

Faculty Senate Meeting Minutes

November 12, 2021

Approved Electronically on November 18, 2021

1. Call to Order

Chair Williams called the meeting to order at 1:04pm.

2. Roll Call

Present:

Barbour, Barrett, Boumenir, Branyon, Brandenburg, Brown, Carmack, Chambless, Cheng, Corley, DeWeese (Hong sub.), Edelman, Elman, Erben, Evans, Fuentes (Connell sub.), Gault, Gordon, Graffius, Green, Hadley, Hester, Ivory, Jara-Pazmino, Kellison, Khan, Kniess, Lee, Ly, MacKinnon, Mason, Mitchell, McClenny, McLean, Nickell, Noori, Olivieri, Pazzani, Richter, Scullin, Self, Skott-Myhre (Gupta sub.), Shoemake, Snipes, Swift, Sykes, Talbot, Towhidi, Wei, Williams, Wofford, and Yoder

Absent:

Kimbrel and Penco

3. Minutes

A) The October 15, 2021 Meeting Minutes were approved electronically on October 20, 2021.

4. Administrator Reports

A) Report from the President

- *Systems & Methods, Inc. (SMI) and the University of West Georgia have partnered to establish the Stone Center for Family Business, Entrepreneurship, and Innovation within UWG's Richards College of Business. More information about this endeavor can be found at [this press release](#).*
- *The President shared his experiences witnessing the Art Program's annual Art Incend, including the student-led firing of their anagama kiln and iron pour as supervised by UWG Professor David Collins using 5th Century Japanese traditions. He stated that it is experiences like these that make our campus uniquely special.*
- *President Kelly welcomed Kimberly Scranage, our new Vice President for Strategic Enrollment Management, who began onboarding on November 1.*

- *Georgia Highlands College is closing its Douglasville site next year. There are approximately 135 students at that site, and we will be co-advising those students and utilizing transient status and other means to serve them.*
- *UWG has partnered with Sharpen Colleges to provide mental health resources to Students, Faculty, and Staff through their mobile and desktop app. We are the only USG institution using the platform.*
- *The current legislative session is fully dedicated to redistricting, and while we do not have any information at this point in how this would impact UWG, it is always meaningful when legislators go back to the statehouse. President Kelly stated that the fee study committee has been looking at how USG institutions charge, assess, and expand student fees, and we should have more information in the next coming weeks on that front.*
- *President Kelly shared that he attended the women's soccer team's quarterfinal match in Pensacola last week. Their win in that match advanced them to the Gulf South Championship after a double overtime shootout. This is the first time in UWG history that all of our fall sports teams have appeared in playoffs in the same year.*

B) Report from the Provost

- *The Provost took pause at the beginning of his announcements to recognize the past military service of our faculty, students, and staff this Veteran's Day.*
- *We submitted our Complete College Georgia report this week, and the Provost thanked all of the faculty and staff involved, especially Drs. Drake and Newton who spearheaded the effort. The report highlights UWG's academic focus areas, co-curricular programs, and high-impact practices, as well as the purposeful work we do with our students. He noted that the system office has been impressed with the depth and breadth of our programs and the ways in which we support our students.*
- *The Provost briefly discussed the SACSCOC reaffirmation, stating that Vice-Provost Akins is talking broadly with the Provost Council and the Faculty Senate about the reaffirmation process and deadlines. He also thanked Dr. John Morris for his work and leadership as our Faculty Representative. A group from UWG will be attending the SACSCOC National Meeting next month. Part of the reaffirmation process involves the QEP, which shows how the institution is implementing continuous improvement. The*

deadline for proposals is January 17, 2022. The working group will review, rank, and identify feasible proposals in January and February of next year, with a target date to identify the proposal selected by April 15, 2022.

- *Thank you to Dr. Anne Gaquere-Parker who has been named the new Director for the Office of Education Abroad. The Provost stated that passionate faculty have made our study abroad programs a success, and Dr. Gaquere-Parker's leadership will only expand that excellence in providing global experiences for our students.*
- *The Provost also had the opportunity to attend the Art Incend Iron Pour, and he shared his experiences. He stated that experiences like these provide amazing opportunities for our students, proving that we are distinctive and unique as an institution.*
- *The Provost noted the upcoming UWG Theatre Company's performance of Miss Bennet: Christmas at Pemberley, as well as upcoming workshops from the UWG Center for Teaching and Learning. More information about these events appear in the Academic Affairs newsletters.*
- *We are in the process of interviewing coaches for our eSports program and hope to have someone in place soon. UWG is also hosting the Georgia High School Association State eSports State Championship in the Coliseum on December 16, 2021. eSports are a fantastic opportunity for us to broaden our visibility and recruitment efforts.*
- *Thank you to everyone for their continued work on the Comprehensive Program Analyses in progress. He looks forward to our discussions in the spring on that front.*
- *Thanks also to Drs. Erben and Aikens, as well as the Faculty Senate Faculty Development Committee, for their work and leadership on the revisions of the promotion, tenure, and post-tenure review processes. The working group led by the FDC will be incorporating the changes made at the Board level to ensure that UWG's policies and procedures are in compliance, as well as working to ensure that each of our units on campus make the appropriate local updates for faculty going through these processes in the future. The Provost is confident that we will not only be able to update our documents and comply with these new expectations going forward but also the great work of our faculty will be showcased throughout this modified process in the future.*

- *The Provost ended his announcements by sharing two student stories, one who is interested in attending UWG as an incoming Freshman and one who is looking forward to pursuing a graduate degree in cyber security.*

C) Report from the Vice-Provost

- *The Quality Enhancement Project (QEP) is a vital part of the reaffirmation process. The call for proposals is now open, and the deadline for submission is January 17, 2022. On Thursday, November 18, 2021 (next week), from 11:30 am till 1 pm, in Campus Center - Conference Room 105, there will be an opportunity for all faculty considering writing a QEP proposal to get answers to their questions. Please, walk in at your convenience. Drs. Akins and Morris will welcome you, along with some cookies and lemonade. Hope to see you there!*

