

Faculty Senate
Meeting Minutes
October 16, 2020
Approved November 13, 2020

1. Call to Order

Chair Williams called the meeting to order at 1:07pm.

2. Roll Call

Present:

Banford, Barbour, Barrett (sub. Peralta), Boumenir, Branyon, Cheng (sub. Bird), Corley (sub. Remshagen), DeWeese, Elman, Erben, Faucette, Fuentes, Gault, Geyer (sub. Umminger), Gordon, Graffius, Green, Gupta (sub. Schor), Hadley, Hansen, Hill (sub. Dahms), Hodges, Ivory (sub. Barnhart), Jara-Pazmino, Kellison, Kimbrel (sub. Gantner), Kniess, Koczkas (sub. Williams), Kramer, Lew Yan Voon, Ly (sub. Sinkey), MacKinnon, Mbaye, McKendry-Smith, McLean (sub. McCandless), Nickell, Ogletree, Pashia, Pazzani, Rees, Richter, Self, Scullin, Snipes, Sterling, Swift (sub. Crean), Towhidi (sub. Upson), Van Valen, Volkert, Wadlington (sub. Strickland), Wofford (sub. Kassis).

Absent:

No absences.

3. Minutes

Minutes approved with 47 in favor and 1 abstention.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 4190 Modern Shamanism](#)

Request: Add

Item approved with 49 in favor and 2 abstentions.

2) Department of Mathematics, Sciences, and Technology

- a) [ASTR 3133 Observational Astronomy](#)
Request: Add
- b) [ASTR 3683 Astronomy Research](#)
Request: Add
- c) [ASTR 4103 Stellar Astrophysics](#)
Request: Add
- d) [ASTR 4433 Galaxies and Cosmology](#)
Request: Add
- e) [ASTR 4984 Introduction to Astrophysical Literature](#)
Request: Add

Items a-e were taken as a block and were unanimously approved.

B) College of Education

1) Department of Sport Management, Wellness, and Physical Education

- a) [NUTR 4300 Cultural Aspects of Food and Nutrition](#)
Request: Add

Item approved with 41 in favor and 3 abstentions.

C) University College

1) Department of Civic Engagement and Public Service

- a) [SJUS 3000 Introduction to Social Justice](#)
Request: Add
- b) [SJUS 3050 Politics of Social Justice](#)
Request: Add
- c) [SJUS 4000 Social Justice Culture](#)
Request: Add
- d) [SJUS 4050 Law and Social Justice](#)
Request: Add
- e) [SJUS 4800 Social Justice Policy Analysis](#)
Request: Add

Items a-e were taken as a block and were approved with 42 in favor and 3 abstentions.

- f) [Organizational Leadership, B.S.](#)
Request: Modify

Item approved with 38 in favor and 4 abstentions.

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

a) [Bachelor of Arts in Political Science](#)

Request: Deactivate

This program is being deactivated due to low enrollment. Program curricula are duplicated within the BS degree program with the exception of the foreign language requirement. However, within the BS program, students have an option of taking up to six hours of foreign language, which allows for students to complete the same curriculum within the BS that they are able to within the BA.

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 5190 - Modern Shamanism](#)

Request: Add

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

B) College of Education

1) Department of Communication Sciences and Professional Counseling

a) [CEPD 9153 - Advanced Therapeutic Techniques in Counseling](#)

Request: Add

Items a and c were taken as a block and were approved with 41 in favor and 2 abstentions.

b) [CEPD 9195 Special Topics in Doctoral Professional Counseling Studies](#)

Request: Add

Item approved with 41 in favor and 2 abstentions.

c) [Professional Counseling and Supervision, Ed.D.](#)

Request: Modify

Items a and c were taken as a block and were approved with 41 in favor and 2 abstentions.

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

a) [Criminology, M.A.](#)

Request: Modify

Due to the success of Criminology's fully online BA degree, they have opted to modify the MA to fully online, which meet state workforce needs and expands UWG's efforts to serve traditional and non-traditional students.

b) [Master of Public Administration \(Face to Face Modality\)](#)

Request: Deactivate

The transition from in-person to online modality will meet the growing needs from potential students who are usually in-service employees in public or nonprofit organizations and to create a vital environment for the program. Since Fall 2019, all courses in the program have been offered 100% online, which has helped the program grow faster. Since 90% of the students in the program work during the day, the program now deactivates the in-person modality permanently.

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Items:

A) DSST Exams ([**Figure 1**](#))

Military learners may now obtain credit for prior learning if they have taken the course equivalents for CHEM 3140 and/or CS 1020.

