

General Faculty Meeting
December 1, 2022 at 10:30 a.m.
Nursing Auditorium

1. Call to order
2. Approval of the minutes of the spring 2022 general faculty meeting
3. Approval of the minutes of the October 2022 special faculty meeting.
4. Brief Reports
 - a. President – Neal Weaver
 - b. Provost / Vice President for Academic Affairs – Suzanne Smith
5. Standing Committee activity reports
 - a. Faculty Senate – Evan Kutzler
 - b. Academic Affairs – Carol Bishop
 - c. Business and Finance – Amber Stovall
 - d. Faculty Affairs – Brian Smith
 - e. Faculty Development – Anish Dave
 - f. Graduate Affairs – Jim Aller
 - g. Institutional Review Board – Michael Crosby
 - h. Institutional Effectiveness – Jamie MacLennan
 - i. Instructional Technology – Olga Godoy
 - j. Global Engagement and High Impact Practices – Jennifer Ryer
 - k. Student Affairs – Jonathan Carter
6. Ad hoc committee activity reports
 - a. President Jimmy Carter Leadership Program – Suzanne Smith
 - b. SACS-QEP Ad Hoc Committee – Suzanne Smith
7. USG Faculty Council Report – Elizabeth Gurnack
8. New Business
 - a. Academic Affairs Committee
 - i. Arts and Sciences
 1. English curriculum change
 2. Sociology curriculum change
 3. Biology curriculum change
 4. Chemistry curriculum change
 5. Chemistry new course (CHEM 4100 – Forensic Chemistry)
 - ii. COBAC

1. Computer Science curriculum change
- b. Graduate Affairs
 - a. Graduate Residency Policy revision
 - b. Strategic Change Management & Executive Communication
 - c. Education – ESOL Program
 - d. Education – new courses (EDUC 7520, 7530, 7540)
- c. University Statutes
9. Other Items
 - a. Annual Evaluation, Promotion and Tenure, and Post-Tenure Review update

General Faculty Meeting – May 11, 2022 DRAFT

1. Call to order: A quorum was met a few minutes after the meeting started.
2. Approval of the minutes from the Fall, 2021 General Faculty Meeting

Mark Laughlin made a motion to accept the minutes. This was seconded by Brian Smith. There were no changes or corrections offered. The motion passed.

3. Reports

a. President – Neal Weaver

The President began by thanking people who worked on reaccreditation efforts, the ad hoc committee on new promotion policies, and the post-pandemic task force for developing a new strategic plan. A university in China will not be sending students to GSW this fall due to the COVID situation. This year's budget had good news, including a \$5k cost of living salary increase. The budget will increase by about \$900k, but this money merely replaces revenue lost due to the elimination of a special student fee. We are still not back to the level of the 2019 budget. Our enrollment has been flat, but holding steady is preferable to the declines experienced by some sister institutions. The entire system enrollment is likely to go down next year. There is a possible budget cut coming in 2024, but it is not anticipated to be difficult due to stable enrollment. Weaver credits "incredible work" done by faculty and staff in serving students for putting us in a good institutional budget position.

Question: Has there been an in-person meeting with the new Chancellor, Sonny Perdue? Weaver has not met one-on-one with the new chancellor, but he has attended meetings with the Chancellor. Perdue's goals and objectives are not known because he is currently in a listening stage. There is interest in developing a better performance-based metric for funding decisions. There will likely be a discussion of the fairness of student fees. The system has a strong emphasis on work force needs in our state, especially for new programs.

Question: What is the administration's response to the summer pay policy proposal? The summer pay proposal will be studied this summer, with a decision made by August.

Question: Who is GSW's competition? What is our niche? Kennesaw State and Georgia State are often destinations for students who have been accepted at GSW, but these are not our competition because we are a very different institution. Our main competition is ABAC, Albany State, Columbus State, and Middle Georgia, all of which are within a reasonable driving distance for people living in southwest Georgia. What separates us from these schools is "the way we treat people." What the President hears is that the treatment on campus means more to students than anything else. The President said "I've never seen or felt a culture like this one." GSW staff and faculty get things done despite obstacles like budget problems and pandemics.

Question: Are we still addressing the salary study inequities that were studied several years ago? Weaver says we haven't been able to fully address salary issues due to budget limitations.

b. Vice President / Provost – Suzanne Smith

Suzanne Smith thanked everyone for hard work done over the last year. She also thanked the ad hoc committee that worked on promotion policies. A significant project for next year is departmental and college work on developing measurable goals for the strategic plan and SACS reaccreditation. There was some discontent about the scheduling of exams and the May term start day. Smith is open to new ideas on scheduling exams.

Question: Will the recent cost of living increase be factored into this summer's pay? This increase will be used for this summer's pay calculations.

Question: Programs have been eliminated, such as Geology. Is this going to continue? More programs are not being eliminated. Filling open faculty lines depends on student demand and similar institutional needs.

Question: Are study abroad programs restarting? Study abroad offerings are expected to increase. Judy Orton-Grissett is interested in promoting study abroad in the fall. Faculty who are interested should contact her.

Question: Can you comment on rumors about faculty coming under increased scrutiny over the summer, especially the productivity of faculty and departments? These topics were discussed at a system meeting, but no definite announcements have been made.

3. Standing committee activity reports

- a. Faculty Senate – Chadwick Gugg: The Faculty Senate worked on numerous new programs, especially the new promotion policies.
- b. Academic Affairs – Michael Moir: Academic Affairs approved numerous new program changes, most of which will need approval later in the meeting. Several members also worked on the new promotion policies.
- c. Business and Finance – Amber Stovall: The committee considers capital, enrollments, and auxiliary services. The budget is currently flat.
- d. Faculty Affairs – Jeff Waldrop and Brian Smith: A major accomplishment was working on the new promotion policies.
- e. Faculty Development – Lauren DiPaula: The committee funded 32 small grants and a Faculty Instruction Grant. The committee also decided upon the faculty excellence award recipients.
- f. Graduate Affairs – Michele Dykes: The committee reviewed graduate faculty applications.
- g. Institutional effectiveness: Quality Enhancement Program (QEP) subcommittee worked on developing the next QEP. An assessment subcommittee worked on areas B and C of the core and three-year assessment programs.
- h. Institutional Review Board – Mike Crosby: The IRB reviewed seven research applications.
- i. Instructional Technology – Mohammad Dehzoeei: The committee oversaw tech fee spending, discussed issues like cybersecurity, and approved student technology fee spending for next year.
- j. International Studies – Judy Orton-Grissett: The committee developed a new charge by broadening the scope to high impact practices (HIPS). They played a role in approving Windows to the World events.
- k. Student Affairs – Jonathan Carter: The committee reviewed five student constitutions. They developed recommended student syllabus language about Title IX and mental health.

4. Ad hoc committee activity reports

- a. General Education Redesign – Bryan Davis: This committee was formed when redesign of the core seemed likely, which was about two years ago. This purpose is currently uncertain due to the departure of Tristan Denley from the USG.
 - b. President Jimmy Carter Leadership Program – Suzanne Smith: This was the third year of the program. Next year will be the final year for the first cohort, culminating in a building project. The program enrolls about 20 students per year.
 - c. TiLT Steering Committee – Judy Orton-Grissett: This group promoted transparency pedagogy through a faculty learning series, brown bag lunch events, and other activities. A second group is starting this summer.
 - d. Promotion, tenure, and post-tenure review – Mark Grimes: This was a hard-working group, with over 10 meetings. The group worked on revising and changing promotion, tenure, and post-tenure policies based on new guidelines from the BOR/USG. The task continues in the fall when feedback is received from the BOR/USG.
5. USG Faculty Council report – Elizabeth Gurnack: The committee met with the new chancellor, Sonny Perdue. He did not discuss a strategic plan. He is not worried about the controversial divisive speech issue. Concern was expressed to him about the decrease in faculty input during presidential searches. Gurnack is particularly concerned about increased emphasis on professional programs coming at the expense of programs in Arts & Sciences. Perdue feels there is a need for better marking of the value of four-year degree programs. This is difficult because of new competition from certificate programs offered by non-educational institutions like Google as well as online education. The council will also work on summer pay contract guidelines.
6. New Business
- a. Brian Smith made a motion to bundle the Arts & Sciences program change proposals. This was seconded by Nellie Iordanov. An observation is that Communication programs should not be spelled with an “s” on the end. The discussion was an objection to the dropping of Organic Chemistry II from the biology major requirements. Stephanie Harvey, Chair of Biology, responded that most biology majors are pre-professional students who will still need Organic Chemistry II. The loss of students in Organic Chemistry II should be minimal. The motion passed, with a few votes against the proposal.
 - b. Accounting BBA and minor: Brian Smith made a motion to accept. This was seconded by Nellie Iordanov. There was no discussion. The motion passed.
 - c. A motion to accept the Exercise Science changes was made by Michael Moir and then seconded. There was no discussion. The motion passed.
 - d. Bryan Davis made a motion to accept changes to the academic standing policy. This was seconded by Mark Grimes. Davis described the change as stopping the practice of suspending students who fall below a 2.0 GPA. These people will now be under university supported enrollment. They will receive a survey about their needs and success counseling in the hope of providing more assistance to struggling students. The motion passed.
 - e. Brian Smith made a motion to approve graduate faculty status for five faculty members. There was a second. There was no discussion. The motion passed.
 - f. Faculty Handbook changes: Mark Grimes explained that multiple motions were needed.
 - i. The text in purple print marked changes in the Faculty Handbook that would support the new promotion policies. Jonathan Carter made a motion to accept

these changes, followed by a second from Mark Laughlin. There was no discussion. The motion passed.

- ii. The parts marked in red highlighted changes that would go to the BOR/USG for feedback. The motion was to endorse these changes. Jonathan Carter made a motion. This was seconded by Mark Laughlin. There was no discussion. The motion passed.
- iii. There was a small change to the statutes to add student success activities and faculty development as part of the faculty areas of assessment. A motion to accept was made by Jonathan Carter and seconded by Nellie Iordanova. There was no discussion. This motion passed with over two-thirds of the faculty voting in favor.
- iv. The final motion in this group was to make no further changes in the proposed promotion policies until August. This motion was made by Michael Moir and received a second. There was no discussion. This motion passed.

7. Other Items

- a. International Studies Committee proposed a name change and a new charge that reflected a broader mission: International studies plus high impact teaching practices. Nellie Iordanova made a motion to accept, and this was seconded by Michael Moir. Judy Orton-Grissett explained that the HIPS part would include a committee for awarding HIPS grants and designation of courses with HIPS as an official HIPS courses. This designation will help to raise the HIPS profile. The motion passed with over two-thirds approval.
- b. The next item was a proposal for the President of the Faculty Senate to have a course release and/or standing committee release. Chadwick Gugg described the workload of the President and noted that this idea was supported by the study conducted by the Carl Vinson Institute. Suzanne Smith clarified that a course release would depend on department or Dean approval. It might not be possible in some departments. Several people spoke in support of the proposal. A motion was made by Michael Moir and seconded by Nellie Iordanova. The motion was a recommendation that the Senate president should be given a course release and/or standing committee release, whenever possible, contingent upon approval by the President's Chair or Dean. The motion passed.

8. Announcements

- a. Bryan Davis said that Herff Jones, the company that supplies graduation robes, has not been able to deliver hoods to masters students. He asked for assistance from faculty who could loan hoods to the current graduates for the ceremony.
- b. Several people attending in-person said that they would prefer an in-person meeting format for the general faculty meeting.
- c. Judy Orton-Grissett announced a new platform called Handshake for coordinating students with internship sites.
- d. Mark Grimes announced that the GIFT program of in-class peer feedback from faculty members will continue next year.
- e. Ellen Cotter encouraged people to attend the upcoming Sumter Players Inc. production of *God of Carnage*. Entry is free for GSW faculty, staff, and students.
- f. Some retiring faculty members were recognized.

9. The meeting was adjourned at 12:01pm.

Special Faculty Meeting

October 13, 2022 at 3:45 pm

1. Call to order – Evan Kutzler called the meeting to order at 3:45.
2. New Business – Faculty Handbook

Elizabeth Gurnack moved to approve the revisions to the Annual Evaluation and Promotion and Tenure sections of GSW's Faculty Handbook. These revisions were based on the work of the ad hoc committee led by Mark Grimes. A short discussion followed, including a recommendation to change the spelling of ensure in the Annual Evaluation section. It was also noted that the deadline for annual evaluations is set by the USG, and that our internal deadline of January 10th to the department chairs is set to allow larger departments time to complete their evaluations and remediate if necessary. The motion to approve the revisions passed, and the revisions will be forwarded to the USG.

3. Academic Affairs Committee

Elizabeth Gurnack's motion to approve ASN and MUSC curriculum changes as a block passed. Elizabeth Gurnack's motion to approve the curriculum changes passed.

4. Adjourn

Mark Grimes noted that the ad hoc committee's work was complete, and he made to motion to official disband the committee. The motion passed. The meeting was adjourned at 4:15.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
Specify: Area A,B,C,D,E
- Major Curriculum
- Graduate Curriculum
- Other Curriculum
(minor, certificate,
etc.)
Specify:

Proposed Effective Date for
Curriculum Change:
(Month/Year): 08/2023

Degree & Program Name: (e.g., BFA, Art): BA English

Present Requirements:

Choose an area of study:

Literature Option (15 hrs)
ENGL 4120 or ENGL 4800
ENGL 3510, 3520, 4200, 4210, or 4220
ENGL 3410, 3420, or 4230
British Lit (pre 1785)
British Lit (post 1785)

Professional Writing Option (15 hrs)
ENGL 3240 Tech Writ or ENGL 3270: Reports
ENGL 4300 or ENGL 4310
ENGL 4025 Teach and Tut or ENGL 4035
ENGL 4070 Editing or ENGL 4360: Style
ENGL 3250, 3260, or 3380

Proposed Requirements (Underline changes after printing this form:

Choose an area of study:

Literature Option (15 hrs)
ENGL 4120 or ENGL 4800
ENGL 3510, 3520, 4200, 4210, or 4220
ENGL 3410, 3420, or 4230
British Lit (pre 1785)
British Lit (post 1785)

Professional Writing Option (15 hrs)
ENGL 3240 Tech Writ or ENGL 3270: Reports
ENGL 4300 or ENGL 4310
ENGL 4025 Teach and Tut or ENGL 4035
ENGL 4070 Editing or ENGL 4360: Style
ENGL 3250, 3260, 3375, or 3385

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Meeting student demand with more creative writing courses, and giving more focused coursework
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc. Inform requests from students to take more creative writing classes
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Material from these classes can be revised by students taking ENGL 4965 and will thus be integrated into our regular program assessment. Furthermore the chair will continue to monitor enrollment in these classes.

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: 10/10/22
Approvals (unnecessary for file submissions):	
Unit Head: <i>[Signature]</i>	Date: 10-6-22
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Carole Bishop</i>	Date: 10-14-22
Committee on Graduate Affairs Chair:	Date:

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.A. in ENGLISH

NAME _____
 ADVISOR _____

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswid# _____

Effective Catalog Year: 2023-2024

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, 1120, 1401	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4-5 hours from list below:				
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign				
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3),				
INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3),				
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2112, 2121, 2122, 2131, or 2132	3			
English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement in Area F.				
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrld Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, HIST 1111, HIST 1112, PSYC 1101,				
SOCI 1101				
Area F (18 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3			
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3			
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3			
English majors must select in Area F the literature classes not selected in Area C to complete the three course requirement.				
*Foreign Language 2001	3			
*Foreign Language 2002	3			
ENGL 2150	3			

Major Core (21 hrs)	Hrs	Term	Grade
Required for all English majors:			
**ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
ENGL 3220 Advanced Composition	3		
ENGL 3100 Intro to Literary and Cultural Theory	3		
ENGL 4965 Senior Capstone Seminar	3		
Choose an area of study:	Term	Grade	
Literature Option (15 hrs)			
ENGL 4120 or ENGL 4800	3		
ENGL 3510, 3520, 4200, 4210, or 4220	3		
ENGL 3410, 3420, or 4230	3		
British Lit (pre 1785)	3		
British Lit (post 1785)	3		
Professional Writing Option (15 hrs)			
ENGL 3240 Tech Writ or ENGL 3270: Reports	3		
ENGL 4300: Risk or ENGL 4310 Comm in Org	3		
ENGL 4025 Teach and Tut or ENGL 4035 Rhet	3		
ENGL 4070 Editing or ENGL 4360: Style	3		
ENGL 3250, 3260, 3375, or 3385	3		
***Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
Free Electives (6-10 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in all English, Area A, Area F, and major courses.

*Area F: Foreign Language must be intermediate level beyond RHSC (CPC).
 Select Area F elective course from lower level literature, humanities, fine arts, foreign language or prerequisites to major courses.

***Major required English elective courses must be 3000 level or above.

NOTE: Required Courses for Literature Option

Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in this area. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

*****Minor, Certificate, and Elective Hours**

Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

Prior Degree/
 Major: _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.A. in ENGLISH

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2022-2023

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, 1120, 1401	3		

Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			

CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401			
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 200			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2112, 2121, 2122, 2131, or 2132	3		

English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement in Area F.

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, HIST 1111, HIST 1112, PSYC 1101, SOCI 1101			

Area F (18 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3		
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3		
ENGL 2111, 2112, 2121, 2122, 2131, 2132	3		

English majors must select in Area F the literature classes not selected in Area C to complete the three course requirement.