D) Q&A

- *The first question related to faculty concerns regarding competition from eCore to our student credit hours, Academic Advisors promoting eCore classes during advising, and the additional work created for PCs who are inundated with requests for more information about the eCore registration quiz. The Provost was asked whether he would be willing to take the necessary steps to steer students towards UWG classes instead of eCore, and what message he could give faculty who are seeing enrollment in our classes continually reduced by competition from eCore. The Provost stated that after it came to his attention that eCore courses were sorted at the top of the registration window, we now intentionally list UWG courses at the top of the catalog. He made a note to follow up with the Advising Center to make sure that we are not biasing students away from opportunities here at UWG. President Kelly added that balancing that economy as much as possible has been discussed among USG University Presidents, but we do not have control over eCore in terms of placement inside of USG institutions.*
- *Chair Williams indicated that he had received several questions on enrollment strategy. What should we expect when it comes to enrollment between now and 2026, and what is our strategy moving forward? (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 00:47) President Kelly stated that there has been great concern over the upcoming 2026 enrollment cliff, and we have to start looking at other audience*

segments if we want to maintain or grow our enrollment in this hyper-competitive market. Specific areas of focus mentioned were adult learners, dual enrollment, nexus degrees, and graduate involvement. We are in a more competitive environment than ever, because 2026 showed up last year. Bringing in VP Scranage will allow us to focus on more strategic enrollment management, because her expertise will allow us to align resources with the types of learners we can be in service to by 2026. The President stated that we can share more about that once VP Scranage is settled in her new position as VP of Strategic Enrollment Management.

- *A follow-up question asked why was the Center for Adult Learners and Veterans closed, as this office seemed an ideal office to reach out to a non-traditional student population. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 00:56:57) President Kelly stated that the office was not closed but was distributed instead. The Provost added that the functions of that office are being distributed within Enrollment Management, Student Affairs, and Academic Affairs by taking the functions and expected outcomes of that office and aligning them appropriately. For example, student support functions are remaining in student affairs while certification functions will be returned to the Registrar's Office. The Provost stated that this will allow them to grow and serve those students better.*
- *There were two questions regarding the Office of Research and Sponsored Programs, specifically regarding the low levels of staffing in that office and how that impacts our abilities to complete legal and contractual commitments on grants already received. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 00:59:06) The Provost stated that we are working as quickly as possible to fill those vacancies, and he deferred to Dr. Ila, Vice President for Innovation and Research, for the specific question regarding our current commitments. VP Ila was not in attendance, and the Provost recommended that faculty contact him directly with questions.*
- *There are no updates on the current Chancellor search.*
- *With regards to a recommendation made during a recent enrollment management consultation concerning ways to improve communication on campus, President Kelly clarified that this report was coming out of the comprehensive analysis of programs, and it was one of 14 recommendations and not specifically focused on enrollment*

management. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:01:33) The first 13 recommendations focused on structural inadequacies that we have related to strategic enrollment management and how we can correct those. The President stated that steps to improve communication on campus have come in the form of small group sessions, Staff Advisory Council, empowering leaders to be able to deliver information, sharing information at Faculty Senate and participating in our Q&A sessions, and roundtables with groups of students. He added that they are trying to approach it by continuing to talk to leaders and others throughout the organization to see what they need and then to adapt practice around that.

- With regards to what administration is doing to address the disparities in faculty workload and work-life balance, the Provost stated that he was unaware of any disparities and he welcomed faculty to share those with their Chairs, who would then share with their Deans, and if there is an issue then he is happy to address that and look into it.
- Are there ways in which the administration could address the perception among faculty that compensation is decreasing through flat salaries and inflation, and are faculty able to use grants, course releases, and other things to improve faculty compensation?
(See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:07:57) President Kelly stated that when we are talking broadly about compensation across all workforce segments at the institution that this is a conversation for the USG and the state, and he is working with our colleagues in Atlanta on this front. He hopes to have something positive to share later in the year. The Provost added that there are opportunities where faculty can obtain external funding, and, while we are guided by federal and USG policy guidelines, they are committed to supporting faculty opportunities through the Office of Research and Sponsored Programs.
- With regards to the university's vision for the role of the Faculty Senate in advancing the interests of the university, President Kelly stated that Faculty Senate was a mechanism for collaboration and thought partnership in a formalized sense.
(See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:11:46) He envisioned it also as a commitment to optimizing that function as an ability to positively contribute to the future of the university in a changing environment.

- *With regards to health protocols, should faculty come to campus if they are sick with a non-covid illness? (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:13:14) President Kelly was not aware of a special health protocol, but he encouraged faculty to stay home when ill and he hoped that we had a supportive community that would allow faculty to pivot when they are not feeling well enough to come to work. Chair Williams stated that while these pre-submitted questions were anonymous, he suspected that the questioner was a faculty member. He added that pre-Covid, faculty would have felt comfortable staying home when ill, opting to put that class online or have an administrative assistant put a note on a door or email students that class was canceled that day. However, Chair Williams posited that this question was likely prompted by communication issues on campus and the complexities that accompanied changing the modality of a class midstream. Both the President and the Provost referred the body to USG guidelines regarding this issue, and the Provost urged faculty to reach out to their Department Chairs for guidance on specific situations and whether there are faculty who can step in and assist and provide support.*
- *With regards to low faculty morale, the President stated that this is inclusive of all of our employees. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:20:08) He stated that we are living in a very unique time where we not only have to deal with a pandemic, but with dropping enrollments, and a drastically changing industry as well. Uncertainty creates anxiety and that is why they have brought in the Sharpen Platform and app. President Kelly and Provost Preston also discussed working with HR in finding further ways in which we can improve work-life balance, implement recognition opportunities, and pinpoint specific resources to help provide emotional, mental, and physical well-being opportunities and outlets.*
- *When asked when we may expect the results of the recent engagement survey, the President clarified that this was not an engagement survey but part of the quantitative research for integrated marketing communications and specifically how the perceptions of the university can feed into the larger integrated marketing and communication strategy that we will need moving forward. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:29:24) Once the data is formulated, they will formulize*

readouts on that front and share that with the Faculty Senate. The President will present that information himself.

