

Rules Committee Agenda

11/18/19 Meeting, 3pm, TLC 2-207

Approved 01/13/2019

Attendants: Anja Remshagen, Mikhail Beznosov, Angela Branyon, Brent Gilles, Allison Hollingsworth, Laura Miller, Denise Overfield, John Sewell

1. Minutes

Any Changes, Additions, Modifications

Minutes from 10/21/19 were approved.

2. Regular Agenda Items

a. Criteria for Promotion

- Faculty Handbook Section 103.0302

Changes to the Faculty Handbook Section 103.0302 were approved as shown in [Appendix I](#).

- UWG Procedure 2.2.2

UWG Procedure 2.2.2 was approved as shown in [Appendix II](#).

b. Updates from FDC about faculty promotion and tenure evaluation

- Faculty Handbook Section 103.0201

- UWG Procedure 2.2.3

There were no updates from the FDC since the FDC meeting was cancelled.

c. Updates from FDC about time limits - tenure

- Faculty Handbook Section 103.0402

- UWG Procedure 2.3.1

There were no updates from the FDC since the FDC meeting was cancelled.

d. Pre-Tenure Review

Faculty Handbook Section 102.0201 will be sent to the FDC for review as shown in [Appendix III](#) and as approved at the October meeting with one modification (in Section B, the part “by whatever means the faculty of the department shall determine” will not be struck in order to be consistent with the suggested wording in Faculty Handbook Section 103.0302).

e. Annual Evaluation

- Faculty Handbook Section 103.0302

Changes to the Faculty Handbook Section 103.0302 were approved as shown in [Appendix IV](#).

- UWG Procedure 2.2.2

UWG Procedure 2.2.3 was approved as shown in [Appendix V](#).

A. Membership

Senate Members		
Remshagen, Anja (Chair)	anja@westga.edu	Senate – COSM (2020)
Angela Branyon	abranyon@westga.edu	Senate – COE (2021)
Beznosov, Mikhail	mbeznosov@westga.edu	Senate – COSS (2020)
Miller, Laura	lmiller@westga.edu	Senate – COAH (2020)
Faculty Members		
Bishop, Mary	mbishop@westga.edu	Faculty – THSSON (2021)
DeSilva, Landewatte	ldesilva@westga.edu	Faculty – COSM (2021)
Finck, Shannon	sfinck@westga.edu	Faculty COAH (2020)
Gilles, Brent	bgilles@westga.edu	Faculty – COE (2020)
Hollingsworth, Allison	alisonh@westga.edu	Faculty – RCOB (2020)
Sewell, John	johns@westga.edu	Faculty - COSS (2021)
Sicignano, Charlie	charlie@westga.edu	Faculty- Library (2020)
Administrator		
Overfield, Denise	doverfie@westga.edu	Provost and Vice President for Academic Affairs appointee
Carman, Kristi	legal-list@westga.edu	University General Counsel
Google Group		
Faculty Senate Rules Committee, fs-rules-list@westga.edu		

B. Meeting Schedule

Rules Meetings	Rules Location/ Time	Senate Agenda Deadline	Senate & Exec. Com. Meetings	Senate Meetings Location/Time	Executive Committee Location/Time
Dates (Mondays)	Location TLC 2-207	Dates (Fridays)	Dates (Fridays)	Location TSON 106	Location TSON 200
08/26/2019	3pm-4:30pm	09/06/19	09/13/19	1pm	11:30am/12pm
09/23/2019	3pm-4:30pm	10/04/19	10/11/19	1pm	11:30am/12pm
10/21/2019	3pm-4:30pm	11/01/19	11/08/19	1pm	11:30am/12pm
11/18/2019	3pm-4:30pm	11/29/19	12/06/19	1pm	11:30am/12pm
TBD	TBD	01/17/20	01/24/20	1pm	11:30am/12pm
TBD	TBD	02/14/20	02/21/20	1pm	11:30am/12pm
TBD	TBD	03/20/20	03/27/20	1pm	11:30am/12pm
TBD	TBD	04/10/20	04/17/20	1pm	11:30am/12pm
TBD*	TBD*	06/05/20	06/12/20*	1pm	11:30am/12pm
TBD*	TBD*	07/10/20	07/17/20*	1pm	11:30am/12pm

