

Faculty Senate Meeting Minutes

October 13, 2023

Approved November 6, 2023

1. Called to Order

The meeting was called to order at 1:02pm by Chair Reber.

2. Roll Call

Present:

Allen, Barnhart (for Sheppard), Bellon, Boyd, Brandenburg, Carmack, Cheng, Council, Cuomo, Dahms, Davis, Dutt, Dyar, Edelman, Elias, Evans, Green, Griffin, Hadley, Janzen, Jara-Pazmino, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Matthews, McKendry-Smith (for Maggiano), McLean, Moon, Olivier Parker, Perry, Phillips, Riker, Rollins, Seong, Shin, Swift, Sykes, Talbot, Waters, Weber, Wei, Yang, Yarbrough (for McClenney)

Absent:

Banford, Caramanica, Hampton, Hester, Mason, Roberts, Wentz, Wofford

3. Minutes

A) The September 15, 2023 Faculty Senate Meeting Minutes were approved electronically on October 9, 2023.

4. Administrator Reports

A) President

a) *The census has been completed and results are being confirmed. There was an overall 7.2% increase in enrollment. Undergraduate enrollment decreased by 2.68%: stemmed tide of decreasing number of six years. Graduate enrollment went up 33.72% year over year. For first time since 2016, there was a student credit hour increase. The highest first to second year retention rate was reported, this was the highest since that metric started being recorded at UWG: 75.98%. The goal three years ago was to at least hit national average and now have exceeded the standard, hope to proceed to 80% retention rate. Normally there is a semester loss of 10-12%, but last year it was about 3% for the first time.*

B) Provost

- a) Please continue to share items with the faculty senate executive committee and Dr. Reber will pass them along to the Provost.
- b) The Provost echoed comments regarding enrollment: kudos to all faculty. There is a preview day tomorrow, thanks to faculty for sharing their perspectives with students. Faculty should lean in on stories of success when promoting the university to prospective students.
- c) Brief SACSCOC update: awaiting off campus review. Will have onsite visit before spring break. Self-study addressed all standards, will be leaning into our QEP. Experiential learning will help students with future jobs. Faculty should continue being proactive for student experiential opportunities. December 2024 is official annual reaffirmation of accreditation.
- d) Last week there was a Coweta chamber event for battery and EV development with Freyr Battery. Chemistry and Physics are potentially connected to this initiative because it leans into to governor's expectation that Georgia will be a national leader in these areas. What Freyr is doing will be a leader in the industry. Solar and other production will help in utilizing power at needed times throughout a given day. Senior vice president said getting the right talent is critical, which is our university business across all academic programs.
- e) Block scheduling. Dr. Akins can walk us through the process in engaging feedback: there is still another week for faculty to provide feedback. Nursing provided input regarding course structure: as faculty see the opportunity to do that, please provide. Trying to solve problem of students having courses scheduled at the same times: will provide flexibility in course start times and less overlap. It will also improve utilization of campus resources and help students to graduation quicker. Conversation will evolve as time goes on.
- f) Annual Evaluation Worksheet. Does not change process of doing annual evaluation, but the system office needs to see data around teaching, scholarship, service, and student success. Provides an opportunity to simplify review process and create and re-evaluate goals. It also helps department chairs in regards to targets with research and publication for faculty development. This will assist with budgets to allow faculty to attend to these matters ahead of time (if a faculty member applies to a conference, they

will be able to anticipate professional development funds instead of having to wait). Welcomes continued input. If faculty disagree with chair feedback, that is encoded within evaluation procedures.

