

Memorandum

To: General Faculty

Date: February 19, 2014

Regarding: Agenda, Faculty Senate Meeting, February 21 at 3:00 p.m., TLC 1-303

The agenda for the February 21, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the January 24th meeting ([see Addendum I](#))
4. Committee reports

Committee IV: Academic Policies Committee (Vickie Geisler, Chair)

Action Items: ([see Addendum II](#))

- A. Revision of attendance policy (Tim Schroer, Chair of Attendance Subcommittee)

Committee VI: Strategic Planning Committee (Rob Sanders, Chair)

Information Items: ([see Addendum III](#))

- A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Committee XII: Budget Committee (Paul Rutledge, Chair)

Action Item: ([see Addendum IV](#))

- A. Salary equity implementation

5. New business:

- A. NSF funded self-study (ADVANCE-IT) of faculty in STEM and STEM-Related disciplines at UWG (Mike Johnson), [see Addendum V](#)
- B. Sustainability Council update (Minna Rollins)

6. Announcements:

- A. QEP and the SACS visit (Debra MacComb)

7. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft Minutes**

January 24, 2014

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:03 p.m.

2. Roll call

Present

Basu-Dutt, Blair, Butler, DeFoor, DeSilva, Erben, Farmer, Faucette, Gant, Geisler, Griffith, Halonen-Rollins, Hannaford, Haynes, Hooper, Insenga, Johnson, Kassis, Keim, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Packard, Penco, Ponder, Popov, Robinson, Samples, Sanders, Sullivan (substitute for Schroer), Skott-Myhre, Stanfield, Steere, Van Valen, Vasconcellos, Velez-Castrillon, Welch, Willox, Woodward, Xu

Absent

Banford, Rutledge, Thompson, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of December 6. A correction was made to the members present.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)

Action Items:

A. College of Arts & Humanities

1) Department of Art

a) ART 3100 Art Abroad: (Destination of Travel)

Request: Add

Action: Approved

b) ART 3150 Studio Research Methods And Strategies

Request: Add

Action: Approved

c) ART 3151 Studio Studies Abroad: (Destination of Travel)

Request: Add

Action: Approved

- d) ART 4408 Materials & Methods in Graphic Design
Request: Add
Action: Approved

These four items were taken together and approved unanimously by voice vote.

B) College of Education

- 1) Department of Leadership and Instruction
 - a) Bachelor of Science with a Major in Sport Management
Request: Modify course requirements
Action: Approved

Item approved unanimously by voice vote.

C) College of Social Sciences

- 1) Department of Anthropology
 - a) Certificate in Cultural Resource Management
Request: Add prebaccalaureate certificate program
Action: Approved

Item approved unanimously by voice vote.

- b) ANTH-3170 Religion in America: The Shakers and Other Utopian Societies
Request: Add
Action: Approved

Item approved unanimously by voice vote.

- 2) Department of Political Science
 - a) POLS-4504 International Political Economy
Request: Modify prerequisites (Note: prerequisites in RCOB)
Action: Approved

Item approved unanimously by voice vote.

- 3) Department of Criminology
 - a) Bachelor of Science with a Major in Criminology
Request: Modify course requirements
Action: Approved as amended

Item approved unanimously by voice vote after the minor editorial change: “shared with a minor?” to “shared with a minor)”

- D) Richards College of Business
 - 1) Department of Economics
 - a) Bachelor of Arts with a Major in International Economics
Request: Modify course requirements
Action: Approved

Item approved unanimously by voice vote.

Information Item:

- 1) XIDS Courses approved by XIDS Subcommittee
 - a) XIDS-2002
What Do You Really Know About: Acting

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)

Action Items:

- A) College of Education
 - 1) Department of Clinical and Professional Studies
 - a) CEPD 6135 Applied Counseling Theories
Request: Add
Action: Approved
 - b) CEPD 7105 Counseling Across the Lifespan
Request: Add
Action: Approved
 - c) CEPD 7141 Professional Orientation and Ethics in Counseling
Request: Add
Action: Approved
 - d) CEPD 7153 Crisis Intervention
Request: Add
Action: Approved
 - e) CEPD 7158 Counseling in the Military Community
Request: Add
Action: Approved

These five items were taken together and approved unanimously by voice vote.

- 2) Department of Learning and Teaching
 - a) SPED 8783 Readings in Research
Request: Modify
Action: Approved

- b) SPED 8784 Research Seminar
Request: Modify
Action: Approved

These two items were taken together and approved unanimously by voice vote.