* these meetings will be scheduled if there are pending agenda items

C. Rules Committee Purpose ([UWG Policies and Procedures](#))

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the [UWG Faculty Handbook](#), [Statutes](#), [Bylaws](#), [Policies and Procedures](#), and any operating protocols the Senate establishes.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the University General Counsel; and one appointed by the Provost. (Total: 13)

Appendix I

103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria are prescribed by [Section 8.3.6.1, Board of Regents Policy Manual, University System of Georgia](#): 1) ~~superior teaching~~ **excellent teaching and effectiveness in instruction**, 2) ~~outstanding service to the institution~~ **noteworthy professional service to the institution or the community**, 3) ~~academic achievement~~ **noteworthy research, scholarship, creative activity, or academic achievement**, and 4) **continuous** professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those “noteworthy” areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clientele served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. To Be Promoted to Senior Lecturer

- 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 1.2. Service ~~to the Institution~~. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 1.3. Academic Achievement. Graduate degree in discipline.
- 1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. To Be Promoted to Assistant Professor

- 2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

- 2.2. Service ~~to the Institution~~. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 2.3. Academic Achievement. Terminal degree in discipline.
- 2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

3. To Be Promoted to Associate Professor

- 3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 3.2. Service ~~to Institution~~. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 3.3. Academic Achievement. Terminal degree in discipline.
- 3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

4. To Be Promoted to Professor

- 4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
- 4.2. Service ~~to Institution~~. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 4.3. Academic Achievement. Terminal degree in discipline.
- 4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3

5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching:

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities
- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods
- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations
- 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
- 5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. Service to Institution:

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
- 5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. Professional Growth and Development:

- 5.3.1. Scholarly Publications (as determined by the disciplines):
 - a. Books published by peer-reviewed presses
 - b. Other published books related to the candidate's professional field
 - c. Articles published in refereed journals
 - d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations

5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).

5.3.4. Grants

- a. Grants received for research, scholarship, or creative activity
- b. Grants received for curricular development or other academic projects
- c. Submitted proposals for competitive external grants

5.3.5. Honors and awards for research, scholarship, or other creative activities

5.3.6. Recognition by professional peers

- a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
- b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
- c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
- d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
- e. Other performances related to academic field.
- f. Exhibitions of creative works in which such works are invited or selected after competitive review.
- g. Non-refereed exhibitions.
- h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
- i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
- j. Consultation which involves scholarly application of professional expertise

5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9. Other as approved by departments and colleges

6. Professional Growth and Development for Promotion ~~from Lecturer~~ to Senior Lecturer:

6.1. Significant contributions to continuing education programs for the community or local educators.

- 6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
- 6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
- 6.4. Completion of coursework required to obtain or maintain teacher certification.
- 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
- 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
- 6.7. Significant contributions to curricular development.
- 6.8. Academic publications and/or presentations at academic conferences.

7. Format of Promotion and Tenure Submissions

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

Appendix II



UWG PROCEDURE NUMBER: UWG Procedure 2.2.2, Criteria for Promotion

Authority: UWG POLICY: 2.2, Promotion

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

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the Criteria for Promotion.

A. Definitions

1. ***Scholarly Teaching*** - teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman, 1998; USG Academic and Student Affairs Handbook, section 4.7.2).
2. ***The Scholarship of Teaching and Learning*** - the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning; USG Academic and Student Affairs Handbook, section 4.7.2).

B. Procedures

Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. To Be Promoted to Senior Lecturer

- 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 1.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 1.3. Academic Achievement. Graduate degree in discipline.
- 1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. To Be Promoted to Assistant Professor

- 2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 2.2. Service. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 2.3. Academic Achievement. Terminal degree in discipline.
- 2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

3. To Be Promoted to Associate Professor

- 3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 3.2. Service. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 3.3. Academic Achievement. Terminal degree in discipline.
- 3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3.

4. To Be Promoted to Professor

- 4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
- 4.2. Service. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 4.3. Academic Achievement. Terminal degree in discipline.
- 4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

5. **Acceptable Evidentiary Sources Relevant to Promotion:** Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching:

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities
- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarly Teaching (e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods
- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations
- 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.
- 5.1.11. Evidence of teaching that incorporates community-engaged approaches and methods.

