a faculty vote.

RATIONALE: Such action represents a logical follow-through with regard to the policy passed in May of 1995 by the General Faculty (see preceding page) and approved by the University System Office subsequent to that vote.

3) *Duties of the Faculty, Organization of the Senate and its Committees*:
(Article IV, Sections 1 through 4)

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures that DOES require a vote of the faculty (through either Faculty Senate action, General Faculty action, or both).

RATIONALE: This will allow the faculty, with the approval of the President, to modify the organization of the Senate and its committees, for example, without going to the Board of Regents. This represents an increase in institutional autonomy.

4) *General Personnel Policies of the Faculty:* (Article V)

RECOMMENDATION: Reduce redundancy by dropping from the Statutes repeated provisions that currently exist in the Faculty Handbook.

RATIONALE: Eliminates duplication which is unnecessary and, in some cases, leads to conflicting information. Changes in appointment, reappointment, promotion and tenure policies, etc., would still require a vote of the Faculty Senate.

Please Circle One:	**Yes**	**No**	**Abstain**
Results of the vote:	138	23	7

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Proposed Revisions to West Georgia College Statutes, 1996

September 5, 1996

MEMORANDUM

TO: All Faculty

FROM: Statutes Revision Committee -- David Hovey, Chair, Chester Gibson, Angela Lumpkin, Don Rice, Anne Richards, Don Wagner

SUBJECT: Revised *Statutes*

The Statutes Revision Committee was charged with the task of revising the *Statutes* of the State University of West Georgia for the triple purpose of: 1) bringing them in line with actions of the General Faculty approved in Spring, 1995; 2) increasing the autonomy of the faculty on our campus and; 3) conforming with the requirements of the Board of Regents. After almost a year of deliberation the Committee submits the attached set of documents for your consideration.

The State University of West Georgia currently has two documents which define our relationship to the Board and the campus -- *The Statutes* and *The Faculty Handbook*. The Committee recommends that a third document be created -- *Organizational Policies and Procedures.* This will increase our institutional autonomy by transferring some sections in the current *Statutes* to the *Organizational Policies and Procedures* thereby allowing modifications to occur on campus rather than having everything subject to the Board of Regents' approval. (These changes were approved in principle June, 1996, by the Faculty Senate and the General Faculty. As promised the specific recommendations are presented now for your consideration.)

The three documents proposed are:

1. *Statutes*
2. *Organizational Policies and Procedures*
3. *The Faculty Handbook*

STATUTES: These define the essential relationship between the State University of West Georgia and the Board of Regents. The provisions contained in them can only be modified by a vote of the General Faculty and then must be sent for approval by the Board of Regents. (The provisions retained as part of the proposed new statutes appear under the column labeled "Statutes".)

ORGANIZATIONAL POLICIES AND PROCEDURES: This contains the material transferred from current *Statutes*. Modification can be achieved in two ways as reflected on the chart appearing beside the current *Statutes* in the attached material. First, some sections may be changed by the President through consultation with the appropriate constituencies and after informing the campus community in writing and in a timely manner. (These sections appear in the column labeled "President" on the chart.)

Second, some provisions transferred from the current *Statutes* may be modified only by a vote of the General Faculty. (These appear under the column labeled "General Faculty".)

THE FACULTY HANDBOOK: No changes were made to this document. In instances where there was duplication in the previous two documents the material in the *Faculty Handbook* was retained. Unless specifically required by institutional or system-wide regulations, modification of *Handbook* provisions are by actions taken by the Faculty Senate and approved by the President. (Material not retained in the current *Statutes* or the *Organizational Policies and Procedures* due to duplication is identified under the column labeled *"Faculty Handbook"*.)

The process is not complete. The *Organizational Policies and Procedures* is particularly susceptible to word or title errors since we did not want to confuse the issues by making changes in job descriptions, titles, etc., which we know need to conform with organizational changes already approved by the faculty last year. If you see mistakes please bear with us; another committee will be formed to update all the material in this document. The important thing is that we will be able to make changes on campus without waiting for Board approval.

Thanks for reading through this rather lengthy memo. This material will be discussed in a Senate meeting on Friday, September 27, 1996, and in an open forum on Monday, September 23, 1996, at 3:30 p.m. Both meetings will be in the School of Business Lecture Hall. Please let us or your Senators know of any concerns you might have.

A General Faculty meeting will be called after the Senate completes its deliberations on these documents. We need your presence to make our *Statutes* conform to Regents' requirements and our own votes last year. Please make every effort to attend this extraordinarily important meeting. Your participation is critical to our continued progress.

