

Faculty Senate Meeting Minutes

February 16, 2024

Approved March 13, 2024

1. Call to Order

The meeting was called to order by Chair Reber at 1pm.

2. Roll Call

Present:

Bellon, Boyd, Brandenburg, Caramanica, Carmack, Council, Cuomo, Dahms, Davis, Dutt, Dyar, Evans, Green, Hadley, Janzen, Jara-Pazmino, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Maggiano, Matthews, McLean, Moon, Morales, Ogletree (for Allen), Olivieri Parker, Perry, Phillips, Ponder (for Edelman), Riker, Roberts, Seong, Sheppard, Shin, Sykes, Talbot, Waters, Wei, Wentz, Yang.

Absent:

Banford, Cheng, Elias, Griffin, Hampton, Hester, Mason, Rollins, Swift, Weber, Wofford.

3. Minutes

- A) The January 19, 2024 Faculty Senate Meeting Minutes were approved electronically on February 13, 2024.

4. Administrator Reports

A) President

- *Legislative update. Amended fiscal year budget in process, working with surplus funds. USG went through 66 million dollar hold back last year, distributed to all universities in the state, 2 million dollar cut. This money is restored for fiscal year 2024, not yet through the senate, which will be harder. The President is spending considerable time at the capitol on this issue. Sarah Powell is a two time alumna of UWG and is doing the bulk of our representation.*
 - *Pafford project for construction, has gone through the House for fiscal year 2025, but still needs to get through the senate. 30 days left in session.*

- *Raise for all state employees, \$3000 ceiling, 4% raise for all employees. Permanent raise, no issues in that going through at this point, but legislature is not finalized.*
- *No severe impacts on higher education at this point with proposed bills.*
- *Humanities is set to open in May. The President will visit the building today to check status. Will be an ongoing process for all furniture, but classroom space has been provided and is prioritized.*
- *Tyus Hall building will be demolished in the next few months. Named after legacy family for UWG, many alumni have lived in that building. That area of campus will be sectioned off.*
- *Questions for President and Provost:*
 - *Q: \$2 million dollars suggested to go to faculty development.*
 - *A: State money never comes back in full, but the suggestion has been noted. One time basis. In fiscal year 2025 budget at this time.*
 - *Chair Reber reiterated that there will be ways to access databases that have changed in the library, but access has not been eliminated. Request for communication so that access changes are proactive. The President noted that reducing redundancy is a prerogative of the BoR as well: extends beyond the library, to all parts of the university. Can be added to the weekly newsletter on academic affairs as well.*
 - *Dr. McPhail noted that Chemistry needs immediate access for accrediting standards, may want to investigate. The President requested the provision to use in further conversations. CJ Ivory noted that subject librarians are also available to take questions at any time.*
 - *The President noted that the third floor will be renovated (areas that have not been changed recently) over the next few years. Will renovate half a floor at a time. More gathering and study spaces will be added.*

B) Provost

- *Solar Cycle is opening a new production plant in Polk County.*
- *DCEPS had an event with great publicity. Opportunity in continuing education and connect to the community.*

- *Substantial growth in enrollment, including gains year over year. Faculty are meeting student interest and we need to continue to catch up from the past. Academic initiatives continue to connect with the QEP: faculty should consider how to connect with resources we already have so that we are within workload. The Provost welcomes this conversation; there are some economies of scale.*
- *Reach out to continuing education – contact Marty Davis if faculty have children on campus during the SACSCOC visit. Practice visit went well.*
- *Curating resources with the library and finding ways to creatively maintain access. All resources are still available. If a change has impacted faculty or students, reach out to the library or to the Provost.*
- *Goal to make transition to Microsoft as seamless as possible. Some items will be archived as needed. ITS is testing the process internally: they are working through any problems. Migration and change in the summer. Spending too much money on duplicative technology (e.g. Zoom and Teams concurrently).*
- *Excited by clustering and innovation amongst disciplines for the new schools and center for Mental Health and Wellness.*
- *Commends changes in mathematics in applied data and analytics: branding issue, our faculty are strong in these areas and the approach to modernizing content fits with student needs. In accounting, adding data science will speak to modern audiences. Art is adding new lines in digital arts animation, and illustration: this is an innovative change.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates
 - a) *FITC, Gavin Lee, Chair.*
 - i. *Met with ITS last Friday. Representatives should encourage constituents to provide any questions regarding IT services: these will be compiled and sent to ITS to centralize and facilitate communication. Issues will also be shared with Dr.*

Preston. Concerns will be addressed. Email Dr. Lee or look to website for FITC members.

