Pathways to Success Study Team

February 2, 2012 Meeting Minutes

3 p.m. to 4:30 p.m., President’s Conference Room

**Present:** D. Allen, T. Case, B. Cook, L. Gwinett, A. Hackney, C. Hodges, P. Humphrey, A. Scott, T. Teeter, M. Welford, and C. Griffith (Recorder)

**Guests:** President Keel, Provost Moore, Senate Moderator Krug

**Charge**

As Georgia Southern University strives to achieve its strategic goal of becoming recognized as a Carnegie “high activity” research institution, we are challenged to do so in a manner that does not compromise our strong teaching mission or create a “second class faculty citizenry.” To this end, the *Pathways to Success Study Team* is charged with (1) developing a flexible, faculty workload model that allows faculty to select different career tracks at different points in their careers; (2) recommending new university policies or policy revisions needed to implement equitably a differential faculty teaching load model; and (3) recommending mechanisms for supporting faculty on different tracks, including teaching, research, service, and administration.

To ensure that the recommended differential faculty teaching load policy is effectively and fairly implemented, it is necessary to incorporate the various tracks into considerations for promotion and tenure. Therefore, the Pathways to Success Study Team is also charged with evaluating the need for (and potentially recommending a structure for) a university promotion and tenure review committee that would (1) review promotion and tenure dossiers at the university level and make recommendations to the President; (2) clarify university promotion and tenure criteria and ensure that departmental/college policies align with university and System expectations; and (3) recommend a university policy that distinguishes between promotion and tenure *procedures* and promotion and tenure *criteria*.

In carrying out its charge, the Pathways to Success Study Team should strive to be creative and open to change and innovation. The goal of the Team should be to recommend a faculty workload model that provides every faculty member with a “pathway to success,” while also furthering the University’s strategic vision of increasing research and creativity, maintaining a strong teaching ethos, and becoming one of the best comprehensive universities in the nation.

The following suggested resources on faculty workload from the University Leadership Council will be distributed at the next meeting.

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- Faculty Workload Assessment: Strategies for Ensuring Optimal Faculty Productivity http://www.educationadvisoryboard.com/ulc/report_faculty_workload_assessment.asp
- Faculty Course Load Expectations and Release Policies at Midwest institutions http://www.educationadvisoryboard.com/ulc/Faculty_Courseload_Expectations_ulc.asp
- Faculty Workloads: Comparing Teaching Requirements Across Departments of Economics, Political Science, and Biology http://www.educationadvisoryboard.com/ulc/report_comparing_teaching_environments.asp
- Assigning Faculty Workload Credit for Non-Lecture Courses http://www.educationadvisoryboard.com/ulc/report_Assigning_Faculty_Workload_Credit_for_Non-Lecture_ulc.asp

In his comments, the President highlighted several points for the team’s consideration.

- The University seeks to increase overall research and creative activity on campus. This initiative is not just about bringing more grant dollars to campus, but rather about heightening the University’s visibility.

- The President believes that it is possible for the University to be excellent in both teaching and research, if the proper structure is in place to help faculty be successful, feel rewarded, and get rewarded for what they do.

- What we seek to avoid is creating a second class citizenry where teaching, service, and administration is viewed as less important than research.

- Each tenure-track pathway should include a minimal level of teaching, research, and service.

- The team should feel free to investigate alternative paths to determine if they have utility at Georgia Southern (e.g., non-tenure track positions, clinical tracks).

The Provost’s comments included the following.

- The study team’s charge is to develop university level policies. Essentially, these policies will form the blueprint for further college and departmental action. As such, it is important to think strategically when making the recommendations and allow for flexibility within the policy.

- The final product desired is a white paper submitted to the Provost with the team’s recommendations. The Provost asked that the team work toward a May deadline, but noted that this date can be flexible if the team felt it needed additional time for study.

- The team will most likely want to begin with an environment scan. What do we do now? What is working well; what is not?

- In developing recommendations, the team should think in terms of “career development plans.” In other words, we need to codify what expectations are and how they can adapt to accommodate a faculty member’s changing interests over the span of his or her career at Georgia Southern. It is
anticipated that faculty will move in and out of different career tracks over the course of their career.

The final order of business was to elect a chair. It was agreed that team members would send their nominations to Clara Krug by 5 p.m. on Monday, February 6th. The team will vote (by email) by Wednesday, February 8th. Lavada Sykora will be asked to schedule a meeting as soon after February 8th as possible.

Meeting adjourned 3:55 p.m.

**Next Meeting: TBA**