# LAMAR DODD SCHOOL OF ART GOVERNANCE DOCUMENT

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I. PREAMBLE - LAMAR DODD SCHOOL OF ART

The Lamar Dodd School of Art, abbreviated LDSOA, herein also referred to as the School of Art or the Art School, is done so in custom and in keeping with its history. In certain school-wide and university announcements concerning calendars and public events, the Lamar Dodd School of Art is also referred to as the Dodd.

The faculty of the Lamar Dodd School of Art, by ratifying this document, affirms the principles of shared governance and collegial decision-making. It recognizes the general functions and responsibilities of faculty in committees and the School’s administration.

Faculty participation in governance takes various forms. Faculty develop policies regarding the School’s internal operating procedures, and are responsible for academic and educational matters. By means of standing and ad hoc committees, the faculty fulfills an advisory function to ensure that as a whole its viewpoints and interests are represented. At the same time, faculty also respond to the individual initiatives and concerns of colleagues in review and appeal processes as set forth in this document.

The organization, policies and procedures described herein are subordinate to the higher authorities of the Franklin College of Arts and Sciences, the University of Georgia, and the Board of Regents. Within this larger framework, the purpose and spirit of this document are to promote the faculty’s full participation in the shared governance of the School of Art.

II. GENERAL ORGANIZATION OF THE SCHOOL OF ART

The School of Art is organized into 3 general groups for purposes of administration, management and representation on committees: (1) Art Education, Art History, Interdisciplinary Art and Design; (2) Studio Art Core; Printmaking, Art X, Ceramics, Drawing/Painting, Sculpture; (3) Jewelry/Metalwork, Photography, Fabric Design, Graphic Design, Interior Design, and Scientific Illustration.

**Undergraduate degrees offered**
- Bachelor of Arts/Interdisciplinary Art and Design
- Bachelor of Arts/Art History
- Bachelor of Fine Arts/Art
- Bachelor of Fine Arts/Art Education

**Graduate degrees offered**
- Master of Arts in Art History
- Master of Fine Arts in Art
- Masters of Arts in Art Education
- Doctor of Philosophy in Art (Art Education)
- Doctor of Philosophy in Art (Art History)
III. ADMINISTRATIVE ORGANIZATION OF THE SCHOOL OF ART

Role of the Director of the School

The Director of the School of Art is the chief academic officer and is responsible to the President of the University of Georgia through the Dean of the College of Arts and Sciences and the Vice President of Academic Affairs. The Director is also the lawful custodian of the public records of the School.

The appointment of the Director is determined through a search process administered by the Dean of the College of Arts and Sciences and the Office of the Vice President of Academic Affairs. The final appointment is made by the President of the University with the approval of the Board of Regents. Specific responsibilities of the Director are as follows:

- Administer policies and procedures, which promote teaching, research, service and outreach functions of the University in relation to the mission of the School and University.
- Promote development of appropriate policies/procedures, and communication mechanisms for accomplishing the mission of the School.
- Enhance resource development and external support and allocate resources to maximize the potentials of the School’s programs.
- Administer School budget.
- Facilitate personnel appointments and promote development of faculty and support personnel involved in teaching, research, service, and outreach.
- Provide leadership for the recruitment retention of outstanding faculty and staff with an emphasis on programmatic objectives, faculty diversity and commitment to affirmative action.
- Provide leadership that fosters a positive climate and incentive for innovative programming and creative activities.
- For purposes of School governance, the Director cannot represent a discipline or organizational area on a committee.
- A review of the Director utilizing faculty input is conducted by the Dean of the College of Arts and Sciences every three years.
Role of the Associate Directors of the School

The Associate Directors of the School are appointed by the Director. The Associate Directors assist the Director in the following ways:

Associate Director of Curriculum

Serves as the undergraduate academic officer and is responsible for coordinating the curriculum and new course applications. S/he works in collaboration with the other Associate Directors as an advisor to the Director on school concerns and initiatives. Specific responsibilities of the Associate Director of Curriculum are as follows:

- Serves as chair of the curriculum committee, facilitating curricular enhancement including course revisions, development of new courses and programs, and interdisciplinary offerings.

- Oversees changes in the curriculum and course revisions; facilitates development of new courses and programs; and mentors faculty in this process.

- Oversees class scheduling and teaching assignments as recommended by Area Heads. Assesses courses needed to ensure appropriate instructional coverage. Reviews enrollment trends and makes recommendations to the Director.

- Works directly with Area Heads and Director to hire part-time faculty.

- Works with Graduate Coordinator to schedule Graduate Teaching Assignments.

- Communicates with Area Heads and faculty about online syllabi, grading and related requirements.

- Serves as liaison with departments, schools and colleges that require art courses. Assists the Directors of International Art Programs with curriculum matters as needed, and with recruitment and related programmatic matters to ensure consistent standards and contact hours. Reviews the curriculum policies and assists in developing policies that pertain to international programs.