B) UWG Student PLA Handbook ([**Figure 2**](#))

The Center for Adult Learners and Veterans developed this handbook in conjunction with the Registrar's Office as a means centralizing all information on prior learning assessment in one place. It will be hosted on the CALV website.

Committee IV: Faculty Development Committee (Mark Faucette, Chair)

Information Item:

A) Faculty Research Leave Policy

A faculty member contacted the FDC Chair regarding their concern over changes to the Faculty Research Leave Policy that limited leave to one faculty member per program per year. Chair Faucette confirmed with the Provost that there have been no changes to the Faculty Research Leave Policy.

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items:

A) *UWG Policies and Procedures Manual*

1) Article IV, Section 2.F (**Figure 3**)

Request: Modify

Item approved with 41 in favor, 4 opposed, and 3 abstentions. Item will be brought to the General Faculty for a vote according to Article IV, Section 3 of the Policies and Procedures Manual. This vote will take place in mid-November 2020.

B) *UWG Faculty Handbook,*

1) Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership (**Figure 4**)

Request: Modify

After significant discussion, a friendly amendment was proposed to amend the term “department leadership” to “department chair or equivalent.” The vote to amend the language was approved with 41 in favor, 1 opposed, and 2 abstentions. This revision is reflected in Figure 4 at the end of this document.

Following the approval of this friendly amendment, the proposal to modify Section 103.0301 in the Faculty Handbook was approved with 40 in favor, 2 opposed, and 4 abstentions.

C) *UWG Academic Affairs Policies Index*

1) *UWG Procedure 2.4.4 Evaluation of Department Leaders* (**Figure 5**)

Request: Add

As this procedure is directly related to the proposed modifications to Section 103.0301 in the Faculty Handbook, the item was approved with the following friendly amendment:

“department leadership” will hereby read “department chair or equivalent.” This revision is reflected in Figure 5 at the end of this document. The vote to approve the addition of UWG Procedure 2.4.4 to the Academic Affairs Policies Index was 40 in favor and 5 abstentions.

Committee XII: Teaching, Learning, and Assessment Committee (Rebecca Gault, Chair)

Action Item:

A) *Fall Course Evaluations*

Item approved with 47 in favor, 1 opposed, and 1 abstention.

Information Item:

A) [SEI Evaluation Form](#)

The Senate's Teaching, Learning, and Assessment Committee invites all faculty to review the existing Student Evaluation of Instruction instrument (last revised 2011) and submit feedback, comments, and suggestions with potential revisions to the instrument.

5. Old Business

6. New Business

A) An Expression of No Confidence in Dr. Brendan Kelly's Leadership as President of the University of West Georgia (**Figure 6**)

1) Statements from President Kelly and Interim Provost Jenks

2) Call for a Vote on sharing Addendum IX with the General Faculty and the Board of Regents

At 2:09pm, Chair Williams explained the protocol for the upcoming discussion and vote: after the introduction of a resolution of No Confidence in President Kelly's leadership, both President Kelly and Interim Provost Jenks will have an opportunity to respond. After which, a motion will be formally introduced and, if seconded, there will be general discussion of the motion at hand before a vote is called. Chair Williams requested speakers to utilize the raise-hand function rather than chat. (See [October 16, 2020 Zoom Meeting](#), beginning 1:14:44).

Dr. N. Jane McCandless then introduced the Resolution of No Confidence, to which both President Kelly and Interim Provost both responded. (See [October 16, 2020 Zoom Meeting](#), beginning 1:16:42).

At 3:13pm, Dr. McCandless recommended that the following motion be approved: "The Faculty Senate, as the representative body of the faculty of the University of West Georgia, declares that it has no confidence in the leadership of President Brendan Kelly." The motion was seconded. (See [October 16, 2020 Zoom Meeting](#), beginning 2:18:20).

From 3:14pm to 4:15pm, discussion of the motion took place. (See [October 16, 2020 Zoom Meeting](#), beginning 2:19:38).

At 4:15pm, Dr. Kelly indicated that he had another meeting and needed to leave, but he had taken several pages of notes and noted that he appreciated the discussion and feedback. He responded to several points made during the discussion, including a disconnect between faculty and himself, his communication efforts meeting the needs and expectations of the faculty and staff, and collaborative problem solving. (See [October 16, 2020 Zoom Meeting](#), beginning 3:19:09).

Discussion continued. At 4:36pm, Chair Williams called for the vote, to which a roll call vote was requested. (See [October 16, 2020 Zoom Meeting](#), beginning 3:41:34).

