



University Council

**To:** President Jere W. Morehead

**Re:** Recommendations of the University Council from the April 20, 2022, Meeting  
Document Number: 2022.04.20.20

**Issue:** A proposal from the Faculty Affairs Committee for a new policy on Student Success Activities.

**Discussion:** There was an extensive discussion regarding the proposal in which a motion to amend the proposal was approved by the Council.

**Action:** The vote was called, and the proposal was approved with 119 in favor, 2 against, and 9 abstentions.

Submitted by: *Fiona Liken*  
Fiona Liken, Secretary

*4/22/22*  
Date


- Approved
- Reconsider
- Vetoed (see attached explanation)
- Received

*Jere W. Morehead*  
Jere W. Morehead, President

*5/13/22*  
Date

MEMORANDUM

To: University Council Secretary, Fiona Liken

From: University of Georgia President, Jere W. Morehead 

Re: Recommendations from University Council, September 28, 2022 Meeting

Date: November 14, 2022

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The University Council approved the attached proposal, along with 10 other proposals related to faculty evaluation policies, on September 28, 2022. You submitted all 11 proposals to me on September 30, 2022. I marked them "Received" on October 18, 2022, allowing that they were subject to final review and approval by the University System of Georgia (USG), per USG Academic and Student Affairs Handbook Section 4.7 (see "Implementation Process and Timeline").

The 11 proposals, along with 2 additional proposals approved by University Council on April 20, 2022 (see full list below), were transmitted to USG on October 11, 2022. The USG provided feedback and final approval on October 19, 2022, indicating, "No revisions necessary." Accordingly, all 13 motions shall be considered full approved for implementation at the University of Georgia. This memorandum memorializes the proposals' dispositions as Approved.

Proposal for revisions to 1.06-1 Written Annual Evaluation policy  
Proposal for a new policy on Student Success Activities  
Proposal for revisions to Appointment and Promotion Guidelines: Academic Professionals  
Proposal for revisions to Appointment and Promotion Guidelines: Clinical Faculty  
Proposal for revisions to Appointment and Promotion Guidelines: Librarians and Archivists  
Proposal for revisions to Appointment and Promotion Guidelines: Research Scientists  
Proposal for revisions to Appointment and Promotion Guidelines: Lecturers  
Proposed revisions to UGA Guidelines for Appointment, Promotion, and Tenure of Academic Rank Faculty  
Proposed revisions to 1.06-4 Post Tenure Review Policy  
Proposed policy on Due Process  
Proposed revisions to UGA Academic Affairs Policy Manual, Section 1.16, Review of Administrators of Academic Units  
Proposal to revise the bylaws of the Faculty Post-Tenure Review Appeals Committee  
Proposal to revise the operating policy of the Faculty Post-Tenure Review Appeals Committee

Date: 17 March 2022  
To: University Council Executive Committee  
From: Janette R. Hill, Ph.D., Chair, Faculty Affairs Committee  
Re: Proposed New Policy on Student Success Activities and Proposed Revisions to 1.06-1 Written Annual Evaluation Policy

On behalf of the Faculty Affairs Committee (FAC), I am sending a proposed new policy on Student Success Activities and the proposed revisions to 1.06-1 Written Annual Evaluation Policy for your consideration and hopefully to send to the University Council for consideration during the April meeting. I discuss the development of each policy below; both are included as attachments along with a third document which provides examples of Student Success Activities (to be posted on the Office of Academic Affairs' website).

#### Proposed New Policy on Student Success Activities

The FAC met throughout the fall and spring semesters to discuss the implications on current UGA policies of the USG revisions to policies for faculty reviews, including a new requirement to include "involvement in student success activities" as a component of reviews, in particular 1.06-1 Written Annual Evaluation. Student Success Activities is proposed to be included as a definition in the Academic Affairs Policy Manual for reference in other University and unit-specific faculty review guidelines and criteria, as appropriate. The FAC met on 7 January to discuss a draft of the Student Success Activities policy that was passed unanimously by the Working Group on Faculty Evaluation Policies and Practices (FEPP) to the FAC for consideration. Feedback on student success activities, gathered by a survey open to the entire university community, informed the creation of the proposed document shared with the FAC. After discussion of the proposed document, the FAC unanimously approved the Student Success Activities policy.

As the Student Success Activities is a new policy, there is not a marked-up document for comparison.