- ii. Survey for space utilization has been created and edited. Created for the committee by IFE, then will go to IEA, which will disseminate it in the future.*
- b) SAIA, Dylan McLean, Chair.*
 - i. March 7th Q and A, information sharing on change to division one sport status.*
- c) Taskforce updates.*
 - i. Scheduling taskforce has broken into survey and best practices tracks. Kelly Dyar and Clifford Davis are conducting a literature review to determine best practice. Block scheduling is described as short, intensive class offerings (similar to summer or Maymester sections): very effective and improves student outcomes, especially in the first year. Students can take more credit hours per semester, experience decreased cognitive load, improves time management. Fiscal benefits for nontraditional students: hybrid approach to being in class versus online. Executive summary will be provided to Dylan McLean by next week, will then be brought to the Executive Committee. The President noted that this model also allows students to retake courses quickly in the same semester instead of losing hope within the first year, which is high across the state of Georgia. Dr. Dyar also noted that retention rate is stronger, but missing a class can be a problem (which can be ameliorated with hybrid approach). No literature reflects our approach as currently devised. Dr. Reber noted appreciation for this review and its potential positive impact. Dr. Pazzani noted that a survey will be launched for students as well. The Provost stated that it will be confidential, but not anonymous, and it is ready to go out, potentially in the next week.*
 - ii. Academic Integrity. Reviewed student and faculty handbooks to determine conflicting language, will continue to review, provide revision recommendations for handbooks to the administration.*
 - iii. Workload taskforce meets next week and will take the scheduling taskforce's approach.*
 - iv. Intellectual property committee met today along with Brian Mosier at the West Georgia Research Corporation. Goal to create policy for student, faculty, staff,*

and community. Will use institutional administrative policy routes to get items approved. Identified peer institutions with policy similarities, particularly Kennesaw State, which has a research corporation as well. Will let senate know when working draft is available.

- *Dr. Reber noted the impressive amount of expertise and work that faculty are putting forth in these items as well as shared governance.*

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items:

Items were taken as a block vote and were approved unanimously.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Computing and Mathematics

a) [CS - 4983 - Directed Research](#)

Request: Revise

Changes involve credit hours and prerequisites:

The department intends to apply for an Undergraduate Research High-Impact Practice designation (UR-3). The current variable credit hours make it difficult to do so and maintain the rigor required for UR-3. This change makes it a 0/3/3 course that can be repeated up to three times, so that the "maximum of 10 hours credit" becomes "maximum of 9 hour credit". Adding the prerequisite "department consent" means that a student and the advisor for the course must agree on the deliverables before the student can register.

b) [MATH - 3203 - Mathematical Probability](#)

Request: Add

This is a renumbering of MATH 4203. It is a prerequisite for the other upper-level statistics courses and should be taken at the beginning of a student's upper-level studies.

c) [MATH - 3873 - Statistical Programming](#)

Request: Add

The math program is replacing the Statistics and Actuarial Science track with a track in Applied Statistics and Data Analytics. This course will be taken by students at the beginning of their junior year. It will introduce them to statistical

computer programming and give them hands-on experience using current software packages.

d) [MATH - 4873 - Advanced Data Analytics](#)

Request: Add

This course is part of the new track in Applied Statistics and Data Analysis. This course will give students knowledge and experience using computationally intensive statistical techniques and machine learning to analyze data and both produce and present results.

e) [MATH - 4983 - Senior Project](#)

Request: Revise

Currently all senior projects are done as independent studies. This proposal expands the course from 1 credit hour to 3 credit hours and makes the following changes: (1) Offer the course each spring, with one instructor of record instead of multiple independent studies. Class meetings would be a combination of lectures, student presentations, collaboration among students, and one-on-one time with the professor. (2) Students would be graded on multiple items through the semester in addition to the final presentation and paper, including mini project (possibly as a group project), progress reports on their final project, and technical assignment using software for mathematical typesetting and presentations.

f) [MATH - 4986 - Internship](#)

Request: Add

This is an optional internship course that a student majoring in mathematics can use in place of or in addition to their senior project. This High Impact Practice course will provide students a number of opportunities that would be difficult or impossible to replicate in a classroom. The internship will give early exposure to the practice of mathematics and statistics in the public or private sector and help with networking and career options.

g) [Mathematics, B.S.](#)

Request: Revise

This proposal changes the tracks in the program. (1) The existing Statistics and Actuarial Science track is replaced with Applied Statistics and Data Analytics.