- B) College of Social Sciences
 - 1) Department of Psychology
 - a) Psychology, Ph.D. in Psychology: Consciousness and Society
Request: Modify
Action: Approved

Item approved unanimously by voice vote.

- b) PSYC 7004 Historical Foundations of Psychology
Request: Modify (renumbering of PSYC 8003 as PSYC 7004)
Action: Approved

Item approved unanimously by voice vote.

- C) Richards College of Business
 - 1) Accounting and Finance
 - a) ACCT 6242 Strategic Information Systems
Request: Add
Action: Approved
 - b) ACCT 5242 Strategic Information Systems and Risk Management
Request: Delete
Action: Approved

These two items were taken together and approved unanimously by voice vote.

Information item:

- A) The creation of an Office of Graduate and International Admissions [OGIA] was approved by President Marrero and the Deans at the end of 2013. The Office will report directly to the Associate Vice President for Enrollment Management John Head, who is leading organization efforts. A search is currently underway for a Director for the Office.

Discussion:

President Marrero explained that this office will create efficiencies in operations; it is purely administrative in nature and should be helpful for the Financial Aid and Records offices. Recruitment is left up to the colleges. The office will be located between Parker and Mandeville Halls. The president wants feedback from the faculty. Let him know how it goes in the next year.

Committee XII: Budget Committee (Paul Rutledge, Chair)
Information Item:

(Note to faculty: the following document summarizes the decisions made in the Budget Committee regarding salary equity, and also an affirmation of the Budget Narrative. Please let Dr. Rutledge know if you have questions. He will not be able to attend the meeting due to the Provost Search, but will have a representative available; BC members will also be in attendance to answer questions.)

The FS Budget Committee met on December 6, 2013. At that meeting, the topics that were discussed were the UWG Budget Narrative to be presented to the Board of Regents, as well as the continued work to implement equity adjustments. The following decisions were made by the committee to bring before the Senate.

1. Budget Narrative

The committee was provided with the budget narrative developed by the President in cooperation with the VP's and Deans. The committee unanimously approved the budget narrative.

2. Salary Equity Implementation

The budget committee was asked a series of questions regarding salary equity implementation. President Marrero recommitted to continued implementation of equity adjustments, with the goal being 100% of the median. However, the process will take several years to accomplish. Among the discussion and decisions made by the committee, as well as some questions that remain are the following:

- a) Promoted faculty should be brought to the 85% level of his/her new rank market median. For years in which we are at greater than 85% of the median, promoted faculty should be brought to the new percentage of his/her new market median.
- b) While Sibson's CUPA sample provided the groundwork for equity adjustments, we should rely on a larger and broader CUPA sample (over 600 Masters large and comprehensive universities). The reasons for this decision are to provide appropriate coverage in the sample for all of our academic disciplines, some of which did not have sufficient coverage in the smaller Sibson CUPA sample. Additionally, the CUPA data is updated annually, whereas the Sibson analysis was a snapshot in time.
- c) CUPA medians will be pulled to analyze our salaries in comparison to market every two years.
- d) Faculty will be matched to their four digit code according to the discipline within which teaching responsibilities are held, rather than according to degree.
- e) Faculty will be rewarded for successful post-tenure review. The reward is yet to be decided.
- f) Salary equity adjustments should also apply to those holding administrative positions. Further analysis is required for Chair salaries.
- g) Future equity adjustments will be made according to contract dates.
- h) Merit increases will be taken into account with future equity adjustments. Salary dollars that were earned by merit will be carried over to the next merit level. For example, if a person earned a merit increase of \$3,000 above the 85% level now, the faculty member would continue to be \$3,000 above the 90% level when the institution moves to the new equity level.

- i) The President stated that funding equity adjustments is an institutional priority, and should not therefore be a complete burden of the academic budget or the vacancy pool.
- j) Newly hired faculty should be brought in at no less than 85% of the market median, with some flexibility for department chairs and deans to make appropriate offers.

Discussion:

Jon Anderson added the following friendly amendment:

- k) CUPA does not have benchmarking data for lecturers and senior lecturers, so the recommendation is for lecturers to be at the CUPA instructor level plus 10%, and senior lecturers to be at the CUPA instructor level plus 20%.

Dr. Gant asked if the BC was considering the number of years in rank and the number of years since obtaining the terminal degree in a profession. Dr. Anderson responded that the number of years in rank are not in CUPA data. Data for department chairs are also not provided. He explained that associate professors would go to 85% if the incoming salary is above 85%.