- Works with the Director on initiatives such as fundraising, outreach, professional practice, international programming, and additional special assignments as needed.

- Mediates undergraduate student grievances and handles student appeals in accordance with UGA policies.
**Associate Director of Research and Graduate Affairs**

The Associate Director of Research and Graduate Studies is charged with supporting faculty research and supervising all aspects of LDSOA graduate programs. S/he also works in collaboration with the other Associate Directors as an advisor to the Director on school concerns and initiatives. Specific responsibilities of the Associate Director of Research and Graduate Affairs are as follows:

- Promotes research activity at LDSOA and ensures broad recognition for the school as a vital center of arts research.
- Supports and maintains an active research culture dedicated to excellence, originality, and innovation. Develops new research initiatives and supports faculty applying for internal and external funds.
- Acts as liaison between the Graduate Dean’s office and LDSOA. Supervises and coordinates the implementation of the Graduate School’s policies as they apply to the School of Art. Works with Associate Director of Curriculum to modify graduate curriculum as needed.
- Mediates graduate student grievances and handles student appeals in accordance with UGA policies.
- Oversees graduate admission and recruiting efforts. Works with Associate Director of Technology, Space, and Community to create promotional materials that showcase LDSOA faculty, graduate students, and programs.
- Works with Associate Director of Curriculum to assign graduate assistantships.
- Coordinates aspects of the annual MFA exhibition and catalogue.

**Associate Director of Community, Technology and Physical Space**

The Associate Director of Community, Technology and Physical Space develops internal and external partnerships relative to new technology initiatives and oversees the undergraduate advising staff. S/he also works in collaboration with the other Associate Directors as an advisor to the Director on school concerns and initiatives. Specific responsibilities of the Associate Director of Community, Technology and Physical Space are as follows:

- Facilitates community-engagement projects and opportunities, including open-houses and tours with the advising staff and assists in coordinating programming within the LDSOA by outside groups or departments.
Consults with LDSOA faculty during the development of technology grant applications and assists them in development of strategies for implementation of technology in their areas.

Serves as Technology and Space Committee Chair.

Assists the Director in strategic planning and development related to LDSOA facilities and equipment.

Advises the Director on issues pertaining to safety in LDSOA facilities. Works with the LDSOA Safety Officer to ensure that the facilities, equipment, and supplies are maintained in safe and secure conditions. Serves as liaison with, and coordinates communication between LDSOA and the Office of University Architects, the Physical Plant Department, and contractors on renovation and construction projects.

Is responsible for planning and organizing the undergraduate Portfolio Review Week along with the advising staff.

Provides additional support for mediation of undergraduate student grievances and appeals in accordance with UGA policies.

**Role of the Communications Coordinator**

The Communications Coordinator will report to the Director of the School. This position coordinates the communication efforts for the LDSOA. Specific responsibilities of the Communications Director are as follows:

Monitors and manages the Art School's communications in both print and digital media to ensure consistency of content - including, but not limited to, publications, newsletters, promotional materials, social media and the LDSOA website.

Works with the Director, the Associate Directors and the Development Officer I, to address communication needs related to research, recruitment, development and alumni relations.

Hires and coordinates work with external contractors for services such as editing/writing and website development.

Supervises and collaborates with assigned staff and student workers who have job duties related to communications.

**Role of the Gallery Director**

The Gallery Director will report to the Director of the School. Specific responsibilities of the Gallery Director are as follows:
Coordinating the scheduling, planning, installation, promotion, and programming for the Art School’s galleries.

Design and production of gallery announcements and accompanying signage.

Coordinating exhibition receptions and related gallery events and programs.

Writing grant requests and press releases.

Supervision of graduate assistants and work-study students who are assigned to the gallery each year to support its operations.

Serves on the Visiting Artist/Scholar Committee, the Gallery Committee and the University-wide Arts Council.

The Gallery Director develops and teaches two courses per year related to their skills and research interests, as assigned by the Director of the School.

**Role of the Librarian**

The Librarian is responsible to the Director of the Lamar Dodd School of Art and the Head of Collection Development with the UGA Libraries for the operation of the LDSOA Library; for the development and management of the visual resource collection, the print and periodical collection, and for promoting awareness of, and facilitating access to, the collections.

The position oversees course reserves and circulation for the School of Art community, and includes supervision of assigned student assistants. The position assists the Art School’s faculty and students in the use of materials and resources through appropriate and meaningful instruction and outreach programs as well as reference and research support.

Depending on teaching experience and qualifications, the Librarian may be assigned course instruction by the Director of the LDSOA.

The Librarian will support all aspects of the library’s role to serve as an instructional and research support unit inside the School of Art, and to be a center for the community by providing meeting space and resources while building a shared collection with the UGA Libraries.

Additional responsibilities include building and maintaining an image database for use in instruction and research by students and faculty, and to provide user support for digital assets and consultation on the best practices and uses of digital resources.

