Pathways to Success Study Team
March 23, 2012 Meeting Minutes
9 a.m. – 10:30 a.m.; CIT 3150


Discussion
Mark consolidated the sub-committee reports into a PowerPoint presentation and displayed the document for the Study Team’s review and discussion.

- Enhanced Practice Pathway
  - Recommended that we remove the specificity (e.g., discipline examples) to broaden the context of the document. The Study Team’s charge is to create an umbrella policy under which colleges and departments will frame their unit specific policies.
  - Recommended that we include in the final structure sample evaluation criteria (e.g., what is a sample evaluation criteria for collaboration?)
  - Recommended that we include in the final structure other components of the pathway (i.e., teaching, research, and service).

- Enhanced Research/Creative Activity Pathway
  - Recommended that bullets be developed similar to first pathway.
  - Recommended that percentages be noted as ranges.

- Enhanced Teaching Pathway
  - Recommended that external validation apply to all ranks, but must be a criterion for consideration of promotion to full professor.
  - Recommended that external funding be added to external validation.
  - Recommended that Georgia Southern Teaching be used to define the teaching component of the other pathways (i.e., practitioner, research, and service).

It was further recommended that an introduction be written to the pathways document to emphasize the broad nature of the document with the specifics to be defined by college/departments.

The question was raised whether these pathways are intended to replace the traditional track or to exist in addition to the traditional track. The consensus was that these pathways replace the current structure. Since each pathway is defined by percentages of effort in the various categories, the pathways should be able to accommodate current faculty. Indeed it was recommended that the Pathways Team allow units to assign the percentages of effort to ensure that all faculty do fit within this framework. Consequently, current faculty would be categorized based upon what they are currently doing. The benefit to applying this framework to currently existing faculty is that it enables faculty to be recognized for what they are doing. Based upon this discussion, it was decided to remove the term “enhanced” from each pathway.

Another question asked whether based upon this paradigm we would need to recommend a change in the promotion and tenure university policy that requires excellence in teaching. Members argued against the need to change the language as any teaching (even if only one course) should represent excellence. Moreover, the standard workload definition at most institutions assigns 10% effort to each course taught. Given that model, most of our faculty will fall under the teaching pathway.

Mark will send out the pathways document to the Study Team via email. He encouraged all members to continue to discuss this paradigm actively over email during the forthcoming week in order to have a final document ready for sharing with the broader campus community in April.
Pathways to Success Study Team

March 23, 2012 Meeting Minutes
9 a.m. – 10:30 a.m.; CIT 3150

Meeting adjourned 10:06 a.m.

Next Meeting: Friday, March 31st, 9 a.m. to 10:30 a.m., CIT 3150