

Faculty Affairs Committee Meeting Minutes

Friday, January 7

In attendance:

Janette Hill
Lindsey Harding
Nancy
Kent Barnett
Artur Muszynski
Elizabeth St. Pierre
Thiab
Amanda Smith
Mark Huber
Shira Chess
Esra Santesso
David Okech
C. Brock Woodson
Timothy Grey
Paul Matthews (guest)
Elizabeth Weeks (guest)
Andrew Park (arrived late)

Meeting called to order by Janette Hill at 2:30p

Motion to approve December Meeting Minutes: Thiab. Second: Artur. Vote: approved unanimously

Update from Janette on NTT Guidelines work:

Some discussion today. Lindsey and Janette planning to meet next week to discuss further and review NTT guidelines as a set.

First matter for discussion:

Janette to introduce guest, Paul Matthews, to discuss Academic Professionals Guidelines and proposals for revisions to those guidelines.

Paul to have 5 minutes to talk about the AP Guidelines. Shared a couple of files in the chat with responses to the proposal revisions to the AP Guidelines.

Key points:

1. Not to have faculty of lower ranks vote on promotion to a higher rank. Not parallel with how other NTT guidelines are set up (aside from Lecturers).
2. Evidence of national stature from promotion to Senior AP is in keeping with what is expected of other NTT faculty at the highest rank (Clinical, Research Scientists, etc.). As well, APs who have gone through the promotion process have not expressed challenges with showing evidence of national recognition.

Questions:

1. from Thiab about names of ranks.
2. from Nancy: examples of national recognition earned by Academic Professionals. Paul shared examples, including developing content, serving national organizations, etc.

Paul exited meeting.

Committee discussion:

Janet pulled up guidelines to show places where changes have been suggested. Invited Esra to speak and explain rationale for proposed changes.

Discussion about whether this should be a request or a requirement and at what level.

Esra makes a motion to remove language requiring external recognition for Academic Professionals. Second from David. Vote by voice:

For: 9

Artur
Kent
Beattie
Thiab
Shira
David
Esra
Mark
Janette

Opposed: 5

Nancy
Lindsey
Brock
Amanda
Timothy

Abstain: 1

Andrew

Beattie makes a motion to remove language requiring external recognition for Senior Academic Professionals. Second from Esra. Discussion about motion. Thiab asked if this meant that the decision to seek external letters would then fall to the unit/department head. Artur asked whether the question is that SAP need established stature beyond the university or peer letters. Amended motion: from Thiab to keep final sentence. Seconded by Mark. Vote: unanimous in favor of keeping the final sentence for the Senior APs.

Back to first motion. Question from Kent: if we are asking for established national/international reputation, maybe SAP do need to have external letters?

Vote by voice:

For: 12

Nancy

Artur

Kent

Beattie

Esra

Janette

Thiab

Shira

David

Mark

Andrew

Timothy

Opposed: 3

Lindsey

Brock

Amanda

Abstain: 0

Motion to accept language discussed in March 2020 at the beginning of section 3: Esra.
Second: Kent. Vote: unanimous in favor.

Esra to explain rationale behind suggested changes. Janette to call for motion for all eligible voting faculty to be eligible for AP appointments. Question for Thiab about full-time faculty. Mark shared language from the recently passed Lecturer Guidelines, which states “full-time regular” faculty as eligible. Andrew shared university policy defining regular faculty.

Motion from Brock to add regular to the language regarding eligibility of faculty to vote on appointments. Esra to second.

Vote by voice:

For: 1

Brock

Opposed:

Beattie

Amanda

Nancy

Esra

Andrew

David

Shira

Timothy

Mark

Artur

Lindsey

Abstain: 1

Thiab

Andrew motion to amend language to include "APs at any rank". David second. Vote: all in favor except Thiab to abstain.

Motion to amend language to amend voting rights for promotion. Esra to move. Thiab to second.

For: 14

Artur

Esra

Kent

David

Beattie

Brock

Janette

Amanda

Nancy

Mark

Andrew

Shira

Timothy

Opposed: 1

Lindsey

Motion to vote on language to amend language at the start of section 3. Esra moved. David seconded. Vote: unanimously in favor.

