

**Faculty Senate**  
**Meeting Minutes**  
**February 21, 2020**  
**Approved March 23, 2020**

1. Call to Order

*Chair Butler called the meeting to order at 1:04 p.m.*

2. Roll Call

*Present:*

*Bertau, Besnosov, Boumenir, Branyon (sub. Arrington), Cheng, Dahms, Dutt, Elman, Faucette, Fuentes, Gault, Geyer, Gezon, Gordon, Green, Hansen, Hodges, Hong, Kellison, Khodkar, Koczkas, Lanier, McKendry-Smith, MacKinnon, McLean, Miller (sub. Insenga), Moon, Morris, Nickell, Ogletree, Pashia, Pazzani, Pencoe, Pidhainy (sub. Vasconcellos), Rees, Remshagen, Richter (sub. Volkert), Scullin, Self (sub. McCord), Sterling, Taylor (sub. McClenny), Tweraser, and Wadlington (sub. Smith)*

*Absent:*

*Barbour, Chwialkowska, Ivory, Kimbrell, Neely, Reber, Towhidi, and Wang*

3. Approval of Minutes from January 24, 2020

*Minutes unanimously approved by voice vote.*

4. Committee Reports

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

**Action Items:**

A) Richards College of Business

1) Department of Economics

- a) [Bachelor's of Business Administration with a Major in Data Intelligence and Business Analytics](#)

Request: Add

*Item approved unanimously.*

- b) [ECON 3408 - Introduction to Programming for Analytics](#)

Request: Add

- c) [ECON 4408 - Visual Analytics](#)

Request: Add

- d) [ECON 4476 - Senior Seminar in Data Intelligence and Business Analytics](#)

Request: Add

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

B) College of Social Sciences

1) Department of Sociology

- a) [Global and Comparative Studies Certificate](#)

Request: Modify

*After some discussion over concerns regarding whether students would confuse this certificate with the Global Studies program on campus, Dr. McKendry-Smith assured faculty that this was a certificate only available for students majoring in Sociology. The item was approved with a vote of 39 in favor and 4 opposed. There were no abstentions.*

2) Department of Anthropology

- a) [ANTH 4184 - Anthropology Capstone](#)

Request: Modify

*Item approved unanimously.*

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

**Action Items:**

A) College of Social Sciences

1) Department of Anthropology

- a) [ANTH 6103 - Field Methods in Cultural Resources Management](#)

Request: Add

*Item approved unanimously.*

- b) [ANTH 6885 - Special Topics in Anthropology](#)

Request: Add

*Item approved unanimously.*

2) Department of Mass Communications

- a) [COMM 5585 - Special Topics in Communication](#)

Request: Add

*Item approved unanimously.*

B) Tanner Health System School of Nursing

- 1) [Master of Science in Nursing, M.S.N.](#)

Request: Modify

*Item approved unanimously.*

C) College of Education

- 1) Department of Early Childhood through Secondary Education

- a) [ECED 8200 - Oral Comprehensive Exam for the Elementary Ed.S.](#)

Request: Add

*Item approved unanimously.*

- b) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

Request: Modify

*Item approved unanimously.*

- 2) Department of Educational Technology and Foundations

- a) [Media, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

- b) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

*Items a and b were taken as a block and approved unanimously.*

- 3) Department of Sport Management, Wellness, and Physical Education

- a) [PHED 6630 - Assessment and Program Evaluation in Health and Physical Education](#)

Request: Add

- b) [PHED 6675 - Current Issues and Trends in Health, Physical Education, and Sport](#)

Request: Add

- c) [PHED 7660 - Developing the Whole Child for 21<sup>st</sup> Century Learning](#)

Request: Add

- d) [PHED 7665 - Analysis of Research on Teaching in Health and Physical Education](#)

Request: Add

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

- 4) Department of Literacy and Special Education

- a) [Reading Instruction, M.Ed.](#)

Request: Modify

*Item approved unanimously.*

**Information Item:**

A) Graduate School

- 1) Procedure for Requesting Degree Time Limit Extension

*These modifications result in a more detailed form that includes a more comprehensive set of instructions on how to complete the form as well as a timeline for degree completion and benchmark template.*

**Committee III: Institutional Planning Committee (Felix Tweraser, Chair)**

**Action Item: (Figure 1)**

A) UWG “Flame of Knowledge” Proposal, Patrick Erben

*After some discussion over concerns regarding institutional memory and cost, the item was approved with 41 in favor and 2 opposed. There were no abstentions.*

**Committee IV: Intercollegiate Athletics and University Advancement Committee (Scott Gordon, Chair)**

**Information Item:**

A) UWG Athletics and Student Success, David Haase

*Committee Chair Scott Gordon and Assistant Athletic Director David Haase took a moment to recognize the academic accomplishments of our student athletes and highlight the important work done by the UWG Athletics Department in promoting the success of their students. The success outlined in this presentation noted that the GPAs for student athletes have been consistently higher than that of the general student population for the past five academic years. Student athletes also consistently participate in Honors Day and Scholars Day and a significant number are Ingram Scholars. This is due in no small part to the Athletics Department’s efforts to track and evaluate students’ academic progress, students’ credit hours for compliance, and academic preparedness, as well as continued success in organizing study halls, academic meetings, and connecting students with on-campus resources.*

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

**Action Items:**

A) UWG *Faculty Handbook*, Section 102.0201

1) Section 102.0201 The Probationary Period (**Figure 2**)

Request: Modify

*Item approved unanimously.*

B) UWG Academic Affairs Policies Index, UWG Procedure 2.4.2

1) UWG Procedure 2.4.2, Pre-Tenure Review (**Figure 3**)

Request: Approve

*Item approved unanimously.*

C) UWG *Faculty Handbook*, Section 103.0201

1) Section 103.0201.A.1, Faculty Promotion and Tenure Evaluation (**Figure 4**)

Request: Modify

*Item approved unanimously.*

D) UWG Academic Affairs Policies Index, UWG Procedure 2.2.3

1) UWG Procedure 2.2.3, Evaluation Process (**Figure 5**)

Request: Approve

*Item approved unanimously.*

E) UWG *Faculty Handbook*, Section 103.0402

1) Section 103.0402, Time Limitations (**Figure 6**)

Request: Modify

*Item approved unanimously.*

F) UWG Academic Affairs Policies Index, UWG Procedure 2.3.1

1) UWG Procedure 2.3.1, Time Limits for Tenure (**Figure 7**)

Request: Approve

*Item approved unanimously with the following friendly amendment to section B.1 Time Limits: Whereas the sentence read “Tenure may be awarded upon recommendation by the President” it now reads “Tenure may be awarded upon approval by the President.”*

G) UWG *Faculty Handbook*, Section 104.01

1) Section 101.01 – 104.0101 Administrative Evaluation of Faculty

Request: Modify

*After lengthy discussion regarding section the section on Administrative Evaluation of Faculty, Dr. Elman proposed a friendly amendment of the sentence “The evaluation process shall utilize the*