Dr. Gant commented that we need to establish a benchmark with respect to merit, so that merit is added on top. Dr. Anderson added that Sibson didn't consider merit, but moving forward, we will be addressing this.

Dr. Marrero added that the dollar increases for promotion do not keep up with the market, and need to be larger. They will be looking at that in relationship to new hires at market. They will rerun the median every two years as it moves with the market. The larger CUPA data sampling is \$230K higher than Sibson 85% currently implemented. Dr. Anderson added that it is a \$230K commitment, plus \$800K last year; it is "a significant amount of cash." We need \$3M to accomplish this, and we need \$2.9M to get everyone to 85%.

A question was asked about item d) above: can we see what the four-digit codes are? Dr. Anderson responded that faculty can see the two-digit codes at the CUPA website, but not the four-digit codes; one must have a log-on code, which we have as an institution. Individuals will be able to see it eventually.

FS Chair Johnson said that he applauds the BC and the administration for their efforts.

Faculty, please provide feedback to the Budget Committee. The BC would like to bring this item back next month as an action item for a vote.

5. Announcements:

- a) The Chair, who is a member of the Provost Search Committee, said that the telephone interviews will be finishing today. On Tuesday the committee will discuss who to bring to campus for in-person interviews.

- b) A new Faculty Senate chair needs to be elected this spring. There are two nominees so far. Please send Dr. Johnson any nominations so he can talk with them. He suggested that nominations occur in February so the election can be held at the spring general faculty meeting.
- c) Regarding the engagement survey: the president said he has received questions about the confidentiality of the survey. He stated that we at UWG will never see the raw data. There will be no cross-tabulation that can identify people. Individuals need to be careful not to self-identify, though. Overall comments will be grouped to the relevant college/division. Dr. Marrero added that “your participation is important and confidential.”
- d) Regarding the strategic plan: it is close to coming to the review process. It will be out next week to the campus. It will go to the Faculty Senate Strategic Planning Committee and others for review. There will be 6-8 weeks for feedback, then a draft will come back to the Senate via the FSSPC as a final draft. There may be a faculty vote (and a staff vote) on the document. It will be taken to the BOR at the May meeting in order to be ready for the next fiscal year. Faculty may go to any open forum, including Faculty Senate meetings, to comment on it.

6. The meeting adjourned at 3:47 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Academic Policies Committee

- I. Academic Policies Committee proposes that the Senate approve revision of attendance policy. Tim Schroer - chair of the attendance subcommittee

Student Handbook Provision

Attending Class

~~Best advice: Attend class every time it meets, and be sure to attend the first class day each semester.~~ Instruction begins the first day of class. In face-to-face courses, if students don't fail to attend the first day and haven't been in touch with the professor have not contacted the instructor to explain why their absence, they may be dropped during the Drop/Add Period to make room for others students who need it.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

~~Since course policies, classes and professors differ greatly, students are responsible for you should be certain you understanding the attendance requirements for each course you're taking. Some professors lower grades for excessive absences, and they may even drop a student who cuts frequently. Failure to comply with those requirements may significantly affect grades.~~

(See Faculty Handbook Sections 201-204)

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Undergraduate Catalog Provision

Class Absence

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her own classes, subject to the following principles: courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

Students are expected to attend each class meeting. Class attendance policies shall be stated clearly during the drop-add period; each student is responsible for everything which happens in class and is responsible for making specific arrangements with the instructor for the work missed, including that missed during illness or university-sponsored activities. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work. Students may be dropped from the class by the instructor for violation of the instructor's attendance policy with a grade of W up to the midpoint of the semester or with the grade of WF following the midpoint of the semester; any student who is unable to continue attendance in class should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor;

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor.

Any student who must be absent for more than three successive days one week of class should be required to notify the Counseling and Career Development Center, Row Hall Patient Advocates in Health Services, telephone 678-839-64528. It is also recommended that the student should also notify the instructor or department.

Faculty members have the authority to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Faculty do not, however, automatically drop students who miss these first classes. Students who do not intend to remain in a course must drop the course before the end of the official drop/add period. Failure to drop a course during the drop/add period may result in grades of F in courses not attended. (See Faculty Handbook Sections 201-204)

Faculty Handbook Provisions

201.06 ~~Each student's priority is to attend all classes.~~ Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students should be accommodated as the professor deems reasonable.

~~(If Any student who s know that they will be absent for more than three consecutive days than one week of class, they may call should notify the Student Development Center Patient Advocates in Health Services 678-839-64528, who will prepare a memo to the students' professors indicating the extent and nature of the absence.) The student should also notify the instructor or department.~~

-Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for ~~the any~~ work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the ~~course~~ instructor.

Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 In the event of ~~prolonged and/or widespread absences of students and/or faculty on campus due to~~ epidemic illness, natural disaster, or other such emergency situation, faculty are responsible for communicating with students regarding alternative means of meeting the learning objectives of the course. If the faculty member is absent for a prolonged period, he or she should provide for alternative means of delivery of course material. Such means may include distance learning options, make-up class periods, or electronic submission of assignments. In such cases ~~of prolonged student absences~~, faculty should relax attendance requirements and allow students to make up work missed. Each student is responsible for completing any assignments, and for making specific arrangements with the instructor for the work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose, with the methods of the make-up at the discretion of the course instructor. ~~In extreme cases of prolonged absence of either faculty or students, students may be given an 'I' for the course.~~

202 Record of Student Absences

Instructors are not required to take attendance in their courses. It is important to note, however, that a number of stakeholders have an interest in information regarding an accurate record be kept of students' engagement in the academic enterprise. Instructors

must accurately identify students who never attended the course prior to the deadline for roster verification and those students who stopped engaging in the course prior to the second checkpoint in the term, absences, regardless of the instructor's policy about class cuts. This information may be needed:

1. By the deans, in making decisions about a student's academic or disciplinary status.
2. By the Vice President of Business and Finance, in determining refund status when a student withdraws without formal notification.
3. By parents, especially of students who may be disciplinary or academic problems (may be given only by consent of the student, Family Educational Rights and Privacy Act of 1974).
4. By prospective employers, who are interested in the student's general attendance record (may be given only by consent of the student, Family Educational Rights and Privacy Act of 1974).
5. By the Veterans' Administration for the determination of a student's eligibility for benefits.

203 Class Rolls

On the first day of class and during the ~~dDrop/aAdd pP~~eriod, the instructor should check the Banweb class roll for students officially enrolled in his/her courses.

An email announcement is sent to all faculty when official class roll verification must be done. Faculty ~~login to Banweb and~~ indicate on each class roll those students who have never attended and those students who have attended.

Under no circumstances should a student be permitted to remain in class unless his or her name appears on the official class roll. The student should be sent to the Registrar's Office to determine why his/her name is not on the roll.

Certain courses such as colloquia, special topics, and directed readings provide for a varying number of hours of credit and a specific title. If such a course is being created for an individual student, the student must obtain an independent study form from the instructor, have it approved by the department chairperson and submit it to the Registrar's Office during registrations or ~~the Drop/Add Perioddrop/add~~. Faculty members teaching these courses should check their rolls carefully and report to the Registrar's Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated ~~by the Registrar in the email~~. Some of the information is required to bill the student for the proper amount of fees.

204 ~~Course Changes, Drops and~~ Attendance Policy

Instructors shall state their attendance policy in the syllabus.

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

A Drop/Add Period is held at the beginning of each semester and each session of summer semester. During this period, students may add or drop courses on Banweb or in the Registrar's Office.

Courses meeting for the first time after the end of the Drop/Add Period may be added on the day the course begins with dean's permission. The student must present signed permission from the instructor and the dean to the Registrar's Office.

Students in ~~C~~ courses meeting for the first time after the end of the Drop/Add Period may drop or be dropped on the first business day immediately following the first scheduled class meeting. Students wishing to drop a course must do so in the Enrollment Services Center. Faculty wishing to drop a student in such a case should email ~~The student must complete the drop transaction in~~ the Registrar's Office ~~or email at~~ registra@westga.edu.

Students may be withdrawn from the class by the instructor for violation of the instructor's attendance policy with a grade of W up to midpoint of the semester/session or with the grade of WF following the midpoint of the semester/session. Any student who is unable to continue attendance in class should withdraw either from the course, or from the University, or make appropriate arrangements with the instructor.

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

In exceptional cases students may be dropped or added to courses after the Drop/Add Period with the approval of the instructor, the department chair, and the dean or the dean's designee.

After the close of the Drop/Add Period (or the first business day following the close of the Drop/Add Period for courses that do not meet for the first time during the Drop/Add Period) faculty may not withdraw a student from a course for failure to attend.

Clean copy of Revision of Attendance Policy

Student Handbook Provision

Attending Class

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(See Faculty Handbook Sections 201-204)

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Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.

(See Faculty Handbook Sections 201-204)

Faculty Handbook Provisions

201.06 Students who will miss class while officially representing the University in sanctioned events or for religious holidays must consult with their instructors about anticipated absences. Students should be accommodated as the professor deems reasonable.