- g) *Formation of new college and school. Workgroups have been given charge to host and solicit feedback through discovery and information sessions with faculty, students, and employers. Designed to be a small group to meet efficiently, but all faculty are invited to contribute. Interdisciplinarity provides the opportunity for rich input and diverse perspectives. Goal is not to set up structure and departments right now, but rather to think big as an institution in the next three to ten years. Discuss and debate items this calendar year and then address tactical elements and needed administrative structures. Another working group will be specifically focused on arts and humanities. Look for information in the coming weeks.*
- h) *Will provide more information into 80-10-10 faculty expectations soon.*
- i) *Questions:*
- *Q: Will a dollar amount be available to assist faculty in thinking big, but realistically? Working with batteries and electro-chemistry could be a strength.*
 - *A: President: donor assets will support items as well as the work that will be needed to make goals possible. Cannot provide a specific dollar amount at the moment. We are 230 million dollar per year university: all money must benefit students in state of Georgia. Some areas have more intense resource requirements. If we adopt a mission or vision that aligns with a goal of the state then the state could make special investments in us. Nursing is a good example over the last couple of years. Special investment of a million dollars after we had already made that decision. Battery front could provide industrial dollars, corporations, etc.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
 - a) *Chair Reber has listened to feedback from small group breakouts at last meeting. Three themes emerged:*

- i. When it comes to service, the chair wants to acknowledge noteworthy achievement. At the end of the academic year the chair will send a letter to faculty to provide acknowledgment of exemplary service. Helps to let faculty know how they are valued, and to use the letter as a supportive evidentiary source. More details will be provided.
 - ii. People often get assigned to committees, but they would like to serve in other areas as well. Taskforces will be created to address issues and senators can serve in a different committee if desired. Senators and representatives will still have a home committee, but work may be in a taskforce under the supervision of another committee. Will help faculty work on items they find meaningful and valuable. If no one is serving on a task then it will be dealt with by executive committee and committee chairs.
 - iii. Refreshments were recommended: that may be possible in the future if more people are in attendance in person. May be in the November or December meeting.
- b) Faculty Workload ([Figure 1](#))
 - i. Faculty teach 4 courses per semester: 40% of each semester workload is teaching, other portion is 60%. These percentages can be problematic depending on faculty research and service obligations. Need to agree on percentage and time commitment for the faculty handbook, particularly per semester. Unclear workload expectations can be a barrier to service.
 - ii. Discussion ensued in small breakout groups. It was agreed that a reasonable approach to workload needs to be devised. This is particularly important as some departments may already be using the 80-10-10 workload information item devised last academic year. It was also noted that this is important because it could potentially also relate to the annual review cover letter: correct percentages are needed.
 1. The Provost noted that if 80% of your workload is in teaching and you get a scale rating of 5 in teaching, but 1 in research, accurate

percentages can help balance ratings in a given cycle. Working in an annual model. Expectations should be aligned with handbook.

2. *Chair Reber mentioned the possible need for bespoke workloads, working with department chairs to devise reasonable percentages on an individual level.*

2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items:

All items below were approved via block vote with 41 in favor, 1 abstention, and zero opposed.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Art, History, and Philosophy

a) Philosophy, B.A.

Request: Revise

The Philosophy B.A. currently requires eight upper-level courses plus three classes chosen from remaining PHIL electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. The proposed change reduces the number of specifically required classes to only PHIL 4300, along with any ten 3/4000-level PHIL electives. Total required hours remain the same (11 courses or 33 hours).

b) Philosophy, Law, Justice, and Society Track, B.A.

Request: Revise

The Philosophy B.A., Law, Justice, and Society (LJS) track currently requires eight upper-level courses plus three classes chosen from electives at the 3/4000-level for a total of 11 courses (or 33 hours) beyond Area F. The proposed change reduces the number of specifically required classes to PHIL 4300, plus three courses from the LJS track options, plus any seven 3/4000-level PHIL electives. Total required hours remain the same (11 courses or 33 hours).

2) Department of Computing and Mathematics

a) Computing, Nexus

Request: Revise

This proposal adds a specialization in User Interface/User Experience Design (UI/UX Design) for the Nexus in Computing. The courses that are required for

this specialization exist already and are offered as part of the existing Nexus specializations and/or as part of the B.S. in Computing.