*Foreign Language 2001	3		
*Foreign Language 2002	3		
ENGL 2150	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements
_____ GA HISTORY _____ US HISTORY
_____ GA CONSTITUTION _____ US CONSTITUTION
_____ UNIV 1000 _____ W2W Requirement

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements
_____ GA HISTORY _____ US HISTORY
_____ GA CONSTITUTION _____ US CONSTITUTION
_____ UNIV 1000 _____ W2W Requirement

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

Major Core (21 hrs)	Hrs	Term	Grade
Required for all English majors:			
**ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
ENGL 3220 Advanced Composition	3		
ENGL 3100 Intro to Literary and Cultural Theory	3		
ENGL 4965 Senior Capstone Seminar	3		

Choose an area of study:

	Term	Grade
Literature Option (15 hrs)		
ENGL 4120 or ENGL 4800	3	
ENGL 3510, 3520, 4200, 4210, or 4220	3	
ENGL 3410, 3420, or 4230	3	
British Lit (pre 1785)	3	
British Lit (post 1785)	3	

Choose either:

ENGL 3240 Tech Writ or ENGL 3270: Reports	3		
ENGL 4300: Risk or ENGL 4310 Comm in Org	3		
ENGL 4025 Teach and Tut or ENGL 4035 Rhet	3		
ENGL 4070 Editing or ENGL 4360: Style	3		
ENGL 3250 Writing Fiction, or			
ENGL 3260 Writing Creative Nonfiction, or			
ENGL 3380 Songwriting and Poetry			

Choose either:

ENGL 3250 Writing Fiction, or			
ENGL 3260 Writing Creative Nonfiction, or			
ENGL 3380 Songwriting and Poetry			

***Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (6-10 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

Free Electives (6-10 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in all English, Area A, Area F, and major courses.
***Area F:** Foreign Language must be intermediate level beyond RHSC (CPC).
 Select Area F elective course from lower level literature, humanities, fine arts, foreign language or prerequisites to major courses.
****Major required English elective courses must be 3000 level or above.**

NOTE: Required Courses for Literature Option

Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in this area. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

***Minor, Certificate, and Elective Hours

Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,E
 (minor, certificate, etc.)
 Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2023

Degree & Program Name: (e.g., BFA, Art): BS, Sociology

Present Requirements:

Choose 5 of the following courses (15 hrs):
 *SOCI 3308 Psychosocial Asp Of Aging
 *SOCI 3309 Human Sexuality
 *SOCI 3311 Social Psychology
 SOCI 3318 Sociology of Religion
 *SOCI 3340 Mass Media
 SOCI 3350 Criminology
 SOCI 4230 Soc of Health and Medicine
 SOCI 4350 Family Violence
 SOCI 4411 Race/Minority
 SOCI 4417 Gender and Society
 SOCI 4445 Deviant Social Behavior
 SOCI 4460 Environmental Sociology
 SOCI 4465 Soc & Natural Resources
 SOCI 449A Special Topics
 SOCI 4492 Sociology Intership
 SOCI 4498 Research

Proposed Requirements (Underline changes after printing this form):

Choose 5 of the following courses (15 hrs):
 *SOCI 3308 Psychosocial Asp Of Aging
 *SOCI 3309 Human Sexuality
 *SOCI 3311 Social Psychology
 SOCI 3318 Sociology of Religion
SOCI 3319 Sociology of Paranormal Belief
 *SOCI 3340 Mass Media
 SOCI 3350 Criminology
 SOCI 4230 Soc of Health and Medicine
 SOCI 4350 Family Violence
 SOCI 4411 Race/Minority
 SOCI 4417 Gender and Society
 SOCI 4445 Deviant Social Behavior
 SOCI 4460 Environmental Sociology
 SOCI 4465 Soc & Natural Resources
 SOCI 449A Special Topics
SOCI 4492 Sociology Internship
 SOCI 4498 Research

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Paranormal beliefs are a ubiquitous part of contemporary American culture, and have fueled growing genres within the media landscape. Adding SOCI 3319 Sociology of Paranormal Belief to our major curriculum will benefit our students, as studying populations who believe in the paranormal and the substantive content of their beliefs will offer valuable social and cultural insights.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: SOCI 4492 Sociology Internship is misspelled on current curriculum sheet ("Intership").

Source of Data to Support Suggested Change:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

A study by Chapman University found that approximately 76% of persons in the United States hold at least one paranormal belief, beyond those that are part of conventional religious belief systems (<https://blogs.chapman.edu/wilkinson/2018/10/16/paranormal-america-2018/>).

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program learning outcomes are assessed through capstone assignments and ETS sociology exam in the Sociology Seminar course.

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head: <i>Charles M. Huffman</i>	Date: 10/11/22
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Care Bishop</i>	Date: 10-14-22
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.S. in SOCIOLOGY

OLD

NAME _____
 ADVISOR _____

gswID# _____

AREAS A-F: 60 HOURS

Effective Catalog Year: 2022-2023

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)				Hrs	Term	Grade
ENGL 1101 Composition I				3		
ENGL 1102 Composition II				3		
MATH 1001, 1101, 1111, 1113, 1120, 1401				3		
Area B (4-5 hrs)				Hrs	Term	Grade
Select 4-5 hours from list below:						
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)						
Area C (6 hrs)				Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132				3		
ARTC 1100, MUSC 1100 or THEA 1100				3		
Area D (10 hrs min)		Area D Lists		Hrs	Term	Grade
Lab Science-List A						
Lab (if CHEM or BIOL)						
NonLab/Lab Science-List A or B						
Optional Lab (if CHEM or BIOL)						
Course from List A, B, or C						
Area E (12 hrs)				Hrs	Term	Grade
POLS 1101 American Government				3		
HIST 1111 or 1112 Wrld Civ I or II				3		
HIST 2111 or 2112 US Hist I or II				3		
Select one:						
PSYC 1101, ECON 2105,				3		
HIST 1111 OR 1112						
Area F (18 hrs)				Hrs	Term	Grade
SOCI 1101 Introductory Sociology				3		
SOCI 1160 Social Problems				3		
SOCI 2293 Sociology of the Family				3		
Select 9 lower level elective hours from:						
				3		
				3		
				3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOSC, SPAN, THEA, WGSS						

Physical Education (4 hrs)				Hrs	Term	Grade
PEDS 1010 Lifetime Fitness				1		
PEDS 2000 CPR/First Aid				2		
PEDS _____ (Activity)				1		

Additional Requirements			
_____ GA HISTORY	_____ US HISTORY		
_____ GA CONSTITUTION	_____ US CONSTITUTION		
_____ UNIV 1000	_____ W2W Requirement		

Major Core (27 hrs)				Hrs	Term	Grade
*SOCI 3331 Sociological Statistics				3		
SOCI 4420 Develop of Sociological Theory				3		
SOCI 4440 Methods of Social Research				3		
SOCI 4450 Seminar in Sociology				3		
Choose 5 of the following courses (15 hrs):						
*SOCI 3308 Psychosocial Asp Of Aging				3		
*SOCI 3309 Human Sexuality				3		
*SOCI 3311 Social Psychology				3		
SOCI 3318 Sociology of Religion				3		
*SOCI 3340 Mass Media				3		
SOCI 3350 Criminology				3		
SOCI 4230 Soc of Health and Medicine				3		
SOCI 4350 Family Violence				3		
SOCI 4411 Race/Minority				3		
SOCI 4417 Gender and Society				3		
SOCI 4445 Deviant Social Behavior				3		
SOCI 4460 Environmental Sociology				3		
SOCI 4465 Soc & Natural Resources				3		
SOCI 449A Special Topics				3		
SOCI 4492 Sociology Internship				3		
SOCI 4498 Research				3		
Minor, Cert or Free Elect (15-18 hrs)				Hrs	Term	Grade
Free Electives (15-18 hrs)				Hrs	Term	Grade
Free Elective						
Free Elective						
Free Elective						
Free Elective						
Free Elective						

Minor, Certificate, and Elective Hours
 Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

ADDITIONAL REQUIREMENTS
 Minimum grades of "C" required in Area F and all major and minor courses.
 Only 3 hours of tutorial courses (internships, special topics, senior research) can be used towards major requirements.
 *Equivalent Psychology classes may be substituted for these major Sociology courses.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Courses Not Listed Above:				Hrs	Term	Grade

Prior Degree/ Major: _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

B.S. in SOCIOLOGY

NAME _____
 ADVISOR _____

gswID# _____

Effective Catalog Year: 2023-2024

AREAS A-F: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, 1120, 1401	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	Hrs	Term	Grade
Area D Lists			
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
SOCI 1101 Introductory Sociology	3		
SOCI 1160 Social Problems	3		
SOCI 2293 Sociology of the Family	3		
Select 9 lower level elective hours from:			
	3		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOSOC, SPAN, THEA, WGSS			

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Courses Not Listed Above:	Hrs	Term	Grade

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
*SOCI 3331 Sociological Statistics	3		
SOCI 4420 Develop of Sociological Theory	3		
SOCI 4440 Methods of Social Research	3		
SOCI 4450 Seminar in Sociology	3		
Choose 5 of the following courses (15 hrs):			
*SOCI 3308 Psychosocial Asp Of Aging	3		
*SOCI 3309 Human Sexuality	3		
*SOCI 3311 Social Psychology	3		
SOCI 3318 Sociology of Religion	3		
SOCI 3319 Sociology of Paranormal Belief	3		
*SOCI 3340 Mass Media	3		
SOCI 3350 Criminology	3		
SOCI 4230 Soc of Health and Medicine	3		
SOCI 4350 Family Violence	3		
SOCI 4411 Race/Minority	3		
SOCI 4417 Gender and Society	3		
SOCI 4445 Deviant Social Behavior	3		
SOCI 4460 Environmental Sociology	3		
SOCI 4465 Soc & Natural Resources	3		
SOCI 449A Special Topics	3		
SOCI 4492 Sociology Internship	3		
SOCI 4498 Research	3		
Minor, Cert or Free Elect (15-18 hrs)	Hrs	Term	Grade
Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			

Minor, Certificate, and Elective Hours
 Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

ADDITIONAL REQUIREMENTS
 Minimum grades of "C" required in Area F and all major and minor courses.
 Only 3 hours of tutorial courses (internships, special topics, senior research) can be used towards major requirements.
 *Equivalent Psychology classes may be substituted for these major Sociology courses.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/
 Major: _____
 Earned at: _____
 Comments: _____

 Completed by: _____ Date: _____

PROPOSAL FOR A CURRICULUM CHANGE	
Georgia Southwestern State University	
Select Area of Change: <input checked="" type="checkbox"/> Core Curriculum <input type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) D Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): 8/2023	Degree & Program Name: (e.g., BFA, Art): NA
Present Requirements:	Proposed Requirements (Underline changes after printing this form): Adding BIOL 1005K to Area D for non-science majors
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: Give non-science majors a more appropriate option to take Biology as lab science. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	

Form last updated: March, 2012

<p>Source of Data to Support Suggested Change:</p> <p><input type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student success data in BIOL 1107</p>
<p>Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).</p> <p>Data Sources:</p> <p><input type="checkbox"/> Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of embedded questions on the final exam.</p>

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>Dr. Stephanie Harvey</i>	Date: 10/28/2022
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: 10/28/22
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Carl Bishop</i>	Date: <i>11-11-22</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Form last updated: March, 2012

GENERAL CORE

NEW

NAME _____
 ADVISOR _____

gswID# _____

Effective Catalog Year: 2022-2024

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 1120, 1401	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4 - 5 hours from list below:				
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign				
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3),				
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3),				
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10-11 hrs)	Hrs	Term	Grade	
Non-Science Majors Only (Minimum 10 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science - List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Science or Non-Science Majors (Minimum 11 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
SOCI 1101, PSYC 1101, ECON 2105,				
HIST 1111 OR 1112				
Area F	Hours:	Hrs	Term	Grade

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	W2W Requirement

Courses Not Listed Above:	Hrs	Term	Grade

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L Essentials of Biology II/Lab	4
BIOL 2107K Principles of Biology I with Lab	4
BIOL 2108K Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOL 1121K Earth Materials, Processes, & Environ	4
GEOL 1122K Earth History and Global Change	4
PHYS 1111K Introductory Physics I with Lab	4
PHYS 1112K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2212K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
CIS 2000 Desktop Publishing & Multimedia Presentation	3
CIS 2100 Computer Interfacing & Configuration	3
CSCI 2100 Assembly Language Programming	3
CSCI 2500 Discrete Structures	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D NOTES:
 1 R101

Prior Degree/
 Major: _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

GENERAL CORE

OLD

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2022-2023

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 1120, 1401	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4 - 5 hours from list below:				
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign				
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3),				
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3),				
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10-11 hrs)	Hrs	Term	Grade	
Non-Science Majors Only (Minimum 10 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science - List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Science or Non-Science Majors (Minimum 11 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
SOCI 1101, PSYC 1101, ECON 2105,				
HIST 1111 OR 1112				
Area F	Hours:	Hrs	Term	Grade

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Courses Not Listed Above:	Hrs	Term	Grade

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L Essentials of Biology II/Lab	4
BIOL 2107K Principles of Biology I with Lab	4
BIOL 2108K Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOL 1121K Earth Materials, Processes, & Environ	4
GEOL 1122K Earth History and Global Change	4
PHYS 1111K Introductory Physics I with Lab	4
PHYS 1112K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2212K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
CIS 2000 Desktop Publishing & Multimedia Presentation	3
CIS 2100 Computer Interfacing & Configuration	3
CSCI 2100 Assembly Language Programming	3
CSCI 2500 Discrete Structures	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:
 1. BIOL 1107/1107L and 1108/1108L are not open to students with credit in BIOL 2107K or 2108K.
 2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
 3. PSYC 3301 and SOCI 3301 cannot be used to meet Core Area D requirements.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Specify: Area A,B,C,D,E

Major Curriculum

Graduate Curriculum

Other Curriculum
(minor, certificate,
etc.)

Specify:

**Proposed Effective Date for
Curriculum Change:**

(Month/Year): August 2023

Degree & Program Name: (e.g., BFA, Art): BS Chemistry

Present Requirements:

See attached curriculum sheets

Proposed Requirements (Underline changes after printing this form:

See attached curriculum sheets

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: We are updating our curriculum sheet to include the new courses we have added. We are also creating 3 separate options for the degree: A Professional Option much like our current curriculum but including options for the new courses; A Biochemistry Option in collaboration with the Department of Biology; A Forensic Chemistry Option in collaboration with the Department of Psychology and Sociology. In all of these options, we are decreasing the number of required upper division courses (by 8-9 hrs) to make our program more adaptable to the needs of the students. We are doing this in response to our Strategic plan for the department and based on comments from our CPR.

<p>Source of Data to Support Suggested Change:</p> <p><input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comments provided from our outside reviewer for our CPR last year supported the desire for a more flexible curriculum.</p>
<p>Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).</p> <p>Data Sources:</p> <p><input type="checkbox"/> Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We hope to attract more students to our program and to see our graduates entering different fields and career options.</p>

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: 11/11/22
Approvals (unnecessary for file submissions):	
Unit Head: <i>M. Elizabeth Gurne</i>	Date: 1/11/2022
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:	<i>Carl Bishop</i>	Date:	<i>11-11-22</i>
Committee on Graduate Affairs Chair:		Date:	
Secretary of the Faculty Senate:		Date:	
Dean of the Faculty:		Date:	

B.S. in CHEMISTRY

OLD

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2021-2022

AREAS A-F: 61 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (11 hrs min) Area D Lists	Hrs	Term	Grade
Choose a science sequence from List A:			
Lab Science I			
Lab (if CHEM or BIOL)			
Lab Science II			
Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Recommended lab science sequence: PHYS 1111K & 1112K or PHYS 2211K & 2212K			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (19 hrs)	Hrs	Term	Grade
CHEM 1211 Prin of Chemistry I	3		
CHEM 1211L Prin of Chemistry I Lab	1		
CHEM 1212 Prin of Chemistry II	3		
CHEM 1212L Prin of Chemistry II Lab	1		
MATH 1120 (minimum grade of C)	4		
MATH 2221 (minimum grade of C)	4		
MATH 1401 or MATH 2000-2999(advisor approval necessary)	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (37-38 hrs)	Hrs	Term	Grade
CHEM 3100 Chemical Literature	1		
CHEM 3250 Quantitative Analysis	3		
CHEM 3250L Quantitative Analysis Lab	2		
CHEM 3301 Organic Chemistry I	3		
CHEM 3301L Organic Chemistry I Lab	1		
CHEM 3302 Organic Chemistry II	3		
CHEM 3302L Organic Chemistry II Lab	1		
CHEM 4401 Physical Chemistry I	3		
CHEM 4401L Physical Chemistry I Lab	1		
CHEM 4402 Physical Chemistry II	3		
CHEM 4402L Physical Chemistry II Lab	1		
CHEM 4450 Instrumental Analysis	3		
CHEM 4450L Instrumental Analysis Lab	2		
CHEM 4491 Chemistry Seminar I	1		
CHEM 4492 Chemistry Seminar II	1		
Select a minimum of 9 hours:			
CHEM 4410 Biochemistry	3		
CHEM 4410L Biochemistry Lab	1		
CHEM 4420 Advanced Biochemistry	3		
CHEM 3310 Inorganic Chemistry	3		
CHEM 3310L Inorganic Chemistry Lab	1		
CHEM 3320 Advanced Inorganic Chemistry	3		
CHEM 4330 Modern Organic Chemistry	3		
CHEM 4350 Molecular Modeling	3		
Free Electives (to total 120 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in Area D lab science courses.

At least two hours of Free Electives must be in courses numbered 3000 or above to have the minimum 39 hours of upper division credit hours.