- *With regards to the impending budget shortfall from our drop in enrollment, President Kelly stated that they were working on that with the USG and the state. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:31:35) While giving the body detailed information on the process behind the build for the FY23 budget, he stated that is a heavily regulated process that is completed during the beginning of the legislative session. Most other institutions in the USG, he said, were in the same budgetary position as UWG. The President stated that he felt “good about where we are” and that UWG was going through a “multi-month process” to “get ourselves into a much better position in terms of strategic enrollment management.” UWG is “looking to negotiate for assistance in the short term and not the long term.”*

5. Committee Reports

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Natural Sciences

- a) [Biology Secondary Education Track, UTeach, B.S.](#)

Request: Delete

- b) [Chemistry, Non-ACS Track, Secondary Education Option, B.S.](#)

Request: Delete

- c) [Geology, Earth Science Secondary Education Certification, B.S.](#)

Request: Delete

- d) [Physics Plan D – Physics with a Concentration in Education, B.S.](#)

Request: Delete

Items a-d were taken as a block and approved with 39 in favor, 1 opposed, and 0 abstentions.

2) Department of Anthropology, Sociology and Psychology

- a) [Sociology, B.S.](#)

Request: Modify

Item approved with 41 in favor, 0 opposed, and 1 abstention.

B) College of Education

- 1) Department of Sport Management, Wellness and Physical Education
 - a) [Health and Community Wellness, B.S.](#)

Request: Modify

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

C) The University College

- 1) Department of Civic Engagement and Public Service
 - a) [Public Service Minor](#)

Request: Add

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

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

Action Items:

A) Richards College of Business

- 1) Department of Accounting and Finance
 - a) [Master of Professional Accounting, MPAcc](#)

Request: Modify

Item unanimously approved.

- b) [ACCT 6265 – Accounting for Sustainability](#)

Request: Add

Item unanimously approved.

B) School of Communication, Film, and Media

- 1) [GFA 6000 – Proseminar in Film & Television Production for Key Creatives](#)
- 2) [GFA 6020 – Camera & Lighting for Cinematographers](#)

Request: Add

Request: Add

- 3) [GFA 6040 – Post Production for Storytellers I](#)

Request: Add

- 4) [GFA 7020 – Camera & Lighting for Cinematographers II](#)

Request: Add

Items 1-4 taken as a block and approved with 42 in favor, 0 opposed, and 1 abstention.

Information Item:

- A) GA Guidelines for Assistantships within Academic Affairs (**Figure 1**)

These guidelines came through the GPC for input purposes after the previously submitted policy regarding GRAships was not approved by the GPC. While the GPC did not vote on these guidelines at their November 3 meeting, they did refer them to the Faculty Senate Executive Committee at the November 5 Executive Committee meeting to ascertain whether these revised guidelines were an action or information item.

GPC Chair Kniess then turned the floor back to Chair Williams, who referred to a previously submitted question regarding these guidelines, which specifically asked why we were moving forward with a procedure that was opposed by faculty, and whether the Provost would go on record to state whether he intended to move forward with a policy that went against the recommendation of the faculty. The Provost noted that these guidelines were erroneously called a policy in an earlier discussion, and stated further that he spoke at length with the Faculty Senate Executive Committee about this at the November 5 Executive Committee meeting. He then deferred to the Dean of the Graduate School to clarify if needed. Dean Ziglar was not in attendance.

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

Information Item: (Figure 2)

A) FDC Leadership in and Plan for UWG Implementation of BOR-Mandated Post-Tenure Review and Promotion & Tenure Policies

After providing the body with some background information regarding the recent changes to the BOR-mandated promotion, tenure, and post-tenure review policies, FDC Chair Erben explained what is to be expected as we begin to implement these changes in our own promotion, tenure, and post-tenure review policies. (See [November 12, 2021 Faculty Senate Zoom Meeting](#), starting at 01:46:03, and [Figure 2](#)) At the Provost's request, the Deans nominated faculty members to help and support the shared governance process by serving as liaisons to and working alongside the FDC throughout this implementation, and all UWG faculty will have a chance to offer feedback and input, as well as ask questions, during the entire process.

The USG has requested that this process be completed by June 22, 2022. Therefore, the FDC requests that all units collaboratively develop and recommend changes no later than April 2022. The FDC will finalize recommended changes to Faculty Senate no later than May 2022 to allow for the Faculty Senate to review and approve those changes no later than

June 2022. President Kelly will review the changes and submit them to the USG for their review and acceptance by June 22, 2022. See [Figure 2](#) for a more detailed FDC Timeline and Workflow Plan.

6. Old Business
7. New Business
8. Announcements

A) Roy Richards Sr. Hall, David Nickell

In light of the recent dedication of Roy Richards Sr. Hall, Dr. Nickell acknowledged the contributions, vision, and dedication of Dr. Faye McIntyre to this building, and he thanked her formally for her work.

Dr. Khan made a motion to formally recognize the outstanding contributions of Dr. McIntyre to the building of Roy Richards Sr. Hall. The motion was seconded and approved with 37 in favor, 0 opposed, and 1 abstention.

The Faculty Senate hereby recognizes the outstanding contributions of Dr. Faye McIntyre to the building of Roy Richards Sr. Hall.