Adding a data analytics component will better prepare students for today's workforce. (2) The program currently has two math tracks, Traditional Mathematics and Applied Mathematics. We are replacing those tracks with a single combined Mathematics Track that will incorporate both pure and applied math courses. Having a single math track will simplify scheduling, increase enrollment in sections that are offered, and will facilitate greater cohesion among our math majors.

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

a) [FORL - 4502 - Methods of Foreign Language Teaching](#)

Request: Revise

The prerequisite of a C or higher in FORL 4501 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases the students' observation and teaching responsibilities. The prerequisite course content provides the foundation from which students expand and apply their knowledge of language acquisition and language teaching pedagogy.

b) [FORL - 4586 - Teaching Internship](#)

Request: Revise

The prerequisites of a C or higher in FORL 4502 and a C or higher in FREN 4000, FREN 4150, FREN 4310, or FREN 4320, or SPAN 4170, SPAN 4012, or SPAN 4013 will help students remain in the correct sequencing for the Teaching Certification track, which is vital since each course increases in the students' observation and teaching responsibilities. Additionally, the prerequisite requirement of a 4000-level course in the target language will ensure that students are advanced enough in their knowledge of the language and culture to undertake their teaching internship.

c) [FREN - 3000 - French Digital Narratives](#)

Request: Add

This course allows students to engage critically with a range of digital narratives that enable them to apply their knowledge of French language and culture in a theoretical and contextual framework that is new for our program. Students will

explore and analyze digital narratives in fields such as journalism, art, generative literature, digital storytelling, and social media.

3) Department of Natural Sciences

a) [BIOL - 1010K - Fundamentals of Biology with Lab](#)

Request: Add

This proposal creates the new course and approves adding it to the core to provide another option for non-science majors to fulfill a lecture and lab requirement in STEM Technology General Education (formerly known as Area D). The combined format (lecture and lab in one course) overcomes the need to overlap content when lecture and lab are delivered by different instructors, in separate sections, and during any semester. This course can be offered online, hybrid, or face-to-face.

b) [PHYS - 3510 - Experimental Physics](#)

Request: Add

This course will replace the two-semester course sequence of PHYS 3511 and 3521. Lecture hours = 1; lab hours = 3; credit hours = 2.

B) University College

1) Department of Civic Engagement and Public Service

a) [CRIM - 1100 - Introduction to Criminal Justice](#)

Request: Revise

This proposal adds this course as an option to count in Core Area E (IMPACTS Core Social Sciences). Rationale for including this course in the core includes that an understanding of the criminal justice system and the interactions that occur within it will help students answer the question, “How do I understand human experiences and connections?” Current analysis indicates at least half of the students taking CRIM 1100 are not Criminology majors but are taking it out of interest. Adding this course to the Core would help those interested students progress towards their degree.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items:

CRIM 5200 title is incorrectly listed in the agenda, but was correctly approved and discussed by GPC. This correction is noted in these minutes.

Items were taken as a block vote and were approved unanimously.

A) University College

1) Center for Interdisciplinary Studies

a) [ABRD 5000 – Study Abroad](#)

Request: New Course

Rationale: A variable-topic examination related to a specific place and the act of studying there. This course will provide graduate students an opportunity to reflect on different cultures, and to acquire intercultural skills.

b) [ABRD 5985 – Research Abroad](#)

Request: New Course

Rationale: Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

2) Department of Civic Engagement and Public Service

a) [CRIM 5100 – Problem-Solving Courts](#)

Request: New Course

Rationale: This course has been offered before as a Special Topics course and we are now moving to create a stand-alone prefix for it, as it will be offered as part of our graduate certificate.

b) [CRIM 5200 - Punishment and Society](#)

Request: New Course

Rationale: This course is being added to address a gap within the graduate courses offered, addressing the ways that punishment functions within society. The course will also be offered as part of 2 graduate certificates being created.

c) [CRIM 5334 – Human Trafficking](#)