*Student Evaluations of Instruction” to include the phrase “among other tools.” The friendly amendment passed with a vote of 21 in favor, 4 opposed, and 9 abstained. Discussion continued.*

*Tami Ogletree moved to table 104.0101 to allow for further discussion at the committee level. The vote to table the motion passed with a vote of 17 in favor, 12 opposed, and 6 abstained.*

#### H) UWG Academic Affairs Policies Index, UWG Procedure 2.4.1

##### 1) UWG Procedure 2.4.1, Annual Evaluation

Request: Approve

*As this procedure was directly related to the proposed modifications for 104.0101 of the Faculty Handbook, Dr. Remshagen requested that the addition of UWG Procedure 2.2.3 be tabled.*

*The proposal to approve UWG Procedure 2.2.3 for the UWG Academic Affairs Policies Index was tabled.*

#### 5. Old Business

- *Dr. David Jenks gave an update on the status of the reorganization of the core, and asked for feedback of the draft that was sent out to all faculty via email on Monday, February 17. Faculty can also leave feedback via [this form](#) on the USG website. There are some concerns regarding the either/or approach to History and Political Science as well as the absence of a lab requirement for the science requirement. Further concerns centered on the Thematic Journeys option, and how a redesigned core would impact current initiatives like LEAP West and Momentum year. Furthermore, while the USG Standard Learning Outcomes can be found on the [USG Website](#), they are not clearly indicated in the current draft of the redesigned core. While the Draft is currently in Phase 4, which is the feedback phase, many expressed concerns that Fall 2021 was too soon to implement a redesigned core.*

#### 6. New Business

#### 7. Announcements

A) QEP Impact Report, Nadejda Williams (**Figure 8**)

B) Senate Liaison Reports

*No Liaison Reports*

#### 8. Adjournment

*The meeting adjourned at 2:50 p.m.*

Respectfully Submitted by Colleen Vasconcellos  
Executive Secretary, Faculty Senate

## Figure 1

### UWG “Flame of Knowledge” Proposal

#### 1. Goal/Mission:

As members of the UWG Sustainability Council, we propose a solution to lower the costs and carbon emissions associated with the UWG “Flame of Knowledge” by either lighting the flame only on certain special occasions (rather than year-round) and/or replacing it with an electronic flame powered by solar panels. Our proposal contributes to and supports our institution’s commitment to the values of sustainability, integrity, caring, and wisdom. As an institution of higher education, we should be mindful of the example we set for the students, staff, faculty, and community at large. As a campus with 50% Pell-grant eligible students, it is socially insensitive to waste money and resources on an amenity that is purely aesthetic and symbolic (with the symbolic function already satisfied by the bronze flame sculpture serving as the flame’s base). Moreover, the current budget crisis at UWG (with faculty members slated to lose their jobs) makes a continually burning flame fiscally irresponsible and ethically questionable. As such, the “Flame of Knowledge” actually appears to be a misnomer and displays a lack of environmental and social responsibility. Our proposal seeks to educate our students, create a new sustainability tradition, and mitigate the effects of climate change.

#### 2. Problem and Facts:

The Flame of Knowledge emits an estimated one (1) ton of combined CO<sub>2</sub> and CO<sub>2</sub> equivalent (from released methane) per week.<sup>1</sup> Assuming that the flame stays lit year-round, it produces 52 tons of CO<sub>2</sub> and CO<sub>2</sub> equivalent per year.

According to the [EPA Greenhouse Gas Equivalencies Calculator](#), 52 tons are equivalent to:

- 5.6 homes’ energy use for one year
- 10 passenger vehicles driven for one year
- 6 million smartphones charged

Avoiding or sequestering this amount of greenhouse gas/carbon emissions would require:

- 55.5 acres of U.S. forests in one year
- 780 tree seedlings grown for 10 years
- 2,058 trash bags of waste recycled instead of landfilled

In sum, the greenhouse gas emissions released into the atmosphere as well as the costs of burning the needed gas are, in our estimation, unjustifiable.

#### 3. Plan of Action:

We propose lighting the flame only to mark special occasions on our campus: Graduation (with a designated period prior to graduation for photo-ops), Preview Day (3 times per year), and Homecoming weekend. Alternatively, we may explore the option of installing an electronic, solar powered “flame.” We propose a concerted campaign to educate the campus and Carrollton community about the fiscal and environmental detriment of keeping the flame lit most of the

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<sup>1</sup> Estimates were provided by the UWG office of Risk Management/Environmental Health & Safety. Email, September 23, 2019.

year, while explaining the benefits of turning it off (with the exception of the special occasions mentioned). Such a campaign would include a widely advertised “Turn-off-the-Flame” celebration organized by the Sustainability Council to highlight ways in which students, faculty, staff, and community members can reduce their carbon footprint, practice energy conservation, and move to green energy sources.

Dr. Patrick Erben, faculty

Joy Ginther, M.A, staff

## FIGURE 2

### APPROVED REVISED VERSION

#### 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 a copy of this Handbook as well as the written departmental promotion and tenure policies and procedures and is referred to the web site <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf>. These specific department policies may be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Department promotion and tenure policies must be developed by the tenured department 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, 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 the Provost 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 appropriate academic degrees. 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 non-tenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the department. Recommendations for reappointment of faculty members shall be presented through the appropriate administrative channels 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.

## FIGURE 3

### UWG Academic Affairs Policies Index

#### APPROVED PROCEDURE



#### **UWG PROCEDURE NUMBER: 2.4.2, Pre-Tenure Review**

##### ***Authority:* UWG POLICY 2.4, Recurring Faculty Evaluations**

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of Procedure 2.4.2 is to outline all steps in the process of the pre-tenure review for University of West Georgia faculty undergoing or performing review.

#### **A. Definitions**

1. ***Probationary period*** – See BoR Policy Manual, Section 8.3.7.4 Award of Tenure.
2. ***Tenure*** – Employment status that may be awarded to tenure-track faculty after the probationary period. Per BoR Policy 8.3.7.2: Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

#### **B. Procedures for Pre-Tenure Review**

1. 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.
2. Dossiers must be submitted electronically in a format approved by the Provost.
3. A 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 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.
4. The Pre-Tenure Review committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies.

5. The Pre-Tenure Review Committee will report its findings to the 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 appropriate academic degrees.
6. In addition to the above report, the department chair and the dean will each provide separate written reports as to the progress of the faculty member toward promotion and/or tenure.
7. 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.
8. The faculty member is encouraged to reply to the reports. The faculty member should note that progress judged toward promotion and/or tenure in this report does not guarantee a favorable or unfavorable recommendation later on.

**C. Compliance**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2020.

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

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

*Previous version dated:* N/A

## FIGURE 4

### APPROVED REVISED VERSION

#### **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 by whatever means the department shall determine, shall formally review dossiers submitted to the department chair. 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. 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. The departmental 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.

## FIGURE 5

UWG Academic Affairs Policies Index  
Approval of UWG Procedure 2.2.3, Evaluation Process

### APPROVED PROCEDURE



#### **UWG PROCEDURE NUMBER: 2.2.3, Evaluation Process**

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

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

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the faculty evaluation procedure for tenure and promotion.