B) Yuja Transition, Rod McRae

We are ending our contract with Kaltura and switching to YuJa, which is more user-friendly and has many more options available. The migration is underway to move all Kaltura recordings to YuJa, and any recordings made in Kaltura should be available in YuJa for the spring semester. Although recordings will automatically migrate, you are advised to back up irreplaceable recordings, as well.

If you have any questions, please contact Rod McRae at the UWG Center for Teaching and Learning.

9. Adjournment

The meeting adjourned at 3:23pm.

Figure 1

Graduate Assistantship Guidelines for Assistantships within Academic Affairs The Graduate School August 2021

The University of West Georgia provides a number of graduate assistantships, graduate research assistantships, and graduate teaching assistantships within Academic Affairs. These assistantships support the research, teaching, and service responsibilities of the University and are a key resource to assist faculty in advancing their research and their ability to acquire external funding. These assistantships offer valuable professional development opportunities in various programs and departments within the University and help financially support students in their graduate studies. In order to be eligible for an assistantship, graduate students must maintain satisfactory academic progress, successfully perform their assistantship duties, and represent the University in a professional manner.

Purpose of Graduate Assistantships

Graduate assistantships at the University of West Georgia are to be used to support faculty scholarship, research, and creative activity and advance their research portfolio in support of expanding external funding. Additionally, assistantships are a means to attract, retain, and graduate exceptional students in their respective fields. Graduate Assistantships should provide opportunities for students to deepen their educational experiences through research, teaching, training, and academic program support. These assistantships should support the strategic priorities of relevance, competitiveness, and placemaking as stated in the Strategic Plan 2021-2026.

Categories of Assistantships

Teaching Assistants, Level 1 (TA1)

Graduate students appointed to the position of TA1 may not have primary responsibility for a course or serve as the instructor of record, but may assist in the instructional process by serving as discussion leaders in breakout sections, grading papers, proctoring exams, working in approved tutoring/instructional support programs, and/or assisting the primary instructor of record in other ways. The department chair and graduate program director shall determine that the credentials of a student assigned as TA1 qualify the individual to assist in instruction activities.

Teaching Assistants, Level 2 (TA2)

TA2s may have primary instructional responsibility for a course and may have autonomy for teaching, assigning grades, and providing laboratory instruction/setup as part of a regularly scheduled course. TA2s must be under the supervision of a faculty member that teaches in the discipline. Graduate students appointed to the position of TA2 will have completed more than 18 hours of graduate course credit in the appropriate discipline and will have completed training facilitated by their College or program. The department chair and graduate program

director shall determine that the credentials of a student assigned as TA2 qualify the individual to undertake the assignment of instruction.

Research Assistantships

Research Assistantships (RAs) are positions that allow graduate students to conduct research of a scholarly nature under faculty supervision and mentorship. The university may provide RAs to advance scholarship and as part of internal seed grants to support faculty in building their research portfolio towards external funding. The research project of an RA can include, but is not limited to, the collection and analysis of data, the development of theoretical analyses and models, and/or the production or publication of scholarly research or creative work that supports his or her own professional agenda and may benefit of the University, faculty supervisor, or granting agency. Other work, such as instructional support, may be included in the general job duties of a research assistant, only if it is relevant to the subject of the research project of the RA. Students whose sole responsibility is instruction should be designated as graduate teaching assistants, not research assistants.

GRA's should enroll for either Thesis, Dissertation, or other research related courses while conducting research as a part of their research experience. Tracking these hours will be important for the student as well as the institution.

Pre-Professional Graduate Assistantships

Pre-Professional Graduate Assistantships (GAs) are assistantships that provide general administrative support to academic and administrative units within the University. The duties assigned to graduate assistants should be relevant to the graduate degree program of the GA, the professional learning goals of the GA, and to the professional development of the GA. The project of the GA should serve to strengthen the academic and professional development of the GA and must be clearly stated in the GA application submitted to Graduate School.

Assistantship Guidelines

All GTA, GRA, and GA positions should meaningfully contribute to advancing UWG and provide specific, measurable outcomes for the university and the graduate student. The following guidelines should be used when determining the work assignments and workload for assistantships:

- Assistantships best serve the student GA, the hosting unit, and the student's academic department when they are used as an integral component of the graduate education experience and thus support the strategic priority of **relevance**.
- Assistantships should enhance the educational experience by exposing the student to the professional activities of their discipline and providing opportunities for learning that support the strategic priority of **competitiveness**.
- Assistantships should involve students in university activities related to their academic and professional interests for the purpose of supporting the strategic priority of **placemaking**.

Eligibility for Assistantships

To be eligible for an assistantship from the Graduate School, students must meet the following criteria:

- Students must be fully admitted to a degree-seeking program. Students who are admitted provisionally do not qualify for graduate assistantships.
- Students must hold a Bachelor's degree.
- Students must have maintained a minimum of a 3.0 GPA in all previous and current graduate coursework.
- Students must meet the requirements of eligibility for employment in the U.S.
- Students must be enrolled in at least six hours of graduate coursework in the student's specific program of study.

Process for Requesting a Graduate Assistantship

Because assistantships shall support the strategic goals of UWG, the Department Chair and Dean (or equivalents) must submit the project requests after having internal discussion and planning for which projects are most relevant to the unit.

1. Submit the project description and assistantship request form.

As mentioned above, the project should have clear measurable outcomes to benefit the university and the graduate student. The project shall serve to strengthen the academic and professional development of the student and must be clearly stated in the application submitted to Graduate School.

2. Requests will be collected in the Graduate School and recipients will be notified as to whether or not their request was approved for the following year. A timetable is provided in this document. Representatives from each unit will be asked to serve on a team to review the requests.

3. Graduate Assistantship projects will be competitive, and the application should describe the GA project, types of duties conducted by the GA, expected learning outcomes for GA, and the expected impact of the project on the applying unit.