Request: New Course

Rationale: This course has been offered before as a Special Topics course and we are now moving to create a standalone prefix for it, as it will be offered as part of our graduate certificates.

d) [Graduate Certificate in Public Policies, Programs, and Evaluation](#)

Request: New Program

Rationale: This certificate will provide students with the knowledge, skills, and abilities to apply evaluation methods to the development and improvement of public policies and programs. This certificate combines appropriate coursework across the disciplines of political science, criminology, and sociology, preparing students for a wide array of public service careers. Further, the program is offered as a standalone certificate, appropriate for students who are already working in the field, though the courses may also be applied to the Masters in Public Administration within the department, should students choose to receive that degree as well.

e) [Graduate Certificate in Social Movement & Change](#)

Request: New Program

Rationale: The Graduate Certificate in Social Movement and Change is a interdisciplinary program that integrates courses from Criminology, Sociology, and Public Administration for a comprehensive understanding. With a flexible structure accommodating diverse professional backgrounds, the program aims to cultivate a community of change agents committed to fostering a more just and equitable society.

B) Richards College of Business

1) Department of Accounting and Finance

a) [ACCT 6200 – Accounting Innovation through Data](#)

Request: New Course

Rationale: As part of our proposal to modify our current MPAcc Program to achieve a STEM designation, we propose adding ACCT 6200 - Accounting Innovation through Data Analytics. This course focuses on selected data

wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

C) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [BIOL 6750 – Clinical Neuroscience](#)

Request: New Course

Rationale: The course adds depth to our new MS Biology - Biomedical Sciences Concentration offerings. Neuroscience has been a popular clinical undergraduate course. This class offers advanced clinical discussions and rigorous content for graduate students. It is being offered entirely online to maximize enrollment. In addition, the 6000 level designation (because of enhanced rigor) will assist our nonthesis students in achieving the required 15 credit hours at the 6000 level, which has been an issue, particularly for students who attend UWG as undergraduates. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Figure 1)

The Provost noted that the changes increase clarity and will help with due process. Items were taken as a block vote and were approved unanimously.

A) Modifications to sections 104.0208, 104.0209, and 104.0210 of the Faculty Handbook.

Rationale: The proposed modifications to sections 104.0208, 104.0209, and 104.0210 of the UWG Faculty Handbook incorporate the Board of Regents Policy Changes.

- 1) The revisions to 104.0208 and 104.0209 bring UWG into compliance with BOR policy regarding Post Tenure Review.
- 2) Changes to 104.0210 clarify the annual review process for administrative personnel.

7. Old Business

A) Chair-Elect nomination.

- i. *General Faculty meeting will take place in April, which will elect a chair. Chair Reber encourages the submission of nominees names.*
- ii. *Committee chairs will also be changing in many cases: faculty should consider taking on this role.*
- iii. *Working on annual senate nominations process. Chair Reber encourages faculty participation. New schools and colleges will change make up of senate and we will adapt to these changes as they happen so representation is fair and equitable.*

8. New Business

A) University space (breakout sessions)

- i. *Provost had listening session in December regarding space utilization.*
- ii. *Concerns and best ideas for how space should be utilized need to be addressed, particularly in regards to the QEP and experiential learning. Consider internships, supervised work, study abroad concerns, etc.*
 - 1. *First half of the discussion focused on concerns and issues.*
 - a. *Privacy/FERPA.*
 - b. *Belonging: spaces need to be welcoming and inviting to students. COE faculty noted that the perception of online students and others who visit buildings may feel that they are not welcomed if there is inadequate signage or if there are not any staff or faculty physically present.*
 - i. *The Provost commented that spaces will open across campus and this will provide faculty offices as needed or desired. Even not being physically within a particular department for a faculty office opens the possibility for cross-disciplinary collaboration. Every time the university creates efficient solutions, that leads to new opportunities. Hoteling and flex will not be imposed upon faculty. In response to student surveys, the Provost noted that faculty expertise and intuition should be trusted.*
 - ii. *The President echoed these comments and noted that this is not just a university conversation and we will need to adapt to evolving expectations: this will make us better in the process and for the people who will eventually take over for us. He also noted that space*

needs to be made more intuitive. He cautioned against over analysis of survey research because behaviors may not follow.

iii. Dr. Reber considered the faculty approach of making offices inviting, but faculty can also meet students in other buildings to meet their needs or utilize engaging spaces. The President encouraged faculty to consider this manner of flexibility.