I have also included a list of examples of Student Success Activities that was reviewed by FAC on 7 January. This is not a document that need to be voted on. As noted, it is a list of additional examples. The list was developed based on examples provided by the university community. It is non-exhaustive and designed to be dynamic and updated. The list will be hosted on the Office of Faculty Affairs web site.

#### Proposed Revisions to 1.06-1 Written Annual Evaluation Policy

The FAC met throughout fall and spring semesters to discuss the implications of the USG updated policy on annual evaluation for UGA policy 1.06-1 Written Annual Evaluation. The committee met on 4 March to discuss a draft of the Written Annual Evaluation Policy that was passed unanimously by the Working Group on Faculty Evaluation Policies and Practices (FEPP) to the FAC for consideration. Feedback on the draft of 1.06-1 Written Annual Evaluation Policy, gathered by a survey open to the entire university community, was also shared with the FAC to inform the discussion.

Dr. Barbara Biesecker, lead of the FEPP subgroup on Due Process and Chair of the University Council Executive Committee, attended the 4 March FAC meeting. During that meeting, the FAC agreed to table its consideration of the FEPP's submitted draft and to hold a special meeting to consider suggested revisions that Dr. Biesecker indicated that she would provide the FAC before the special meeting. Dr. Biesecker subsequently submitted suggested revisions to the policy to the FAC for consideration that incorporated additional language from the University System of Georgia Academic Affairs Handbook,

which was finalized on 8 February 8 2022, into the FEPP's submitted draft. The FAC had a special meeting on 14 March to discuss the suggested revisions. After discussion, including additional revisions, the FAC unanimously approved the proposed revisions to 1.06-1 Written Annual Evaluation Policy.

I have provided a clean and marked up version of the proposed revisions to 1.06-1 Written Evaluation Policy. The following indicates the sources of the proposed revisions:

- Black text: the original text in the Written Annual Evaluation Policy
- Red text: Incorporation of new language into the proposed revisions to the Written Annual Evaluation Policy based on USG policy and guidelines.
- Blue text: Updates by the FEPP and FAC into the proposed revisions to the Written Annual Evaluation Policy to further clarify the revisions based on the updated USG policy and guidelines.

Please let me know if you have any questions or need additional information.

## University of Georgia Academic Affairs Policy Manual

### 1.10-10 Student Success Activities

As specified in University System of Georgia Board of Regents Policy Manual 8.3, Additional Policies for Faculty, teaching faculty reviews, including annual evaluations, third-year review, and post-tenure review, as well as University and discipline-specific criteria for promotion and tenure, shall include evaluation of teaching faculty members' involvement in student success activities.

Student success activities is a comprehensive term for teaching faculty effort expended to support the short- and long-term academic and professional achievements of undergraduate, graduate, and professional students and trainees. Student success is supported by in class as well as outside of class efforts. Involvement in student success activities is not predicated upon additional allocation of effort but is included within the faculty member's allocation of effort in instruction, research/scholarship/creative work, service, and administration, as applicable. Units are responsible for further specification of student success activities in their criteria for all review processes as relevant to their disciplines and practices.

Consistent with the USG Academic and Student Affairs Handbook, Section 4.4 Faculty Evaluation Systems, and recognizing that faculty members can promote student success in a variety of ways, assessment should focus on documenting a faculty member's quality involvement in a small number of student success activities to maximize effectiveness and engagement.

Examples of student success activities, by area of effort, may include but are not limited to, the following:

- Teaching and student success activities: Mentoring and advising of undergraduate, graduate students, and professional students; organizing and attending study groups; supervising independent study; course development, including experiential learning activities and active learning courses; developing, supervising, or managing internships or practicum opportunities
- Research and student success activities: Mentoring of undergraduate students, graduate students, professional students; directing undergraduate research; co-authoring or co-presenting with students; sponsoring students to attend professional meetings and conferences
- Service and student success activities: Sponsoring coffee hours/social events; sponsoring study abroad programs; sponsoring professional development activities for students (e.g., skills workshops); nominating students for awards; serving as faculty advisor for student clubs/organizations; course and career advising; preparing letters of recommendation and assisting with applications; supporting student recruitment and retention; graduate student professionalization; student care and outreach; student health and wellness
- Administration and student success activities: Support for curriculum development; student advising; course scheduling and development of academic calendar, policies, and student support