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Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course (during the Drop/Add Period only), withdraw from the course, hardship withdrawal for the semester, or withdraw from the University).

201.07 In the event of epidemic illness, natural disaster, or other such emergency situation, faculty are responsible for communicating with students regarding alternative means of

meeting the learning objectives of the course. If the faculty member is absent for a prolonged period, he or she should provide for alternative means of delivery of course material. Such means may include distance learning options, make-up class periods, or electronic submission of assignments. In such cases, faculty should relax attendance requirements and allow students to make up work missed. Each student is responsible for completing any assignments, and for making specific arrangements with the instructor for the work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose, with the methods of the make-up at the discretion of the course instructor.

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1. By the deans, in making decisions about a student's academic or disciplinary status.
2. By the Vice President of Business and Finance, in determining refund status when a student withdraws without formal notification.
3. By parents, especially of students who may be disciplinary or academic problems (may be given only by consent of the student, Family Educational Rights and Privacy Act of 1974).
4. By prospective employers, who are interested in the student's general attendance record (may be given only by consent of the student, Family Educational Rights and Privacy Act of 1974).
5. By the Veterans' Administration for the determination of a student's eligibility for benefits.

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individual student, the student must obtain an independent study form from the instructor, have it approved by the department chairperson and submit it to the Registrar's Office during registrations or the Drop/Add Period. Faculty members teaching these courses should check their rolls carefully and report to the Registrar's Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated by the Registrar. Some of the information is required to bill the student for the proper amount of fees.

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II. Information items

A. **Modify recommendation for scheduling online finals – sent to VPAA**

Faculty teaching fully online classes that require proctored exams:

- must offer students an offsite option that consists of a minimum of three days (including a Saturday). Faculty must inform students in their syllabus that there is an additional fee charged by off campus proctoring sites.
- may proctor their own exam during a time designated ~~for online finals in the Scoop.~~ **in the course syllabus.** The instructor is responsible ~~to for schedule-~~ **scheduling the room.** ~~Only one of the following times should be used for instructor-proctored final exams spring 2014: Saturday 3-5:30 pm,~~

~~Friday 5-7:30 pm, or any evening M-R 11 pm-1:30 am. Instructors should not schedule proctored exams outside of these times.~~ Faculty are asked **to specify in their syllabi or orientation documentation to be that they are** flexible in accommodating students with conflicts. It is the responsibility of the student to inform the faculty on any potential conflict by midpoint of the semester. This is the only free option for students.

- may allow students to take the exam in ~~a proctored room on campus~~, **the UWG testing center** or at the Newnan Center during a window of at least three days. The professor must schedule dates and times with the testing center before the semester begins and inform the students that there is an additional fee charged.

UWG online is available for assistance with proctored exams and further information Additional instructions for proctored exams can be found at the following website:
<http://uwgonline.westga.edu/exams.php>.

The committee suggests that designated times for online finals be included in the final exam schedule published in the Scoop.

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- may proctor their own exam during a time designated in the course syllabus. The instructor is responsible for scheduling the room. Faculty are asked to specify in their syllabi or orientation documentation that they are flexible in accommodating students with conflicts. It is the responsibility of the student to inform the faculty of any potential conflict by midpoint of the semester. This is the only free option for students.
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The committee suggests that designated times for online final be included in the final exam schedule published in the Scoop.

B. The committee is forming a subcommittee to look into calendar issues

So far the committee will consist of the following individuals:

Donna Haley – Registrar’s Office, Michael Hopper, Academic Policies Committee member, Vickie Geisler, Academic Policies Committee chair, Robert Kilpatrick, Academic Policies Committee member, Amber Smallwood, COSS, Kevin Hibbard, COAH, Scott Gordon, COSM, Diane Williamson, RCOB, Student Affairs representative

Addendum III

UWG Vision Statement:

UWG aspires to be the best comprehensive university in America – sought after as the best place to work, learn and succeed!

Strategic Imperative #1: Student Success—Enhanced Learning, Access, Progression, and Development

Student success is at the very heart of the University of West Georgia mission. UWG will therefore formalize a culture of completion and student achievement. We will recruit students who are interested in UWG as a top-choice institution and whose academic profile suggests a strong likelihood they will thrive in a comprehensive university setting. We will provide effective services that ease the financial burden of attending college and that help students succeed from their initial engagement with UWG through timely progression and graduation and beyond into a successful career. UWG will also provide experiences beyond the classroom that encourage all campus citizens to discover paths to meaningful engagement with various perspectives, lifestyles, and cultures and to understand pressing local and global challenges. The ultimate goal is characterized not only by progression towards the degree, timely graduation, and attainment of career goals, but also an enhanced ability to grow and develop into engaged citizens and effective leaders.