c. Balance.

d. Wasted space: perceptions of spaces or offices that are not utilized constantly is an issue, particularly regarding legislative concerns.

i. The President noted that constituents often mention when faculty are not present in offices, not just legislatives. Need to consider how tax dollars are spent. There is a different space need for faculty who are here all the time versus those that are not. Tied into optimization instead of tradition. Many buildings were constructed before the USG has specific space and square footage designations. Spaces can be reconfigured as well. Buildings must be built for a fifty year lifespan, cost is roughly \$300 per square foot. Dr. Reber said that impressions on how space is utilized and differences between departments are also morale issues. Balance and fairness are important to faculty.

e. Changing or adapting spaces.

f. Security: laptop, research data, self, particularly in regards to issues where there may be conflicts (adequate access to exits is important).

i. Office hours can be outside of office hours to meet student needs. Being alone in a building can be challenging.

ii. The President noted that faculty could meet with students on different campuses if that is more convenient, flexibility to do business in a variety of ways. Dr. Reber noted that technology access for QEP is also a good consideration, for remote options. The President echoed these approaches and noted that we need to

be innovative now and for the future. There is not designated space for faculty at the Douglasville campus convention center.

g. Designated academic spaces: such as science labs, purpose-built areas, prioritization of space that is already allocated. Departments need particular areas that are meaningful for faculty and students.

2. Ideas for QEP and experiential learning.

a. Will be an ongoing conversation.

9. Announcements

- Currently in phase two of how new school and college will proceed, working with faculty so that operational roll out is well-informed and based on the recommendations provided to the Provost and President.*
- Arts, Humanities, and Social Sciences is in phase one. Discovery sessions will take place this month. Will spend last half of next senate meeting on this topic: representatives from the steering groups will also be present. The Chair appreciates and encourages faculty participation.*

10. Adjourn

Adjourned by Chair Reber at 2:49pm

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program Faculty member.

Figure 1.

Approved Changed Sections:

104.0208 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.

(Note that while this section of the Handbook pertains to tenured faculty members, tenure-track faculty members will also be evaluated annually on the elements of teaching, student success activities, research/scholarship, and service, following the procedures describe above. In the case of deficiency identified through an annual evaluation, they will be put on a Performance Remediation Plan (PRP). If there is deficiency over two consecutive annual evaluations, institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment.)

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Faculty are strongly encouraged to consult the Board of Regents website to view the most updated policies concerning these procedures.

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the performance improvement plan, the department chair and dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the performance improvement plan (or has refused to engage reasonably in the process), the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies.

Upon request by the faculty member, the PTR committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation. If the faculty member does not request a review by the PTR committee, the Provost will make the final determination on remedial action. If the faculty member does want to request a review by the PTR committee, the faculty member has 10 calendar days from receiving the recommendations of the dean/dept. chair to request the PTR committee review. If received within 10 calendar days, the request will be granted.

The following due process will be followed for the PTR Committee review:

1. The PTR committee will review the recommendation of the department chair and dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 calendar days of the request for review by the faculty member.
2. Within 5 calendar days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the remedial action.

The Provost's remedial action may include, but not be limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. If the remedial action is separation from employment, and only in that case, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. If the faculty member requests a formal hearing within 5 calendar days of receiving the Provost's official letter, the Provost will grant that request.

The following procedures will be followed for the final faculty hearing:

1. 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 (Final Dismissal Post Tenure Review Appeals Committee) 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 Communication, Film, and Media:	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.

2. The Post Tenure Review Appeals Committee will notify the faculty member recommended for dismissal in writing at least 15 calendar days prior to the hearing.
3. Prior to the hearing, the Post Tenure Review Appeals Committee will review all documentation relevant to the post-tenure review of the faculty member.
4. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
5. The President and the faculty member shall be notified in writing of the recommendation of the Post Tenure Review Appeals Committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.
6. The President may or may not follow the recommendation of the committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the Post Tenure Review Appeals Committee regarding the decision and the supporting reasons. The President should also notify the faculty

member of the discretionary review process as provided for in the Board of Regents Policy: BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW.

7. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date.

104.0210 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 their 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).

(Note that while this section of the Handbook pertains to administrators who are tenured faculty members, the annual review process described in the current paragraph will also apply to academic administrators who hold a faculty rank but are not tenured.)