Assistantship Stipends

Graduate assistantships will be awarded to students by semester. It is possible to make a request for Fall, Spring and Summer semesters and to receive funding for the entire year or **multiple years**. For the purpose of employment, however, graduate students should be advised that assistantships are awarded by semester. A review process will take place at the end of each semester to assure both the graduate assistant and the program are meeting established goals and fulfilling stated responsibilities.

A tiered system for tuition waivers will be in place starting FY 2023 (Fall 2022 semester) for graduate assistantships supported through UWG Graduate School. This system will allow for more flexibility for both students and academic programs. Assistantships will be awarded from the following tiers:

Summer Semester			
Tier	Hrs./ wk.	Minimum Stipend per Month	Tuition Waiver for Summer*
Tier 1	5-20	\$400	Max 6 hours waived
Tier 2	11-20	\$600	Max 9 hours waived
Tier 3	13-20	\$800	Max 15 hours waived
Fall/Spring Semester			
Tier	Hrs./Wk.	Minimum Stipend per Month	Tuition Waiver for Semester*
Tier 1	5-20	\$400	Max 6 hours waived
Tier 2	11-20	\$600	Max 9 hours waived
Tier 3	13-20	\$800	Max 15 hours waived

*Only graduate level credit hours can be waived. We cannot waive tuition for undergraduate courses.

Timetable for Application Process

	Fall 2022	Future Years
Open Application	November 1	September 1
Close Application	December 1	October 1
Notice of Awards	February 1	December 1

**Graduate Assistantship Request Form
Academic Affairs**

To request a Graduate Assistantship, complete this form and return it with the appropriate signatures to the Dean of the Graduate School, Mandeville Hall.

Semester: Fall Spring Summer
Fiscal Year: _____

College/School _____
Department _____
Supervisor _____
Supervisor's Phone _____
Supervisor's Email _____

Type of Assistantship: GA GRA GTA1 GTA2

Which tier (1, 2, or 3): _____

Verify hours/week and credit hours based upon tier requested: _____

If GTA1 or GTA2 please list the following:

Course Name and Number _____

Teaching Faculty Instructor (If GTA1) _____

Title of Assistantship as submitted for approval _____

Number of Assistantships to be hired for this project: _____

Stipend per month for this Project: _____

Number of months this position will be filled: _____

Length of assistantships _____

(Multiple-year awards are dependent on the availability of funds)

Graduate Assistantship Project Proposal

Graduate Assistantship projects are competitively reviewed and awarded, so please provide specific, measurable outcomes and benefits to UWG and the student in your proposal below.

1. Describe the project and identify which of the evaluation criteria you are targeting.

2. Types of duties conducted:

3, Expected learning outcomes:

4, Expected impact of the project on the applying unit:

Required Signatures:

Department Chair

Dean, College/School

Dean, Graduate School

Approved _____

Not Approved _____

Evaluation Criteria for Awarding of Assistantships

1. The Ph.D. and Ed.D. programs will be given priority due to their specific program needs and the relationship of these assistantships to the university's Carnegie Classification.
2. Start-up packages for new faculty members who bring new and innovative research to the university.
3. Novel and innovative research of current faculty.
4. Programmatic teaching assistant needs
5. Programmatic graduate assistant needs.

Each academic unit is eligible to nominate up to three qualified individuals to serve on a committee that will evaluate the proposals and make recommendations for awards. The name of each nominee should include a statement about their background with or experience in supervising GA, GTA, and GRA.

Figure 2

FACULTY SENATE MEETING, NOVEMBER 12, 2021

**Committee III: Faculty Development Committee
(Patrick Erben, Chair)
Information Item:**

FDC Leadership in and Plan for UWG Implementation
of BOR-mandated Post-Tenure Review and Promotion
& Tenure Policies.

CONTEXT

- August 2, 2021: Dr. Jill Drake, Associate VP of Academic Affairs and Dr. Ralitsa Akins, Vice Provost, notify the Faculty Development Committee (Chair: Dr. Patrick Erben) that a USG working group has recommended changes to the USG Post-Tenure Review policies.
- Accordingly, the provost's office would like “to work with Faculty Senate to implement the recommended changes” (email).

Why the FDC?

(<https://www.westga.edu/administration/vpaa/faculty-senate/senate-standing-committees.php>)

- **Purpose:** to recommend policy concerning appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to serve in an advisory capacity on faculty and institutional research, institutional diversity, sponsored projects, and other faculty development issues as may be requested by administration. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

FDC: (<https://www.westga.edu/administration/vpaa/faculty-senate/senate-standing-committees.php>)

- **Membership:** five senators; one faculty member elected from each of the major academic units (colleges, schools, and the library); three administrators: one appointed by the Provost and Vice President for Academic Affairs; one appointed by the liaison for diversity, equity, and inclusion appointed by the Provost's Office; and the University Counsel. (Total: 15)

Senators

Patrick Erben (CACSI), English, 2023, Chair
Amin Boumenir (COSM), At-Large, 2022
Katy Green (COE), Literacy and Special Education, 2023
Carrie Carmack (UC), At-Large, 2024
Farooq Khan (CACSI), Chemistry, 2024

Representatives

SCFM Rep.: Deon Kay (SCFM), 2022
UC Rep: Brittney Beth Drummond (UC), 2023
CACSI Rep.: Janet Genz (CACSI), 2023
RCOB Rep.: Salvador Lopez (RCOB), 2022
COE Rep.: Lama Farran (COE), 2023
THSSON Rep.: Amy Yarbrough (THSSON), 2022
LIBR Rep.: Shelley Rogers (LIBR), 2023

Administrators

Ralitsa Akins, Provost and VPAA appointee
Joy Ginther, VPAA Liaison for Diversity, Equity, and Inclusion
Harry Nelson, University Counsel appointee

Context

- September 10, 2021: FDC (Chair Patrick Erben) briefs the Senate on the proposed USG changes to PTR (and P&T, because of the addition of “Student Success Activities):
<https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/senate-minutes/FS-September-approved-minutes.pdf>
- September/October: the FDC develops and the Senate Executive Committee sends a letter to the Board of Regents (thus joining Faculty Senates from across the state) calling on the BOR to reject the proposed changes.