UGA Policies and Guidelines, as well as unit-specific policies, guidelines, and criteria, applicable to teaching faculty should reflect the expectation of involvement in student success activities. Relevant UGA policies include:

- Academic Affairs Policy Manual, 1.06 Evaluation; 1.10 Promotion; 1.11 Tenure
- Guidelines for Appointment, Promotion, and Tenure of Academic Rank Faculty
- Guidelines for Appointment and Promotion of Clinical Faculty
- Guidelines for Appointment and Promotion of Academic Professionals
- Guidelines for Appointment and Promotion of Lecturers
- Guidelines for Appointment and Promotion of Research Scientists
- Guidelines for Appointments and Promotion Public Service and Outreach Faculty Rank
- Promotion Process for Librarian/Archivist
- Additional Examples of Student Success Activities (OFA Web site)

## Student Success Activities Additional Examples

***Note: The list was developed based on examples provided by the university community.  
It is non-exhaustive and designed to be dynamic and updated.  
The list will be hosted on the Office of Faculty Affairs web site.***

### Teaching

#### Teaching (period)

#### In Class Examples

- Developing new courses
- Inclusion of career center modules in course materials
- Group activities that teach working together
- Review sessions for class
- Incorporating peer mentors into the classroom
- Teaching skills (e.g., data analysis, research design, writing-intensive projects)
- Required conferencing with each student at the midterm point in the semester to discuss final paper topics and getting started
- Hands on experience with equipment and instrumentation that is industrially relevant
- Working with students as graders
- Recording new videos and course materials for existing courses to assist with retention
- Using evidence-based teaching strategies that are demonstrated to improve conceptual learning and retention
- Small-group instruction during class, facilitated by a circulating instructor, which builds class community and creates learning opportunities
- Writing-intensive best practices, as defined by WIP program
- Using a learner-center syllabus
- Using active learning and student engagement strategies in class (fostering inclusive discussions, formative assessments, group work, classroom assessment technique structures)
- Using Transparency in Teaching and Learning methods
- Scaffolding big assignments
- Providing timely feedback using rubrics
- Having students turn in draft essays, providing feedback, then grading the revised student essays
- Sponsoring/mentoring experiential and service learning for students
- Experiential learning activities that include service learning and applying course content in contexts beyond the classroom

#### Out of Class Examples

- Mentoring
- Advising
- Office hours mentoring students
- One-on-one meetings with every student
- Discussing mental health
- Independent study



- Supervising teaching assistants (gas or undergraduate learning assistants)  
Internships (supervision of, making placements)
- Study abroad
- Guest lectures at UGA
- Volunteer experiences
- Service learning
- Field trips to museums (e.g., Civil Rights Museum)
- Student groups outside of class to learn about a topic/skill in depth (e.g., A group to learn about specific therapy skills in depth)
- Facilitating or participating in teaching workshops or fellowship programs
- Performing teaching observations or midsemester formative evaluations for other faculty
- Hosting and leading book discussions with the honors college
- Engage at-risk students (First Generation, vets, etc.) in "instructional coach" and "mentoring"
- Assisting with trouble shooting projects outside of regular class hours
- Performing & Film scoring
- Successful performance and juries meeting the expectations set by performing faculty
- University non-resident instruction across the state in various learning environments with students from high-school to adult
- Faculty observation of graduate student teaching
- Faculty mentorship of graduate TAs for large lecture sections
- Partnering with MFECOЕ graduate students to build the class according to best pedagogical practices, the MFECOЕ students earn credit, gain practical experience in working with clients (us) in a real-world environment, and build a portfolio of work to support future job opportunities; the law students benefit from MFECOЕ expertise in pedagogical practices



## Research

- Co-authorship of research papers
- CURO student research
- Conducting educational/SOTL research projects
- Collaborative research projects with undergraduate students, including conference presentations
- Thesis, dissertation direction & committee service
- Lunch and learns discussing faculty research open to all students
- Visiting scholars and guest speakers who are researchers
- Opportunity to participate in research through GRA, CURO, etc.
- Research feedback and mentoring
- Resume and career advice
- Practice sessions for conference presentations
- Networking/mentorship @ conference
- Scholarship interview committees/preparation
- Organize sessions that bring panels of alumni to campus to facilitate alumni mentoring of students
- Bringing/sponsoring students for academic conferences for research presentations and mentoring
- Mentoring and training students assigned to me (or hired by me) as research assistants, both graduate and undergraduate
- Lab tour to students
- Recruiting undergraduate researchers
- Giving presentations on exciting research topics at an accessible level to clubs and other groups
- Successful completion of honor theses, graduate theses as major advisor
- Helping students conduct independent research
- Conducting research side-by-side with students, involving mapping research projects, collecting and cleaning data, writing up results, and polishing manuscripts
- National scholarship competition advisor
- Writing retreats
- Patent application with students
- Involving students in grant writing
- Involving students in grant projects
- Mentoring graduate and undergraduate students in the laboratory