Goals:

A. Increase student persistence and timely progression to degree attainment

Objective 1: Implement and continually assess strategies that improve retention, progression, and graduation rates; and

Objective 2: Increase students' access to and opportunities for academically related interactions with faculty beyond structured classroom time; and

Objective 3: Develop an evidence-based approach to academic support and intervention.

B. Attract students with an optimal student profile who choose UWG as a top choice institution

Objective 1: Develop, execute, and assess a University-wide coordinated and strategic recruitment and enrollment plan that drives purposeful enrollment growth using an analytical approach to identify optimal student profiles within the context of UWG's mission and available resources; and

Objective 2: Create a comprehensive recruitment plan that will serve as a pipeline for all student populations.

C. Facilitate students' financial access to UWG

Objective 1: Develop a campus-wide program to coordinate institutional resources to assure that a college degree is affordable for all students; and

Objective 2: Increase opportunities for student employment on campus that provide a supportive, developmental workplace that prioritizes educational pursuits while alleviating financial burdens.

D. Nurture personal development and student engagement in all aspects of the university experience

Objective 1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major, and a clear pathway to student accountability and self-sufficiency; and

Objective 2: Deliver comprehensive career development, experiential learning opportunities, and career employment services to assist students in securing gainful employment; and

Objective 3: Expand and support the vibrancy of campus life by creating and enhancing high-quality out-of-class experiences.

Strategic Imperative #2: Academic Success - Academic Programming and Faculty Support

As the best place to work, learn and succeed, the University of West Georgia will assure that all academic programs at all locations are designed for student success. Academic programs will meet identified regional, state, and global needs and will provide avenues for students to find meaningful opportunities to serve humanity and find employment upon graduation. At the heart of all high quality academic programs are qualified and engaged faculty members who are active in their area of expertise. UWG will provide faculty support that emphasizes high quality instruction and remains consistent with sustainable academic programs that have the capacity to transform lives.

As we strive to differentiate UWG as a leading comprehensive university, innovation will continue to be a defining strength while we remain committed to individual student engagement and success. UWG will strive to achieve an optimal mix of disciplines, regional expansion of instruction sites, and flexibility in course scheduling and delivery methods of academic programs. It is essential to build on UWG's leadership in the region through increased recognition of exemplary online and hybrid educational experiences and scholarship. These commitments require purposeful strategic planning and investment in innovative instructional modes of delivery, high-quality faculty trained in these instructional models, and scholarship and research activities that move academic and research programs to greater levels of quality, relevance, and distinction.

Academic success also identifies the University's efforts to evaluate and improve the quality of academic programs; to recruit and retain a diverse and successful faculty; and to improve and expand research, teaching, and community service. UWG will create a culture in which all faculty excel in innovative and effective teaching, creative endeavors, research, and continued professional and personal development - a culture that is further distinguished by employing in all programs innovative pedagogies that engage all student populations in high impact, experiential learning.

Goals:

A. Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond

Objective 1: Continually evaluate the quality, productivity, and viability of academic programs, assuring that they are grounded in liberal arts and professional preparation; and

Objective 2: Practice and recognize innovative and effective instruction in all academic programs and develop collaborative new models for academic-program delivery; and

Objective 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad, research, or related professional and creative experiences.

B. Develop and implement specific initiatives aimed at enhanced recruitment, retention, compensation, and development of high-quality faculty from diverse backgrounds who demonstrate a commitment to UWG values and contribute to UWG's mission and vision

Objective 1: Provide a multi-year plan for salary equity that includes faculty salary targets and a plan to fund the achievement of those targets; and

Objective 2: Review, revise, and streamline hiring/search processes to assure alignment with UWG values and optimal HR practices; and

Objective 3: Organize and institutionalize efforts to recruit a diverse faculty and assure that promotion and tenure requirements recognize the diverse interests and capabilities of faculty that advance the mission of the institution.

C. Enhance the support for and recognition of scholarship, research, and creative activities conducted by faculty and students

Objective 1: Identify and implement initiatives to promote scholarship and research that improve teaching and learning; and

Objective 2: Implement a support system that encourages and recognizes research that engages students, solves problems, and advances creativity and knowledge; and

Objective 3: Identify clear scholarly, creative, and research priorities, and allocate resources to drive and support those priorities.