- 3) Department of English, Film, Languages, and Performing Arts
 - a) [Theatre, B.A.](#)

Request: Revise

The proposal adds the words “within, or” to the description of the 12 credit hours of Free Electives, allowing for the electives to be taken within instead of just outside the program. The revised description will read "12 credit hours must be in courses numbered 3000 or above within and/or outside the major."
 - 4) Department of Natural Sciences
 - a) [Geography, B.S.](#)

Request: Revise

This proposal creates an Accelerated Bachelor’s to Master’s Degree Pathway in Geography (Environmental Science Education) (BS) to Master of Arts in Teaching (MAT) to allow students majoring in Geography and interested in Secondary Education to count up to three (3) hours of credit toward both degrees with GEOG 5411 Scientific Communication replacing GEOG 4411. [This is Part 2 of the entry in Curriculog. Part 1 does not require UPC or Senate action.]

B) School of Communications, Film, and Media

- 1) [COMM - 2256 - Film Form and Aesthetics](#)

Request: Add

This course is a new offering to provide film production students with bespoke film analysis skills through the lens of production. The class is foundational to plans for curriculum to be delivered at our Douglasville site at Great Point Studios.
- 2) [Film & Video Production, BS](#)

Request: Revise

This proposal adds the new course COMM 2256 as an option to fulfill a requirement in Core Area F for this program.
- 3) [Mass Communications, BS](#)

Request: Revise

The B.S. Mass Communications has four concentrations. Each one has changes as listed below:

- a) Digital Media concentration: (i) COMM 4456 Digital Content Creation will be required. (ii) Adds COMM 3302 (now Writing Across Media) as a third option for the required writing course (iii) COMM 3354 (Digital Social Media & Society) will be required for DME concentration rather than a major selects choice (selects to include COMM 3356).
- b) Film & Video Production: COMM 2256 (new course: Film Form and Aesthetics) added as a required course.
- c) Journalism: COMM 3302 will be an approved major elective but will no longer be an option for one of the concentration's requirements.
- d) Public Relations: (i) COMM 3302 replaces COMM 3301 as a requirement (ii) COMM 4486 Internship is added as an option in addition to bluestone for experiential learning.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items:

All items below were approved via block vote with 40 in favor, 2 abstentions, and zero opposed.

A) College of Education (COE)

1) Department of Literacy and Special Education

- a) [READ - 7201 - Teacher as Language and Literacy Leader](#)

Request: Modify Credit Hours

Rationale: READ 7201 was not intended as a variable credit course. The recent offering of variable credit hours led to an oversight where several students only registered for 1 credit hour, causing potential discrepancies in academic records and challenges in meeting degree requirements. Adopting a fixed 3 credit hour designation will simplify administrative processes by preventing potential issues in the future and adequately reflecting the course's workload and academic rigor. This shift to a fixed 3 credit hour structure will uphold the consistency, quality, and integrity of the course and eliminate potential administrative challenges and confusion for students.

- 1) Department of Leadership, Research, and School Improvement
 - a) [School Improvement, Ed.D.](#)

Request: Modify Program

Rationale: After consultation with the COE Dean's Office, the program, and the Graduate School, we would like to increase the number of credits students can apply to transfer into the program from 12 (currently) to 15 - to be counted towards the area of concentration only (see updated advisement program of study sheet attached). The proposed change aligns with the graduate transfer credit policy in the 2023-2024 Graduate Catalog. That policy allows transfer credit to contribute up to 25% of a graduate program, which would be 15 credit hours for the 60 credit hour School Improvement Ed.D.
- B) Richards College of Business
 - 1) Department of Economics
 - a) [Applied Business Analytics, M.S.](#)

Request: Modify Track/Concentration

Rationale: Currently the MS in Applied Business Analytics is set up so that students can specialize in the Data Intelligence track, Healthcare track, or Sports track. All students must take five core courses, four track specific courses and an elective. There is no provision for someone who wants a general Business Analytics degree using courses from multiple tracks. The General Business Track proposed consists of the five core courses, any two of any tracks “must take” courses and three electives from any of the tracks. This change also provides flexibility for students whose interests change over the course of study as well as those who wish to complete the degree in a short time period.
 - 2) Department of Economics
 - a) [ECON - 6486 - Graduate Internship in Applied Business Analytics](#)