## Graduate Students

- Mentoring PhD students on conference papers (both ones that are co-authored with them and ones on their own)
- Publishing with PhD students (which involves helping them draft early versions of papers, editing various drafts, assisting them in writing revision memos for papers that receiving invitations to revise-and-resubmit at a journal, making edits for papers that are rejected, etc.)
- Meeting with PhD students before they go on the job market to ensure that they are prepared for the rigors and stress associated with this process (i.e., reviewing their job talk papers, attending numerous practice job talks and commenting on their presentations, discussing the

professional and social norms associated with interviewing, helping them deal with the stress associated with not getting interviews while others are, etc.)

- Mentoring PhD students on their dissertations to ensure that they fulfill the departmental and university requirements (i.e., reading various drafts prior to the prospective and dissertation defense, assisting students in finding the necessary data they need to collect for the project, pointing them to the relevant literature or existing studies that they are seeking to build upon)
- Sending students to participate in collaborative campaigns at national labs and R&D units in companies

Additional Examples

## Service

- Hosting informal gatherings
- Student organizations (advisor)
- Student-led community service activities or community-relevant conferences
- Opportunities for students to help local agencies write grants
- Write letters of recommendation
- Talks/panels for student organization
- Attending conferences with students who will not go into academia such as the Conference for Minority Public Administrators
- Introducing students to potential employers in conferences (e.g., Faculty members, researchers in national labs)
- Attending student poster presentations provided by other faculty members at the end of their courses
- Attending job talks to provide feedback for PhD students on the market
- Being a guest speaker for a professionalization seminar for students
- Attending volunteer events with students to engage with the community and expand their practical experience.
- Orientation sessions
- Connecting students to alums who are working in their potential career fields.
- Serving on committees related to student success - admissions, assessment, curriculum, scholarships.
- Internship speakers
- Teaching basic professional skills like how to write an email
- Industry-outreach and field visits coordinated to enhance the learning experience
- Supply and materials donations obtained to enhance the learning experience
- Engaging in student-related diversity, equity, and inclusion activities
- Outreach activity in local K-12 school.
- Exemplify professional conduct
- Being honest, encouraging, empathetic, and professional in all interactions.
- Capstone mentoring
- Arrange mock job interviews
- Referred students to the Office of Student Outreach for their well-being
- Scheduling periodic coffee meetings, especially with graduate students
- End of the semester parties
- Discussions about wellness, sharing wellness articles and podcasts
- Check-ins during the summer
- Perform gigs with students
- Set up endorsement deals for my students
- Have my students play for me with faculty when I cannot play
- Shadowing a county agent for a day
- Setting up opportunities for students to meet state agency employees
- Facilitating a volunteer opportunity in a national park for them to learn professional skills
- Students working with visiting artists
- Student critiques with visiting artists
- Attendance at visiting artist lectures

- Participation in Spotlight on the Arts
- Work integrated learning opportunities through Discover Abroad
- University publication of outreach materials targeted at specific non-resident student groups attacking field problems, tool use, and knowledge synthesis and support
- University outreach helping adult students navigate various information sources and integrate knowledge bases / sources.
- University training opportunities for non-resident students for continuing education and career advancement
- Including students in the planning of events, seminars, and conferences
- Engaging students to work together with me in the execution of events, seminars, and conferences
- Student recruitment and retention
- Internship coordinator
- Industry liaison for internship and job announcements and career development
- Peer Teaching Evaluation committee
- Scholarship review committee
- Life coaching and career advice
- Sharing information about campus events and resources
- Book clubs
- Participate in or organize social events that include students
- Poster or oral competition judging/feedback
- Introduce students to industry partners/future employers

Additional Examples

## **Administrative**

- Program accreditation and facilitating continuous curricula improvement for student learning and career success
- Navigating licensure
- Undergraduate coordinator
- Chair of departmental committee

Additional Examples