#### **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 by whatever means the department shall determine, shall formally review dossiers submitted to the department chair. 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. 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. The departmental 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 areas where 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 103.0202.

**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, the College of Business, the College of Education, 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, 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 departmental 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 under consideration for promotion and/or tenure. Any supervisor may be called to discuss with 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 ballots 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 departmental 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 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 departmental 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 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 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 report shall 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.

**G. Compliance**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2020.

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

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

Previous version dated: N/A

## FIGURE 6

UWG Faculty Handbook  
Modification of 103.0402, Time Limitations

### APPROVED REVISED VERSION

#### 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 to Board 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 requests 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.

## FIGURE 7

UWG Academic Affairs Policies Index  
Approval of UWG Procedure 2.3.1, Time Limits for Tenure

### APPROVED PROCEDURE



#### **UWG PROCEDURE NUMBER: 2.3.1, Time Limits for Tenure** **Authority: UWG POLICY 2.3, (Tenure)**

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.3, establishes the following procedures for compliance with UWG Policy 2.3 on Tenure:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the time limits for tenure.

#### **A. Definitions**

1. **Probationary credit** - See [BOR Academic and Student Affairs Handbook](#), 4.4.1 Probationary Credit Toward Tenure.

#### **B. Time Limits**

1. Tenure may be awarded upon approval 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 to Board Policy 8.3.7.4.

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

**C. Compliance**

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Academic and Student Affairs Handbook, 4.4 Award of Tenure and BOR Policy Manual, 8.3.7 Tenure and Criteria for Tenure)

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2020.

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

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

Previous version dated: N/A

## FIGURE 8

### QEP Impact Report: Improving Student Writing in the Core

#### **Goals and Intended Outcomes of the QEP**

The University of West Georgia's inaugural Quality Enhancement Plan aims to improve undergraduate writing in the core curriculum, with the goal of preparing students to write more effectively, thus positioning them to succeed at the upper level of the undergraduate curriculum and beyond graduation. With this ambitious goal in mind, the university adopted a commensurately ambitious five-pronged approach: (1) WOLF summer module for incoming freshmen; (2) inclusion of writing assignments and their assessment via a QEP rubric in all areas of the core curriculum; (3) bolstering on-campus writing tutoring services; (4) increasing student awareness of and access to online writing tutoring services; (5) faculty development.

The initial goals of the QEP involved supporting and assessing these five areas in ways appropriate to each, with the overall intended outcome of seeing a tangible improvement in student writing during the students' progression through the core. In addition, while the original proposal did not articulate a precise faculty development learning outcome, there was an assumption from the outset that student success in this QEP is closely connected to equipping faculty and staff across campus to better serve student writers. Indeed, the Center for Teaching and Learning was established at the same time as the QEP proposal was submitted, with the aim of serving as a resource for this initiative and beyond. Organically, during the process of implementation, a faculty learning outcome developed: to train faculty across disciplines in best practices of teaching and assessing writing in the core. Of special importance is the training that faculty across campus received in the use of rubrics in teaching and assessing writing.

#### **Changes to the Original QEP Proposal and Justification for the Changes**

In addition to clarifying the faculty development learning outcome for the QEP (area 5), two non-substantive changes were made to the implementation and assessment of the QEP in area 2 – the incorporation of writing assignments and their assessment via a QEP rubric in all areas of the core. The two changes brought the campus in alignment with best practices for writing-based QEP's, and yielded better data.

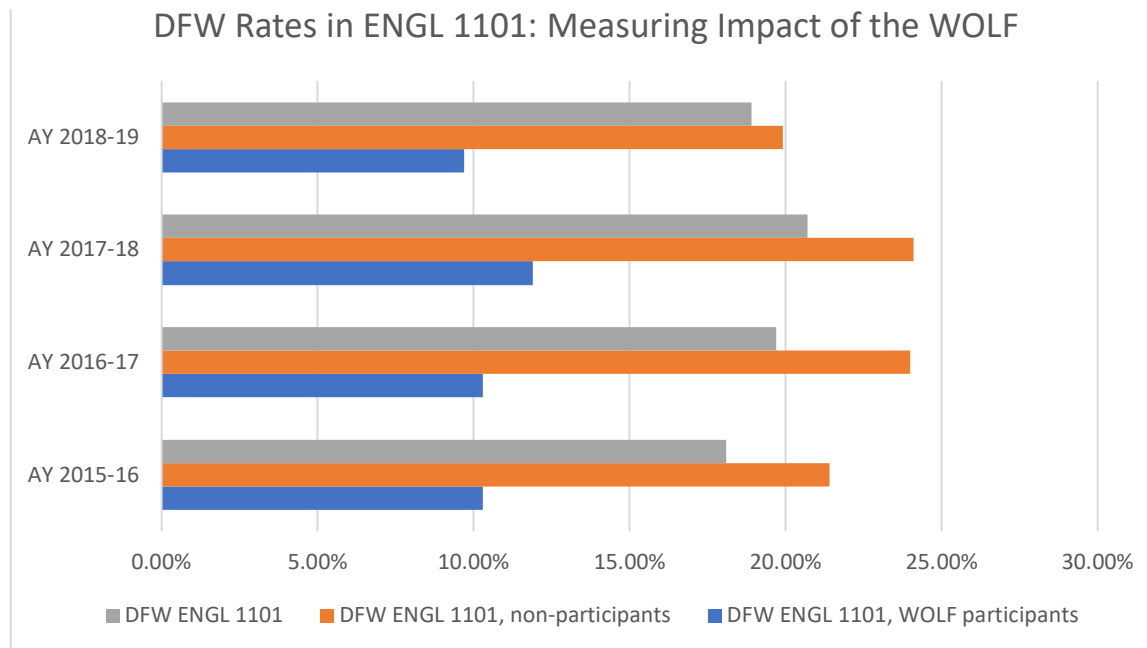
The first of these changes, implemented during the third year of the QEP, was a switch from course-specific QEP rubrics for writing assignments and scoring solely by professors for the courses, to random sampling of QEP assignments across campus, and the scoring of those samples via a uniform campus-wide QEP rubric and a new QEP Assessment Committee. A review of data after the first two years showed that when writing was scored by professors for courses, scores varied too widely to be meaningful even for different sections of the same course and even when norming training was provided.

The second of these changes stemmed from the erroneous assumption made in the original QEP proposal, that students progress through the core sequentially. Most of the courses originally earmarked for QEP assessment are most commonly populated by freshmen, and thus QEP assessment conducted in these courses was not providing a narrative of change over time. A

change was implemented during the fourth year of the QEP, bringing more sophomore-level courses into the QEP. This allowed for comparison of writing abilities between freshmen and sophomores, providing data on the growth of student-writers as they progress through the core. Further justification on both of these changes is provided below in the description of the impact of QEP area 2.

### Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 1: WOLF Module

An online, non-credit summer course, WOLF (Writing OnLine for Freshmen) has been developed to be taken by all in-coming freshmen as part of summer orientation, preparing them for writing at the college level. In order to measure the impact of this course, failure rates (grades of D, F or W) among students who took the course have been compared each academic year with the DFW rates for students who did not complete the course. The chart below summarizes the results.



Data from the WOLF shows that this area has had the most positive impact on student success. Students who complete the WOLF have significantly lower DFW rates in ENGL 1101. Since success or failure in ENGL 1101 is the greatest single predictor for a given student’s subsequent ability to stay in college, the impact of the WOLF reaches far beyond the goals of this QEP. In addition, the success of the WOLF in preparing students to perform in freshman English courses has provided a productive model for other units on campus. In particular, the Department of Mathematics has since developed a similar online module that aims to prepare students to succeed in college mathematics courses.

### Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 2: QEP Courses in the Core

As stated in the executive summary, a writing learning outcome has been added to core areas A-E, thus ensuring that all students will complete the core with a minimum of six courses with a significant writing component. Since the aim was for students to gain experience by writing across disciplines in the core, the university developed a rubric template, which individual departments then customized for their particular disciplines and courses. The university's QEP Implementation committee, active in the year before implementation began and during the first two years of implementation, included representatives from every department that teaches QEP courses.

This was the most intensive area of implementation, and one that required the bulk of the financial investment in the QEP – a grand total of \$300,000 was allocated for new faculty and staff hires who would be especially heavily involved in the QEP. An additional \$20,000 per year was allocated to compensate faculty and graduate student scorers in large-size QEP sections.

The originally proposed approach was followed without changes for the first two years of implementation. Two non-substantive changes were introduced thereafter. The process of arriving at these changes, furthermore, ended up being one of the unforeseen but positive results of the QEP, as described later in this report.

Assessing the QEP in core courses for the first two years had resulted in massive amounts of data, since each student in every single section of every QEP course had to submit one written assignment to be assessed via the QEP rubric by the professor for that course. In total, 12,876 individual QEP assignments were scored during AY 2015-16 (first year of implementation) and 13,335 QEP assignments were scored during AY 2016-17. Despite the astounding data points present, however, the QEP data from courses did not provide meaningful data. First, norming problems were apparent, as the variation of scores was significant from instructor to instructor in multiple sections of the same course. Second, because of the different expectations, scores varied dramatically between departments. Finally, some faculty were not comfortable with the scoring of one or more portions of the QEP rubric (the grammar portion was especially in this category), and awarded top points for that criterion to all students. Overall, the data from the QEP course assessments did not present a uniform story either about the students as a body or about individual students. The original aim of the QEP was to be able to document individual students' progress through QEP courses and, ideally, to be able to see improvement in a student's QEP scores over time. The data from the first two years, however, showed that this goal was not achievable with the data collection process, both because of the different expectations of faculty in different disciplines, but also because students do not proceed through the core sequentially.

In order to solicit qualitative feedback and implement positive change, focus groups with students and faculty were held in Spring 2017. Student Focus Group meetings were held with 9 course sections in four disciplines (2 in Chemistry, 3 in English, 2 in History, 2 in Political Science), surveying a grand total of 271 students. The courses selected for the focus groups were specifically courses that are traditionally largely populated by freshmen—a group statistically known to be enrolled in mostly QEP courses. All but one of these courses (HIST 2112) were QEP courses, which means that the students in those courses had to complete at least one writing assignment that was graded with the QEP rubric. Because the same students typically take

multiple QEP courses in the same semester, it was not necessary to survey sections of courses in all areas of the core. One Honors core section (a Chemistry lab) was included in the sample in order to incorporate Honors students' voices in the process.

Student feedback showed that students largely cared about improving their writing, and felt that their professors cared about helping them improve as well. At the same time, students complained that in many of their QEP courses, writing was not properly integrated, but was merely an extra add-on assignment.

The same semester, two lunch-time faculty focus groups were held with faculty heading QEP initiatives in their departments, and a third focus group was held with First Year Writing faculty in the English Department. In addition, one-on-one meetings were held with several faculty who were unable to come to the lunch faculty group meetings. Finally, a number of faculty provided feedback via email. Altogether, 39 faculty from twelve departments and programs (Art, Chemistry, English, Foreign Languages and Literatures, History, Library, Mass Communications, Music, Philosophy, Physics and Astronomy, Political Science, and Theater) provided input. Finally, a Provost's Symposium in June 2017 brought together 37 faculty and staff from across campus who either have taught QEP courses and/or had expertise in teaching research and writing to undergraduate students.

Faculty feedback revealed that the QEP in its original form was contributing to faculty burnout, and one significant culprit was the data collection process. Faculty were required to score QEP assignments in their courses using a QEP rubric, and often did so in addition to grading the assignments with a different rubric for the purposes of their course. The process of uploading the rubric to a special drive afterwards was clunky and frustrating as well. Since the data provided from this method was not meaningful, the recommendation from the Provost's Symposium was to switch to stratified random sampling of student writing from QEP courses to be scored at the end of each semester. A new QEP Assessment Committee was formed to oversee the task. The Committee consists of twelve faculty and staff, representing each college and school on campus, including the Library, and is chaired by the QEP Director acting as a thirteenth member.

The switch was made, therefore, effective Fall 2017 semester, to stratified random sampling, striving for an accuracy of +/- 5-10% (depending on semester), and the scoring of all selected samples via a uniform rubric, developed by the new QEP Assessment Committee. A total of 350 samples from QEP courses have henceforth been selected each semester, and are scored over two work days at the end of each term. The methodology used for selecting the samples is as follows: based on enrollments in all sections of each QEP course for that term, the IEA Director informs the QEP Director of the number of samples needed from each course. The methodology specifically factors in the under-sampling of certain courses (most notably, ENGL 1101-1102) while over-sampling others (e.g., Art). In order to achieve the most meaningful data results, the sampling includes all campus locations and instructional sites and all modes of delivery. Finally, when available, Honors sections of courses are included in the sampling. In sampling, the committee has been using the following rubric, developed by the QEP Assessment Committee, and based on the original QEP rubric template that was approved by SACSCOC at

its last accreditation visit. While the Learning Characteristics in bold were the ones approved by SACSCOC, and thus not subject to change, the targets in italics are the focus of current assessment.

### QEP Common Writing Rubric

<b>SCORE</b>	<b>4 = Exemplary (Exceeds Expectations)</b>	<b>3 = Proficient (Meets Expectations)</b>	<b>2 = Developing (Does Not Meet Expectations)</b>	<b>1 = Unsatisfactory (Failing)</b>
<b>Learning Characteristics</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>
<p><b>I: Adapt written communication to specific purposes and audiences.</b></p> <p><i>Target: clarity and comprehensibility of language</i></p>	No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.	Some sentence-level errors interfere with the comprehension and clarity of the response.	Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.	Pervasive sentence-level errors render the response incomprehensible.
<p><b>II: Synthesize and logically arrange written presentations.</b></p> <p><i>Target: organization of ideas</i></p>	The response has a focus and exhibits excellent logical development and organization of ideas.	The response has a focus and exhibits an overall understanding of logical development and organization of ideas.	The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.	The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.
<p><b>III: Recognize and identify appropriate topics for presentation in writing.</b></p> <p><i>Target: critical thinking</i></p>	The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.	The response demonstrates independent critical thinking occasionally.	The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.	The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.