Request: Course Addition

Rationale: This course is designed to reinforce and apply business analytics concepts introduced in the classroom, to provide real-world experiences, on-the-job training and career exploration opportunities in analytics-oriented positions. The aim of this course is to enable students to put into practice material learned in

the applied business analytics courses, to enable students to gain career experience in the analytics field, and to provide students with the opportunity to improve their overall professional skills. The MS in Applied Business Analytics degree is aimed at providing students practical knowledge of how data is used in the business world and the techniques used to analyze data for decision-making. This course would place the student in a real-world environment using actual business data to inform actual business decisions.

Information Items:

- A) Assistantship requests for next year are beginning October 1. Faculty can access resources and the request form. GPC and The Provost Council will be involved in the approval process beginning in the spring semester. This will allow GPC to understand the scope of the requests. The hope is that this will increase transparency in the process.
- B) College of Arts, Culture, and Scientific Inquiry (CACSI)

- 1) Department of Anthropology, Psychology, and Sociology

- a) Sociology, M.A.

Request: Modify Program Modality- TABLED

Rationale: This change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. After making this change, we will be the only Sociology MA in Georgia to offer synchronously online courses. We will be uniquely positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring.

Committee VII: Student Affairs and Intercollegiate Activities (Dylan McLean, Chair)

Action Items:

Request: Faculty Senate Vote to Support Recommendations, below

- A) *SAIA met with the Student Government Association after the last senate meeting and these recommendations were crafted. It was noted that major changes such as campus-wide scheduling need to be supported and highlighted with evidence-based problems that we are trying to solve, not just anecdotes from narrow segments of student body. With the proposed scheduling changes, there are gaps in scheduling that make it difficult for*

students to organize their day: we need to know what proportion of study body feels that way. Needs to be quantitative.

B) Discussion:

- a. *Provost asked Dr. Akins to walk faculty through the process leading up to this recommendation.*
 - i. *Dr. Akins: Workgroup to develop this proposal was Sonya Adams, Donna Haley, Jeffrey Reber, Karen Owen, Pauline Gagnon, Dr. Akins, and Whitney Brand (among others). Meetings were held in July and August to create proposal for review. Popularized the proposal to faculty senate, deans, etc. Currently in progress and a survey has been sent out to all faculty. Encourages everyone to provide feedback so that there will be robust review.*
- b. *Questions:*
 - i. *Q: Was there discussion of cohorts? Would cohorts be exempt?*
 1. *A: Yes, will not impede students in areas such as Nursing. The Provost noted that decisions will not be made in a vacuum and that he appreciates the work of the committee in drafting potential scheduling solutions.*
 - ii. *Q: What numbers exist in terms of patterns? What numbers informed these options? What specific problem has been shown consistently? The midday break may overwhelm dining facilities: how will it play out in reality? May be a logistical bottleneck.*
 1. *A: The President noted that we have capacity on campus right now and can adapt service model if needed. We do not have many structured places where people gather: must create more of those spaces. Part of our responsibility is to create community, and this model may contribute to embracing the opportunity to be together.*
 2. *A: The Provost also mentioned that the university did a utilization analysis including a heatmap analysis about a year and a half ago. Big discrepancy between peer and aspirational universities. The need emerged to adjust computer programs to allow for fifty minute blocks and address micro-stresses. Can share spreadsheet and visualization.*