Results of the roll call vote on this Resolution were as follows:

<i>Banford, aye</i>	<i>Lew Yan Voon, aye</i>
<i>Barbour, nay</i>	<i>MacKinnon, aye</i>
<i>Barnhart, aye</i>	<i>Mbaye, abstain</i>
<i>Bird, aye</i>	<i>McCandless, aye</i>
<i>Boumenir, aye</i>	<i>McKendry-Smith, aye</i>
<i>Branyon, aye</i>	<i>Nickell, aye</i>
<i>Crean, abstain</i>	<i>Ogletree, aye</i>
<i>Dahms, aye</i>	<i>Pashia, aye</i>
<i>DeWeese, aye</i>	<i>Pazzani, aye</i>
<i>Elman, nay</i>	<i>Peralta, aye</i>
<i>Erben, aye</i>	<i>Rees, nay</i>
<i>Faucette, aye</i>	<i>Remshagen, aye</i>
<i>Fuentes, aye</i>	<i>Richter, nay</i>
<i>Gantner, nay</i>	<i>Schor, aye</i>
<i>Gault, aye</i>	<i>Scullin, aye</i>
<i>Gordon, aye</i>	<i>Self, nay</i>
<i>Graffius, nay</i>	<i>Sinkey, nay</i>
<i>Green, nay</i>	<i>Snipes, aye</i>
<i>Hadley, abstain</i>	<i>Sterling, nay</i>
<i>Hansen, aye</i>	<i>Strickland, aye</i>
<i>Hodges, nay</i>	<i>Umminger, aye</i>
<i>Jara-Pazmino, abstain</i>	<i>Upson, aye</i>
<i>Kassis, nay</i>	<i>Van Valen, aye</i>
<i>Kellison, aye</i>	<i>Volkert, nay</i>
<i>Kniess, nay</i>	<i>Williams, aye</i>
<i>Kramer, abstain</i>	

The Resolution passed with 32 in favor, 14 opposed, and 5 abstentions

Following the Roll Call Vote, Chair Williams led a discussion on whether this resolution should be taken to the General Faculty for a vote, when the vote would be held, and how it would be conducted. (See [October 16, 2020 Zoom Meeting](#), beginning 3:55:06).

Chair Williams then presided over two votes:

(1) authorization to conduct a vote on the Resolution of No Confidence among the 512 members of the General Faculty with three voting options—yes, no, and abstain—to take place within the timeframe outlined in the UWG [Policies and Procedures Manual](#). The motion passed.

(2) the method by which the outcome of the vote will be counted—either a 50% threshold with 257 votes in the majority or a plurality of the votes cast either in favor, against, or in abstention. The Faculty Senate voted in favor of a plurality of the votes cast either in favor, against, or in abstention.

It was also agreed that the vote among the General Faculty would be conducted through Qualtrics, that the ballot would be set up in such a way as to protect anonymity, and that the ballot would be sent directly to members of the General Faculty via the Qualtrics email distribution option.

The remaining Senators in attendance worked jointly to draft the following explanation of the Resolution of No Confidence to be shared with the General Faculty and the University System of Georgia Board of Regents:

On October 16, 2020, the Faculty Senate of the University of West Georgia voted No Confidence in the leadership of Dr. Brendan Kelly as President: 32 in favor, 14 against, and 5 abstentions.

Senators shared a wide range of reasons for voting this way, but the following list outlines the common concerns:

1. Lack of meaningful communication and substantive consultation
2. Lack of meaningful relationships with those he leads
3. Disrespect for the institution's past and its people
4. Disregard for the principle of shared governance
5. Fear of retaliation for speaking out

Regardless of the result of the general faculty vote, the Faculty Senate expresses its hope for—and commitment to—healing and moving the University of West Georgia forward.

As there was no quorum by the time this draft was completed at 6:22pm, Chair Williams stated that the vote to approve this explanation of the Resolution of No Confidence would take place over the weekend, with a deadline of 10am on Monday, October 19, 2020.

It was noted during the discussion that the General Faculty would not be voting on the above explanation. Instead, the General Faculty would vote on a Resolution of No Confidence that reads "The general faculty of the University of West Georgia have no confidence in the leadership of President Brendan Kelly."

7. Announcements

A) SACSCOC, Assessment, and the 5th Year Interim Report: An Update, Amanda Thomas, Director of Assessment

Our 5th Year Interim Report was favorably received by SACSCOC with very minor comments for improvement. Thanks to everyone who worked on the 5th Year Interim Report and on assessment. We are doing a great job and we need to maintain this momentum moving forward.

8. Adjournment

The meeting adjourned at 6:27pm.

