

## Academic Policies Committee

### Meeting Agenda

19 November 2021

- I. Welcome: Roll Call
- II. Action Items:
  - a. Elect a committee chair for 2022-2023
  - b. Approval of HIPs criteria for Undergraduate Research (Attachment A)
- III. New Business
  - a. Centralization and new guidelines for Graduate Assistantships (Attachment B)
- IV. Adjourn

Jennifer Edelman is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://westga-edu.zoom.us/j/85948779492?pwd=QTk0UURPbk13dmY5c2ZRUjh5UHVTQT09>

Meeting ID: 859 4877 9492

Passcode: 138414

One tap mobile

+13017158592,,85948779492#,,,,\*138414# US (Washington DC)

+13126266799,,85948779492#,,,,\*138414# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 436 2866 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 859 4877 9492

Passcode: 138414

Find your local number: <https://westga-edu.zoom.us/u/kBoHT4M9m>

## **Course Attributes for High Impact Practices (HIPs) Undergraduate Research Attributes October 2021**

### **HIPs Attributes Process**

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found [HERE](#).

[The LEAP West Committee](#) is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as LEAP West! In 2015, the Faculty Senate endorsed a [resolution](#) to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the Association of American Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the [LEAP State Georgia Consortium](#), which is affiliated with the [University System of Georgia's](#) initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found [HERE](#).

In Fall 2021, the LEAP West Committee submitted a [proposal](#) to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

- 1) The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.
- 2) Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

### **How Course Attributes Benefit Students, Faculty, and Academic Programs**

Undergraduate Research (UR) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in undergraduate research. The UR course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research component. In the future, using the attribute codes, UWG could develop a process for

including a UR designation on a student's academic transcript so that students can be recognized for having reached certain milestones in developing research skills or in achieving a specified number of High Impact Practices. The attributes would also enable faculty to list courses that have received an UR or other HIPs designation as an evidentiary source in their teaching portfolios. Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to Undergraduate Research or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

### **Undergraduate Research Definition:**

The [Council on Undergraduate Research](#) has defined undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”<sup>1</sup> The University of West Georgia defines undergraduate research as an inquiry, investigation, or creative endeavor by an undergraduate student that enhances the student's knowledge or advances the student's creative abilities and contributes in a meaningful way to the student's chosen discipline.

### **Identifying Undergraduate Research**

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Undergraduate Research and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix C).

Acknowledging that the kind of research that a student does in a 2000-level course might be very different from the kind of research a student does in a 4000-level course, we would have different codes indicating different levels and complexity of research process and outcomes (UR1, UR2, UR3, UR4).

Initially, faculty/programs would need to submit their courses to receive the designation of an UR1, UR2, UR3 or UR4 course. Once a course has been approved for that designation, it would be listed in the schedule of courses with that designation in a similar way that CACSI designates Discipline Specific Writing courses.

### **Process for Having a Course Designated as a UR Level course:**

The campus LEAP West Faculty Committee will periodically throughout the year issue invitations for faculty to submit courses to receive the UR designation. As part of this process, faculty would submit an electronic application form (see appendix B) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to a matrix (see appendix C), recommend changes to the syllabus to fully meet the criteria, and recommend a UR level designation. All courses submitted and the committee's recommendations would be sent to the Undergraduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

---

<sup>1</sup> Hensel, N. ed. *Characteristics of Excellence in Undergraduate Research*, CUR Publications, 2012, p. 2.

**Possible Learning Outcomes for Courses to be designated as Undergraduate Research courses:**

To receive the UR attribute for any level, a course must include at least one learning outcome that defines how UR is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the UR objective. Below are *examples* of learning outcomes for each UR level:

UR1: The second learning objective for the XIDS 2002 course lends itself to undergraduate research preparation. "Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem." This would mean that all students who take this course could receive an undergraduate research designation in being prepared through the course to undertake an extended project.

UR2: Students will demonstrate an understanding of the application of a research method to a real-world issue or problem.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.



Specific to course project and iterative  
Extensive, specific, and iterative

The student is required to engage in a literature review or with the work of other scholars in the field:

Not at all  
limitedly  
moderately  
extensively

The student will provide written evidence of understanding of disciplinary method:

Not at all  
Limitedly  
Moderately  
Extensively

The student will provide explanation of clear real-world application of research:

Not at all  
Limitedly  
Moderately  
Extensively

Does the course include any of the following Learning Outcomes:

UR1: Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.

UR2: Students will demonstrate and understanding of the real-world application of a research method.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

**Appendix B**  
**Undergraduate Research Designation Matrix**

	Investment of Time	Dissemination of resulting project	Required student reflection	Faculty feedback	Learning Outcome
Designation					
UR-1	Fewer than 30	Shared with small group	Yes	some	Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.
UR-2	31-50	Shared in class	Yes	Specific to course project	Students will demonstrate an understanding of the real-world application of a research method.
UR-3	51-100	Publicly Shared	Yes	Specific to course project and iterative	Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.
UR-4	101 or more	Publicly Shared	Yes	Extensive, specific and iterative	Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

**Appendix C**  
**University System of Georgia**  
**Undergraduate Research Criteria and Coding Guidelines**  
**Identifying Undergraduate Research Courses as a High Impact Practice for Inclusion in Banner**

**What is a High Impact Practice?**

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

**Guidelines for Qualifying an Undergraduate Research Course as a High Impact Practice**

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether an Undergraduate Research course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Undergraduate Research courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Undergraduate Research Courses as a High Impact Practice

- Key concepts and questions in the course are connected to students' early and active involvement in systematic investigation and research.
- Students are involved in actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

**Identifying Undergraduate Research Courses for Inclusion in Banner**

Institutions have the sole authority to establish a process and criteria for the review of Undergraduate Research courses to determine if they qualify as a High Impact Practice. The USG does not make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve

course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for an Undergraduate Research course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving an Undergraduate Research Course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

### **Banner Code Categories**

The Banner Codes for qualified Undergraduate Research Courses will include the following categories

#### **Primary Codes: Must have one primary code**

Code	Description
ZURP	Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research

#### **Contact Hour Codes: Include code indicating number of hours student is engaged in Undergraduate Research, if applicable**

Code	Description
ZUR1	Research or creative project requires 30 or less contact hours
ZUR2	Research or creative project requires 31-50 contact hours
ZUR3	Research or creative project requires 51-100 contact hours
ZUR4	Research or creative project requires 101 or more contact hours

#### **Required Course Codes: For each course section that meets the following institution criteria**

	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.

- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Undergraduate Research experience courses.

**Primary Code**

**Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research**

**Contact Hour Code**

**Number of hours student is engaged in Undergraduate Research activities as defined by the institution.**

**Required Course Code**

**Course section meets a High Impact Practice requirement established by institution.**

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.

## **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:

<b>Summer Semester</b>			
<b>Tier</b>	<b>Hrs./ wk.</b>	<b>Minimum Stipend per Month</b>	<b>Tuition Waiver for Summer*</b>
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
<b>Fall/Spring Semester</b>			
<b>Tier</b>	<b>Hrs./Wk.</b>	<b>Minimum Stipend per Month</b>	<b>Tuition Waiver for Semester*</b>
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

	<b>Fall 2022</b>	<b>Future Years</b>
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.