DHH:at

Figure 11

Policies and Procedures Handbook
Modification of Article IV, Section 2: Faculty Senate Organization

This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

APPROVED MODIFIED VERSION

Section 2. Faculty Senate Organization

Having an active faculty senate with a strong voice in the procedures and policies that govern the running of UWG is of pivotal importance at UWG. The tradition of faculty governance at West Georgia College has been a strong tradition since the founding of the West Georgia College in the 1930s. That tradition grew stronger during the late 1960s and early 1970s, with the adoption of a new philosophical grounding for shared governance that has been borrowed from the AAUP. The college's strong affirmation of faculty participation in the university's shared governance has been an integral part of the university statutes that the faculty created and is further codified in the structure and processes of the Faculty Senate. By understanding this long history and the culture of faculty participation in shared governance at UWG, faculty at UWG support the having an active Senate and shared governance, which not only enables a strong voice in the policies and procedures but also fosters a sense of responsibility and pride among faculty and staff. These policies and procedures in turn govern the running of UWG and are the first line of defense against the erosion of faculty participation in shared governance. In the long term, faculty participation in shared governance will strengthen unity between university administrators and faculty and staff. Senate Chair Daniel K. Williams (2021) has outlined a history of the development of faculty participation in Academic governance in the research paper in the appendix to this manual.

A. Composition of the Senate (Revised January 22, 2021)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;

2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;

3. Chair of the Senate;

4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio(nonvoting) member;

5. Duly elected senators will be apportioned to each college, school, and the Library, such that the number of Senators allocated to each of the above-mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Each college, school, or the Library is guaranteed 2 Senators regardless of size. Allocation of apportioned Senators will be determined by a vote of all full-time faculty within the college, school, and the Library. During reapportionment, current Senators will complete the portion of their term that comprises the academic year, and representation within an academic unit will be determined by that academic unit.

6. Executive Secretary

Figure 12

UWG Policies and Procedures Manual

Article III. By-Laws of the Faculties and Faculty Senate
A. Meetings

This item will be brought to the General Faculty for a vote in April 2022 according to Article IV, Section 3 of the UWG Policies and Procedures Manual.

APPROVED MODIFIED VERSION

A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Meetings may be held virtually if it is determined that modality to be the best venue for accomplishing the work assigned to the Senate and its committees. If a Senate member is unable to attend a Senate Meeting, a faculty proxy may be appointed by the Senator to attend the meeting in their place. If a proxy is attending in the place of a Senator, then the Senator must notify the Executive Secretary that a proxy will be attending the scheduled Senate meeting.

   Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of Senate meetings as well as proposals for consideration at the Senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

Figure 13

Teaching Learning and Assessment Committee
Revisions to UWG's SEI Instrument

Each question notes the original SEI question and the approved revision to the question or deletion.

Q1. Original question: "I correctly utilized all required course texts and materials.".
Revised question: "I engaged with the course materials."

Q2. Original question: "I check my online course at least two times per week."
Revised question: "I did my best to prepare for and participate in this course."

Q3. Original questions: "I have consistent access to the technology required for this course."
Revised question: "I had access to the technology required for this course."

Q4. ***Delete: "I was well-prepared for class."***

Q5. ***Delete: "I avidly participated in all class activities."***

Q6. Original questions: "If/When I struggled with course material, I sought help from the professor or from resources provided to me."
Revised question: "When I struggled in the course, I sought help."

Q7. ***Delete: "This course challenged my intellect."***

Q8. Original question: "Class discussions and/or activities helped me to understand the subject matter."
Revised question: "Course activities helped me to learn the subject matter."

Q9. Original question: "Course assignments helped me to understand the subject matter."
Revised question: "Course assignments helped me understand the subject matter."

Q10. Original question: "Course content was presented effectively."
Revised question: "The instructor presented the course content effectively."

Q11. ***Leave question as written: "Required course texts and/or materials helped me to understand the subject matter."***

Q12. Original question: "Test content was representative of assigned material."
Revised question: "Assessments were reflective of course material."

Q13. Original question: "Tests and/or assignments required problem solving, critical thinking, and/or creative thought."
Revised question: "Assessments required me to use problem solving, critical thinking, and/or creative thought."

Q14. ***Delete: "The instructor demonstrates knowledge of his/her discipline."***

Q15. Original question: "The instructor clearly explains course expectations."
Revised question: "The syllabus clearly outlined course expectations and evaluations of student work."

Q16. ***Delete: "The instructor clearly explains how students will be evaluated."***

Q17. Original question: "The instructor evaluates and returns tests and assignments in a reasonable period of time."
Revised question: "The instructor provided helpful feedback on assignments."

Q18. ***Delete: "The instructor presents material in an organized manner."***

Q19. ***Leave question as written: "The instructor communicates effectively."***

Q20. ***Leave question as written: "The instructor demonstrates respect for students."***

Q21. ***Leave question as written: "The instructor is receptive and responsive to the sharing of ideas during course discussions."***

Q22. ***Leave question as written: "The instructor offers and is available for individual assistance."***

Q23. ***Delete: "What are the most important things you learned in this course?"***

Q24. ***Delete: "How will you use the knowledge you gained in future classes and/or in your chosen profession?"***

Q25. Original question: "Explain any positive changes you would like to see made to this course."
Revised question: "Explain what supported your learning in this course, and provide any suggestions for change."

Q26. Original question: "Comment specifically on the value of texts, class materials, assignments, and class activities."
Revised question: "Comment specifically on how texts, materials, assignments, and/or activities contributed to your learning."

Q27. ***Delete: "Comment on the evaluation methods utilized—fairness, difficulty, ease, etc."***

Q28. Original question: "Comment on the instructor's overall effectiveness as a teacher in his/her discipline"
Revised question: "Comment specifically on the instructor's overall effectiveness in this course."