Two and a half years of data (at the time of this writing) from using random stratified sampling have illustrated clearly why the focus of this QEP was apt for the campus, and also highlighted students' strengths and weaknesses in writing:

**Assessment by Random Sampling (Average of All Sample Scores)**

<i>Semester</i>	<i>Rubric Criterion 1 (Comprehensibility of Language)</i>	<i>Rubric Criterion 2 (Organization and Overall Argument)</i>	<i>Rubric Criterion 3 (Critical Thinking / Originality)</i>
<i>Fall 2017</i>	2.51	2.2	2.34
<i>Spring 2018</i>	2.94	2.51	2.68
<i>Fall 2018</i>	2.97	2.52	2.66
<i>Spring 2019</i>	3.2	2.76	2.88
<i>Fall 2019</i>	3.2	2.78	2.84

As the data in the table above illustrates, students have done best on the first rubric criterion – comprehensibility of language. Scores have been lower on the second and third criterion, both of which require higher-order thinking. An additional tweak was made to the data collection process: since students do not progress through the core sequentially, the courses originally earmarked for the QEP have been largely populated by freshmen. The addition of sophomore courses into the QEP assessment process effective AY 2018-19 has allowed for comparison of scores between the two groups of students:

**Averages of Samples in Freshmen vs. Sophomore Courses**

<i>Semester</i>	<i>Rubric 1: Freshmen</i>	<i>Rubric 1: Sophomores</i>	<i>Rubric 2: Freshmen</i>	<i>Rubric 2: Sophomores</i>	<i>Rubric 3: Freshmen</i>	<i>Rubric 3: Sophomores</i>
<i>Fall 2018</i>	2.86	3.12	2.45	2.62	2.54	2.83
<i>Spring 2019</i>	3.18	3.21	2.75	2.78	2.84	2.92
<i>Fall 2019</i>	2.95	3.27	2.58	3.08	2.62	3.18

The comparison of scores between freshmen and sophomores shows that while improvement is not very marked, improvement does occur as students progress through the core.

**Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 3: On-Campus Writing Resources**

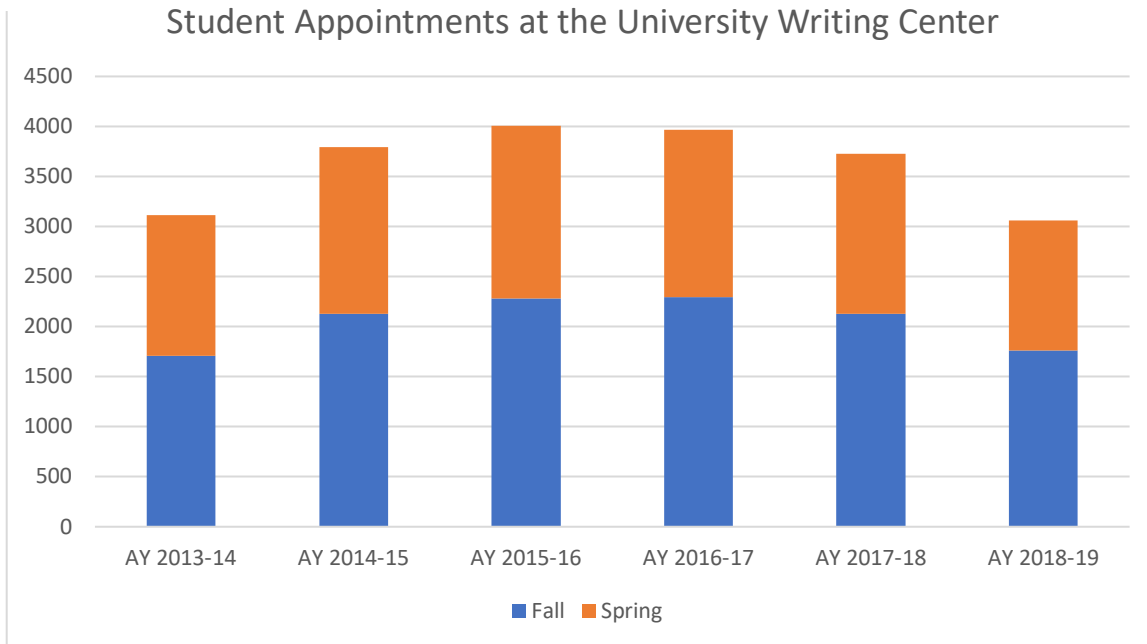
Per the original QEP proposal, support services, especially the Writing Center and the Library, have been enhanced to help students with writing assignments in their core courses. The data regarding student use of both resources shows a marked increase during the period of the QEP.

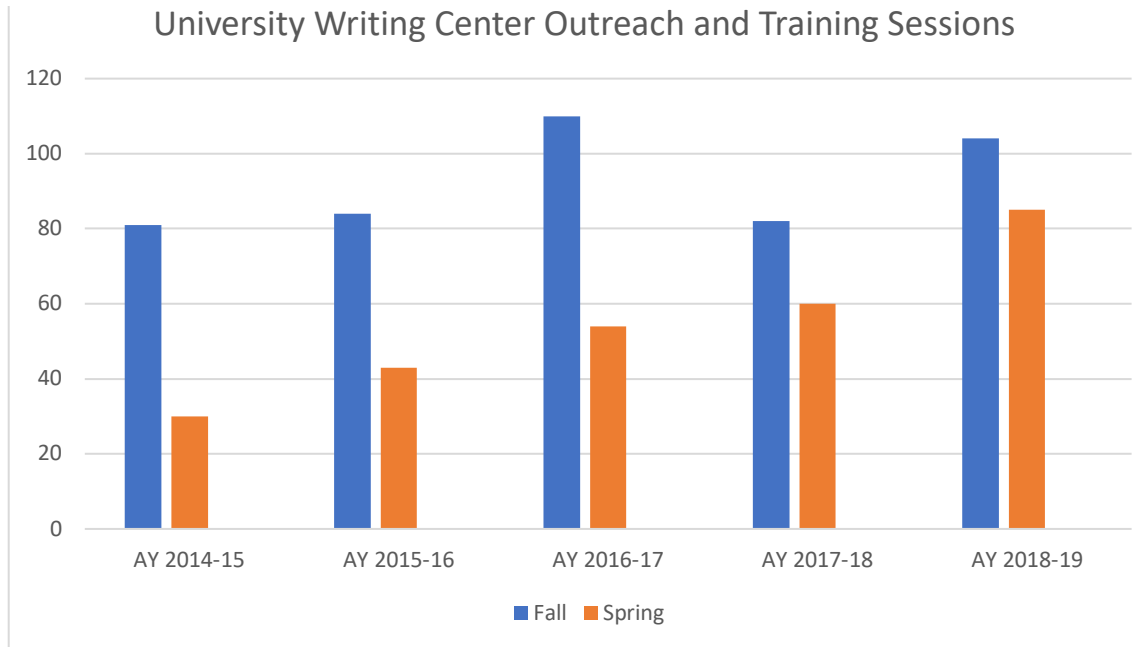
Since the implementation of the QEP, the Library website now includes detailed research guides for courses in all academic disciplines and in all levels of study, including the core:

<http://libguides.westga.edu/?b=s> During the four-year period between 01/01/2014 (the semester right before full implementation of the QEP) and 12/31/2018, the Library Guides received a

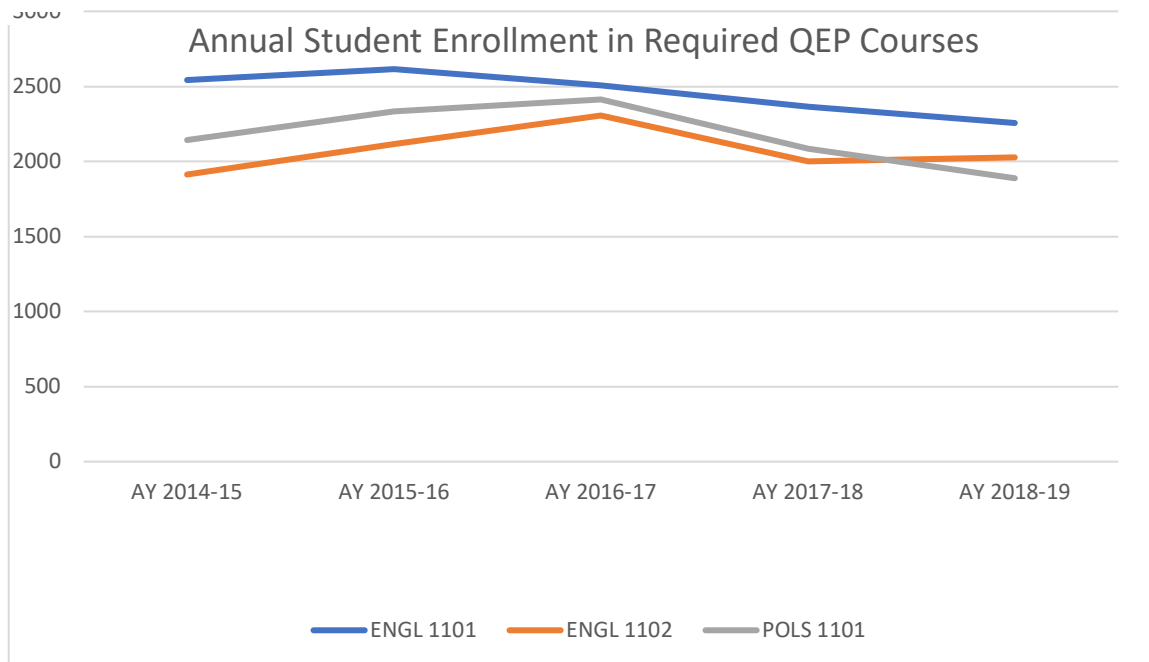
staggering combined 659,074 hits, and the English Literature Resources Guide, in particular, received 12,136 hits.

The University Writing Center has likewise played a major role in supporting student writers. Additional funding for the University Writing Center has been a part of the annual QEP budget. As the chart of student appointments over the past six academic years shows, the additional funding has allowed the Center to serve as many as 4,000 students per academic year at its peak. Also, the additional funding has provided a staffing increase, allowing the Writing Center Coordinator to conduct a significant number of outreach activities and training sessions with classes and student groups – the number of these additional sessions is documented in the second chart below.





As the above charts show, the number of student appointments at the Center rose especially dramatically during the first two years of QEP implementation (AY 2015-16 and 2016-17), and while it has declined somewhat more recently, this decline coincides with a decrease in core students, and the rise of other resources on campus and online, including the new experimental English lab for freshmen, implemented in Fall 2018, and group editing and writing workshops that the UWC conducts as outreach. In other words, the decline of individual appointments at the UWC does not mean that students are no longer using assistance, but that these students are using newer resources that are available to them. Furthermore, the QEP was originally designed to impact first-time first-semester freshmen. Yet increasingly more students either transfer into UWG after taking some or all of the core elsewhere, or have tested out of the QEP core courses in various ways. The number of incoming freshmen has declined overall since the inception of the QEP, despite the growth of the overall student population of UWG. Thus the number of students impacted directly by the QEP has been decreasing slightly beginning in the third year of QEP implementation. The graph below illustrates this decline.



**Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 4: Online Writing Resources**

As stated in the executive summary, the Online Faculty Development Center (now combined with the Center for Teaching and Learning) has been leveraged to support academic units in their effort to improve writing competence for students in online courses, thus ensuring that students taking any core courses online have access to comparable resources to those available to on-campus students. Specifically, Smarthinking, an online writing tutoring resource, has been embedded in UWG’s online course delivery platform. The table below shows the hours of tutoring used by students since 2014, the calendar year before QEP implementation began.

Calendar Year	2014	2015	2016	2017	2018	2019
Number of hours used	264.69	1,261.9	1083.54	668.7	751.62	364.39

In addition to Smarthinking, the University Writing Center has been experimenting in the summers with online tutoring, thus ensuring that online students have multiple options for writing support.

**Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 5: Faculty Development**

The Center for Teaching and Learning has been established, and provides faculty development opportunities based on QEP faculty input and needs. In particular, the CTL hosts regular Lunch & Learn sessions furthering faculty dialogue about the QEP, and best practices for

all stages of implementing it in the core curriculum. During the first three years of implementation, CTL included a QEP orientation for in-coming faculty teaching QEP courses.

Arguably the most important area of assistance that the CTL has provided has been in training faculty on how to create effective rubrics for grading writing, and how to use rubrics as an “intervention” tool to improve student writing. At the time when the QEP was initially adopted, English was one of the few areas on campus that used rubrics consistently to score writing. Since that time, however, faculty across virtually all departments that teach in the core have adopted rubrics to use at least in QEP courses.

### **Unanticipated Outcomes of the QEP**

While the goals of the QEP were very much student-centered, perhaps the most useful, yet unanticipated, impact of the QEP has been increased faculty awareness of effective assessment practices. The implementation process of the QEP had required significant training for faculty on assessment of writing and the use of rubrics. Also, the model of random sampling that was ultimately adopted for assessment of QEP courses is a first of its kind of campus, but its effectiveness has shown potential for use in other types of assessment. Indeed, this model is currently being piloted for General Education Assessment. Ultimately, assessment literacy on campus is now much better than it was five years ago.