Nota Bene:

As there was no quorum by the close of this meeting, two votes were held electronically via Qualtrics from October 17-19, 2020:

- 1. Authorization to move the General Faculty vote on the Resolution of No Confidence in the Leadership of President Kelly from October 19-26 to November 2-9 in order to comply with the principles of Article I.F of the By-Laws of the General Faculty, which require an advance notice of ten university business days before holding a General Faculty electronic vote. The vote passed with 41 in favor, 4 opposed, and 2 abstentions. Notice of the vote was sent to all faculty via the All-Faculty listserv on Monday, October 19, ten university business days before November 2.*
- 2. Approval of the explanation of the Resolution of No Confidence in the Leadership of President Kelly to be sent to the USG Board of Regents (see Page 11 of these meeting minutes). The vote passed with 36 in favor, 5 opposed, and 5 abstentions.*

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

Figure 1

Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST)

DANTES (DSST) is a Prior Learning Assessment (PLA) originated by the United States Department of Defense to provide a mechanism for eligible military personnel and civilian employees to earn college credit by examination. Undergraduate students who have been admitted to UWG and are currently in good academic standing may seek the evaluation of DANTES (DSST) credit. Each respective academic department determines the UWG course equivalency for each PLA Assessment. Students will still be required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements. Please refer to the chart below to determine course equivalency and credit earned.

DSST exams are funded by the Defense Activity for Non-Traditional Education Support (DANTES) program and the first attempt is free for eligible military personnel and civilian employees. Students must wait 30 days to retake a DSST exam, even if the student has a retake voucher. For additional testing details, contact Academic Testing Services.

Questions concerning the policy should be directed to the Office of the Registrar Transfer Team by emailing transfer@westga.edu or calling (678) 839-6438.

Subject	DANTES Exam	Score	UWG Course Equivalent	UWG Hours
Chemistry	Substance Abuse (formally Drug & Alcohol Abuse)	400	CHEM 3140	3
Computer Science	Computing and Information Technology (formally Introduction to Computing)	400	CS 1020	3

Figure 2

Prior Learning Assessment (PLA)

Student Handbook

Table of Contents

Preface	13
Definition of Prior Learning	14
Prior Learning Assessment (PLA).....	14
Earning College Credit for Prior Learning	14
Methods of Assessing Prior Learning for College Credit	15
1. <i>Departmental Examination</i>	15
2. <i>National Standardized Examination</i>	15
a. <i>College Level Examination Program (CLEP) Credit</i>	16
b. <i>AP (Advanced Placement) Credit</i>	16
c. <i>International Baccalaureate (IB) Credit</i>	17
d. <i>Defense Activity for Non-Traditional Educational Support (DANTES) Credit</i>	17
3. <i>Military Training</i>	17
4. <i>Portfolio Assessment</i>	18
a. <i>University of West Georgia PLA Policies</i>	19

Preface

This handbook is designed to provide students with information needed when seeking credit for prior learning related to specific courses at the University of West Georgia. For more information about PLA at UWG, contact the Center for Adult Learners and Veterans via email at cav@westga.edu or by phone at 678-839-5210.

Definition of Prior Learning

Prior learning is learning which is gained through life or work experiences outside of structured higher educational coursework. Many people acquire skills and knowledge through life experiences such as professional endeavors in business, the military, or other training as well as through involvement in community work, family management, travel opportunities, or personal study and development.

Prior Learning Assessment (PLA)

PLA is a process through which students **identify** areas of relevant learning from their past experiences, **demonstrate** that learning through appropriate documentation, and **submit** their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at UWG.

Earning College Credit for Prior Learning

Broadly speaking, one of the goals of college level education is to prepare responsible, reflective citizens who adapt constructively to change. College level education also helps students become critical thinkers and problem solvers in an ever-changing world. Students can acquire learning from a variety of sources outside the traditional classroom, and they can earn appropriate credit in their work towards a degree for **verifiable college level learning** acquired through life or work experience, *not for the experience itself*. Students who acquire the level of knowledge that meets the expectations and the learning outcomes of a specific course may get credit for that course, provided the students can demonstrate proficiency in that specific course. Evaluation of demonstrated proficiency is determined by faculty members who are content experts in the field in which prior learning is believed to have occurred.

There are no limits on the amount of PLA credit that can be awarded to students, but students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, depending upon degree requirements. In addition, UWG supports the transfer of PLA credit in its compliance with USG Policy 3.3.6, which can be reviewed on the website for the [Board of Regents Policy Manual](#).