Physics 1111K & 1112K or 2211K & 2212K recommended in Area D. If recommended Physics not taken in Area D, then these courses must be taken in place of 8 hours of Free Electives.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

NEW

B.S. in CHEMISTRY

NAME _____
 ADVISOR _____

gsuID# _____

Effective Catalog Year: 2023-2024

AREAS A-F: 61 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113	3		
Area B (4 hrs min)			
Select 4 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOBC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)			
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (11 hrs min)			
Choose a science sequence from List A:			
Lab Science I			
Lab (if CHEM or BIOL)			
Lab Science II			
Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Recommended lab science sequence: PHYS 1111K & 1112K or PHYS 2211K & 2212K			
Area E (12 hrs)			
POLS 1101 American Government	3		
HIST 1111 or 1112 Wild Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:			
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112	3		
Area F (19 hrs)			
CHEM 1211 Prin of Chemistry I	3		
CHEM 1211L Prin of Chemistry I Lab	1		
CHEM 1212 Prin of Chemistry II	3		
CHEM 1212L Prin of Chemistry II Lab	1		
MATH 1120 (minimum grade of C)	4		
MATH 2221 (minimum grade of C)	4		
MATH 1401 or MATH 2000-2999(advisor approval necessary)	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ WZW Requirement

MAJOR/ELECTIVE REQUIREMENTS: 51-52 HOURS

Required Courses (16 hrs)	Hrs	Term	Grade
CHEM 3100 Chemical Literature	1		
CHEM 3301 Organic Chemistry I	3		
CHEM 3301L Organic Chemistry I Lab	1		
CHEM 3302 Organic Chemistry II	3		
CHEM 3302L Organic Chemistry II Lab	1		
CHEM 4450 Instrumental Analysis	3		
CHEM 4450L Instrumental Analysis Lab	2		
CHEM 4491 Chemistry Seminar I	1		
CHEM 4492 Chemistry Seminar II	1		
For Biochemistry Option (35 hours)			
CHEM 4410 Biochemistry: Proteins, Lipids, and Carbohydrates	3		
CHEM 4410L Biochemistry Lab	1		
CHEM 4420 Biochemistry: Nucleic Acids	3		
CHEM 4401 Physical Chemistry I	3		
CHEM 4401L Physical Chemistry I Lab	1		
CHEM 4430 Introduction to Bioinformatics	3		
BIOL 4200 Genetics	3		
BIOL 3100 Cell and Molecular Biology	3		
Choose 15 hours from 3000+ Chemistry			
For Forensic Chemistry Option (36 hrs)			
CHEM 3250 Quantitative Analysis	3		
CHEM 3250L Quantitative Analysis Lab	2		
CHEM 4100K Forensic Chemistry	4		
CRJU 3110 Criminal Procedures	3		
CRJU 4700 Ethical Issues in CJ	3		
CRJU 3500 Criminal Investigations	3		
CRJU 3501 Criminal Investigations II	3		
CRJU 4110 Law of Criminal Evidence	3		
Choose 12 hours from 3000+ Chemistry			
For Professional Chemistry Option (36 hrs)			
CHEM 3250 Quantitative Analysis	3		
CHEM 3250L Quantitative Analysis Lab	2		
CHEM 4401 Physical Chemistry I	3		
CHEM 4401L Physical Chemistry I Lab	1		
CHEM 4402 Physical Chemistry II	3		
CHEM 4402L Physical Chemistry II Lab	1		
CHEM 4410 Biochemistry: Proteins, Lipids, and Carbohydrates	3		
Choose 20 hours from 3000+ Chemistry			
Chemistry Electives			
CHEM 3250 Quantitative Analysis	3		
CHEM 3250L Quantitative Analysis Lab	2		
CHEM 3310 Inorganic Chemistry	3		
CHEM 3310L Inorganic Chemistry Lab	1		
CHEM 3320 Advanced Inorganic Chemistry	3		
CHEM 4100K Forensic Chemistry	4		
CHEM 4330 Modern Organic Chemistry	3		
CHEM 4350 Molecular Modeling	3		
CHEM 4401 Physical Chemistry I	3		
CHEM 4401L Physical Chemistry I Lab	1		
CHEM 4402 Physical Chemistry II	3		
CHEM 4402L Physical Chemistry II Lab	1		
CHEM 4410 Biochemistry: Proteins, Lipids, and Carbohydrates	3		
CHEM 4410L Biochemistry Lab	1		
CHEM 4420 Biochemistry: Nucleic Acids	3		
CHEM 4430 Introduction to Bioinformatics	3		
CHEM 4480 Chemical Internship	3		

Free Electives (to total 120 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in Area D lab science courses.

At least two hours of Free Electives must be in courses numbered 3000 or above.

To have the minimum 39 hours of upper division credit hours:

Physics 1111K
 1111K or
 Physics not
 taken in Area
 of Free
 Electives

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus _____ hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/
 Major: _____

Earned at: _____

Comments: _____

Completed
 by: _____ Date: _____

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: (09/08/2022)

Department Initiating Proposal:
Department of Chemistry, Geology, and
Physics

Faculty Member Proposing:
Dr. Iordanov

Proposed New Course Prefix & Number:

CHEM 4100k

Proposed New Course Title:
Forensic Chemistry
Proposed New Course Title Abbreviation:
Forensic Chem.

Semester/Year to be Effective:
Spring 2023

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be: Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 1

Credit Hours: 4

Proposed Course Description:

CHEM 4100K Forensic Chemistry:

Introduction to the chemistry principles and scientific methods as applied in the forensic chemistry analysis and practice. Topics include legal, statistical, and quality control principles; sampling and immunoassay; drugs and poisons; fire and explosion; firearm, fiber and polymers analysis. Laboratory exercises supplement the lecture material.

Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Developing **Major in Chemistry - Forensic Science Concentration**

Source of Data to Support Suggested Change:

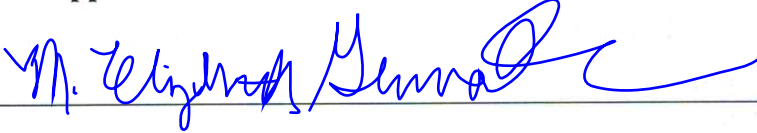

- Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
 (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Student Opinionnaires
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, lab assignments, final project
- Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head: 	Date: 11/11/22
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: 	Date: 11-11-22
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department of Chemistry, Geology and Physics

Georgia Southwestern State University

Subject Code (CHEM) Course Number (4100K)

Course Title (Forensic Chemistry)

Credit: Number (4) semester hours

Catalog description:

CHEM 4100K Forensic Chemistry Introduction to the chemistry principles and scientific methods as applied in the forensic chemistry analysis and practice. Topics include legal, statistical, and quality control principles; sampling and immunoassay; drugs and poisons; fire and explosion; firearm, fiber and polymers analysis. Laboratory exercises supplement the lecture material. (3-1-4)

Prerequisite(s) or Co-requisites: CHEM 3302, CHEM 3302L

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Explain the principles and methods involved in forensic chemical analyses
- 2) Understand how the outcomes of such analyses impact on the presentation evidence
- 3) Evaluate the forensic chemical analysis method to use and interpret final results
- 4) Justify results and ethical responsibilities of forensic experts analyzing the evidence
- 5) Demonstrate the ability to select the correct method of analysis for particular sample
- 6) Demonstrate the skills to communicate complex chemical analysis to non expert audience

REQUIREMENTS:

Student will be required to complete weekly reading and laboratory assignments, writing assignments, project, quizzes, midterm, and final examination.

INSTRUCTIONAL STRATEGIES:

The instructional strategies that will be used, include but not limited to lecture, discussion, in-class, and field demonstration.

Textbooks and Other Required Materials:

Forensic Chemistry, 3rd Edition, by Suzanne Bell, ISBN-10:1138339849, ISBN-13: 978-1138339842, Publisher CRC Press

GRADES:

Quizzes	25%
Midterm Exam	20%
Final Exam	20%
Lab Activities	25%
Project	10%
A: 90-100%	
B: 80-89%	
C: 70-79%	
D: 60-69%	
F: 0-59%	

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Specify: Area A,B,C,D,E

Major Curriculum

Graduate Curriculum

Other Curriculum

(minor, certificate, etc.)

Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2023

Degree & Program Name: (e.g., BFA, Art):

B.S. Computer Science

Present Requirements:

Math Electives - 7-8 hours

Free Electives - 6-7 hours

Proposed Requirements (Underline changes after printing this form:

Math Electives - 8 hours

(no change to course list)

Free Electives - 6 hours

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Per ABET: Graduates must have 15 hours of math credits in addition to Math 1113 Pre-calculus. Requiring 8 elective hours in math will meet that requirement. This change means students can now meet the 120 hour requirement for graduation with just 6 free elective credits.

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>Gaynor Cheokas</i>	Date: 10.11.22
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: 11/11/22
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Carol Corshop</i>	Date: <i>11-11-22</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.S. in COMPUTER SCIENCE

NEW

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2023-2024

AREAS A-F: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 1120 Calculus I (Min Grade of C Required)	4		
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, PSYC 1101, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
CSCI 1301 Intro to Programming I	3		
CSCI 1302 Intro to Programming II	3		
CSCI 2100 Assembly Language Prog	3		
CSCI 2500 Discrete Structures in CS	3		
CSCI 2510 Data Structures and Algorithms	3		
CSCI 2920 Ethics in Comp Profession	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/
 Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (40 hrs)	Hrs	Term	Grade
CSCI 2200 Computer Architecture	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3300 Concepts of Prog Languages	3		
CSCI 3400 Intro to Comp Networks	3		
CSCI 3600 Computer Security	3		
CSCI 4200 Design of Operating System	3		
CSCI 4300 Software Engineering	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4500 Des & Anal of Algorithms	3		
CSCI 4800 Cloud Computing	3		
CSCI 4810 Mobile and Distributed Computing	3		
CSCI 4830 Artificial Intelligence	3		
CSCI 4940 Capstone Project	4		

Major Electives (6 hrs)	Hrs	Term	Grade
Select two:			
IT 2000 Web Design	3		
IT 3000 Advanced Web Design	3		
IT 3300 Syst Anal Design & Implemt I	3		
IT 4400 Info Storage & Retrieval	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4900 Special Problems in CS	3		
CSCI 4930 Internship	3		

Math Electives (8 hrs)	Hrs	Term	Grade
Select two:			
MATH 1401 Elementary Statistics	3		
MATH 2221 Calculus II	4		
MATH 2222 Calculus III	4		
MATH 2223 Discrete Systems I	3		
MATH 3313 Differential Equations	3		
MATH 3320 Scientific Computation	3		
MATH 3322 Adv Math Modeling	3		
MATH 3325 Mathematical Statistics	3		

Free Electives (6 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" must be earned in all Major Required Courses, all Major Electives, and all math courses, including MATH 1120.
 CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 For the BS-Computer Science degree, if more than 4 hours are earned in Area B, the extra hours will be used in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.S. in COMPUTER SCIENCE

OLD

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2022-2023

AREAS A-F: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOCS 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 1120 Calculus I (Min Grade of C Required)	4		
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, PSYC 1101, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
CSCI 1301 Intro to Programming I	3		
CSCI 1302 Intro to Programming II	3		
CSCI 2100 Assembly Language Prog	3		
CSCI 2500 Discrete Structures in CS	3		
CSCI 2510 Data Structures and Algorithms	3		
CSCI 2920 Ethics in Comp Profession	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (40 hrs)	Hrs	Term	Grade
CSCI 2200 Computer Architecture	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3300 Concepts of Prog Languages	3		
CSCI 3400 Intro to Comp Networks	3		
CSCI 3600 Computer Security	3		
CSCI 4200 Design of Operating System	3		
CSCI 4300 Software Engineering	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4500 Des & Anal of Algorithms	3		
CSCI 4800 Cloud Computing	3		
CSCI 4810 Mobile and Distributed Computing	3		
CSCI 4830 Artificial Intelligence	3		
CSCI 4940 Capstone Project	4		

Major Electives (6 hrs)	Hrs	Term	Grade
Select two:			
IT 2000 Web Design	3		
IT 3000 Advanced Web Design	3		
IT 3300 Syst Anal Design & Implemt I	3		
IT 4400 Info Storage & Retrieval	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4900 Special Problems in CS	3		
CSCI 4930 Internship	3		

Math Electives (7-8 hrs)	Hrs	Term	Grade
Select two:			
MATH 1401 Elementary Statistics	3		
MATH 2221 Calculus II	4		
MATH 2222 Calculus III	4		
MATH 2223 Discrete Systems I	3		
MATH 3313 Differential Equations	3		
MATH 3320 Scientific Computation	3		
MATH 3322 Adv Math Modeling	3		
MATH 3325 Mathematical Statistics	3		

Free Electives (6-7 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" must be earned in all Major Required Courses, all Major Electives, and all math courses, including MATH 1120.
 CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 For the BS-Computer Science degree, if more than 4 hours are earned in Area B, the extra hours will be used in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Proposed Revision to the Graduate Residency Policy

Current Policy

Residency Requirements

All graduate programs offered by Georgia Southwestern State University require 50% of the course work be completed in residence.

Proposed Revision

Residency Requirement

All graduate programs offered by Georgia Southwestern State University require **70% of the course work towards the degree** be completed in residence.

Rationale: GSW's Graduate Transfer and Transient policies allow only nine credit hours combined of transfer and transient credit, or 30% of a graduate degree of 30 credit hours. Also note that online courses credit that appear on the transcript as GSW credit are considered to be taken in residence.

Revision approved by the Committee on Graduate Affairs 10-10-22

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 09/29/2022

Department Initiating Proposal:
Business

Faculty Member Proposing:
Jim Aller

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
BUSA 6130

Title:
Strategic Change Management

Abbreviation:
Strategic Ch. Mngt

Semester/Year to be Effective:
Summer/2023

Once Per Year

Indicate if Course will be: Requirement for Major Elective Core

Lecture Hours:

Lab Hours: NA

Credit Hours: 3

Proposed Course Description: The success of a change strategy depends on the context of one's company and leadership abilities. It is the role of the leader to navigate that change. In this course, students will learn core concepts of strategy and organizational design. Students will then discover the importance of planning for change to position the organization for a successful transition. During the execution planning, students will explore the impact and develop strategies to manage resistance to change.

Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Critical Thinking

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
 (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Other:

****Attach a course outline with course outcomes or general education outcomes. ****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Jim Allen</i>	Date: 10.19.22
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline
MBA/College of Business and Computing
Georgia Southwestern State University

Subject Code: BUSA 6130
Course Title: Strategic Change Management
(Offered as e-learning course)
Credit: Number (3) semester hours

Catalog Description

BUSA 6130 Strategic Change Management: The success of a change strategy depends on the context of one's company and leadership abilities. It is the role of the leader to navigate that change. In this course, students will learn core concepts of strategy and organizational design. Students will then discover the importance of planning for change to position the organization for a successful transition. During the execution planning, students will explore the impact and develop strategies to manage resistance to change. (3-0-3).

Prerequisite(s): NA

Course Learning Outcomes:

Specifically, students will be able to:

- Formulate a strategy for change.
- Create and Organize a change plan that identifies the most successful change processes and drivers of that change.
- Assess and understand the motivation for change from an organizational and worker perspective.
- Manage/Lead/Design a plan for execution and evaluate innovations in a company that is growing/slowing.
- Build and lead organizations that are continuously positioned to execute change.
- Effectively prepare mitigation strategies for resistance to change.

Requirements

Activities in this course will include, but are not limited to:

- Readings
- Quizzes/Exams
- Assignments
- Critical Thinking
- Planning
- Communication

Instructional Strategies

- Reading
- Lectures
- Discussions
- Individual/Group Assignments
- Videos
- Online Meetings

Grades:

- Grades will be calculated as followings:
- Assignments 1500 Points
- Project: 1400 Points
 - Strategy for Change
 - Plan for Change Processes and Drivers of Change
 - Identification Micro Planning for Motivations of Change
 - Implementation Plan for Organization of execution/innovation in Growing Business
 - Implementation Plan for Organization of execution/innovation in Slowing Business
 - Strategy to Build and Lead Learning Organizations
 - Strategy for Dealing Effectively with Resistance to Change
- Attendance/Discussion Participation 100 Points

Letter Grade	Percentage
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 60

Assignments (50%)

15 Weekly Assignments will be submitted throughout the term that allows students to practice the concepts learned throughout the course.

Projects (46%)

The project is broken into 7 steps with the goal being to develop a comprehensive change management plan.

Attendance (4%)

Due to the nature of the course, attendance and participation are both critical aspects of the learning experience.

Textbooks and Other Required Materials:

Piercy, N. F. (2016). *Market-led strategic change: Transforming the process of going to market*.
Routledge.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 09/29/2022

Department Initiating Proposal:
Business

Faculty Member Proposing:
Jim Aller

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
BUSA 6190

Title:
Executive Communication

Abbreviation:
Executive Comm

Semester/Year to be Effective:
Summer/2023

Once Per Year

Indicate if Course will be: Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: NA

Credit Hours: 3

Proposed Course Description: This course is designed to prepare students for communication challenges in a business environment, including relationship communication, oral communications, and visual presentation skills. Emphasis will be on strengthening skills in persuasion, speaking confidently on handling Q&A.

Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Oral Communications

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
 (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Other:

****Attach a course outline with course outcomes or general education outcomes. ****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Jim Allen</i>	Date: 10.19.22
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Course Outline
MBA/College of Business and Computing
Georgia Southwestern State University

Subject Code: BUSA 6190
Course Title: Executive Communication
(Offered as e-learning course)
Credit: Number (3) semester hours

Catalog Description

BUSA 6190 Executive Communication: This course is designed to prepare students for communication challenges in a business environment, including relationship communication, oral communications, and visual presentation skills. Emphasis will be on strengthening skills in persuasion, speaking confidently on handling Q&A. (3-0-3).

Prerequisite(s): NA

Course Learning Outcomes:

Specifically, students will be able to:

- Demonstrate competence in oral communication skills
- Assess interpersonal concerns in professional contexts
- To implement effective visual Presentation Skills, including slide and basic shot design
- Apply theories of intergroup communication in business situations
- Develop a theoretically supported plan for managing group communication
- Evaluate ethical conflicts in corporate communication

Requirements

Activities in this course will include, but are not limited to:

- Readings
- Quizzes/Exams
- Assignments
- Critical Thinking
- Planning
- Communication

Instructional Strategies

- Reading

- Lectures
- Discussions
- Individual/Group Assignments
- Videos
- Online Meetings

Grades:

- Grades will be calculated as followings:

Course Application Assignments: 80 points (8 for 10 points each)

- Communication Self-Assessment
- Case Studies
- Reviews
- Social Media Analysis

Elevator Pitch: 50 points (25 for speech and 25 for revisions)

Breaking Bad News: 30 points

Persuasive Presentation 80 Points (10 points outline, 20 points slide-show, 50 points speech)

Group Presentation: 50 points (10 points outline, 10 points group reflection, 30 points speech)

Practice Press Conference: 50 points (30 points for presentation, 20 for responding to questions)

Grade Presentation and Negotiation: 80 points (10 points outline; 50 points presentation, 30 points negotiation)

Final exam: 80 points

Letter Grade	Percentage
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 60

Sample Schedule:

Week	Topic	Assignments (Bolded Assignments are Recorded Speeches)
Week 1	Voice of Leadership (Credibility and presentation skills)	Communication Self-Assessment
Week 2	Likeability, Expertise, and Authenticity	2 Min elevator pitch

Week 3	Images of Leadership (Design, Digital Comm, and Visual Credibility)	Visual Design Case
Week 4	Interpersonal Comm in the Workplace	Revised Elevator Pitch
Week 5	Ethics and Communication	Conflict Resolution Strategy
Week 6	Internal and External Audience	Breaking Bad News
Week 7	Persuasion for Self and Others	Great Speaker Case Study
Week 8	Advanced Speech Design (Organization, and Style)	Persuasive Presentation
Week 9	Listening and Feedback	Persuasive Presentation reviews
Week 10	Communicating in Groups	Group Case Study
Week 11	Group work week	Group Presentation
Week 12	Crisis Communication	Crisis Case Study
Week 13	Media Relations and Training	Practice Press Conference
Week 14	Social Media	Social Media Analysis
Week 15	Final Presentations	Grade Presentation and Negotiation
Week 16	Final Exam	Exam

Textbooks and Other Required Materials:

TBD.

PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

Date of Submission: 10/13/2022 (mm/dd/yyyy)

Department Initiating Revision:

College of Education

Faculty Member Requesting Revision:

Rachel Abbott

Current Course Prefix, Title, & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 7520: Cultural and Linguistic Diversity

List Current and Requested Revisions: (only fill in items needing to be changed)

Current: Hybrid

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested: Online

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2023

Estimated Frequency of Course Offering:

yearly

Indicate if Course will be : Major Requirement Elective Core Other
Specify:

Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a revised course outline with course outcomes or general education outcomes.****

Submission for File Only:	
Unit Head:	Date:
Approvals (unnecessary for file submissions) :	
Unit Head: <i>Rachel Abbott</i>	Date: 10/14/2022
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

CURRENT COURSE

School of Education
Masters Degree in Early Childhood Education
Masters Degree in Middle Grades Language Arts
Masters Degree in Middle Grades Mathematics

EDUC 7520
Cultural and Linguistic Diversity
(Hybrid)
Three Credit Hours

Catalog description: This course focuses on the cultural and linguistic diversity of P-12 students. Candidates will examine how culture, language, and other forms of diversity affect student performance in schools. Specific emphasis will be placed on funds of knowledge and culturally-relevant forms of pedagogy.

Prerequisite(s) or Co-requisites: Admission to Georgia Southwestern State University Master of Education Program

Course Learning Outcomes:

Program:

Candidates completing this course should be able to:

- *Teachers think systematically about their practice and learn from experience.*
- *Teachers are members of learning communities.*
 - NBCTs collaborate with others to improve student learning.
 - They work with other professionals on instructional policy, curriculum development, and staff development.
 - They know how to work collaboratively with parents to engage them productively in the work of the school.

Course:

Candidates completing this course should be able to:

- Examine how culture and language affect student performance in schools.
- Develop and understanding for and outline various forms of culturally-relevant pedagogy.
- Collaborate with others to support culturally-relevant teaching practice.

REQUIREMENTS:

Candidates are required to participate in on-line discussions and learning modules; examine through writing how culture and language affect student learning; create and facilitate a school-based workshop about culturally-relevant practice; and incorporate culturally-relevant pedagogy into their teaching.

INSTRUCTIONAL STRATEGIES:

Online instructional strategies include on-line discussion boards, learning modules, and presentations. In-class instructional strategies include lecture and collaborative group activities.

GRADES:

This course follows the GSW grading scale (e.g., A, B, C, D, F). The instructors of the course determine how points will be allocated and grades will be distributed to the candidates.

Textbooks and Other Required Materials:

This course will incorporate current literature about culture and cultural diversity (e.g., articles from publications such as *Harvard Educational Review*, *Teachers College Record*, *American Journal of Educational Research*, etc.).

Example text:

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York: Teachers College Press.

COURSE OUTLINE

College of Education
Georgia Southwestern State University

Cultural and Linguistic Diversity (Online) EDUC 7520 Credit: Three (3) semester hours

Catalog description:

This course focuses on the cultural and linguistic diversity of P-12 students. Candidates will examine how culture, language, and other forms of diversity affect student performance in schools. Specific emphasis will be placed on funds of knowledge and culturally-relevant forms of pedagogy.

Prerequisite(s): Admission to M.Ed. program or ESOL endorsement

COURSE LEARNING OUTCOMES:

Candidates completing this course should be able to:

1. Examine how culture and language affect student performance in schools.
2. Develop an understanding for and outline various forms of culturally-relevant pedagogy.
3. Collaborate with others to support culturally-relevant teaching practice.

REQUIREMENTS:

Candidates are required to participate in on-line discussions and learning modules; examine through writing how culture and language affect student learning; create and facilitate a school-based workshop about culturally-relevant practice; and incorporate culturally-relevant pedagogy into their teaching.

INSTRUCTIONAL STRATEGIES:

- Asynchronous content delivery
- Recorded videos from faculty
- Peer discussions (written and recorded)
- Research Opportunities
- Self-directed learning through technology-enhanced tools
- Projects

Grades: Grading procedures include grading rubrics and/or guidelines for each assignment. Letter grades are determined by the following: 90%-100%=A; 80%-89%=B, 70%-79%=C, 60%-69%=D, below 60%=F.

Textbooks and Other Required Materials:

Student Learning and Licensure/Via LiveText membership

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 10/13/2022 (mm/dd/yyyy)

Department Initiating Proposal:

College of Education

Faculty Member Proposing:

Rachel Abbott

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 7530

Proposed New Course Title:

Theories of Language Acquisition and Development

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Theories of LA and Development

Semester/Year to be Effective:

Summer/2023

Estimated Frequency of Course Offering:

Every summer

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

This course focuses on the major theories of language acquisition and development. Students will explore phonology, phonetics, morphology, syntax, and pragmatics. Students will enhance their pedagogical knowledge and understandings of teaching English Language Learners by researching theories, methods, and practices that support first and second language development.

Prerequisite(s): EDUC 7520

Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: GaPSC Endorsement

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
 (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Key Assessments for GaPSC accreditation approval

Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head: <i>Rachel Abbott</i>	Date: 10/14/2022
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

College of Education
Georgia Southwestern State University

Theories of Language Acquisition and Development EDUC 7530

Credit: Three (3) semester hours

Catalog description:

This course focuses on the major theories of language acquisition and development. Students will explore phonology, phonetics, morphology, syntax, and pragmatics. Students will enhance their pedagogical knowledge and understandings of teaching English Language Learners by researching theories, methods, and practices that support first and second language development.

Prerequisite(s): EDUC 7520

COURSE LEARNING OUTCOMES:

Students completing this course should be able to:

1. apply knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.
2. plan and use knowledge of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories.
3. investigate the academic, cultural and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs.
4. plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL centered, interactive approaches.
5. identify and explain effective collaboration strategies in order to plan ways to serve as a resource for EL instruction, support educators and school staff, and advocate for ELs.

Requirements:

- Lesson plan
- Reflections/Discussion (written and recorded)
- Literature Review
- Language and Cultural Awareness Project

Methods of instruction:

- Asynchronous content delivery
- Recorded videos from faculty
- Peer discussions (written and recorded)
- Research Opportunities
- Self-directed learning through technology-enhanced tools
- Projects

Grades: Grading procedures include grading rubrics and/or guidelines for each assignment. Letter grades are determined by the following: 90%-100%=A; 80%-89%=B, 70%-79%=C, 60%-69%=D, below 60%=F.

Textbooks and Other Required Materials:

Student Learning and Licensure/Via LiveText membership

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 10/13/2022 (mm/dd/yyyy)

Department Initiating Proposal:

College of Education

Faculty Member Proposing:

Rachel Abbott

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

EDUC 7540

Proposed New Course Title:

Teaching and Assessing English Language Learners Through Clinical Practice

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Teaching/Assessing ELL

Semester/Year to be Effective:

Summer/2023

Estimated Frequency of Course Offering:

Every summer

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Participants in this course will analyze teaching and assessment methods that align with research proven best practices for PK-12th grade English language learners. Participants will reflect, adjust, and evaluate lesson plans, materials, assessments, and tools needed to support English Language Learners through clinical practice.

Prerequisite(s): EDUC 7530

Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: GaPSC Endorsement

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
 (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Key Assessments for GaPSC accreditation approval

Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head: <i>Rachel Abbott</i>	Date: 10/14/2022
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

College of Education
Georgia Southwestern State University

Teaching and Assessing English Language Learners Through Clinical Practice

EDUC 7540

Credit: Three (3) semester hours

Catalog description:

Participants in this course will analyze teaching and assessment methods that align with research proven best practices for PK-12th grade English language learners. Participants will reflect, adjust, and evaluate lesson plans, materials, assessments, and tools needed to support English Language Learners through clinical practice.

Prerequisite(s): EDUC 7530

COURSE LEARNING OUTCOMES:

Students completing this course should be able to:

1. apply knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.
2. implement knowledge of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories.
3. plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, ELcentered, interactive approaches.
4. adjust instructional decisions after critical reflection on individual ELs' learning outcomes in both language and content.
5. analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments.
6. engage in field experiences to apply their knowledge and further develop their understanding of language, sociocultural context, planning and implementing instruction for ELs, and assessment and evaluation of ELs to improve their professional practice.

Requirements:

- Revised Lesson plan
- Reflections/Discussion (written and recorded)
- Impact of Student Learning (ISL)

Methods of instruction:

- Asynchronous content delivery
- Recorded videos from faculty
- Peer discussions (written and recorded)
- Research Opportunities
- Self-directed learning through technology-enhanced tools
- Projects

Grades: Grading procedures include grading rubrics and/or guidelines for each assignment. Letter grades are determined by the following: 90%-100%=A; 80%-89%=B, 70%-79%=C, 60%-69%=D, below 60%=F.

Textbooks and Other Required Materials:

Student Learning and Licensure/Via LiveText membership

PROPOSAL FOR A NEW PROGRAM

Georgia Southwestern State University

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Date of Submission: 10/13/2022 (mm/dd/yyyy)

Proposed Effective Date:
Summer/2023 (semester/year)

Degree/Program Name:
English to Speakers of Other Languages
(ESOL) Endorsement

Requirements: (Attach new or revised course proposal(s) separately.) EDUC 7520 (revised), EDUC 7530 (new), and EDUC 7540 (new)

Justification: Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: GapSC
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Assessment Plan for the proposed program:

Student Learning Outcomes for the proposed program:

Data Sources:

- Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other:

****Attach a curriculum sheet for proposed program.****

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head: <i>Rachel Abbott</i>	Date: 10/14/2022
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

9 Hours

Required Courses (9 semester hours)	Hrs	Term	Grade
EDUC 7520 Cultural and Linguistic Diversity	3		
EDUC 7530 Theories of LA and Development	3		
EDUC 7540 Teaching/Assessing ELL	3		

ESOL Endorsement

The ESOL Endorsement is offered to applicants who hold a valid teaching certificate or a certificate of eligibility. This endorsement will provide the teacher with the knowledge and competencies needed to teach English to Speakers of Other Languages (ESOL) in grades P-12.

Requirements
<ol style="list-style-type: none"> 1. Applicants must hold a valid Level 4 or higher teaching certificate or a certificate of eligibility. 2. A minimum of 2.50 grade point average as reported on the official final transcripts from all accredited institutions attended. 3. Successful completion of the three course sequence with a GPA of at least 3.0 and with no grade below C.

Advisor Signature Date

Proposed Faculty Handbook changes to align with proposed Senate Bylaws

ARTICLE IV Faculty Organization

Section 1. Introductory Statement

To serve its recognized purposes, the University faculty elects the Faculty Senate and uses a committee system as follows: Academic Affairs, Academic Grievances, Athletics, Business and Finance, Faculty Affairs, the Graduate Council, Institutional Research, Institutional Review Board, Instructional Technology, Scholarships and Financial Aid, Student Affairs, Institutional Effectiveness, and University and Alumni Relations.

Section 2. The Faculty Senate

Purpose. ¹The purpose of the Faculty Senate shall be to constitute a body representative of the faculty, to advise the University on matters relative to the life of the University, and to facilitate the work of the faculty. It shall be representative of the faculty and may act on behalf of the faculty in specific areas when so authorized by the faculty. The Senate will serve as the Standing Faculty Committee on Committees and make recommendations on committee appointments to the President.

Officers. ²A member of the Faculty Senate shall preside as the President of the Senate. In accordance with the Senate Bylaws, ~~t~~The President, Vice President, and the Recording Secretary of the Senate will be elected annually ~~by a quorum of members of the Faculty Senate~~ by the end of the Spring Semester to serve for the following academic year. ~~The President of the University and the Provost and Vice President of Academic Affairs will serve as ex-officio members of the Faculty Senate.~~

Senate Membership. The Senate shall have fifteen elected members proportionally representing the colleges of Arts and Sciences, Business and Computing, Education, the Library, and Nursing and Health Sciences. Such members shall be determined according to the eligibility guidelines, apportionment calculation, and schedule set forth in the Senate Bylaws. Additionally, the President and the Provost/Vice President for Academic Affairs shall be full voting ex-officio members of the Faculty Senate. Any full-time member of the corps of instruction holding academic rank shall be eligible for election to the Faculty Senate. The President and the Provost and Vice President for Academic Affairs shall be full voting members of the Faculty Senate. There will be fourteen members elected by the faculty of each academic unit and the Faculty of the Library. The number to be elected by each unit is as follows: Arts and Sciences, seven senators; Business Administration, two senators; Computer and Information Sciences, one senator; Education, two senators; Library, one senator; and Nursing, one senator.

Term of Office. The term of office of an elected member will be two years. An elected member may succeed himself or herself for one term. Upon completion of the second term, he/she must wait two years to be eligible for reelection. The terms of senators shall be ordered so that no more than one half of the terms shall expire on any one year.

Bylaws of the Faculty Senate

Georgia Southwestern State University

Mission

The Georgia Southwestern State University Faculty Senate, along with the administrators of the university, is tasked with the duty of maintaining and improving academic standards and promoting the general success of the university. It is the highest faculty governance body at Georgia Southwestern State University. It also coordinates activities among the various college faculties as well as those that involve both the administration and faculty of the university.

The senate shall function as the official representative of the faculty in regard to all matters of significance to the faculty or any other matters which the administration brings before it. It shall also function in an advisory capacity directly to the president of the university.

In keeping with the mission of Georgia Southwestern State University, the purpose of the senate is to encourage academic excellence in teaching, service, and scholarship through the free exchange of ideas among the faculty, students, and staff of Georgia Southwestern State University. As such, the duties of the senate will include, but not be limited to, the following:

- To study, discuss, and recommend institutional objectives, policies, and procedures;
- To represent and advocate the concerns of the faculty;
- To be consulted as either a whole body or in appropriate committees on all policies, proposals, and problems of faculty concern, including such matters as the creation of new colleges, new campuses, and new departments;
- To maintain communication between the faculty and the administration;
- To make recommendations to the president as to the development, welfare, and morale of the faculty;
- To conduct research and review on matters of importance to the faculty and the general welfare of the university, including forming and charging committees;
- To maintain communication with Academic Affairs and the president's cabinet;
- To review and introduce changes in policy;
- To review and recommend university action with regard to changes in the world of higher education;
- To foster a cooperative spirit within university governance;
- To strive to protect academic freedom, the faculty appointment and promotion processes, the tenure system, and encourage excellence, equity, and diversity within the faculty, student body, and university as a whole; and
- To create, reconstruct, abolish, and oversee standing and ad-hoc faculty committees.

Meetings

The senate shall meet at least three times during each of the fall and spring terms. Such regular meetings shall be scheduled in advance to the extent possible. The senate president may, at this officer's discretion, convene additional special or emergency meetings. Additionally, the senate

president should consider a written request for a special meeting from any of the following to be obligatory: a) a majority of voting senate members; b) the university president; and/or c) the university provost. Such a written request must specify the agenda item(s) for the meeting.

A majority of voting senate members shall constitute a quorum. While discussion may take place, business may not be conducted in the absence of a quorum unless a two-thirds majority of those present determines that an emergency condition exists.

The senate shall institute *Robert's Rules of Order, Newly Revised* to conduct business. Motions to suspend the rules require a two-thirds majority for adoption.

Voting

A majority of the votes cast is sufficient for the adoption of any motion that is in order, except for any which require a two-thirds vote. A plurality never adopts a motion nor elects anyone to office. The senate president may vote for, against, or choose to remain in abstention on any motions in which one additional vote alters the outcome.

Members who cannot be in attendance may vote by proxy through advance submission of their votes, in writing, to the senate president or secretary. Members voting by proxy must state their positions to the officer as clearly as possible to ensure that their votes can be properly applied in-meeting. Alternatively, if an absent member chooses to send a representative in their stead, the elected member must inform the senate president of their representative's identity in advance of the meeting.

In the case of an emergency meeting which does not convene a quorum but must nevertheless conduct business, a two-thirds majority in favor is required to adopt a motion.

Voting outside of a regular meeting—for example by email—should be reserved for special circumstances, such as when a meeting does not make quorum. Two-thirds of the senate membership must respond to such votes for the outcome to be considered valid.

Membership

Membership to the faculty senate shall consist of fifteen representative faculty members and two ex-officio members.

The president of the university and the university provost/associate vice president for Academic Affairs shall serve as ex-officio members, with full voting privileges.

The fifteen faculty representatives shall be drawn from the colleges of Arts and Sciences, Business and Computing, Education, the Library, and Nursing and Health Sciences in proportion to the faculty size of each college. Reapportionment shall be performed as needed every two years, with the representative counts for the following August being calculated based on the anticipated August faculty as of March 31st.

Distribution of senators shall be determined according to the following algorithm.

1. Determine the faculty-to-representative ratio
 - a. $\text{RepRatio} = \text{Number of faculty per senate representative}$
 - b. $\text{FacTotal} = \text{total faculty across all colleges}$
 - c. $\text{RepRatio} = \text{FacTotal}/15$
2. Assign any small colleges 1 representative
 - a. IF $(\text{FacCollegeX} < \text{RepRatio})$, assign 1 rep
3. Distribute the remaining available representatives (AvailReps) to the remaining colleges
 - a. $\text{RepsCollegeY} = (\text{FacCollegeY}/\text{FacTotal})\text{AvailReps}$
 - b. Based on the above calculation, colleges will be rounded to the nearest whole representative.
 - i. If rounding leads to 14 representatives, the college closest to rounding up, rather than down, will be rounded up
 - ii. If rounding leads to 16 representatives, the college closest to rounding down, rather than up, will be rounded down

Representative selection procedures within colleges are left to the discretion of college deans, but are recommended to be democratic.