Context:

- At its October 12, 2021 meeting, the Board of Regents votes to accept the following policy (see pages 38-48).
- https://www.usg.edu/regents/assets/regents/documents/board_meetings/Agenda_2021_10_12-13.pdf
- Note: Faculty at all ranks are *strongly advised* to review these changes thoroughly so they may provide informed input to the FDC and its representatives through the faculty governance process.
- The Faculty Development Committee is now charged, as policy recommending body for faculty development matters, with
 - Collecting input from the faculty and units across campus
 - Drafting *university-level* policy, gaining further feedbacks from stakeholders across campus, and submitting a policy draft to the Senate for discussion and vote.
 - Vetting policy proposals with Dr. Tristan Denley, chief academic officer at the USG central office, along the way.

The Role of Dean-Nominated “Contributing Liaisons”

- Provost Dr. Preston, in order to support the work of the FDC, has asked deans from each college to nominate faculty members to help with the shared governance process in creating UWG policy.

- **Contributing Liaisons:**

College of Arts, Culture, and Scientific Inquiry: Drs. Jeff Zamoszny, Emily McKendry-Smith, Vicky Geisler

School of Communication, Film, and Media: Drs. Hazel Cole, Patrick Hadley, Soo Moon

College of Business: Drs. John Upson, Minna Rollins, Salvador Lopez

College of Education: Drs. Lama Farran, Myrna Gantner, Jairus Matthews

School of Nursing: Drs. Cynthia Brown, Lisa Robinson, and Sally Richter

University College: Drs. Gavin Lee, Sal Peralta, Scott Sykes

NB: These colleagues* will support the work of the elected representatives from each unit already serving on the FDC (see list of FDC members above). See below for further detail.

* Please note that the FDC does not/cannot formally “charge” these colleagues with any work. If they agree to serve in this role, they will be volunteering their expertise and their knowledge of their respective units to support the shared governance process.

Timeline(s)

- USG's final deadline (provided by Dr. Preston):
 - The USG has charged all institutions to review and revise their policies and procedures to incorporate the USG changes to the promotion and tenure and post-tenure review within this academic year. This means, through shared governance, we will develop and adopt all changes by no later than June 2022.
- No-later-than timeline provided by Dr. Preston:
 - Collaboratively develop and recommend changes, reporting regularly to all shared governance and academic groups and the USG from November 2021 to no later than April 2022. This includes departmental and college/school documents.
 - FDC finalizes recommended changes to Faculty Senate no later than May 2022
 - Faculty Senate reviews and approves the changes no later than June, 2022
 - The President reviews the changes and submits to the USG for their review/acceptance no later than the end of June 2022

FDC Timeline and Workflow Plan

- 1) As elected representatives, the FDC members will collect feedback directly from their constituencies.
- 2) The FDC will also collect input from “Supporting Liaisons” nominated by Deans and will consider this information as secondary input. The liaisons should work *with* their respective FDC representative to coordinate the discussion and input-gathering process in their colleges/units.
- 3) The FDC will consider input from its constituencies and input from the working groups received by January 31, 2022.
- 4) The FDC has formed a Subcommittee that will begin meeting immediately to work on establishing a working grid for the policy changes (= a grid of all areas in the UWG Faculty Handbook affected by the USG policy changes).
- 5) The FDC will then use the input we receive from constituents/units via FDC representatives and the “supporting liaisons.”
- 6) The FDC will write and submit a full policy draft as an information item for discussion to the faculty senate by the March 11, 2022 senate agenda deadline (for the March 18 Senate Meeting).
- 7) After discussion and consideration of input received during the March 18 senate meeting (and input FDC members/liaisons receive from their constituents/units, the FDC will submit a revised policy as a voting item at the April 15 senate meeting.