Methods of Assessing Prior Learning for College Credit

1. Departmental Examination.

Several academic departments at the University of West Georgia offer the opportunity for credit by examination. The English Department, for example, allows students to write an essay evaluated by a departmental committee. Depending on the passing score, the student will be allowed to exempt English 1101 and/or 1102. The Department of International Languages and Cultures also allows students to exempt certain introductory foreign language courses. Please visit [Additional Information on Department Credit by Exam \(PDF 256K\)](#) to learn more on departmental exams, [Additional Information on Mathematics Credit-by-Exam, SAT Score \(PDF 58K\)](#) and [Additional Information on Mathematics Credit by ALEKS PPL](#) for additional information on credit options for math, and [Additional Information for English Credit-By-Exam \(PDF 57K\)](#) for additional information on credit options for English. The Criminology and Accounting departments offer challenge exams through UWG's Academic Testing Department. Passing grades are assessed \$6/credit hour charge for processing.

2. National Standardized Examination.

Credit for prior learning may be awarded through the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and

DANTES. Students may visit the website for the [GAtracs Transfer Tool](#) to learn more about national standardized exams accepted by UWG and other University System of Georgia institutions.

a. College Level Examination Program (CLEP) Credit.

The College Level Examination Program or CLEP is a great way to earn college credit. Credit is granted upon the successful completion of a standardized test. Not only will a person save time by not having to take a course containing material he or she already knows, but the student will also save money by not having to pay for a college class. CLEP enables a student to move through his or her freshman and sophomore years at a faster pace. At West Georgia, a “K” grade is awarded after successful completion of a CLEP exam. The grade will appear on the student transcript and evaluation records. Visit the webpage showing UWG’s [CLEP Course Exam Equivalents \(PDF 85K\)](#) and veterans are encouraged to visit the CLEP website to learn about [military funded exams](#). Students interested in taking a CLEP test at UWG can visit [Academic Testing’s webpage](#) to register.

b. AP (Advanced Placement) Credit.

The Advanced Placement (AP) Program is available through many high schools and enables a high-school student to earn credit toward college in a variety of subjects. These courses are equivalent to college freshmen/sophomore level courses. High school students who earn AP exam scores of 3 or higher and who submit official score reports to West Georgia usually receive credit for coursework. Scores of 4 or higher are required to receive credit for history exams and may also count as Honors College credit. Visit [UWG’s website \(PDF 501K\)](#) to find additional

information on AP course exam equivalents.

c. International Baccalaureate (IB) Credit.

International Baccalaureate (IB) scores are also reviewed for possible college credit. Students may receive academic credit for exams at each level depending on the score. Please review the current [IB Policy \(PDF 338K\)](#) to determine if you are eligible to receive credit.

d. Defense Activity for Non-Traditional Educational Support (DANTES) Credit.

To expand the prior learning options, UWG has begun a review of DSST exams and the UWG Academic Testing Services has applied to be an official DSST testing location.

3. *Military Training.*

Training and learning are a part of the military experience for active duty service members, reservists, and National Guardsmen. Military connected students are encouraged to provide UWG an official copy of their transcript from the [Community College of the Air Force \(CCAF\)](#) and their [Joint Services Transcript \(JST\)](#). Guidance to colleges and universities is provided by the American Council on Education (ACE) and veterans can learn more by viewing the [ACE website](#). UWG is a member of ACE and honors ACE credits approved by appropriate UWG instructional departments as appropriate for the program of study for students. In addition, UWG has an extensive number of military trainings for which credit has been reviewed and categorized. To ensure we continue providing credit when possible each military transcript is reviewed and compared to classes which are a part of the service members selected major. If training is found to be a possible match for credit, the Center for Adult Learners and Veterans ask for a review of learning outcomes by the

appropriate College.

4. Portfolio Assessment.

Students may be eligible to earn credit for learning experiences by completing a Portfolio. Visit [UWG Online's website](#) or the [College of Social Science's website](#) for more information on portfolios. Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio should not only describe the relevant experience but should also identify the particular learning outcomes.

Students who are interested in submitting a portfolio for review must enroll in a 2-credit hour class ([XIDS 2002](#)) that supports a successful portfolio submission. XIDS 2002 will review the learning objectives of the class for which the portfolio submission is desired and then seek documentation/concrete evidence each learning objective has been met. In addition to a one-time enrollment in XIDS 2002, a nonrefundable fee of \$250 is assessed on each portfolio submission to support the expert review and related documentation. The availability of a portfolio submission for prior learning credit lies within each department. Students who are interested in this option should inquire with the department chair or the program coordinator about the portfolio availability or other PLA options that may exist for the class(es) for which credit is desired.

a. University of West Georgia PLA Policies.