BOR Policy Updates: Student Success Activities

Janette offered an overview for this issue and explained the examples document. Committee to vote to send along materials to Executive Committee. Discussion to follow.

Lindsey left meeting at 4:00pm. Notes picked up by Janette.

Committee voted unanimously to pass the Student Success Activities.

Meeting adjourned at 4p

PROPOSAL TO AMEND LANGUAGE IN THE APPOINTMENT/PROMOTION OF ACADEMIC PROFESSIONALS

PROPOSAL 1: Decouple appointment from promotion and use the following language to revise the list of ranks eligible to vote on the appointment of APs.

APPOINTMENT

Full-time faculty are eligible to vote on the appointment of Academic Professionals.

PROPSAL 2: Revise the list of ranks eligible to vote on the appointment of APs to mirror the Lecturer Guidelines.

The following are eligible to vote on the promotion of Academic Professional Associate to Academic Professional: Associate Professors, Professors, non-tenure track faculty at least one rank above the entry-level rank, Academic Professionals, and Senior Academic Professionals.

The following are eligible to vote on the promotion of Academic Professional to Senior Academic Professional: Associate Professors, Professors, promoted non-tenure track faculty, and Senior Academic Professionals.

All eligible faculty are expected to participate in the appointment and promotion evaluation process and to vote, except those who are required to recuse themselves.

PROPOSAL 3: Remove the language that *requires* APs going for promotion to “present evidence of emerging stature as regional or national authorities within the scope of their assigned duties.”

2.1 Academic Professional Ranks

The Academic Professional position is the second of three progressive ranks in this faculty track. Under normal circumstances, candidates for appointment or promotion to this rank must have had five (5) years of experience at the *Academic Professional Associate* level (or equivalent) either at UGA or another institution. Candidates for appointment or promotion to this rank must show evidence of a high level of achievement and impact as appropriate for the position’s duties, ~~[DELETE: as well as recognition of professional excellence by peers outside the hiring unit. Individuals at this rank must present evidence of emerging stature as regional or national authorities within the scope of their assigned duties.]~~

The Senior Academic Professional position is the third of three progressive ranks in this faculty track. Initial appointment to this rank can occur in exceptional circumstances. An individual would normally be eligible for appointment or promotion to this rank after at least five (5) years of experience at the *Academic Professional* level (or equivalent). Candidates for appointment or

Deleted: as well as recognition of professional excellence by peers outside the hiring unit. Individuals at this rank must present evidence of emerging stature as regional or national authorities within the scope of their assigned duties.

promotion to this rank must show evidence of a high level of achievement and impact as appropriate for the position's duties, as well as recognition of professional excellence by peers outside the hiring unit, [DELETE: as well as recognition of professional excellence by peers external to the university. Individuals at this rank must present evidence of established stature as national or international authorities within the scope of their assigned duties].

Deleted: .

PROPOSAL 4: Remove the language that *requires* APs going for promotion to include at least two external letters in their dossier; instead, the proposal suggests that external letters *may* be given as an option (in cases where such evaluation makes sense).

6.5 Peer Review

Depending on the rank that is sought and the candidate's responsibilities, these evaluators may be internal to the university or external. If external, they may be local, regional, national or international authorities in their field. If internal, they must not be in the candidate's appointment/promotion unit. [DELETE: At least two (2) of the evaluators for a *Senior Academic Professional* candidate must be external to the university and able to evaluate the candidate's national/international stature] When appropriate, external letters may be sought and included in the candidate's package.

Deleted: .

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.

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

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

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
- 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 MFECOE graduate students to build the class according to best pedagogical practices, the MFECOE 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 MFECOE 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

Service

- Hosting informal gatherings
- Student organizations (advisor)
- Service learning
- 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
- Sponsoring/mentoring experiential and service learning for students
- 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
- Experiential learning activities that include service learning and applying course content in contexts beyond the classroom
- Participate in or organize social events that include students
- Poster or oral competition judging/feedback
- Introduce students to industry partners/future employers

Administrative

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