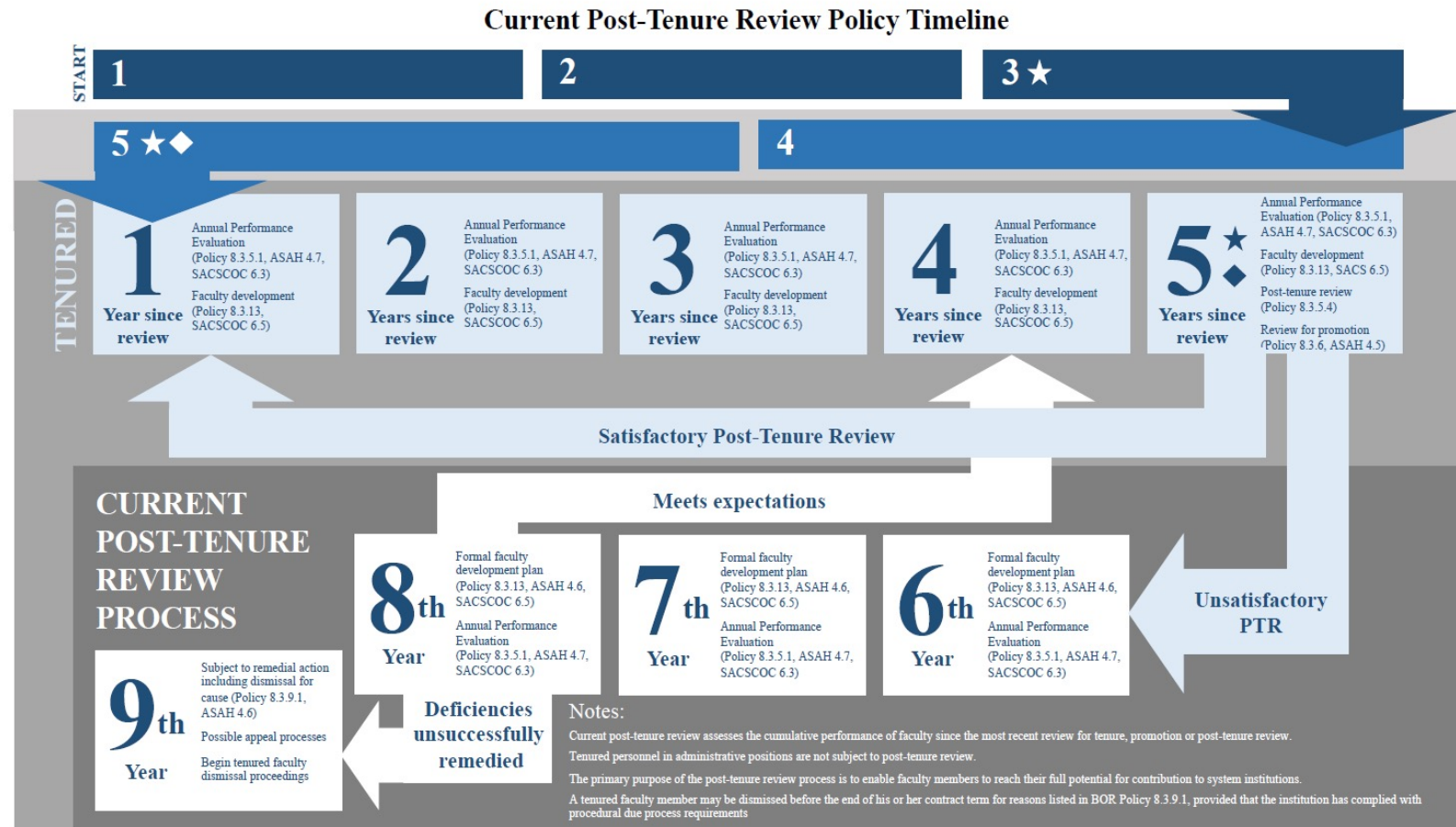
NB: It will be the responsibility of FDC representatives and liaisons to facilitate discussions and gather input from their respective units and provide this information to the FDC for its policy drafting.

FDC work on UWG Policy vs. Policy Revisions in Colleges, Departments, and Programs

- The primary work of the FDC will be to create a campus-wide policy that *broadly* works for the diverse disciplines represented and faculty working at UWG.
- Thus, it will be the task of college-level, department-level, and program-level faculty and faculty committees to work on revising (or, creating) their respective PTR, P&T, and Annual Review policies and criteria.
- The FDC will be available to discuss with and advise colleges/departments/program in this effort, but because of the vast difference in discipline-specific expectations, it will be paramount for the effective protection of faculty governance and development to have each unit lead and flesh out their own parameters.
- Provost Dr. Preston has informed the FDC/Senate that college-level, department-level, and program-level policy manuals will need to be completed by the end of the academic year as well (per USG mandate). This means concretely that each unit should begin discussing the USG policy change and its effects on their discipline/program-specific policies as soon as possible, ideally beginning to establish foundational expectations (see below for some general areas to consider).
- Once the FDC has worked out a solid policy draft and shares it with campus this spring, individual units can then adjust their own draft policies/manuals accordingly.

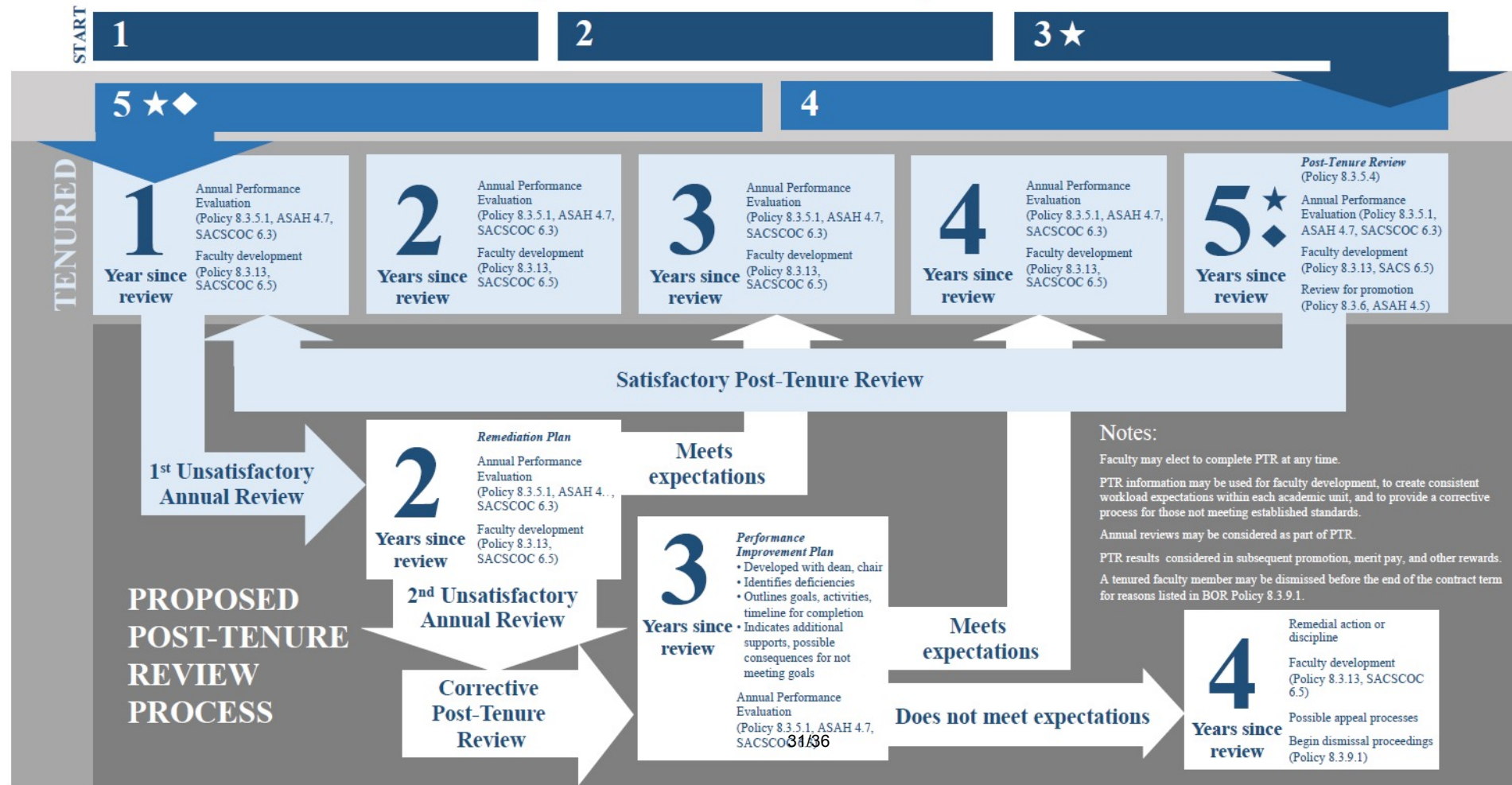
General Areas to be Considered by FDC leaders and supporting liaisons in their unit-specific discussions:

1) PTR changes:



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1) PTR Changes: New Policy Adopted by USG



General Areas to be Considered by FDC leaders and supporting liaisons in their unit-specific

discussions:

1) PTR Changes:

- a) Establishing discipline-specific policies for Annual Reviews, especially as chairs, who may or may not be trained in one's academic discipline, are writing these reviews.
- b) Establishing discipline-specific criteria for what constitutes "satisfactory" and "meets expectations" in each area of evaluation.

NB: As each annual review may now trigger a "remediation plan" if a faculty member is deemed "unsatisfactory" or "does not meet expectations" in any *one* area (as per the new USG policy), it will be absolutely crucial for disciplines/programs to work out specific language for the *kind and number of accomplishments that constitute "satisfactory" progress*.

=> IMPORTANT: to protect and continue to foster Academic Freedom and the development of long-range professional and/or pedagogical projects that often cannot/will not lead to outcomes or end-results within the span of a year (reviewed in annual evaluations), both the FDC and each unit should develop a new focus on *process over product* (the eventual, successful conclusion of long-range projects can still be measured and documented in the full peer-review at the end of each five-year period).

- c) Establishing **redress/due process** mechanisms for faculty members to appeal annual reviews with which they do not agree.

General Areas to be Considered by FDC leaders and supporting liaisons in their unit-specific discussions:

1) PTR Changes (continued):

d) Develop guidelines/policies for the new “Remediation Plan” (these should be uniform and not vary from faculty member to faculty member to avoid unfair or capricious evaluation at any level)

e) Develop guidelines/policies for new “Corrective Post-Tenure Review”

- Redress/Due Process Provisions
- Clear and Specific Criteria
- Ensure Peer-Led process

(Please note that the new USG policy does not stipulate the nature and process of the “Corrective Post-Tenure Review;” thus, it is crucial for the campus-wide and unit-specific policies to ensure that this is a peer-led process!).

f) Develop Appeals/Redress provisions for both “Corrective Post-Tenure Review” and regular (five-year) Post-Tenure review.

General Areas to be Considered by FDC leaders and supporting liaisons in their unit-specific discussions:

2) “Noteworthy involvement in student success activities”

- a) Please note that the USG has created the new category of “student success activities” *without providing any guidance, definition, or specific examples.*
- b) Thus, the FDC (for the broad, campus-wide policy) and the colleges, departments, and programs must develop categories that are not too prescriptive, yet specific enough to guide evaluation/review process.
- c) **IMPORTANT:** Although the main portion of the USG revisions concerns PTR, the addition of STUDENT SUCCESS ACTIVITIES affects policies concerning
 - Promotion and Tenure (P&T) for Tenure-Track Faculty
 - Promotion and Annual Review for *All* Faculty
 - The challenge here will be to make this category comprehensive enough for faculty to succeed in this category in a variety of ways, without depleting supporting evidence from the other areas of evaluation, as they also touch upon or relate to “student success.”

When will these changes affect faculty?

- Anyone up for P&T or PTR in fall '22 (AY 23) will *not* be affected.
- Anyone up for P&T or PTR in fall '23 (AY 24) *will be affected* by these changes.

Questions, Concerns, Now What?

- Faculty and faculty committees should contact their unit-specific representative and/or “supporting liaison” to provide feedback and ask questions (esp. before January 31, 2021). *Anyone* may give individual feedback. However, it would be most productive if individual colleges/departments could consolidate their input and provide it to the FDC.
- You may email the FDC chair, Dr. Patrick Erben (perben@westga.edu), with more general questions and concerns. Please note, however, Dr. Erben/the FDC will not directly be able to facilitate discipline-specific discussions and policy-creation.
- Please note that the USG’s lack of specific guidance and their expectation for each campus to craft institution-specific policies and criteria makes this work especially challenging. Yet, it also puts at least a certain amount of local control in our hands to shape what these new state-wide policies—for which we were given virtually no opportunities for input/discussion/change—look like at UWG and in each unit. Thus, it is especially important for *all faculty members*
 - To make themselves knowledgeable and understand the details of the new policies/their effect on them and their units.
 - To contribute and collaborate.