Any full-time member of the corps of instruction holding academic rank shall be eligible to serve on the faculty senate. Administrators such as deans are not eligible representatives unless the college to be represented has only three or fewer faculty.

The term of service shall be two years, with a maximum of two consecutive terms. After two consecutive terms, members are eligible for election again after two years out of service.

Officers

Positions and Duties: The officers of the faculty senate shall be the president, vice president, and secretary.

1. **President:** The president of the faculty senate shall preside at meetings of the senate and shall be responsible for preparing meeting agendas and distributing agenda materials no later than five days preceding any senate meeting. The president has unilateral authority to call meetings of the faculty senate, provided that—barring emergency conditions—sufficient notice of three days be given to all senators, and a reasonable attempt to accommodate members' schedules is made. The president shall also serve as the point person for communication between administration and the faculty senate on issues related to its charge, as well as between faculty senate and senate committee chairs, and will communicate relevant information from this communication to the senate as necessary. The senate president—or other faculty member approved by senate vote should the president decline the appointment—shall serve as the university representative to the University System of Georgia Faculty Counsel.
2. **Vice President:** The vice president shall preside over the faculty senate meetings in the absence of the president, and shall serve as president if, for any reason, the

president becomes unable to serve. The vice president is encouraged to coordinate with the senate president in preparation for succeeding—if elected—to the presidency.

3. Secretary: The secretary shall keep minutes and records of all proceedings of the senate, as described in the documentation section of these bylaws, and shall provide these minutes to the president no later than 10 days after a faculty senate meeting, or sooner if requested by the president. The secretary will also submit the faculty senate minutes to the library.

Elections: Officers shall be elected before the conclusion of the spring semester prior to the academic year in which they will officially serve. This will typically be the final spring meeting of the faculty senate that year; however, only senate members of the following academic year will be eligible to vote. Prior to these elections, all voting members (i.e. faculty senators for the next academic year) will be forwarded a copy of the duties and responsibilities of each officer position by the current secretary, as well as the faculty senate's election procedures.

1. President: The vote for president will be based on an “up-or-down” vote for the vice president to assume the office of president during the following year. If a majority declines to elect the vice president to the position of president—or the vice president for any reason cannot or is unwilling to serve—the nomination and election process will align with the procedures in the following section.
2. Officer elections: At least two weeks prior to officer elections, the current president will contact all members of the next academic year's faculty senate to solicit nominations for vice president, secretary, and—if necessary—president. It is recommended that nominees for the vice president have at least two years left on their senate term, whereas all members are eligible to serve as secretary. If, after one week of soliciting nominations, no members have been nominated for a position—and formally agreed to the nomination—the existing president will construct a ballot for those positions of at least three eligible members, each from a different college, and with preference for members entering their second-or-later year on the senate, and this will be the official ballot. If there is no majority vote for any candidate among votes cast, then a runoff including the top two candidates will determine the position.

Committees

The faculty senate shall establish and have general oversight of standing and ad hoc committees of the university faculty. The university president shall appoint the members of the standing committees after considering the recommendations of the faculty senate, and committee members shall elect a chair. Standing committees shall report to the faculty senate.

Bylaws

The bylaws of the faculty senate become effective when approved by a vote of at least two thirds of the members elected to serve on the Georgia Southwestern State University Faculty Senate. Any

amendments initiating changes to the faculty handbook only become effective upon approval by full-faculty vote. The bylaws may be amended during any regular meeting of the faculty senate, provided that the proposed amendment was submitted in writing at least one week prior to the regularly-scheduled meeting at which it will be on the agenda. Approval of amendments requires a two-thirds vote. These bylaws and any amendment shall be effective upon approval.

Documentation

The secretary shall record the minutes of the faculty senate meeting and include the following:

1. Names of each faculty senator present in the meeting
2. Description of each motion or other proposal made
3. Record of who made and seconded each motion
4. Record of all votes and abstentions
5. Any proxy at the meeting and the name of the senator they were attending for

Additionally, the secretary will forward a copy of the minutes to the library for archival purposes.

On October 13, 2022, the General Faculty approved changes to the faculty handbook to come into compliance with new BOR requirements. The general faculty then thanked and disbanded the ad hoc committee responsible for those changes.

In late October, the BOR office sent GSW several additional policy requests to the provost who turned this over to the faculty senate president. The latest version, incorporating those small changes, received official approval after a conversation with the BOR office on November 15, 2022. These GSW Faculty Senate voted to endorse these changes on November 17, 2022 and send them to the full faculty for informational purposes.

Evaluation

The material in this section was reviewed by an *ad hoc* committee of faculty from the Faculty Affairs and Academic Affairs Committees, and then reviewed and approved by Faculty Affairs, the Faculty Senate, and the full faculty, after many opportunities for input from the faculty, as defined in this faculty handbook. It also incorporates BOR comments and feedback. It was approved by the full faculty on October 13, 2022. A later draft, incorporating small BOR changes, was endorsed by the Faculty Senate on November 17, 2022.

The USG faculty evaluation system for tenure-track faculty is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation, and recurring post-tenure evaluations. For non-tenure track faculty (lecturer, senior lecturer, instructor, or academic professional), the evaluation system is comprised of annual evaluations and promotion evaluation.

The accumulated annual evaluations form the foundation for and drive all subsequent review processes, making this part of the feedback process critical to future success. As such, this section seeks to clearly define the annual evaluation process, to improve short- and long-term outcomes.

Likewise, because effective and accurate annual evaluations form the foundation for staffing decisions later, individuals who conduct these evaluations should have regular training on how to conduct evaluations, limiting bias. Tools for training can be found on the USG website and at MomentumU@USG, and may be developed through the Office of Teaching and Learning and other sources.

Departments and Colleges may develop their own review forms and rubrics, in addition to using the Likert scale below, for assessing individual items on the review form. Annual evaluations should be adjusted to reflect GSW's mission statement and the relevant expectations of faculty members as they progress in their career stage and rank. The University Promotion and Tenure Committee is responsible for reviewing and approving all college- or department-developed annual evaluations with the advice and consent of the Provost. The University P&T Committee will ensure standardization of expectations to ensure consistency across campus, and the Provost's office will ensure consistency with BOR guidelines. Colleges and departments may make changes to their rubric at any time, provided that these two groups approve of changes.

To ensure that evaluations are prepared and delivered in an impartial way that provide the best feedback to faculty, the Office of Academic Affairs will work with Human Resources to identify and deliver annual training for those who conduct the evaluations. Areas which will be included include such things as properly measuring existing goals, eliminating any forms of bias or procedural errors which may occur in the process which could have an impact on ratings, creating objective goals for the upcoming year, effectively documenting decisions which could lead to remediation plans later, conducting an effective two-way conversation in a meeting with the faculty member, and handling objections or disagreements related to evaluation results.

In all stages of review, decision criteria may consist of qualitative and quantitative assessments. Faculty workload percentages shall be factored into the annual evaluation scoring systems, as defined by colleges and department in policies on file with the Provost's office. Quantitative assessments will be measured utilizing a five-point Likert scale, where 5 is exemplary, 4 is exceeds expectations, 3 is meets expectations, 2 is needs improvement, and 1 is does not meet expectations. Qualitative measures should strive for objectivity and reduce subjectivity as much as possible.

"Noteworthy," "outstanding," and "excellent" achievement as referenced in BOR Policy 8.3.7.3 and in this Faculty Handbook is reflective of a 4 or 5 on this scale.

"Satisfactory" as referenced in this Faculty Handbook is reflective of a 3 on this scale.

"Deficient" and "unsatisfactory" as referenced in this Faculty Handbook is reflective of a 1 or 2 on this scale.

For annual evaluation purposes, a rating of "deficient" or "unsatisfactory" in any area will trigger remediation, to be described below.

For the purpose of annual evaluation, and throughout this document and the Promotion and Tenure section which comes later in this document, where the words 'Departments and Colleges,' 'Department or College,' 'Department Chair or Dean,' or similar language is used to assign discretion over a part of the evaluation process, this language should be interpreted as referring to the evaluated faculty member's direct report.

The purpose of faculty evaluation is to provide regular feedback to faculty members regarding their performance so they can provide high quality service to the University. Regular evaluations provide an opportunity to assess strengths and weaknesses of faculty performance. There are five major components (the three pillars of Teaching, Service, and Scholarship, and participation in Student Success Activities and Faculty Development Activities in some combination across the three pillars) of the evaluation system¹ for tenure-track faculty, and three stages where these components are used for evaluation – the annual evaluation, pre-tenure review, and post-tenure review. Lecturers and Senior Lecturers will be provided with an annual evaluation. A primary purpose for the evaluation system is the professional growth, development and progress of the individual faculty member. This ensures that each member is an important part of the University's accomplishment of its goals and objectives.

¹ Approved by GSW Faculty 12/03/10

Annual Evaluation

To ensure each faculty member is aware of the expectation of his or her supervisor and is informed of his or her progress as a member of Georgia Southwestern State University faculty, each faculty member will be evaluated on an annual basis. The annual evaluation serves as an evaluation of progress and a discussion of expectations. Achievement of objectives and goals of the individual and of the University will be a major part of the evaluation. The annual evaluations provide the foundation for developing recommendations for pre-tenure, promotion, tenure, post-tenure review, salary increases, termination, and other tangible or intangible rewards.

The department chairs, academic deans, associate deans, and the Dean of the Library are responsible for continuing development of the evaluation program and for insuring that annual evaluations are conducted. The following minimum requirements of the evaluation program may be supplemented to meet particular needs of the academic units.

Each faculty member shall be responsible for providing a self-evaluation of the prior calendar year, with sufficient comment and documentation no later than January 10 of a given calendar year. The faculty member's designated reviewer will look over the submitted materials and establish a rating of 1-5 for each category based on the documentation provided and shall meet with the faculty for discussion no later than the end of February, to give the faculty member sufficient time to work on adjustments in the event of a poor area of review.

The method that is used to create a score or numeric rating on the five areas shall be determined by the Department or College, in consultation with the faculty of those areas. These scoring processes shall be approved by the University P&T Committee and by the Provost's office before they can take effect.

1. Because GSW is primarily a teaching institution, performing at a "noteworthy" evaluation in the area of Teaching is expected.
2. Measurement of teaching effectiveness should focus on components related to both instructional quality and quality learning, including such things as assessment of student perception, evidence of effective student learning, the use of continuous improvement methodologies, peer assessment of pedagogy, an evaluation of curricular design, quality of assessment and course construction, and the use of established learning science methodologies.

The teaching component of the evaluation must include student and peer input. The university has

adopted a campus wide instrument which is to be used for student input. For purposes of annual review, a faculty member must submit a representative sample of at least half of the courses taught during that review period. Peer input shall be collected through in-person and/or online observation of pedagogy, with colleges and departments determining the specific components of teaching to measure. It is recommended that each faculty be observed and evaluated in at least one class each semester.

3. The evaluation must note level of participation in Student Success Activities in each of the three pillars (Teaching, Service, and Scholarship) where they occur, understanding that some areas may not have any Student Success Activities. Activities must justify a rating of "satisfactory" or higher cumulatively across the pillars. The evaluator must look at all activities across the three pillars and determine a single score that represents the cumulative effort. Student Success Activities can be simultaneously counted in both student success and one of the pillar areas (teaching, service, or scholarship) that it is listed under. However, a single student success activity may not be simultaneously counted for more than one pillar. For example, a single student success activity counted in teaching will contribute towards both student success and teaching, but the same student success activity cannot be counted in both teaching and service.
4. Service activities should primarily focus on service to the department, to the college, to the campus, and to the discipline. Activities in each of these areas should be included in review materials. In addition to these types of service, it is recognized that due to our rural location and small community, service to the community through volunteerism is important to the health of our region. For this reason, these activities can be included as an element of service, but cannot be disproportionate to the other areas of service listed. Departments and Colleges will have the primary responsibility for ensuring service is predominately related to the institution and discipline, and for defining how much community service is permitted to count towards the overall service requirement.
5. The written evaluation must include a listing of Faculty Development Activities in each of the three pillars (Teaching, Service, and Scholarship) where they occur, understanding that some areas may not have any Faculty Development Activities, and a listing of planned development activities for the upcoming year. These activities must justify a rating of "satisfactory" or higher cumulatively across the pillars. The evaluator must look at all activities across the three pillars and determine a single score that represents the cumulative effort. Faculty Development Activities can be simultaneously counted in both faculty development and one of the pillar areas (teaching, service, or scholarship) that it is listed under. However, a single faculty development activity may not be simultaneously counted for more than one pillar. For example, a single faculty development activity counted in teaching will contribute towards both faculty development and teaching, but the same faculty development activity cannot be counted in both teaching and service.
6. The research / scholarship component of the evaluation should cover academic activities which broaden the faculty's knowledge in their area of expertise and further the body of knowledge in the academic community, through activities such as peer-reviewed papers, conference presentations, and other active research that is recognized by your discipline.
7. The written evaluation will be discussed by the faculty member's supervisor with the faculty member, and the overall evaluation should indicate whether the faculty member is making progress towards the next promotion or tenure-related review and identify areas where work is needed, if not. The faculty member will sign the evaluation indicating that he or she is aware of its contents, and this signed document will become part of the official evaluation record. The supervisor will discuss with the faculty member the specific areas where improvements need to be made in order to achieve promotion and/or tenure.
8. Lecturers and Senior lecturers will be provided annual evaluations in the same method the academic unit uses for tenure-track faculty, but only follows PRP remediation at the discretion of Department Chair or Dean. Lecturers and Senior Lecturers must focus on teaching and may

choose one of either Scholarship or Service as a focus. Lecturers' and Senior Lecturers' performance on other criteria should be noted in annual evaluations, but is not expected or required.

9. The annual evaluation summary must be written by the evaluator and signed by both the faculty member and the evaluator, and will address the specific criteria in the five components of achievement listed above.
10. A faculty member whose primary responsibilities do not include teaching shall have an evaluation which focuses on excellence in those areas (e.g., research, administration, and elements of student success) where the individual's major responsibilities lie. While a faculty member's performance evaluation may be deemed as "Not Meeting Expectations" for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as "Not Meeting Expectations." Faculty workload percentages shall be factored into the annual evaluation scoring systems, as defined by colleges and department in policies on file with the Provost's office.
11. **Remediation and Appeals process**

For the remainder of this section of the handbook, a "Performance Remediation Plan," or PRP, is defined as a document used to address faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance in some aspect of their role or responsibilities.

Tenured or tenure-eligible faculty who are scored as "unsatisfactory" or "not meeting expectations" in any of the five areas of the annual review will, in cooperation with the academic administrator (department chair or Dean), create a PRP to guide the faculty back to good standing. The faculty member will be required to sign this document, indicating agreement to the conditions and terms. The goal for that next year is to improve performance in the area of deficiency so that the end result is a satisfactory rating in that area, and to work to ensure that no other areas fall to deficiency in the process of improving this area.

The plan must be submitted to the faculty member and to the Provost's Office. The academic administrator shall meet with a faculty member who is under a PRP twice during Spring semester (once around mid-term and again near the end of the term) and once during Fall semester (around mid-term) to assess progress and to discuss next steps if sufficient progress is not being made towards successful completion of the requirements of the PRP. After each meeting, the academic administrator should summarize the meeting in writing and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. These documents should be signed by both the academic administrator and the faculty member, with copies kept by the academic administrator, the faculty member, and the Provost's office. The components of this PRP must be met within a one-year period.

Final review of the PRP shall take place in conjunction with the annual review the next year.

If the faculty member has fulfilled the requirements of the PRP and has no other review items which are rated as "unsatisfactory" or "not meeting expectations," they will move back into good standing. The academic administrator will summarize the meeting in writing, to be signed by both the academic administrator and the faculty member, with copies kept by the academic administrator, the faculty member, and the Provost's office.

If the faculty member has not fulfilled the requirements of the PRP or has a rating of "unsatisfactory" or "not meeting expectations" in any other area of review, that faculty member will enter into a **second year of PRP. The process of this second year will be the same as the first, with three update meetings summarized in writing and signed by both parties, with copies kept by the academic administrator, the faculty member, and the Provost's office. Additionally, Performance Improvement Plan (PIP – as defined in Section III. Promotion and Tenure) or, for tenured faculty, a Corrective Post-Tenure Review (CPTTR – which follows the same process as a Post-Tenure Review as defined in Section III. Promotion and**

Tenure). Additionally, for faculty members entering a PIP, conditions will be included which note that failure to remedy deficiencies by the end of that review year will result in consequences which may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment.

If the faculty member disagrees with the results as given by the academic administrator, they shall be entitled to appeal to a three-member committee of the faculty member's peers, two of which are appointed by the academic administrator, and one of which is selected by the faculty member. This appeal must be made in writing to the academic administrator within ten business days of the annual evaluation meeting where the "unsatisfactory" or "not meeting expectations" decision is communicated.

The appeals committee will review the conditions of the PRP and documentation related to progress made towards fulfillment of the terms (as discussed in the three update meetings described earlier) and then render within ten business days a decision in favor of the academic administrator (PRP conditions not fulfilled) or in favor of the faculty member (PRP conditions were fulfilled.) The appeals committee will detail in writing its conclusions regarding the decision with explanation of the factors considered in reaching that decision. Copies of this document will be kept by the academic administrator, the faculty member, and the Provost's office.

If the appeals committee decides against the faculty member (PRP conditions were not fulfilled), the faculty member may appeal in writing within ten business days to the Provost's office. The Provost will follow the same procedure as the appeals committee and render within ten business days a decision in favor of the appeals committee or in favor of the faculty member. This decision will be explained in writing the conclusions regarding the decision with explanation of the factors considered in reaching that decision. Copies of this document will be kept by the academic administrator, the faculty member, and the Provost's office. The decision of the Provost's office cannot be further appealed.