- iii. *Q: Were students surveyed on their preferred start times? Many students strategically assemble their schedules and the open hour may be a hardship.*
1. *A: Dr. Akins mentioned that students will vote with their feet, so historic data was used: it is hard to measure how many students were inconvenienced. Looked at utilization patterns and when courses were mostly populated to optimize classroom utilization. Whitney Brand addressed these concerns and discussed significant difficulties. It is a complex matter over three campuses. We want to attract and enroll more dual enrolled students, especially Newnan and Douglasville: they have a high school transportation and bell schedule. Proposed schedule provides early opportunities for students and faculty. Further, we will lose 12 classrooms from Pafford next year and this must be accommodated. Also reached out to the SGA and students are still completing the survey. Encourages feedback in survey. The Provost also noted that schedule changes and any impacts can be reviewed continuously. There is an immediate need to address concerns as Fall 2024 scheduling starts in December. Safety concerns were also mentioned if late night classes are increased, but it was noted that we already have late classes and adequate security measures on campus.*
- iv. *Q: Would it be possible to also consider changing the university calendar to better align with local school districts?*
1. *A: Provost: there is a calendar committee, yes, that can be visited. President: we do not control school districts, but perhaps we could talk to superintendents. We have a contact hour requirement, but dates could be flexible.*
- v. *Chair Reber noted the need to avoid linearity in temporal thinking.*
- vi. *Q: Is a scheduling committee going to be in place next year?*
1. *A: Dr. Akins noted that the committee will meet after survey results are available. Committee will remain active and include people who remain knowledgeable. The survey is confidential: the committee will not see emails linked to answers. Emails are only be collected to ensure one person per*

answer. The survey was also sent to a select group of students. In response, the President requested that the survey be emailed to all students.

After this discussion, senators voted on the below recommendations as a block. The item passed with 18 in favor, 11 abstentions, and 5 opposed.

A) SAIA has three specific recommendations regarding the proposed block schedule. We ask the full senate to support these requests:

- 1) The student body's preferences about class scheduling should be investigated through quantitative survey research. This survey must measure dissatisfaction with current scheduling practices.

Rationale: It is essential that the administration gathers systematic feedback from our students about what schedules work for them. When do our students want classes?

Rigorous survey research into this and related questions must be conducted. The results of this research must then inform any revisions to our current scheduling practices.

- 2) The faculty's preferences about class scheduling should be investigated through quantitative survey research. This survey must measure dissatisfaction with current scheduling practices.

Rationale: It is essential that the administration gathers systematic feedback from the faculty about scheduling practices. Faculty are close to our students and understand their needs. Faculty also understand the unique needs of their programs. The results of this research must then inform any revisions to our current scheduling practices.

- 3) Implementation of changes to existing scheduling practices must be delayed as necessary to ensure that any changes to those practices are essential and based on solid evidence that was collected through rigorous research.

Rationale: Revamping our schedule in this way would significantly alter campus life. It is a big change. This plan was only recently presented to the campus community.

We need to take time to systematically and comprehensively investigate course scheduling from multiple perspectives. If that research process determines that scheduling changes are warranted, we then need additional time to draft a revised proposal and evaluate that revised proposal with additional research.

Most importantly, we need to take the time to consider whether, or not, completely overhauling our traditional approach to scheduling is necessary to solve any problems the current system has. Let's take time to apply Occam's razor so that we can ensure we are selecting the simplest solution to our scheduling problems.

6. Old Business
- A) Chair-Elect nomination.
7. New Business
8. Announcements
9. Adjourn

Adjourned by Chair Reber at 3:04pm.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program faculty member.

Figure 1

Workload-Related Materials

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([Section 4.10, Academic and Student Affairs Handbook, University System of Georgia](#)).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Faculty Workload Draft Proposal from Spring 2023

Faculty workload includes 80% teaching, 10% service, and 10% research, scholarship, professional development and/or creative activities. Faculty workloads are assigned by the department chair consistent with the University System of Georgia, University of West Georgia, and College/School policies, mission and goals. Variations from the 80-10-10 workload framework, increasing/decreasing percentage effort between the components of faculty workload, must be approved by the respective chair, the college dean and the provost.