- 1) Prospective students who fit the following criteria are eligible to participate in CPL:
 - a) They are adults; typically, 25 years of age or older.
 - b) They are non-traditional students.
 - c) They have learning experiences that could be reflected in an academic program's curriculum.
- 2) Course credit via CPL by Portfolio may not replace existing credit assessments. Course credit acquired through these means cannot be used to satisfy the minimum number of hours that must be completed in residence at UWG, nor toward minimum hours in the major field (See SACS 3.5.2, and University catalog requirements for undergraduate degrees).
- 3) Students may not conduct PLA by departmental examination, standardized test, or portfolio for any courses for which they have previously completed at UWG as a regular or audit student.
- 4) Students are required to complete CPL Prior Learning Documentation in preparation for developing portfolio(s) for credit evaluation, preferably prior to their last semester. Students will earn two hours credit and a letter grade of A-F for this course.
- 5) Students must register for Portfolio Assessment in the appropriate department(s) in the term that they will submit a portfolio for evaluation.
- 6) Credit may be awarded after the first submission; in which case, the student will be notified that credit has been granted. The assessors may specifically

outline areas for improvement and allow students to resubmit their documentation one time during the next semester. The assessors will provide a report giving specific feedback to students. Students may resubmit a revised portfolio only once for re-assessment and must include the original portfolio submission and previous assessor's feedback.

- 7) Individual departments determine how many, if any, CPL credits may be awarded.
- 8) Students can pursue Credit for Prior Learning through a variety of pathways, to include CLEP exams, departmental exams, and portfolio assessment. Portfolio assessment is available for select courses and cannot be used for courses for which CLEP and/or departmental exams are available.

Figure 3

UWG Policies and Procedure Manual

Modification of Article IV, Section 2.F

APPROVED REVISED VERSION

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:
 - a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
 - b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
 - c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

Figure 4

UWG Faculty Handbook

Modification of Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership

APPROVED REVISED VERSION

104.03 Faculty Evaluation of Departmental Leadership

To provide the faculty and administration with information on the performance of departmental leadership as defined by each academic unit, a periodic evaluation is established.

104.0301 Procedure.

An evaluation of each department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department chairs or the equivalent, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department members, reviewed by the department chair or the equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or the equivalent.

Figure 5

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.4.4, Evaluation of Department Leaders

APPROVED PROCEDURE



UWG PROCEDURE NUMBER: 2.4.4, Evaluation of Department Leaders

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 information on the periodic performance evaluation of department leaders.

A. Definitions

1. Department leader - department chair (or the equivalent) or head of academic units.

B. Procedure

An evaluation of each department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department chairs or the equivalent, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department members, reviewed by the department chair or the equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or the equivalent.

C. Compliance

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

Issued by the [title of person charged with writing procedure], the ____ day of _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 6

An Indictment of President Kelly for Issues of Shared Governance and Mismanagement of the University of West Georgia

We (a group of faculty) are calling for a vote of No Confidence in President Brendan Kelly. President Kelly has not honored faculty governance, has violated university policy, and has pursued initiatives that we consider detrimental to the current and future well-being of the University of West Georgia.

The university as a concept is an ancient institution, with its modern structure dating to the European Middle Ages, and its origins stretching back into antiquity. The associated concepts of academic freedom and shared governance are central and critical to the functioning and identity of the academy. Emerging in the 1100s to facilitate scholars' freedom of movement, academic freedom has come to encompass freedoms of speech unhindered by political interests. This freedom can only be protected through shared governance, which the American Association of University Professors (AAUP) formally defined a century ago as emphasizing "the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies." So crucial is faculty involvement, that the University of West Georgia's accrediting body, SACSCOC require [Standard 10.4](#) (Faculty role in governance) to be fulfilled as part of the accreditation process.

While President Kelly has attempted to exclude faculty from these processes by limiting their involvement to "curricular" matters, the institution's holistic nature ensures that virtually any change to one part of the university impacts the faculty's ability to deliver effective and high-quality instruction to students. Despite rhetorical claims of modernizing the University of West Georgia, the endurance of the university structure for hundreds of years through plagues, wars, and political and economic crises is evidence of its ability to meet any changes the 21st century may bring without rash and poorly thought-out emergency restructuring. In fact, the University of West Georgia has weathered more or equally extreme financial crises than those cited by President Kelly as the reasoning for his dictatorial actions.

Ultimately, although President Kelly possesses considerable power to reshape the university at will, his unilateral exercise of those powers without adequate consultation of faculty has severely undermined hallowed normative traditions within the academy and eroded faculty trust in the administration, leading faculty to declare that they have no confidence in his ability to lead this institution and, furthermore, that his leadership decisions are to the detriment, rather than benefit, of the University of West Georgia. Specific examples of decisions made without faculty consultation and to the detriment of the university follow.