D. Measure and improve the quality of teaching in all academic programs

Objective 1: Develop processes to identify, assess and improve the quality of instruction at all locations and through all modes of delivery; and

Objective 2: Implement faculty development opportunities consistent with a comprehensive university; and

Objective 3: Increase opportunities for faculty to practice pedagogical research including organizing the resources to host conferences, seminars, and other outreach and development activities;

Strategic Imperative #3: Successful Partnerships--Building Engaged, Mutually Beneficial Collaborations

The University of West Georgia is dedicated to serving our students, faculty, staff, and community in ways that benefit all parties. Value-added partnerships provide a foundation for enhancing the strengths and innovative capabilities of multiple parties and building synergies that go beyond what any one party can achieve on its own. Engaged partnerships create connections that transcend an individual project and provide ongoing collaborations that facilitate achievement of mutually compatible goals.

UWG is committed to being the hub of economic growth in the region. With an expanding presence, UWG serves as an economic growth engine for the entire state of Georgia. In collaboration with leaders in areas like health care, business, technology, agriculture, government, performing arts, cultural heritage and preservation, military, non-profit organizations, and P-12 and other educational institutions, UWG will cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play.

Engaging in valued partnerships requires development of a culture that supports a diversity of faculty careers and interests. As such, it will be required that such partnerships are clearly articulated in tenure and promotion guidelines and recognized as a valued contribution. This commitment to building mutually beneficial partnerships is consistent with the University System of Georgia's Strategic Plan and builds on all three of the USG Strategic Imperatives: Academic Excellence and Degree Completion, Economic Development and World Class Research, and Accountability & Efficiency and Leadership in Higher Education Innovation. UWG partnerships add to educational opportunities and professional development activities for faculty, staff, and students.

Goals:

A. Develop, assess, and sustain a network of mutually beneficial partnerships

Objective 1: Identify the portfolio of existing partnerships and assess alignment with University strategic priorities; and

Objective 2: Annually evaluate each partnership for its impact and benefit to all parties involved; and

Objective 3: Align institutional resources to strengthen key partnerships.

B. Create and cultivate new partnerships to support strategic initiatives

Objective 1: In consultation with other educational institutions (P-12, technical colleges, 2-year colleges, and other domestic and international universities), identify and develop opportunities for cooperative activities; and

Objective 2: Partner with business and economic development organizations (industry, government, and non-profit) in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development; and

Objective 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.

C. Expand community awareness, visibility, and support of mutually beneficial partnerships

Objective 1: Develop and implement a sustainable communications plan to inform internal and external communities about UWG's partnerships and benefits generated by and for all parties; and

Objective 2: Celebrate and reward student, faculty, and staff accomplishments in building and sustaining partnerships that align with University strategic priorities; and

Objective 3: Support key partnerships via external funding.

Strategic Imperative # 4: Operational Success—Effectiveness and Sustainability

Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities. This approach is consistent with the conventional meaning of sustainable business practice, and takes on additional meaning when applied to the values, vision, and mission of UWG.

UWG is committed to providing effective support services and efficient operations delivered by high-quality, dedicated staff. In recognizing the need to invest in outstanding staff, infrastructure, and facilities, UWG commits to providing competitive compensation and benefits for staff and to fostering and encouraging their professional development, training and growth.

As UWG grows, we will be committed to providing a sustainable campus that is learner-centered, attractive, functional, and safe and that addresses the educational, technological, instructional, research, environmental, housing, recreational, and co-curricular needs that support the academic mission, community activity, and student success. UWG will account for its operational success, effectiveness, and sustainability by building a culture of strategic planning that aligns transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. As the steward of funds from students, parents, families, public agencies, and donors, UWG will account for the use of those funds maintaining the highest ethics, standards, and efficiencies.

Goals:

A. Create a workplace of choice distinguished by talented, engaged, and diverse staff

Objective 1: Develop and implement an employee recruitment protocol that has the necessary depth and breadth to attract the best applicants for every position; and

Objective 2: Implement a market-driven compensation package that attracts and retains the best employees at all levels; and

Objective 3: Develop and implement a robust program of professional development that is continually improved in all campus units.