- 127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester, where each course equals 10% of the total faculty load resulting in 8 courses per year (80%). A portion of that time may be reassigned for administrative, research, or other purposes; such reassignment requires the approval of the chair, the dean and the provost.
- 127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.
- 127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.
- 127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.
- 127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.
- 127.06 Faculty are expected to average no more than one day a week in any approved outside employment.
- 127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([Section 4.10, Academic and Student Affairs Handbook, University System of Georgia](#)).
- 127.08 Summer teaching is optional, depends on need, and is limited to maximum of 33.3% teaching load compensation. Compensation is calculated as 10% per course or prorated per number of students taught, for courses taught in the summer semester.

Faculty Development Committee (FDC) of the UWG Faculty Senate

Proposed Resolution on the New 80-10-10 Workload Policy to be presented to the Faculty Senate

Whereas, The FDC recognizes the pressure of additional budget cuts and the need to creatively balance increased teaching responsibilities with professional development as well as service. However, the new workload policy has been issued without FDC input, a body that has over the last two years collaboratively vetted and implemented all new BOR policies on faculty evaluation and student success, which are both tied directly to faculty workload; and

Whereas, The new workload policy (80% teaching, 10% service, 10% professional development) does not seamlessly follow from the Faculty Handbook's workload of four 3-h courses (FH section 127.01):

- a) no clause stipulates the assignment of 10% workload per course;
- b) section 127.01 assesses course load per semester—not on an annual basis;
- c) definition of a “course” varies widely across units and disciplines, depending on class size, contact vs. credit hours, and lecture vs. lab/studio instruction; thus, it is unclear how 80-10-10 would be applied equitably across campus; and

Whereas, The new workload policy does not take into account impact on student success, as it curtails faculty time for research/creative endeavors and thus faculty ability to direct *student* research, especially in the growing field of graduate education; and

Whereas, BOR policy requires “noteworthy” faculty achievements in more than the area of teaching (www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel); Section 8.3.6.1 “Minimum for All Institutions in All Professorial Ranks); thus, limiting service and professional development to 10% each conflicts with BOR policy. Noteworthy achievements in research, for example, cannot feasibly be accomplished in 4 h/week (10% of a 40 h work week); and

Whereas, The differentiation between teaching tracks (4/4 course load) and research tracks (3/3 course load) and their assignment has not been discussed or equitably applied across campus. Moreover, no differentiation regarding rank, tenure status, or clinical vs. tenure track has been discussed; therefore

Resolved, the FDC requests a pause to the implementation of the new workload policy and the creation of a collaborative and campus-wide consultation and vetting process, closely involving faculty governance channels, in order to safeguard equity across campus and to ensure that workload policies do not conflict with UWG’s classification and mission as a Comprehensive University with an increased emphasis on student success.

104.0102 Merit Pay Criteria

- A. The following shall be used as criteria for distribution of merit pay:

1. Teaching*
2. Service to the Institution*
3. Academic Achievement and Professional Growth*

*Student Success Activities (as folded into the above areas of evaluation)

- B. **Teaching should be given at least 40 percent weight. The other three criteria should be used with no less weight than 10 percent each.** The department chair shall apply the weightings uniformly across the department. Members of the department and the dean of the college should be aware well in advance of pay time of the weightings which will be applied for purposes of merit.

- C. The department chair should make a pay recommendation to the dean, both in the form of percentage and dollar increase proposed. The department chair may refer to promotion and tenure material in this Handbook for guidance or may use whatever other bases they deem appropriate. But these bases should be known to the faculty.

1. After consultation with the dean, the department chair will notify faculty as to the salary increase being recommended from the dean's office to the Provost and Vice President for Academic Affairs. The department chair will justify the recommendation for each faculty member in writing.

113 Faculty Compensation for Summer School Teaching

([Section 8.3.12.3, Board of Regents Policy Manual, University System of Georgia](#))

Payment of compensation to faculty members for teaching during the summer semester shall be at a rate not to exceed 33 1/3 percent of their base faculty salary for the previous academic year. The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary.

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester (See also UWG Procedure 2.7.1 on Workload).