### **Final Reflections: What Has UWG Learned From This QEP?**

In addition to the above lessons that the campus has learned – especially with regards to assessment, both in the areas of student writing and more generally – UWG has learned that there is no “easy fix” for such areas as improving writing. Put simply, any plan for improvement in student learning requires the entire campus to work together (as we did), but also cannot be limited to just one portion of the educational process (e.g., the Core). It was especially telling that despite the significant pouring of resources into the QEP, a comparison of NSSE scores from Spring 2015 (pre-QEP) and Spring 2017 (year two of QEP implementation) and Spring 2019 (year four of QEP implementation) showed that according to student perception, students were writing less, rather than more. What these scores show, ultimately, is that a focus on writing in the Core is too myopic if we want students to write more as part of the strategy of improving student writing. So, ironically, despite the aggressive implementation of the QEP as part of the Core, students did not get the perception that writing was emphasized more in their education, since the QEP implementation in the Core coincided with a number of departments on campus removing writing from Senior capstone classes.

To conclude, the current QEP model identified a legitimate area of concern, and made the best impact on campus that it could while following this model. But we can do better. At this time, UWG is focusing on the LEAP initiative, which includes writing as one of its essential learning outcomes, but integrates writing more holistically throughout the student’s educational journey. While it is still early in the process to see the impact of LEAP on student writing at UWG, the hope is that a long-term focus on LEAP and similar initiatives will provide a much better path forward as we continue on our quest to improve student writing.

# QEP Impact Report: Improving Student Writing in the Core

01/24/2020

# Original Goals and Intended Outcomes

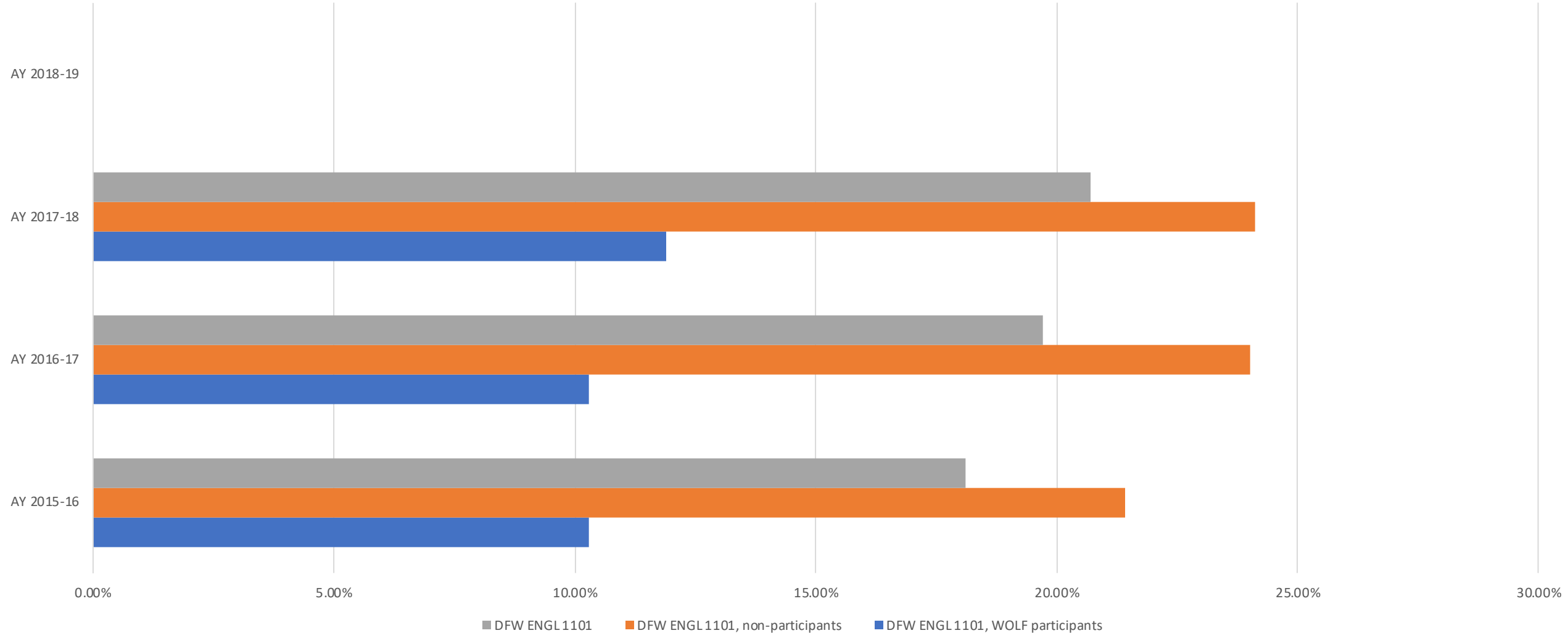
- 1. WOLF summer module for incoming freshmen
- 2. Inclusion of writing assignments and their assessment via a QEP rubric in all areas of the core curriculum
- 3. Bolstering on-campus writing tutoring services
- 4. Increasing student awareness of and access to online writing tutoring services
- 5. Faculty development

# Non-Substantive Changes to Original Proposal

- 1. From course-specific rubrics to single QEP rubric
- 2.a From scoring by professor to random sampling + scoring by QEP Assessment Committee
- 2.b Compare random sampling of freshmen vs. sophomores