1. College and Department Reorganization: effective July 1, 2020, President Kelly ordered the most comprehensive restructuring of academic affairs this university has seen in its history, and without any faculty input. The restructuring is best described as pandemonium, as disciplines with no common element were arbitrarily forced together into new departments, without any regard for individual programs' preferences. The restructuring devastated two previously successful programs by splitting their faculty between two different colleges, without any faculty

input on how teaching was to be realigned. New chairs, furthermore, were appointed without faculty consultation. Everything about the process of restructuring is problematic, coming from a President who at the point of its implementation had only been in his post for three months. Furthermore, it is a direct violation of University of West Georgia [Policies and Procedures Article I F](#), which states that “The President, in consultation with the Faculty Senate and other representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs.” President Kelly did not consult the Faculty Senate or the faculty in the affected colleges and departments before implementing a radical change, using budgetary matters as the excuse.

2. Personnel Concerns: In September 2020, President Kelly ordered Dr. Faye McIntyre, Dean of RCOB and the longest-serving dean on campus, to step down, pending the rushed hire of her replacement. The decision was ordered abruptly, despite continuous positive evaluations of Dean McIntyre, exceptional fund-raising abilities, and her overwhelming popularity among her faculty – and just a year before a critically important accreditation visit. This despotic decision, while problematic, is not itself in violation of University of West Georgia policies. The lack of notification of the university community, however, is another violation of [Policies and Procedures Article I F](#), which states that “Appointments shall be annual at the beginning of the fiscal year, and the University community shall be informed in writing at that time of the organizational structure and the incumbents of all positions at two levels below that of the President. If any changes are made during the year, the President shall notify in a timely manner the University community in writing of any appointments, removals, or resignations.” President Kelly did not notify the university community of this personnel change.

3. Dissolution of the Center for Diversity and Inclusion: The year 2020 has witnessed racial tensions of a kind unseen in this country since, arguably, the 1960s. In the middle of this crisis, universities around the country that did not previously have a Chief Diversity Officer on staff and a Center for Diversity and Inclusion made sure to create these positions and centers. But with an utter disregard for the concerns and needs of UWG’s student population, which currently includes over 50% of students from racial minorities, President Kelly refused to appoint a permanent Chief Diversity Officer, and dissolved the CDI. In doing so, he disregarded the recommendation of the university’s previous permanent Chief Diversity Officer, Dr. Yves-Rose Porcena, who had recommended promoting the CDO and moving the post into the Provost’s office, in order to equip the individual in that post to effect real change on campus.

4. University Budget: There has never been a year in the history of UWG when the campus started the year without a declared budget from the President. Per [University Policies and Procedures, Article II.1.c.1](#), the President must present an annual budget. As of this writing (09/26), no university budget has been shared with faculty. Furthermore, President Kelly has made a number of decisions about the University budget without consultation of Faculty Senate or its Budget committee, or even without informing the faculty. This is contrary to previous expectations and campus culture. Because the university is a community of experts in a variety of fields, soliciting that expertise from, most notably, the successful Richards College of Business, would have allowed for more effective solutions than the President could come up with alone. The President has, furthermore, repeatedly refused to communicate with faculty about the state of university budget. Finally, he showed an utter disregard for the College of

Education by abruptly removing its graduate e-tuition funds, reserved for the college's use, without consulting the faculty and without explaining his actions. Last but not least, the lack of shared budget by the President prior to the beginning of the new academic year has resulted in the inability of other administrators, including department chairs, to fulfill their duties, which include presenting an annual budget, per [Policies and Procedures Article III.2.C.2.e](#).

5. Dual Modality: Just as President Kelly did not take advantage of the vast experience available among faculty in RCOB to consider solutions for the university's budget crisis, he did not take advantage of the equally impressive faculty expertise present all across campus, including specifically in the COE, in considering optimal solutions for this Fall's on-campus courses. The model of Dual Modality, which was adopted late in the planning process over the summer, has been a source of criticism and concern among faculty at all colleges and schools on campus. All across America, teaching is regarded as a revered prerogative of the faculty, rather than of administrators. In no respectable institution in America is the modality of teaching designed by administrators and simply handed to faculty to implement, as President Kelly has done.

6. Campus Reopening and COVID Communication: During the first Senate Forum this summer, in response to the question "Is it our responsibility (i.e., as faculty) to educate students about COVID?" Interim Provost Jenks responded that "Yes. That is absolutely part of our responsibility to educate them about whatever it is that is going on in the world." ([Forum I, beginning 32:36](#)). President Kelly's reactions this fall, however, have contradicted this earlier stance, and he has repeatedly criticized faculty who have reported concerns about the risk of COVID infections on campus. In particular, when faculty on campus have notified their students about the confirmed cases among their classmates, those faculty have been reprimanded, whether officially or unofficially. In one case, when a faculty member had notified the class, while preserving the student's anonymity, that a student had tested positive and that the faculty member had to self-quarantine, a concerned mother of a student in the class contacted the President. The President's response went viral on Twitter, but has since been removed. President Kelly stated in that response: "Our COVID19 Response Team has the responsibility of notifying affected individuals, not faculty members. We have contacted the involved faculty member, and corrective actions are being taken. Causing unnecessary worry and stress to our campus community will not be tolerated." The President's harsh response in this case showed a lack of concern or respect for the well-being of faculty and students alike. Finally, the President's actions surrounding campus reopening and COVID response have recently attracted national attention to our campus, because of [an article published by a recently retired faculty member](#).