5.2. Service:

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)
- 5.2.10. Successful service that includes community-engaged approaches and methods.

5.3. Professional Growth and Development:

- 5.3.1. Scholarly Publications (as determined by the disciplines):
 - a. Books published by peer-reviewed presses
 - b. Other published books related to the candidate's professional field
 - c. Articles published in refereed journals
 - d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations

5.3.3. Scholarship of Teaching and Learning (e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see [Section 4.7.2, Academic and Student Affairs Handbook, University System of Georgia](#)).

5.3.4. Grants

- a. Grants received for research, scholarship, or creative activity
- b. Grants received for curricular development or other academic projects
- c. Submitted proposals for competitive external grants

5.3.5. Honors and awards for research, scholarship, or other creative activities

5.3.6. Recognition by professional peers

- a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
- b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
- c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
- d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
- e. Other performances related to academic field.
- f. Exhibitions of creative works in which such works are invited or selected after competitive review.
- g. Non-refereed exhibitions.
- h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
- i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
- j. Consultation which involves scholarly application of professional expertise

5.3.7. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)

5.3.8. Evidence of scholarship that uses community-engaged approaches and methods.

5.3.9. Other as approved by departments and colleges

6. Professional Growth and Development for Promotion to Senior Lecturer:

- 6.1. Significant contributions to continuing education programs for the community or local educators.
- 6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
- 6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
- 6.4. Completion of coursework required to obtain or maintain teacher certification.
- 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
- 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
- 6.7. Significant contributions to curricular development.
- 6.8. Academic publications and/or presentations at academic conferences.

7. Format of Promotion and Tenure Submissions

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

C. Compliance

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See Sections [BOR 8.3.6](#), BOR Manual).

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2019.***

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Appendix III

102.0201 The Probationary Period

- A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion, and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives a copy of this Handbook **as well as the written departmental promotion and tenure policies and procedures and** or at least is referred to the web site: <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf> ~~and the relevant written departmental promotion and tenure policies and procedures.~~ These specific department policies may be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Departmental ~~policies on promotion and tenure~~ **promotion and tenure policies** must be developed by the tenured department faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a department, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of the Provost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.
- B. Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. This **reviewing** committee shall be composed of tenured faculty members of the department, selected by the faculty of the department by whatever means the faculty of the department shall determine. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to ~~the~~ **all** tenured faculty members of the department, to the department chair, and to the college dean ~~(or library dean)~~. The report will state in writing whether progress

toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) professional qualifications, including appropriate academic degrees. In addition, the department chair and the dean ~~of the college (or library dean)~~ will each provide a separate written report ~~as to the~~ regarding progress of the faculty member's progress toward promotion and/or tenure. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the college dean ~~(or library dean)~~. The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee or prejudice a favorable recommendation later on.

- C. Any recommendation to the department chair regarding reappointment shall be reached by a departmental faculty group in accordance with procedures approved by the faculty in that department. Available evidence bearing on the relevant performance of the candidate should be sought out and considered in light of the relevant standards.

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

Appendix IV

104.01 Administrative Evaluation of Faculty

~~Section 8.3.51, Board of Regents Policy Manual, University System of Georgia, requires each institution to establish definite and stated criteria, consistent with Regents' POLICIES and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. (BOR Minutes, 1979-80, p.50; 1983-84, p.36)~~

The performance of each faculty member shall be evaluated annually. The evaluation process shall utilize the Student Evaluations of Instruction. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie. (See also Section 8.3.5.1, BoR Policy Manual.)

104.0101 Procedure

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

- A. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
- B. The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.
- C. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
- D. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

Appendix V



UWG PROCEDURE NUMBER: 2.4.1, Annual Evaluation

Authority: UWG POLICY 2.4, (Recurring Faculty Evaluations)

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

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the annual faculty evaluation procedure.

A. Annual Evaluation Procedure

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
2. The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.
3. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
4. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

B. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Academic and Student Affairs Handbook, 4.7 Evaluation of Faculty and BOR Policy Manual, 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure], **the** ____ **day of** _____, **2019.**

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A