¹(BOR Policy 8.3.5.4-Approved by BOR 10/13/2021)

12. Annual evaluations will be utilized as a part of subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions. (BOR Policy 8.3.5.1, approved by BOR 10/13/2021)
13. It is intended for these guidelines to establish a common approach to feedback for all faculty across campus and to help in standardizing areas of focus for comparability across departments and colleges, but it is emphasized throughout that academic freedom is a main cornerstone of higher education, and nothing in these processes is intended to reduce or remove the amount of academic freedom afforded to faculty as defined in the next section of this handbook.
14. Faculty whose primary area of responsibility is not teaching shall be evaluated in the appropriate areas where their major responsibilities lie.
15. These annual evaluation processes and guidelines have been developed by members of the Faculty Affairs and Academic Affairs Committees, and then reviewed and approved by Faculty Affairs, the Faculty Senate, and the full faculty, after many opportunities for input from the faculty, as defined in this faculty handbook.

Criteria

The broad pillars of achievement for faculty are Teaching, Service to the Institution, and Scholarship. ¹The level of performance in these pillars will be determined by individual academic units based on criteria established by those units.

In addition to these pillars, all academic units must acknowledge the importance of Student Success Activities and Faculty Development Activities in some combination within these three broad pillars. A

record of participation in Student Success Activities and Faculty Development Activities across the pillars must be included in the evaluation. These two items will not receive an individual rating within a given pillar, but each item must be given an overall cumulative rating as the evaluator looks at activities across the three pillars.

Generally speaking, "Student Success Activities" is a comprehensive term for faculty effort expended to support the short-and long-term academic and professional success of undergraduate, graduate, and professional students."

Likewise, "Faculty Development Activities" is a comprehensive term for faculty effort expended to improve their knowledge in their field, to improve teaching pedagogies, and to improve faculty-student interaction inside and outside the classroom.

Because some activities may reasonably fit into multiple categories, the faculty member and the evaluator can make the determination as to which category is most appropriate.

1. TEACHING

The faculty supports the Mission Statement of Georgia Southwestern State University, which emphasizes quality of instruction. Accordingly, quality teaching, including responsibilities that accompany it, is the primary criterion for annual evaluations. It is acknowledged that excellent teaching is a skill that should develop and improve as the individual faculty member grows in experience. Excellence in teaching must be encouraged, nurtured, rewarded, and helped.

Measuring Quality Teaching

Objectively measuring the quality of teaching is a difficult task. For example, variables such as admission standards, motivation, and student expectations can complicate any attempt to measure teaching quality. The performance of individual teachers is affected by numerous factors including, but not limited to, physical environment, course loads, teaching assignments, class size, time spent on other faculty criteria for evaluation, and institutional support for creative endeavors. In addition, departmental/college variations influence measurement of teaching performance. Therefore it is not feasible to expect specific criteria to compare quality teaching across the campus. ¹Faculty appointed to positions in the Library should indicate how their service contributes to the teaching process.

Nonetheless, the faculty agrees that there are basics of quality teaching that should be included in the evaluation when appropriate. These basics for use with specific criteria set by individual departments and schools are:

- exhibiting mastery of subject matter
- being respectful to students, their differences, and their individual learning needs
- using contemporary strategies and materials suitable to the needs of the students
- being responsive to academic needs of individual students.

Further, evidence of quality teaching should be demonstrable in peer observations, student evaluations, and any additional material submitted from any source.

It is essential that individual faculty not be restricted by any generic criteria when demonstrating the quality of their teaching, so individual faculty members should be encouraged to supplement any evaluative instruments with other information. It should also be recognized that quality teaching is not limited to the confines of the classroom, but may be carried on in many other ways.

¹Approved by GSW Faculty 5/1/2009

2. SCHOLARSHIP

Scholarship is not limited to publications or conference presentations but can include a number of

professional activities where expertise in the discipline or in the area of professional education is utilized, demonstrated, or enhanced. The principal standards should always be quality, rather than quantity, and consistent with the teaching mission of the University.

Because Georgia Southwestern State University is primarily dedicated to excellence in teaching, the University recognizes that the principal foundation of teaching is a sustained commitment to scholarship and the serious practice of disciplinary expertise. A creative process of inquiry and exploration, scholarship is comprised of four categories that are *equally* valued at the University. While these categories often overlap, an individual's scholarship may be concentrated in one of the categories defined herein.

The scholarship of discovery

Such scholarship includes the discovery of new knowledge or insights in or between disciplines and the generation of new theories and techniques guiding discovery. Tangible evidence of such endeavors include:

- Conference presentations and posters; articles and books, especially those that are peer-reviewed or invited; postings to peer-reviewed, professionally affiliated Websites and electronic databases; the creation of peer-reviewed, research-oriented Websites
- Generation of creative products, including recitals, compositions, exhibitions, contests, performances, patents, novels, short stories, translations, or other peer-reviewed activities, as appropriate to each discipline.
- Professional awards and recognition for such efforts.

¹Approved by GSW Faculty 5/1/2009

The scholarship of integration

Such scholarship includes the acquisition of knowledge through synthesis within or across disciplines or the development of pedagogical innovations that facilitate the dissemination of knowledge. It is interpretive, integrative, and/or interdisciplinary, fits isolated knowledge to larger contexts, illuminates data in a revealing way, or educates non-specialists. Examples of such endeavors include:

- The creation, and peer-review, of textbooks, video and multi-media classroom materials, or pedagogical software applications.
- The publication in print or electronic format of peer-reviewed works of synthesis conveying or summarizing knowledge for non-specialists.
- Conference participation as a panelist, discussant, or session chair.
- Participation as a panelist or speaker in campus colloquia and open seminars.
- Service as a referee for articles, extended reviews, editorial boards.
- Professional awards and recognition for such efforts.

The scholarship of application

Such scholarship includes the acquisition of knowledge through practice and the responsible application of knowledge to the solution of problems. Examples of such scholarship include:

- Service activities that flow directly from one's special field of knowledge where new intellectual understandings may result from the very act of application. Such activities can include medical diagnosis, service to clients in psychotherapy, the shaping of public policy, the creation of an architectural design, work with public schools, "workshopping" with public school teachers, and service as a consultant.
- Giving workshops to train other faculty members in a certain method or approach.
- Submission of and/or participation in grants, fellowship programs, or other externally funded support for scholarship activities.
- The award of institutional support for scholarship efforts.
- Attendance and/or assumption of leadership roles in discipline-related organizations.
- Achievement or maintenance of professional certification or licensure pertinent to teaching area or professional education.
- Continuation of practical experiences outside of the University pertinent to teaching duties, such as professional work with schools and/or outside entities.
- Participation in professionally organized, discipline-based field excursions.
- Professional awards and recognition for such efforts.

The scholarship of teaching

Such scholarship recognizes the critical importance to faculty of the reflective, systematic, replicable, and public examination of their teaching practices and of how students learn. Examples of such endeavors include:

- Peer-reviewed publications, presentations at professional conferences, or being a speaker at an invited talk related to pedagogy in one's area.
- Participation in formal course work beyond the terminal degree, special courses, and/or workshops to improve upon or acquire professional competencies in content-pedagogy, including emerging technologies.
- Writing extended reviews of recent books and/or articles in the content-pedagogy of your discipline, either for peer-reviewed publication or internal review as tangible evidence of remaining abreast of the successful instructional strategies of one's discipline.
- The creation and implementation of an innovative, original course with content-specific goals and a method for external assessment.
- The creation and/or implementation in a course of an innovative pedagogical approach whose outcome is publicly documented.
- Professional awards and recognition for such efforts.

3. SERVICE TO THE INSTITUTION

Most service activities are oriented to the needs of the University, but may also address needs of the community at large. Examples of the ways faculty members provide service to the institution may include, but are not limited to, the following:

- Rendering conscientious and effective academic advisement and/or career counseling ¹with the exception of Library faculty
- Developing and/or participating in recruitment activities
- Participating in professional activities, such as consulting, clinical work, and providing technical assistance in ways that reflect favorably on the University and ~~fit~~ fit within the confines of the USG Consulting Policy 8.2.18.2.3
- Performing notable work collaboratively or individually with a committee, group, project, etc. including organization of campus programs and preparation of special reports and other accreditation documents
- Supporting campus activities by working with clubs, attending campus events, participating in student functions, etc.
- Bringing outside funds to the institution, such as grants or contracts
- Using your professional expertise to render service to the community, further the mission of the University, or reflect favorably on the University (community should not be construed in narrow geographic terms).
- Actively participating in a University/College Committee is required. This can include serving on a Faculty Senate determined Faculty Committee, a university task force, a university ad hoc committee, providing leadership to a departmental and/or college program or committee, or any committee deemed as reaching this level of service by the dean of the college
- Providing leadership on university/college committees, as defined above, should be limited to those at the rank of Associate Professor or higher unless approved by the faculty member's dean.

Examples of activities which could be included as Student Success Activities (some of which may also count as Faculty Development Activities) under the pillars are, but are not limited to, such things as these:

- facilitating study review sessions, tutoring, or supplemental instruction,
- engaging in Transparency in Learning and Teaching (TILT) activities or other High Impact Practices (HIP),
- teaching a practicum and/or internship course,
- teaching a section of UNIV 1000,
- guiding an independent study,
- supervising student teachers,
- mentoring senior seminar or capstone projects,
- pedagogical approaches such as student peer interaction, workshopping, Reacting to the Past pedagogy, other similar activities designed to develop more student-centered teaching approaches,
- working with a student to participate in the Undergraduate Research Symposium,
- partnering with a student to develop a manuscript for professional conference or academic publication, building course activities into the syllabus which focus on, develop, and strengthen the ability of students to engage in effective scholarship,
- creating awareness and excitement towards undergraduate research opportunities,
- other similar activities designed to develop more student-centered scholarship approaches,
- advising,
- being trained to facilitate Group Interaction Feedback Techniques (GIFT) and then facilitating a review for another faculty member,
- advising student organizations,
- leading Teaching Circles or Book Clubs which focus on student success,
- engaging in committee work on things like curriculum revision,
- designing new courses,

- participating in Preview and STORM Days,
- engaging in student recruitment,
- leading or participating in student events on campus,
- implementing curricular reform based on disciplinary best practices or research on teaching and learning,
- implementing service or community-focused projects in the classroom,
- developing Experiential learning in the curriculum,
- curriculum that results in portfolios or other professional development for students,
- curriculum that adapts to varied learning styles,
- curriculum that increases student self-efficacy (e.g. contract grading),
- supplemental activities for advanced students in class,
- reality-based learning experiences, such as cases, problem-based or project-based learning, role plays, and simulations,
- developing interactive, student-centered class materials,
- centering collaborative and cooperative learning,
- or other similar activities designed to engage in more student-centered service activities.

Examples of activities which could be included as Faculty Development Activities (some of which may also count as Student Success Activities) under the pillars are, but are not limited to, such things as:

- participating in Teaching Circles or Book Clubs that focus on teaching pedagogies, student interaction, or student motivation,
- receiving a Group Instructional Feedback Technique (GIFT) visit and then applying the suggestions,
- completing self-study courses or reading books related to better teaching,
- attending conferences, sessions at those conferences, workshops, and seminars that focus on best practices in teaching or subject matters taught,
- participating in Teaching Circles or Book Clubs that focus on scholarship,
- completing self-study courses or reading books related to better scholarship,
- attending conferences, sessions at those conferences, workshops, and seminars that focus on best practices in scholarship or research,
- serving as a reviewer for a peer-reviewed manuscripts,
- preparing and administering grant applications,
- participating in Teaching Circles or Book Clubs that focus on campus service,
- completing self-study courses or reading books related to better campus service,
- attending conferences, sessions at those conferences, workshops, and seminars that focus on best practices in service to the campus,
- or other similar activities designed to engage in more student-centered activities.

While lengthy, it should be recognized that these lists are not exhaustive. It should also be noted that activities specifically included in these lists do not deny or disparage other activities that are not included in these lists. Other activities may be considered at the discretion of the Department or College.

It is possible that some activities could be applicable towards both the SSA and the FDA categories. An activity that could be used in either category can be used in both simultaneously. How and where an activity is counted is at the judgment of the faculty member and the evaluator(s).

SECTION III. PROMOTION AND TENURE (Committee on Faculty Affairs)

Overview

The material in this section was reviewed by an *ad hoc* committee of faculty from the Faculty Affairs and Academic Affairs Committees, and then reviewed and approved by Faculty Affairs, the Faculty Senate, and the full faculty, after many opportunities for input from the faculty, as defined in this faculty handbook. It also incorporates BOR feedback and comments. It was approved by the full faculty on October 13, 2022. A later draft, incorporating small BOR changes, was endorsed by the Faculty Senate on November 17, 2022.

Throughout this document, "PTR" shall refer to Post-Tenure Review, and should not be confused with pre-tenure review.

For tenure-track faculty, the USG faculty evaluation system is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation, and post-tenure evaluation.

For the purpose of annual evaluation, and throughout this document, where the words 'Departments and Colleges,' 'Department or College,' 'Department Chair or Dean,' or similar language is used to assign discretion over a part of the evaluation process, this language should be interpreted as referring to the evaluated faculty member's direct report.

For faculty hired as a lecturer, senior lecturer, instructor, or as an academic professional, the evaluation system is comprised of annual evaluations and promotion evaluation.

Annual Evaluation procedures are defined in an earlier section of this handbook; the remaining components are addressed in the pages which follow. All advancement activities shall be based on the Annual Evaluations from the prior five years, as collected, analyzed, commented on, and presented by the faculty member.

In all stages of review, decision criteria may consist of qualitative and quantitative assessments. Quantitative assessments will be measured utilizing a five-point Likert scale, where 5 is Exemplary, 4 is Exceeds Expectations, 3 is Meets Expectations, 2 is Needs Improvement, and 1 is Does Not Meet Expectations.

"Noteworthy," "outstanding," and "excellent" achievement as referenced in BOR Policy 8.3.7.3 and in this Handbook are reflective of a 4 or 5 on the above Likert Scale. "Satisfactory" as referenced in this Faculty Handbook is reflective of a 3 on this scale. "Deficient" and "Unsatisfactory" as referenced throughout this document is reflective of a 1 or 2 on the above Likert Scale.

Both qualitative and quantitative assessments are acceptable; however, all methods of evaluation should strive for objectivity and reduce subjectivity as much as possible.

Measurement of teaching effectiveness should focus on components related to both instructional quality and quality learning, including assessment of student perception, evidence of effective student learning, the use of continuous improvement methodologies, peer assessment of pedagogy, an evaluation of curricular design, quality of assessment and course construction, and the use of established learning science methodologies.

All phases of faculty evaluation (annual reviews, pre-tenure, tenure, promotion, and post-tenure) will include components related to participation in Student Success Activities and in Faculty Development Activities, as they support the existing pillars of Teaching, Service, and Scholarship. The evaluation must note participation in Student Success Activities and Faculty Development Activities in some combination across the three areas of Teaching, Service, and Scholarship. It is intended for the definitions of "Student Success Activities" and "Faculty Development Activities" to be broad enough so that individual schools and departments can define and measure them in line with their specific goals and objectives. Generally

speaking, “Student Success Activities” is a comprehensive term for faculty effort expended to support the short-and long-term academic and professional success of undergraduate, graduate, and professional students.” Likewise, “Faculty Development Activities” is a comprehensive term for faculty effort expended to improve their knowledge in their field, to improve teaching pedagogies, and to improve faculty-student interaction inside and outside the classroom.

All dossiers for pre-tenure review, promotion, tenure, and post-tenure review will be based on scores from their five prior Annual Evaluations (three in the case of Pre-Tenure Review) on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities). If the candidate believes that a rating is justified of “noteworthy” in Teaching and at least two other areas, with a rating of “satisfactory” or better in the remaining two areas, that candidate will proceed to create a dossier with evidence that seeks to support the request for promotion, tenure, or acceptable post-tenure evaluation, as appropriate. Subsequent levels of review by peers and supervisors will focus on evaluating whether these requests are justified or not, and then the reviewer(s) will provide an overall assessment indicating either approval or disapproval with the candidate’s request, with reasons explaining why or why not. This assessment and the reasons why will be provided to the candidate at each stage of review within ten business days of making their determination.

Evaluation of the Student Success Activities component will involve an assessment of the faculty member’s involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners, together with a growing awareness of, and involvement in, established strategies to improve student completion rates regardless of race, gender, age, or socioeconomic status. These aspects may include effective advising and mentoring; undergraduate and graduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career services; and involvement in faculty development activities. Other suggestions related to teaching, service, and scholarship can be found in the Annual Evaluations section of this Faculty Handbook.

All levels of review (pre-tenure up through post-tenure) should include all annual evaluations to date since the last review and are not designed to replace the annual evaluation in the year that these reviews are completed unless specifically noted.

All dossiers prepared for any level of review, other than annual evaluations, shall be assembled using an electronic, online format as prescribed by the Provost / Vice President for Academic Affairs (Provost/VPAA). The Office of Academic Affairs will publish a list of deadlines for submission of dossiers and for each stage of review in early Fall each year.

To ensure that faculty who will be evaluating promotion and tenure dossiers are utilizing consistent thought processes as they review materials, the Office of Academic Affairs will provide professional development opportunities to members of Promotion, Tenure, and Post-Tenure Review Committees.

Rating Expectations

Expectations for each level of review for tenure-track faculty are summarized in this table, and will be addressed in each section below, as applicable:

	Pillars			Activities within pillars	
	Teaching	Service	Scholarship	Student Success Activities (SSA)	Faculty Development Activities (FDA)
Annual Eval	3, 4, or 5	3, 4, or 5	3, 4, or 5	3, 4, or 5	3, 4, or 5
Pre-Tenure	4 or 5	4 or 5 in two of these areas: (Service, Scholarship, SSA, FDA; 3, 4, or 5 in the other two areas)			

Promotion	Same as Pre-Tenure
Tenure	Same as Pre-Tenure
Post-Tenure	Same as Annual Evaluations

Lecturer faculty are expected to achieve “noteworthy” in teaching and “noteworthy” in their choice of either Scholarship or Service. Lecturers are neither expected nor required to engage in Student Success Activities or Faculty Development Activities for either Annual Evaluation or promotion. As such, lecturers will only be scored in two of the five areas. The presence of these activities can be used to enhance their evaluations, but the absence of them cannot hurt their evaluations. See pre-tenure review and promotion sections for more details.

	Pillars			Activities within pillars	
	Teaching	Service	Scholarship	Student Success Activities (SSA)	Faculty Development Activities (FDA)
Annual Eval	3, 4, or 5	3, 4, or 5	3, 4, or 5	3, 4, or 5	3, 4, or 5
Promotion	4 or 5	4 or 5 in one of these areas: (Service or Scholarship)		Only used as support for Teaching and choice of Service or Scholarship, but not required	

Pre-Promotion Feedback

Lecturers could choose to go through a three-year pre-promotion review, using the format and process of the pre-tenure review described below, but this is not required.