7. Communication and Information Flow on Campus: President Kelly has repeatedly refused to communicate with faculty. Even more detrimental is his refusal to communicate with deans and chairs. While previous UWG presidents regularly met with an Administrative Council that included all deans and chairs on campus, among other key stakeholders, President Kelly has cut the deans and chairs out of his regular conversations, hampering their ability to communicate and lead effectively. Furthermore, this refusal to communicate with deans and chairs is a measure of disrespect for the leaders on campus, and has resulted in a lack of crucial information flow on campus. Last but not least, in a measure that has hampered faculty's ability to communicate with each other en masse, President Kelly has removed access to the all-faculty listserv from UWG faculty and even from many individuals in other offices across campus, such as HR. While

regulations over the use of the all-faculty listserv were in existence before, President Kelly's extreme restrictions on access of faculty to the all-faculty listserv are unprecedented in the history of UWG.

8. **New Strategic Plan:** Without consulting any faculty members, President Kelly proposed a new strategic plan for the university on August 5, formulated its foundational principles (three pillars) himself, and presented them to the public in an hour-long presentation on August 11. These dates are significant because the committee (or steering team) was announced on August 21, considerably after the pillars were discussed in a video on the 5th and in greater detail on the 11th. Faculty across campus have voiced multiple concerns about this plan. First, the title of the plan "Becoming UWG" is deeply offensive to faculty who have dedicated their careers to this university, and have seen it thrive and grow. Second, the work on the plan has, to date, not consulted the Faculty Senate's Institutional Planning Committee, under whose purview the development of a new strategic plan falls. While Interim Provost Jenks has noted that the committee will be consulted after a draft of the plan has been written, this does not fulfill the requirements of the Senate committee's task. Third, the committee tasked with the work on the new strategic plan includes only one full-time faculty member. Furthermore, it was only after the committee had been publicly announced, and after significant objections from the faculty, that President Kelly agreed to add a single representative to the committee from CACSI, the largest academic unit on campus at this time. Last but not least, while President Kelly's own justification for this planning process has been that it will maximize the number of faculty involved in the process, the committee's work to date has involved hand-selecting very few faculty for focus groups, and no open invitations to all faculty to participate in the process have been offered. Worse, when he was specifically asked to respond to these concerns, he sent a written response that further offended many faculty because it did not accurately represent UWG's history – it falsely claimed that "stakeholder-based strategic planning... may be a process that is new to UWG." In this process, President Kelly has demonstrated yet again that he does not want to hear candid faculty voices, and has no regard for university history or tradition.

9. **Campus Climate:** One of the most significant concerns for many faculty who have been at this university for a number of years has been the dramatic shift in campus climate since President Kelly's arrival in March 2020. President Kelly's disregard for faculty voices has created a culture of fear, in which many fear retaliation if they voice concerns openly, rather than anonymously. The president's treatment of Dean McIntyre and of the faculty member whose case is mentioned in #6 above show that these fears are not unfounded. If this is the degree of damage that President Kelly has been able to bring upon this campus in merely six months, what will be the impact of his leadership for a year or more?

10. **President Kelly's Response to Faculty Concerns:** When faculty have attempted to engage with President Kelly in dialogue on these matters and discuss their concerns with him in public forums, he has resisted such efforts either by leaving all of the discussion to the Provost (as occurred at the September 11th Faculty Senate meeting), or by insisting that he would prefer to answer questions only in writing, but then issuing only vague or generic responses that did not address faculty concerns. Furthermore, in several instances when senior faculty members on campus have emailed Dr. Kelly, he has not responded to the emails at all. Last but not least, President Kelly refused twice, despite the request of the faculty, to call a special meeting of the

Faculty Senate to discuss faculty concerns. This is in direct violation of [Article III.A in Policies and Procedures](#), which states: “Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty.” At least five senators and ten general faculty members requested in writing a special meeting to discuss faculty concerns during the 09/11/2020 meeting of the Faculty Senate. In addition, five senators personally wrote to the President to request such a meeting. The President waited a full week before informing the Faculty Senate Chair that he will not call this meeting.