B. Create a built environment—physical and virtual—that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic and cultural needs of the community

Objective 1: On an ongoing scheduled basis assess the condition and suitability of campus facilities, technology, space utilization and campus infrastructure, making sustainability a priority in all new construction, technology investments, and building modification projects; and

Objective 2: Develop and implement a measured program aimed at achieving and advertising the University's commitment to lead in the field of environmental sustainability; and

Objective 3: From desktop to data center, ensure that the technology infrastructure is secure and meets the teaching, learning, and administrative needs of our students, faculty and staff.

C. Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision

Objective 1: Embed the strategic plan as a focus point in all campus planning and meeting opportunities to ensure that every funding process and decision is driven by the priorities established through the strategic planning process; and

Objective 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on the results.

D. Ensure that future generations will have access to the best that UWG has to offer

Objective 1: Develop, implement and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan; and

Objective 2: Publicize all University achievements that support the aim of sustainability.

Addendum IV

Budget Committee
Salary Equity Implementation
Action Items

The budget committee was asked a series of questions regarding salary equity implementation. President Marrero recommitted to continued implementation of equity adjustments, with the goal being 100% of the median. However, the process will take several years to accomplish. Among the discussion and decisions made by the committee, as well as some questions that remain are the following:

- a) Promoted faculty should be brought to the 85% level of his/her new rank market median. For years in which we are at greater than 85% of the median, promoted faculty should be brought to the new percentage of his/her new market median.
- b) While Sibson's CUPA sample provided the groundwork for equity adjustments, we should rely on a larger and broader CUPA sample (over 600 Masters large and comprehensive universities). The reasons for this decision are to provide appropriate coverage in the sample for all of our academic disciplines, some of which did not have sufficient coverage in the smaller Sibson CUPA sample. Additionally, the CUPA data is updated annually, whereas the Sibson analysis was a snapshot in time.
- c) CUPA medians will be pulled to analyze our salaries in comparison to market every two years.
- d) Faculty will be matched to their four digit code according to the discipline within which teaching responsibilities are held, rather than according to degree.
- e) Faculty will be rewarded for successful post-tenure review. The reward is yet to be decided.
- f) Salary equity adjustments should also apply to those holding administrative positions. Further analysis is required for Chair salaries.
- g) Future equity adjustments will be made according to contract dates.
- h) Merit increases will be taken into account with future equity adjustments. Salary dollars that were earned by merit will be carried over to the next merit level. For example, if a person earned a merit increase of \$3,000 above the 85% level now, the faculty member would continue to be \$3,000 above the 90% level when the institution moves to the new equity level.
- i) Funding equity adjustments is an institutional priority, and should not therefore be a complete burden of the academic budget or the vacancy pool.
- j) Newly hired faculty should be brought in at no less than 85% of the market median.

k) CUPA does not have benchmarking data for lecturers and senior lecturers, so the recommendation is for lecturers to be at the CUPA instructor level plus 10%, and senior lecturers to be at the CUPA instructor level plus 20%.

Addendum V

Project Summary

The University of West Georgia (UWG) ADVANCE IT-Catalyst project will systematically identify barriers to recruiting, retaining, and advancing women faculty in STEM and STEM-related disciplines. The purpose of the project will be to undertake an in-depth examination of the policies and practices at UWG in order to identify any obstacles to the advancement of women faculty, especially those in the ranks of Associate Professor and Professor, and then to provide the support necessary to expand the numbers and facilitate the academic successes of UWG STEM and STEM-related women faculty. In the proposed project, we will collect, assess, and analyze data relevant to the advancement of STEM and STEM-related women faculty at UWG in an effort to design a sustainable, institutional strategic plan to recruit, retain, and advance tenure-track women faculty in STEM and STEM-related fields into leadership positions. UWG will undergo an intense self-examination and will involve a broad range of faculty and administrators in the process to identify issues, increase awareness of those issues, and increase the number of faculty and administrators invested in the project. The resulting analysis of the self-examination will be used as the foundation for a comprehensive strategic plan which will guide UWG toward a subsequent viable and sustainable institutional transformation that will be aimed at eliminating the inequities inherent in the current academic culture.

Intellectual Merit: The focus of this project, an institutional self-assessment that focuses on culture and climate change at comprehensive institutions that are making the transition from a teaching institution to a teaching and research institution, will contribute to the knowledge base regarding how women faculty can be supported and advanced in such an institutional climate.

Broader Impacts: The broader impacts of this project will not only significantly affect culture change by providing women-friendly advancement policies and procedures at the institutional level, but these culture modifications will inform and impact other comprehensive institutions not only in the State of Georgia, but nationwide. It is anticipated that the results of this project will significantly affect change for women faculty at institutions in transition from teaching to teaching and research on a very large scale.