Tenured faculty who are considering promotion from Associate to full Professor could choose to go through a pre-promotion review using the format and process of the pre-tenure review described below, if the faculty member desires, but this is not required.

The contents, structure, and process of pre-promotion will be the same as pre-tenure.

Pre-Tenure Review

The purpose of pre-tenure review is to assist in the development of excellent faculty who may qualify for tenure. It is intended that the pre-tenure review will help the faculty member understand what they have already accomplished and what they should still accomplish in order to receive favorable consideration for tenure. The pre-tenure review does not produce a decision regarding tenure but should produce a plan that would give the faculty member the best possible chance for favorable consideration for tenure.

The overall evaluation must indicate whether the faculty member is making satisfactory progress toward tenure and promotion (BOR 8.3.5.1).

¹Approved by GSW Faculty 5/1/2009

Responsibilities

The academic unit head (department chair, academic dean, or Dean of Library Services) is responsible for ensuring that the pre-tenure review occurs on schedule and is responsible for the written summary of the review. The unit head should include peer input prior to the final summary of the review.

Schedule

A tenure-track faculty member who was granted probationary credit toward tenure upon appointment should be provided a pre-tenure review during the first year of appointment. All other tenure track faculty must be provided a pre-tenure review during the third year of appointment. The review process must be initiated during the fall term of the year in which the review is conducted and should be finalized at the same time as the annual evaluation of the faculty member during that year.

Contents

All contents and decisions related to the pre-tenure review and subsequent promotion decisions shall be based on what is documented in the faculty member's annual evaluations on file, as collected, analyzed, commented on, and presented by the faculty member. As such, it is critical that annual evaluations accurately reflect faculty performance and growth, so that a candidate is not rejected for promotion or tenure decisions despite having strong annual evaluations.

A dossier submitted for consideration of pre-tenure review should include, at a minimum, the following:

- a. Accomplishments relating to achievements in the pillar of Teaching.
These accomplishments must include student and peer evaluation data. Any participation in Student Success Activities and Faculty Development Activities related to Teaching that the faculty member has engaged in should be noted, as applicable.
- b. Accomplishments relating to achievements in the pillar of Service.
Any participation in Student Success Activities and Faculty Development Activities related to Service that the faculty member has engaged in should be noted, as applicable.
Service activities should primarily focus on service to the department, to the college, to the campus, and to the discipline. Activities in each of these areas should be included in review materials. In addition to these types of service, it is recognized that due to our rural location and small community, service to the community through volunteerism is important to the health of our region. For this reason, these activities can be included as an element of service, but cannot be disproportionate to the other areas of service listed. Departments and Colleges will have the primary responsibility for ensuring service is predominately related to the institution and discipline, and for defining how much community service is permitted to count towards the overall service requirement.
- c. Accomplishments relating to achievements in the pillar of Scholarship.
Any participation in Student Success Activities and Faculty Development Activities related to Scholarship that the faculty member has engaged in should be noted, as applicable.
- d. A current curriculum vita.
- e. A plan for future development activities.
All materials should relate to the mission of the University, to the mission of the academic unit, and to the achievement of excellence in teaching at the University.

Student Success Activities and Faculty Development Activities will not receive an individual rating within a given pillar, but each of these items must be given an overall cumulative rating as the evaluator looks at activities across the three pillars. These activities will be allowed to count towards both those areas (Student Success Activities and/or Faculty Development Activities) and the pillar under which they are listed. As such, double-counting is allowed for these items, although a single item cannot be counted simultaneously in more than one pillar.

The cumulative activities for both Student Success Activities and Faculty Development Activities across the three pillars must be sufficient to constitute a rating of "satisfactory" or better overall.

A favorable pre-tenure review will consist of a rating of "noteworthy" on the Teaching pillar, and a "noteworthy" on at least two of the four remaining components (Service or Scholarship pillars or Student Success Activities or Faculty Development Activities), with a "satisfactory" or better on the remaining two components.

Procedure

The following steps will ensure that pre-tenure review is conducted in an orderly fashion and in a manner that will be most helpful to the development of the faculty member being reviewed and to the needs of the University.

1. During the fall term of the year in which pre-tenure review will occur, the evaluator should communicate to the faculty member that a dossier be prepared that will include the contents listed above.
If the candidate believes that a rating has been earned of "noteworthy" in Teaching and at least two other areas, with a rating of "satisfactory" or better in the remaining two areas, that candidate will proceed to create a dossier with evidence.
2. A committee of the faculty member's peers shall review the dossier, and, based on scores from the faculty member's three prior Annual Evaluations on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities), will assign an overall cumulative rating of 1-5 in each area using the established Likert Scale. The committee will then and make recommendations to the evaluator related to the progress made towards tenure and areas in which the faculty member should focus future efforts to strengthen the overall dossier.
3. The committee chairperson will prepare a written summary of peer input to include in the dossier for consideration in the pre-tenure review.
4. The evaluator will schedule a conference with the faculty member and discuss contributions made as of the date of the conference and develop a plan for future accomplishments that will enhance the ability of the faculty member to achieve tenure.
5. The conference must be summarized by the evaluator in writing and presented to the faculty member who must acknowledge by signature that he/she has been apprised of the content of the third-year pre-tenure evaluation.
6. The written summary must include any steps that the evaluator feels are necessary for the faculty member to complete in order to be considered for tenure, and the full contents will be kept on file in the department or college, with a copy sent to the Provost/VPAA's office.
7. As this pre-tenure process is designed to gather feedback, and does not result in any binding decisions, there is no appeals process should the candidate disagree with the feedback.

Promotion

Promotion presents an opportunity to encourage, recognize, and promote excellence in the performance and accomplishments of faculty members. The progression of its faculty through the ranks serves as a measure of the excellence of the University.

²Probationary Credit Towards Promotion

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years of probationary credit at initial faculty appointments. Such awards require approval by the president and written notification to the USG Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

²(BOR Academic and Student Affairs Handbook, 4.5.1)

Promotion Criteria for Tenure Track Faculty

Faculty will be considered for promotion according to the following criteria:

1. ³ Faculty are eligible for and may be reviewed for promotion in rank at the beginning of their fifth year

of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who have probationary credit or are performing significantly above the expectations for their current rank may be considered for “early” promotion. At state universities and state colleges, “early” promotion may only be considered according to the following time table:

- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an instructor.
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of three years as an Assistant Professor – the faculty member may submit documentation at the beginning of the fourth year as an Assistant Professor.
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of three years as an Associate Professor – the faculty member may submit documentation at the beginning of the fourth year as an Associate Professor.

For promotions from Assistant Professor to Associate Professor, and from Associate Professor to Professor, documentation should begin from the date of application for the current rank (as opposed to the effective date of the new rank.)

There is an approval process to be considered for “early” tenure and promotion. This process is outlined in the Eligibility section under Promotion and Tenure Procedures. Please review and follow this procedure for any request for an exception to the above stated timeline.

³ (BOR Policy 8.3.6-Approved by BOR 07/29/2014)

2. While the cumulative record will be considered, it is required that accomplishments be significant in each rank before progressing to the next higher rank.
3. Length of service in the University shall be considered in promotions; however, longevity of service will not guarantee promotion.

⁴ Approved by GSW Faculty 12/03/10

⁵ **Promotion Criteria for Lecturers**

1. Rank: Lecturers who have served six years within the University may apply for promotion to Senior Lecturer. Candidates for Senior Lecturer do not require the terminal degree for their discipline.
2. Lecturer faculty are expected to achieve “noteworthy” in teaching and “noteworthy” in their choice of either Scholarship or Service for promotion purposes. Lecturers are neither expected nor required to engage in Student Success Activities or Faculty Development Activities for either Annual Evaluation or promotion. As such, lecturers will only be scored in teaching and either service or scholarship. Because of the value to teaching and the overall mission of the institution, Student Success Activities and Faculty Development Activities performed by the Lecturer within the Teaching or Scholarship/Service pillars should be given special note. The presence of these activities can be used to enhance their promotion documentation, but the absence of them cannot hurt their promotion documentation.
3. Lecturers are allowed to change their area of focus between Scholarship and Service. The cumulative record for the three pillars of achievement will be considered. Years of service spent focused on noteworthy performance in the pillar of Scholarship will be taken into consideration if the lecturer switches to focusing on noteworthy performance in the pillar of Service as the basis of meeting the criteria for promotion. Years of service spent focused on noteworthy performance in the pillar of Service will be taken into consideration if the lecturer switches to focusing on noteworthy performance

in the pillar of Scholarship as the basis of meeting the criteria for promotion. Lecturers should inform their evaluator at the time of an annual review of their intention to switch focus in the following evaluation period.

4. Under special circumstances, faculty who are performing significantly above the expectations for Lecturer may be considered for "early" promotion. For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer. The approval process to be considered for "early" promotion is outlined in the Eligibility section under Promotion and Tenure Procedures. Please review and follow this procedure for any request for an exception to the above stated timeline.

⁵ Approved by GSW Faculty 12/03/10

Tenure

The University affirms the importance of tenure in providing the highest quality system of higher education. Tenure is a part of the rich tradition of our nation's leading institutions and serves many functions that undergird the democratic society of which we are a part.

Academic tenure is a status that is granted to university faculty after they serve a probationary period in the profession. It protects them from dismissal except for a financial exigency, for program modification, or for cause as specified in Board policy; cause for dismissal must be determined by a formal hearing process. The purpose of tenure is to assure faculty members' academic freedom and protection against improper restrictions of the freedom of inquiry as it may occur in teaching, scholarship, research, and creative activities. It also protects the right to publish or otherwise present scholarly work publicly without the threat of political or other confining orthodoxies. Academic freedom and tenure sustain and support the transmission and advancement of knowledge and understanding, which stand central in the mission of colleges and universities.

Those who hold the status of tenure also bear responsibilities associated with that status. Those who are tenured should engage in continuous professional growth and be vital and contributing members of the faculty of which they are a part. Tenured faculty members also have a responsibility to facilitate, support, defend, and preserve an environment of academic integrity.

Tenure protection provides considerable freedom for the faculty member to conduct classes and express views in the class that may be controversial. However, it also carries the responsibility that information presented in class be accurate and that the viewpoints presented by a faculty member bear a reasonable relationship to the expertise of the faculty member.

With respect to expression beyond the classroom, faculty members should not be or feel bound by the institution in their speech. The faculty member should, however, be aware that members of the sponsoring society might judge them and other faculty members by their speech. Faculty members should exercise their responsibility by being accurate, exercising restraint, respecting the opinions of others, and **make** an effort to indicate that they are not speaking for the institution.

The following is the tenure policy of the Board of Regents as stated in the Policy Manual. It is the tenure policy for Georgia Southwestern State University.

1. The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments to its own peculiar problems or circumstances. These policies are to be considered a statement of general requirements which are capable of application throughout the System and are not a limitation upon any additional standards and requirements which a particular institution may wish to adopt for its own improvement. Such additional standards and requirements, which must be consistent with the Regents' policies and approved by the Board of Regents, shall be incorporated into the statutes of an institution. (BOR Policy Manual 803.9 A.)

2. Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a one hundred percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board. (BOR Policy 8.3.7.2, adopted by BOR 10/13/21)
3. Normally, only assistant professors, associate professors, and professors who are employed full-time (as defined by Regents' policies) by an institution are eligible for tenure. Faculty members with adjunct appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments. (BOR Policy Manual 803.9 C.)

The term "full-time" is used in these tenure regulations to denote service on a 100% work load basis for at least two out of three consecutive academic terms. (BOR Policy Manual 803.9 C.)

4. Tenure may be ¹applied for at the beginning of the fifth year of the five-year probationary period of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted, provided, however that an award of credit for the probationary period of an interruption shall be at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the president at the time of the initial appointment at the rank of assistant professor or higher. Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases an institution president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution (BR Minutes, 1983-84, p. 94; May, 1996, p. 52; April 2000, pp. 31-32). If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor. (BOR Policy Manual 803.9 D.)

¹Approved by GSW Faculty 5/1/2009

5. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be 10 years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president (BR Minutes, 1992 - 93, p. 188; April 2000, pp. 31-32). (BOR Policy Manual 803.9 F.)
6. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years (BR Minutes, April 2000, pp. 31-32). (BOR Policy Manual 803.9 G.)
7. Tenure or probationary credit towards tenure is lost upon resignation from an institution, or written resignation from a tenured position in order to take a non-tenured position, or written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given. In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another

institution.

8. Upon approval of the award of tenure to an individual by the president, that individual shall be notified in writing by the president of their institution, with a copy of the notification forwarded to the University System chief academic officer. (BOR Policy Manual 803.9 I.)

Tenure Criteria

The criteria for the awarding of tenure are the same as the criteria for the awarding of promotion.

Promotion and Tenure Procedures

The procedure for promotion or tenure must allow the process to be completed in time for the recommendation to the University to reach the Office of the Board of Regents by the required deadline. Therefore, applications for promotion or tenure must be submitted by the date determined by the Provost/VPAA, generally in early fall. Faculty members who are seeking promotion or tenure should seek the advice of experienced faculty to help develop an accurate application. Deans and chairpersons are expected to provide advice and assistance in this process. Pre-promotion and pre-tenure reviews should be made available to respective faculty members by deans and chairpersons.

Eligibility

It is the responsibility of each individual faculty member to keep their file complete, to provide the academic unit head with all information relevant to the criteria for promotion and tenure, and to be aware of eligibility at all times through periodic (at least annual) discussion with the academic unit head. If, at any time, a faculty member has a question about eligibility, they should schedule a conference with the Provost/VPAA to discuss this matter, once they have received approval from their department chair and/or dean. If, after the conference, the faculty member is not clearly eligible according to policies, or wishes to go up for "early" promotion, they may file a formal written request with supporting data to the Provost/VPAA that they be declared eligible. The Provost/VPAA will review the data and render a decision with copies to the academic dean and to the President. The faculty member must make the request in sufficient time to be considered with all other school faculty. Being declared eligible for tenure or promotion does not ensure that a faculty member will be tenured or promoted.

Contents

All contents and decisions related to promotion and/or tenure shall be based on what is documented in the faculty member's annual evaluations on file, as collected, analyzed, commented on, and presented by the faculty member. As such, it is critical that annual evaluations accurately reflect faculty performance and growth, so that a candidate is not rejected for promotion or tenure decisions despite having strong annual evaluations.

A dossier submitted for consideration of promotion and/or tenure review should include, at a minimum, the following:

- a. A cover sheet or sheets as prescribed by the Provost/VPAA.
- b. Accomplishments relating to achievements in the pillar of Teaching.
These accomplishments must include student and peer evaluation data. Any participation in Student Success Activities and Faculty Development Activities related to Teaching that the faculty member has engaged in should be noted, as applicable.
- c. Accomplishments relating to achievements in the pillar of Service.
Any participation in Student Success Activities and Faculty Development Activities related to Service that the faculty member has engaged in should be noted, as applicable.
Service activities should primarily focus on service to the department, to the college, to the campus, and to the discipline. Activities in each of these areas should be included in review materials. In addition to these types of service, it is recognized that due to our rural location and small community, service to the community through volunteerism is important to the health of our

region. For this reason, these activities can be included as an element of service, but cannot be disproportionate to the other areas of service listed. Departments and Colleges will have the primary responsibility for ensuring service is predominately related to the institution and discipline, and for defining how much community service is permitted to count towards the overall service requirement.

- d. Accomplishments relating to achievements in the pillar of Scholarship.
Any participation in Student Success Activities and Faculty Development Activities related to Scholarship that the faculty member has engaged in should be noted, as applicable.
- e. A current curriculum vita.
- f. A summary of annual evaluations
- g. A plan for future development activities.
- h. Any other information which the faculty member wishes to have reviewed in the process.

All materials should relate to the mission of the University, to the mission of the academic unit, and to the achievement of excellence in teaching at the University.

The faculty member's annual evaluations will be utilized as part of this review, and this review will use the same rating system as is used on annual evaluations.

Student Success Activities and Faculty Development Activities will not receive an individual rating within a given pillar, but each of these items must be given an overall cumulative rating as the evaluator looks at activities across the three pillars.

The cumulative activities for both Student Success Activities and Faculty Development Activities across the three pillars must be sufficient to constitute a rating of "satisfactory" or better overall.

A favorable promotion and/or tenure review will consist of a rating of "noteworthy" on the Teaching pillar, and a "noteworthy" on at least two of the four remaining components (Service or Scholarship pillars, Student Success Activities, or Faculty Development Activities), with a "satisfactory" or better on the remaining two components.

The sections relating to Teaching, Service, and Scholarship should include an executive summary or abstract which describes the documentation that will follow and which provides an overview of accomplishments.

While the cumulative record will be considered, it is required that accomplishments be significant in each rank before progressing to the next higher rank.

Length of service in the University shall be considered in promotions and tenure; however, longevity of service will not guarantee promotion or tenure.

Procedure

Academic deans, academic department heads, and the Dean of Library must ensure faculty input into the process of screening eligible candidates for promotion and tenure. While each unit should determine the extent of faculty involvement, a peer review committee will review credentials and make recommendations to the unit head at each level. Faculty should be informed of the members of the review committee at each level. The following mandatory steps in the Promotion and Tenure process will ensure an orderly process.

The dossier should be viewed by the faculty member as an opportunity to do two things:

1. Showcase the activities which make that faculty member a valuable addition to GSW and to the department and college, and which effectively prepare students for life after college, and
2. Illustrate how the faculty member is taking feedback from peers, managers, and students and becoming a better teacher as a result.

The following steps will ensure that promotion and tenure reviews are conducted in an orderly fashion and in a manner that will be most helpful to the development of the faculty member being reviewed and to the needs of the University.

1. During the fall term of the year in which promotion and/or tenure review will occur, the evaluator will communicate to the faculty member that a dossier should be prepared that will include the contents listed above.