# Impact of QEP on Student Learning 1: WOLF

DFW Rates in ENGL 1101: Measuring Impact of the WOLF



# Impact on Student Learning 2: QEP Courses in the Core

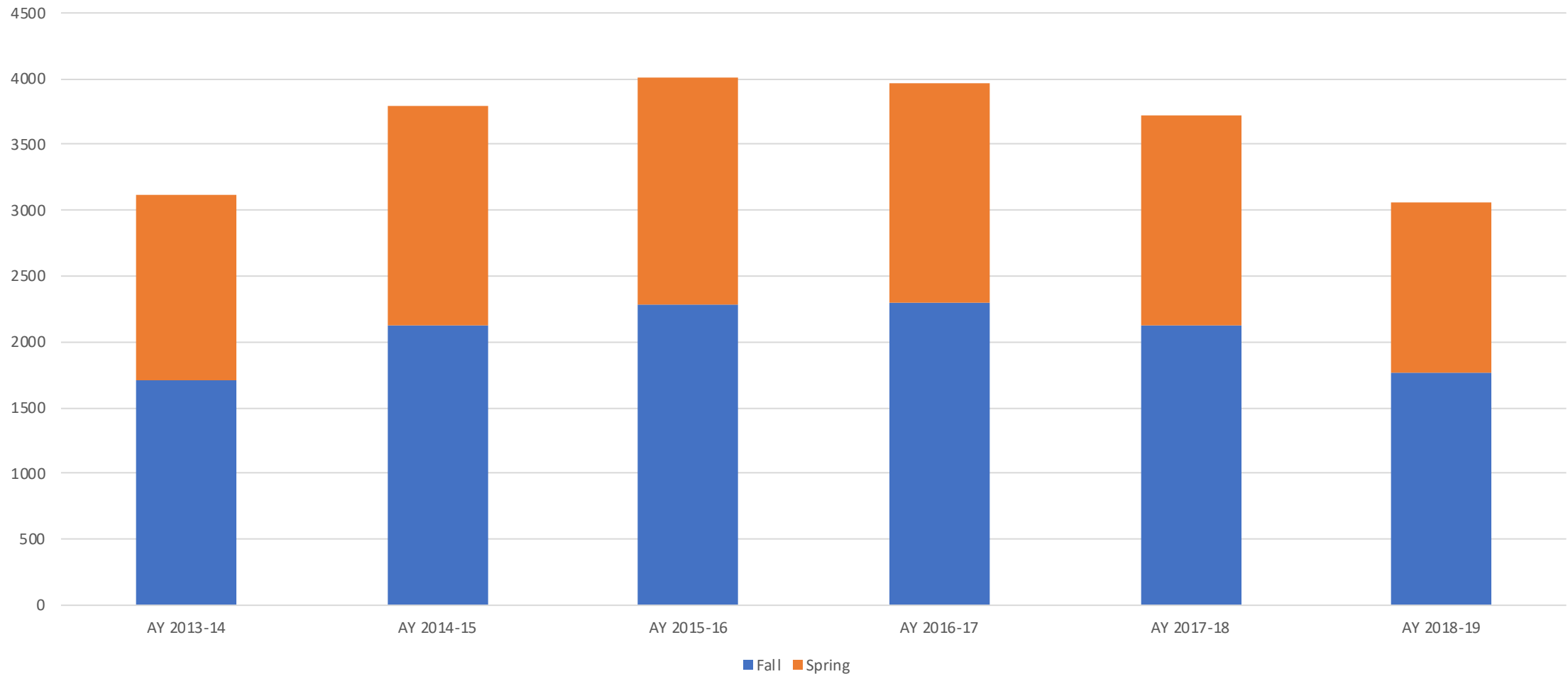
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# Impact on Student Learning 2: QEP Courses in the Core

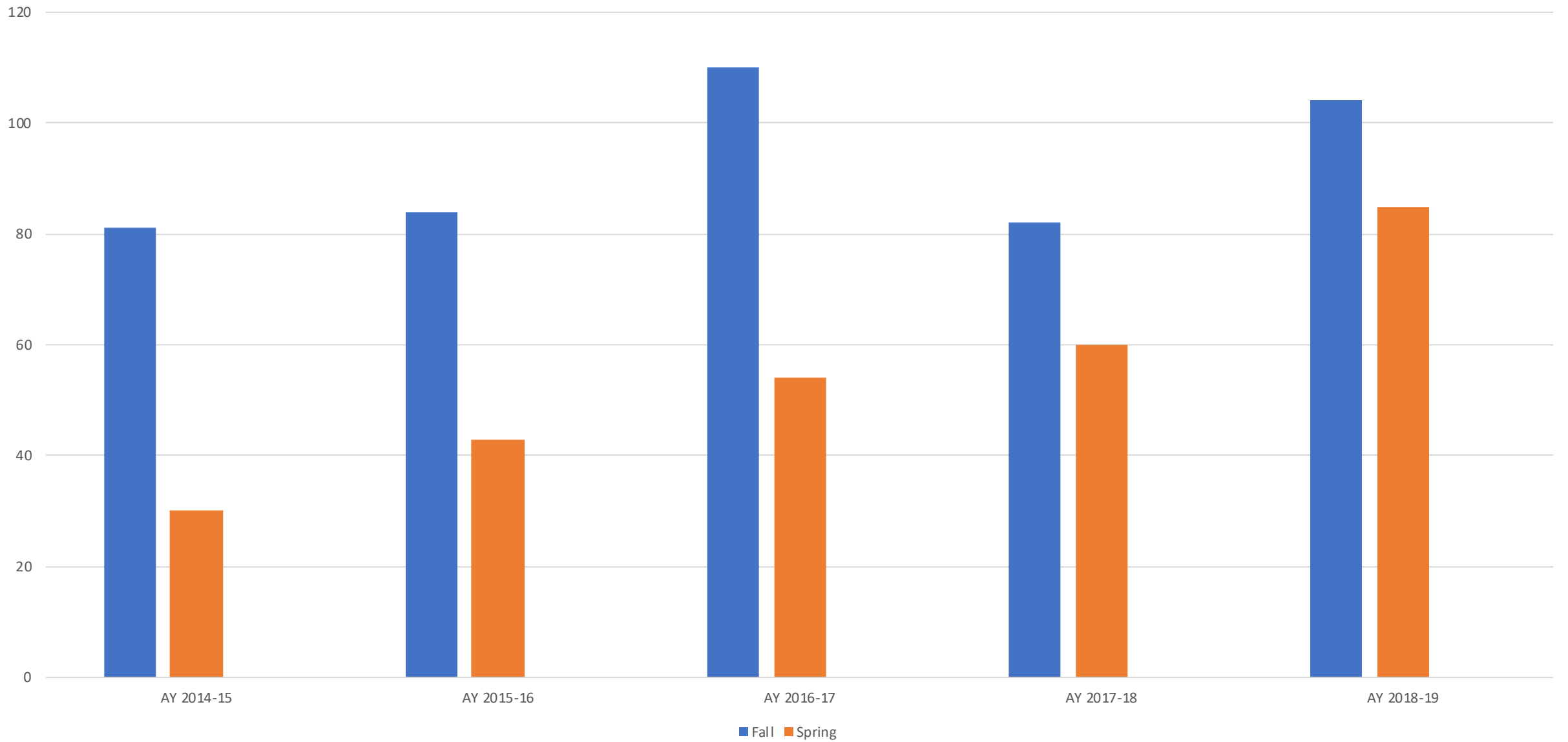
<i>Semester</i>	<i>Rubric 1: Freshmen</i>	<i>Rubric 1: Sophomores</i>	<i>Rubric 2: Freshmen</i>	<i>Rubric 2: Sophomores</i>	<i>Rubric 3: Freshmen</i>	<i>Rubric 3: Sophomores</i>
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# Impact on Student Learning 3: On-Campus Writing Resources

Student Appointments at the University Writing Center



## University Writing Center Outreach and Training Sessions



# Impact of QEP on Student Learning 4: Online Support Resources

<b>Calendar Year</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Number of hours used</b>	264.69	1,261.9	1083.54	668.7	751.62	364.39

# Impact of QEP on Student Learning 5: Faculty Development

- Creation of CTL
- CTL Workshops and Resources for faculty teaching QEP courses:
  - New Faculty Orientation
  - Lunch and Learn sessions
  - QEP Assessment Committee training
  - Group training in rubric creation and use
  - One-on-one training in rubrics
  - TILT training

# Unanticipated Outcomes of QEP

- Original goals mostly focused on students, but a lot of benefits in training faculty emerged
- Increased awareness in best practices for assessment
- Increased use of rubrics
- Random sampling

# Final Reflections: What did we learn from this?

- When it comes to implementation, less is more!
- No “easy fix” to improve student writing
- Focus on writing in the Core alone does not help, if not accompanied by more robust writing instruction in the major
- Could LEAP be the answer?