All dossiers for pre-tenure review, promotion, tenure, and post-tenure review will be based on scores from their five prior Annual Evaluations on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities). If the candidate believes that a rating is justified of "noteworthy" in Teaching and at least two other areas, with a rating of "satisfactory" or better in the remaining two areas, that candidate will proceed to create a dossier with evidence that seeks to support the request for promotion and/or tenure, as appropriate.

2. The chair of each department or the Dean of each college will establish a peer review committee, which will review the dossier first. In colleges where departments do not exist, the first review will be by the college-wide review committee described in step 4.
3. The departmental peer review committee will make a written recommendation to the department head clearly for approval or clearly for disapproval, with sufficient comments to justify the decision, and a copy of this letter will be sent to the faculty member for inclusion in the dossier.
4. The department head will review the complete dossier and the recommendation of the departmental review committee and make a written recommendation to the college-level review committee clearly for approval or clearly for disapproval with sufficient comments to justify the decision. If recommendation is for disapproval, the letter will provide suggestions on what the faculty might do if intending to reapply at a future point. The dossier of each faculty member initially considered will be forwarded to the academic dean whether or not the recommendation is for approval unless the faculty member decides to withdraw the dossier from the process.
5. The dossier, along with departmental peer review committee recommendations and department head recommendations, will be reviewed by the college peer review committee appointed by the dean of each school. In the case of the Library, the Dean of Library Services will appoint the peer review committee.
6. For each dossier received, the college peer review committee will make a written recommendation to the respective academic deans (or Dean of Library Services) insuring that there is a recommendation clearly for approval or clearly for disapproval with sufficient comments to justify the decision. A copy of this letter will be sent to the faculty member for inclusion in the dossier.
7. For each dossier received, the Deans will consider all previous recommendations for their respective units and make a recommendation to the Provost/VPAA clearly for approval or clearly for disapproval with sufficient comments to justify the decision. A copy of this letter will be sent to the faculty member for inclusion in the dossier. All dossiers will be forwarded to the Provost/ VPAA whether the recommendation at any level is for approval or not unless the faculty member decides to withdraw the dossier from the process.
8. The Provost/ VPAA will present all dossiers to the Institution-wide Committee on Promotion and Tenure for review. The Institution-wide Committee will be composed of tenured faculty preferably of professor rank, elected to two-year terms by the faculty of each college. There will be two members from the College of Arts and Sciences and one from each of the other colleges.
9. The Institution-wide Committee will make a written recommendation to the Provost/ VPAA clearly for approval or clearly for disapproval of each case under consideration with sufficient comments to justify the decision, and a copy of this letter will be sent to the faculty member for inclusion in the dossier.

10. The Provost/ VPAA will review all dossiers and the recommendations from each level and make a recommendation to the President on each case being considered clearly for approval or clearly for disapproval with sufficient comments to justify the decision, and a copy of this letter will be sent to the faculty member for inclusion in the dossier.
11. The President will consider all dossiers and recommendations at each level before making a decision to approve or disapprove. If the decision is in opposition to prior levels of review, the President shall make sufficient the comments to justify the decision.
12. After each step in the review process, the appropriate committee chair or unit head must inform each applicant reviewed whether or not the faculty member has been recommended. An applicant will receive a copy of the recommendations at each level of review and be given the opportunity to continue without response, to respond in writing to the reasons given by the reviewer that led to a "no" decision, or to withdraw the application. Response letters may only be submitted to review feedback through step 7 of the process defined above, and these letters may be added to the dossier immediately following the reviewer's letter in that section of the dossier. Copies of the feedback from reviewers shall be amended to the electronic document at each stage by the faculty member, for review by the individuals at the next stage. Other than to include copies of these letters and these specific response letters, no changes to the content of the dossier sent to the first level of reviewers shall be allowed.
13. Any faculty member who is aggrieved concerning promotion or tenure may appeal by the following procedure.
 - a. Write a letter to the academic dean appealing the action and stating that the letter is an appeal that the individual wishes to be considered without prejudice. Also, they must specifically identify the matters to be considered and why. This must be submitted within ten business days after announcement of the promotion or tenure recommendations forwarded to the Board of Regents by the President.
 - b. Provide with the letter the material referred to in the "Contents" section immediately above, or the URL link to the electronic document.
 - c. The academic dean may write a letter of endorsement, may write a letter of explanation, or may pass it to the Provost/ VPAA without comment.
 - d. The appeal will be referred by the Provost/ VPAA to an Institution-wide Committee on Promotion and Tenure Appeals for consideration. The appeals committee shall be appointed by the President, and will consist of different members from those who did the initial review in steps 8 and 9 above. The committee will review the materials, prior recommendations, appeal documentation from the faculty, and shall make their recommendation, submitting it to the Provost/Vice President for Academic Affairs.
 - e. The Provost/ VPAA will consider the appeal, comments of the academic dean, and the recommendation of the Institution-wide Committee in making a recommendation to the President.
 - f. The President will consider all the materials mentioned in paragraph e. above in making a decision. The President's decision will be final for this institution. The President will notify the candidate of this decision with copies to the Provost/ VPAA and academic dean.
 - g. If the faculty member is not satisfied with this decision, they may appeal to the Board of Regents in accordance with the Policies of the Board of Regents.

Post-Tenure Review

Purpose

The post-tenure review (PTR) process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have received tenure. The primary purpose of the of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. PTR is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career. (BOR Policy 8.3.5.4, adopted by BOR 10/13/21)

Relationship to Present Reviews

The University presently provides several reviews of faculty performance after faculty members are awarded tenure. These include the annual performance review, review for promotion to higher professorial ranks after receipt of tenure, plus review of faculty for special professorships and special faculty awards.

Coverage

All tenured faculty who have rank and tenure with an academic unit must undergo PTR five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher rank (Associate/Full Professor) or academic leadership position (e.g. department chair, Dean, Associate Provost).

A faculty member may voluntarily elect to go up for a PTR earlier than the scheduled review (such as in year four). This enables a faculty member to take full advantage of the feedback and insight provided by their colleagues at a strategic moment in their career, rather than having to wait for the usual five-year cycle. Early PTR should include a review of the faculty member's accomplishments, based on their annual evaluations, since they were last evaluated for tenure or a previous PTR, whichever was most recent.

If the faculty member has a successful early review, the next PTR will be five years from the early PTR date. If the faculty member is unsuccessful, the five-year PTR review date remains in place, and the faculty member will need to resubmit the next year.

Responsibility for Review

The PTR will be conducted by a committee of faculty peers (the "PTR committee") with the composition determined by academic unit policy, which has been approved by the Provost's office. It is recommended that the policy have units elect committees from their faculty. The committee should be composed of at least three tenured faculty members, all of whom must be able to render a fair and objective assessment of the faculty member without the reasonable perception of a conflict of interest.

Criteria for Review

The PTR will be based on the same criteria listed in the faculty handbook in the section entitled Faculty Evaluations. In case of faculty whose primary responsibility is teaching, special emphasis should be placed on activities to improve teaching performance during the period covered by the review. A faculty member whose primary responsibility is teaching should show continual improvement in that area.

All contents and decisions related to the PTR shall be based on what is documented in the faculty member's annual evaluations on file, as collected, analyzed, commented on, and presented by the faculty member. As such, it is critical that annual evaluations accurately reflect faculty performance and growth, so that a candidate is not rejected for promotion or tenure decisions despite having strong annual evaluations.

Documentation of the performance of the faculty member being reviewed must include the following:

1. An up-to-date curriculum vita or resume.
2. Copies of the faculty member's annual evaluations for the years covered by the review.
3. A maximum two-page summary prepared by the faculty member of their accomplishments for the period under review. This may be a narrative, bulleted points, charts, or any combination of formats.
4. Projected goals of the faculty member for the next five-year period.
5. Other documentation specified by the academic unit head.

Requirements for Review

The committee conducting the review must provide informed and candid feedback in its report on the quality of the faculty member's performance, accomplishments, and contributions. The committee may also offer guidance on improving performance.

In any review in which the committee finds any area of performance, including participation in Student Success Activities or Faculty Development Activities, is unsatisfactory because of major, severe, or chronic deficiencies, the committee shall indicate that the performance is unsatisfactory and identify the reasons why the performance is unsatisfactory.

The committee must provide a written summary of its findings and any recommendations for faculty development to the department head (if applicable) and the Dean.

If the faculty member reports to a department head, the recommendations of the review committee shall be sent to the department head, who will review all documents presented and forward to the Dean a letter which either agrees with the committee, or disagrees, with reasons supporting either decision.

The Dean will review the documentation provided by the faculty member and comments from the PTR committee and department head and make a written determination as to whether or not the faculty member is maintaining adequate progress since the last review, with comments to justify the decision.

The Dean is responsible for transmitting this written summary to the department head and to the faculty member, and discussing its contents with the faculty member. The Dean must sign the document indicating that they have discussed it with the faculty member. The faculty member must sign the report indicating that they have received the document and discussed it with the Dean.

In cases where the faculty member being reviewed is a department head, the responsibilities of the unit head in the PTR will be exercised by the academic dean. The faculty member may prepare a written response to the report of the review committee. A copy of the committee's report and any written response to them by the evaluated faculty member will then be sent to the administrative head at least one level above the faculty member's administrative unit. The same material should also be placed in the faculty member's personnel file at the administrative unit level. The administrative unit head shall also preserve in the faculty member's personnel file all documents that played a substantive part in the review other than documents (such as publications) that are readily available elsewhere.

Faculty Development

Following PTR and based on the recommendation of the review committee, the Dean and the faculty member will prepare a plan for continued development of the faculty member leading up to the next PTR. ~~post-tenure review and the review clock will be reset for another five-year period~~

Satisfactory Performance

~~if the faculty member has a successful PTR, the next PTR will be five years from the PTR date.~~

Unsatisfactory Performance

In the event of a PTR or Corrective Post-Tenure Review (CPTR – see Remediation and Appeals Process under the Annual Evaluation) that does not meet expectations or needs improvement, the faculty member's appropriate supervisor(s) and faculty member will work together to develop a formal Performance Improvement Plan (PIP – as defined below at the end of this section) in consultation with the PTR committee based around the deficiencies found by the committee.

It should be noted that, while the PRP (to address Annual Evaluation deficiencies) and the PIP (to address PTR deficiencies) have similar contents and similar processes, they are distinct items, and a faculty member could be placed under both simultaneously.

Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the PTR. The PIP must contain (1) clearly defined goals or outcomes, (2) an outline of activities to be undertaken, (3) a timetable, which is typically a maximum of one year, (4) available resources and supports, and (5) an agreed-upon monitoring strategy. The PIP's goals or outcomes must be reasonable, achievable with the timeframe, and reflective of the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the Provost's Office for approval. Formal meetings for assessing progress on the PIP should be scheduled no less than twice during the Spring semester (once around mid-term and again near the end of the term) and once during the Fall semester (around mid-term) to assess progress and to discuss next steps if sufficient progress is not being made towards successful completion of the requirements of the PIP.

The final assessment of the PIP will occur in conjunction with the next year's annual review. If the conditions of the PIP have been fully met at the end of the year, the faculty will move back to good standing, and the next PTR will occur in five years.

If the conditions of the PIP have not been met, or if the faculty has not demonstrated a willingness to engage in the activities needed to make the corrections after the year is concluded, the areas of substandard performance will be documented in writing, and that faculty member can face consequences as laid out in the PIP. will enter into a Corrective Post-Tenure Review (CPTR) as a final effort to improve performance. The faculty member will be given specific goals with specific deadlines necessary to improve performance in the area that is lacking. This information will be communicated with the faculty member and summarized in writing, and both the faculty member and Dean will sign it, with copies being kept by the faculty member, the Dean, and the Provost/VPAA's office.

Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, after one year under a PIP and one year under a CPTR, subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, tenure revocation, and dismissal from the university. The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP and the resulting remedial actions as outlined below.

It should be noted that, while the PRP (to address Annual Evaluation deficiencies) and the CPTR (to address PTR PIP deficiencies) have similar contents and similar processes, they are distinct items, and a faculty member could be placed under both simultaneously.

Formal meetings for assessing progress on the CPTR should be scheduled no less than twice during the Spring semester (once around mid-term and again near the end of the term) and once during the Fall semester (around mid-term) to assess progress and to discuss next steps if sufficient progress is not being made towards successful completion of the requirements of the CPTR.

The final assessment of the CPTR will occur in conjunction with the next year's annual review. If the conditions of the CPTR have been fully met, the faculty will move back to good standing, and the next

Commented [EK1]: This is moved from four paragraphs below. The rest of the text seemed redundant if a CPTR does not follow a PIP.

PTR will occur in five years.

Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year after one year under a PIP and one year under a CPTR, subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation, and dismissal from the university. The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP, CPTR, PIP, and the resulting remedial actions as outlined below.

Due Process Following an Unsuccessful PTR, CPTR, or PIP.

If the faculty member disagrees with the final decision of the Dean following a PTR, CPTR, or a PIP, or a CPTR, they shall be entitled to appeal the decision utilizing the following process.

The faculty member has ten business days from receiving the decision of the Dean to request an appeal, in writing to the Dean. Upon request to review the recommended action by the faculty member, further due process will include the following:

1. Upon receipt of the appeal from the faculty member, the Dean shall appoint a three-member committee of the faculty member's peers (the "appeals committee"), two of which are selected by the Dean, and one of which is selected by the faculty member. None of these members shall be from the group that made the initial recommendation in the review process.
2. The appeals committee will review the recommendation(s) of the original PTR committee, the department chair, and Dean, and all documentation collected through the process, and may exercise its judgment as to whether an in-person hearing is necessary. The appeals committee may alternatively determine that a review of documentation is sufficient. Following the review, the appeals committee will issue its recommendations in support of either the Dean (performance is unsatisfactory) or the faculty member (performance is satisfactory), and this will be communicated to the Dean, the faculty member, and the Provost/VPAA in a letter within twenty business days of the request for review by the faculty member.
3. If the appeals committee decides against the faculty member (PIP or CPTR conditions were not fulfilled), the faculty member may appeal in writing within ten business days to the Provost/VPAA's office. The Provost/VPAA will follow the same procedure as the appeals committee and render within ten business days a decision in favor of the appeals committee (performance is unsatisfactory) or in favor of the faculty member (performance is satisfactory). This decision will include an explanation of the factors considered in reaching that decision. Copies of this document will be kept by the Dean, the faculty member, and the Provost/VPAA's office. The decision of the Provost/VPAA's office cannot be further appealed.
4. If the decision of the Provost/VPAA is dismissal of the faculty member, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
5. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26).

Academic Administrators

In the case of tenured faculty members whose primary assignment is administration without major teaching responsibilities (defined as teaching being less than 50% of their assigned work load), that faculty member shall be subject to the evaluation procedures for senior-level administrators. When that person returns to a position where the major responsibility is teaching (defined as teaching being greater

than 49% of their assigned work load), they will be subject to PTR, with the first review to take place no later than five years after returning to the faculty position. Librarians who do not hold administrative positions will be reviewed on the same schedule as a faculty member whose major responsibility is teaching. This process will be initiated by the administrator's direct supervisor.

Academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will undergo a comprehensive evaluation every five years. It is intended that an academic administrator's annual and comprehensive evaluation include a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator, along with a review of activities related to their administrative functions, with input from members at all levels of interaction throughout the university. This will include a review by faculty members in their area. To get this input, the Provost/VPAA will email a link to an anonymous survey which allows faculty to provide evaluative feedback on the performance of their administrators. These results will be sent to Human Resources by Institutional Technology once the survey closes. HR will be responsible for ensuring there is no identifiable information prior to sending the results to the Provost/VPAA to share with the respective administrators. This material is reflected in the administrators' annual review, and PTR when appropriate.

Other Provisions

- a. Academic unit heads must maintain a record of reviews completed each year, including the names of all members of review and appeals committees.
- b. At the end of each academic year, each unit head must forward to the Provost/Vice President for Academic Affairs a report listing the names of faculty members reviewed during the academic year and listing the names of the review and appeals committee for each faculty member reviewed.

Elements of the Performance Remediation Plan (PRP) and the Performance Improvement Plan (PIP)

There are two different plans for addressing faculty performance: a **performance remediation plan** and a **performance improvement plan**. For faculty who do not meet annual performance expectations a **performance remediation plan** is put in place. The purpose of this plan is to scaffold faculty growth and development, strengthen tenure and promotion possibilities. The second, a **performance improvement plan**, is developed subsequent to an unfavorable PTR or corrective PTR. The components of the PIP and the PRP plans must include the following:

1. Clearly defined goals or outcomes,
2. An outline of activities to be undertaken,
3. A timetable,
4. Available resources and supports,
5. Expectations for improvement, and
6. A monitoring strategy.

Performance Remediation Plan (PRP)

The PRP is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance in some aspect of their role or responsibilities. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources wherever the permanent faculty files are housed. Two meetings during Spring semester (once around mid-term and again near the end of the term) and once during Fall semester (around mid-term) must be held to review progress, and to document additional needs/resources and intended accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting.

More details related to the processes involved in the PRP, including appeals, are provided in the Faculty Evaluation section of this handbook.

Performance Improvement Plan (PIP)

The PIP is used to document deficiencies based on an unfavorable PRP (for untenured tenure-track faculty members), CPTR, or PTR. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources (wherever the permanent faculty files are housed.) Two meetings during Spring semester (once around mid-term and again near the end of the term) and once during Fall semester (around mid-term) must be held to review progress, and to document additional needs/resources and intended accomplishments for the upcoming time period. After each meeting, the academic administrator should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year, the faculty member's progress will be determined by the department chair and dean after taking into account feedback from a committee of faculty colleagues.

More details related to the processes involved in the PIP, including appeals, are provided above in the P&T section of this handbook above.

Implementation of these changes

Annual Evaluations

Pending approval of this new language in Fall 2022, the expectation of Student Success Activity and Faculty Development Activity participation, as a part of annual evaluation processes, will begin in Spring 2023. The Faculty Evaluation performed in Spring 2023 will utilize the old standards; the Faculty Evaluation in Spring 2024 will utilize the new standards after a full calendar year of working under the new standards.

Pre-Tenure, Promotion, Tenure, and Post-Tenure Reviews

Faculty members who are creating portfolios/dossiers in Fall 2023 or Fall 2024 shall be given the option of using the old expectations or using the new expectations. Faculty members who are creating portfolios/dossiers starting in Fall 2025 will utilize the new expectations.