**Role of the Areas**

The areas of the School are defined by degrees granted and by concentrations,
with the exception of Studio Art Core, which serves the core curriculum of the LDSOA. The areas of the School are: Art History, Interdisciplinary Art and Design, which each offer a Bachelor of Arts degree; Printmaking, Art X, Ceramics, Drawing/ Painting, Art Education, Sculpture, Jewelry/Metalwork, Photography, Fabric Design, Graphic Design, Interior Design, and Scientific Illustration, which each offer a Bachelor of Fine Arts degree with a concentration in their respective discipline. Studio Art Core is non-degree granting, but for the purposes of committee organization and faculty representation it is included as an area on the School Advisory Committee.

The areas are responsible for curriculum, maintaining facilities, mentoring new faculty, admission and mentoring of graduate students and majors, and committee representation (see Role of Area Chairs).

**Role of Area Chairs**

Area Chairs are elected in each discipline by their respective faculties for three-year terms, which may be renewed. They chair their respective area committees and represent their areas on the School Advisory Committee. Specific responsibilities of the Area Chairs are as follows:

- Coordinate curriculum development and review for their areas, in consultation with the area faculty.
- Work with the Associate Director of Curriculum to schedule courses in their areas and to determine teaching assignments.
- Supervise student progress toward graduation and, as appropriate, assign each student in their area a faculty mentor.
- As appropriate, coordinate screening of graduate applications and forward recommendations to the graduate coordinator.
- As appropriate, assist graduate students in the selection of a major professor.
- Work with the Director of the School on area budgeting for supplies and services and the acquisition of equipment.
- Work with Accountant on building maintenance, repairs and renovations.

**Role of the Faculty**

Faculty in each School discipline assume a number of responsibilities in addition to research and teaching to ensure that the School functions effectively. Specific responsibilities of the faculty are as follows:

- Determination of curriculum beyond Franklin College and School
requirements. Setting goals for their respective areas.

Setting standards, policies and procedures for admission into undergraduate and graduate programs.

Voting on matters of governance, hiring, promotion and tenure, as well as other key decisions affecting the LDSOA.

Advising, counseling, and mentoring students.

Serving on School, College, and University committees.

Recommending visual resource and equipment acquisitions and helping the School maintain accurate equipment inventories.

Role of the Graduate Faculty

Graduate Faculty are appointed or reappointed by a simple vote of the existing graduate faculty in good standing. School of Art voting procedures for appointing graduate faculty at the time of hire are outlined in Section VI. FACULTY APPOINTMENTS, REAPPOINTMENTS, AND VOTING PROCEDURES, B. Voting Procedures.

The role of the Graduate Faculty is to provide advanced research training and to supervise the research of graduate students. The Graduate Faculty shall consist of faculty who hold a full-time tenured or tenure-track faculty appointment at the University of Georgia as Professor, Associate Professor, or Assistant Professor with an earned doctorate or highest terminal degree from an accredited institution or who have equivalent professional experience in their discipline. Other faculty may be considered for appointment and reappointment to the Graduate Faculty by special consideration and with documentation to support their qualifications. Further details pertaining to Graduate Faculty requirements, responsibilities, appointments and reappointments can be found on the following university websites.

Bulletin for Graduate Faculty Procedures: http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-procedures/

Policy for Graduate Faculty Appointment and Reappointment, Franklin College of Arts and Sciences: https://www.franklin.uga.edu/sites/default/files/Franklin_College_Graduate_Faculty_Appointment_and_Reappointment_Policy_updated%2010NOV2014_0.pdf

Role of the Staff

The responsibilities of the staff and the hiring of staff for the School of Art are the
purview of the Director. The Director may include faculty, as appropriate, in consultation over the creation of and hiring of staff positions. Any such position that includes an instructional component must include appropriate faculty input, in defining position responsibilities and as members of the search committee. Such staff positions with instructional roles requires a faculty vote on the appointment.

An up-to-date listing of the staff positions with titles and descriptions is available from the Director’s office as well as appropriate documentation outlining the procedures for handling staff positions. When staff positions are changed in title, description and/or implementation of responsibilities as outlined by the Director, the faculty must be informed at the next full faculty meeting, before any changes take place.

It is herein recommended that the staff produce, with the assistance of the Governance Committee, a clear document outlining their responsibilities and procedures, to be reviewed by the Director and housed in the office of the Director. Future updates and changes will be done in consultation with the School Advisory Committee.

**Role of Graduate Assistants**

Graduate Assistantships are assigned to deserving students contingent upon the availability of School funds and the curricular needs of the School. In addition, qualified students may receive University-Wide Assistantships.

Specific assignments for Graduate Assistants are determined by the Associate Director of Research and Graduate Affairs in conjunction with the Associate Director of Curriculum and the Area Chairs.

Specific responsibilities of the graduate assistants are as follows:
- Instructional support for faculty
- Studio and equipment maintenance
- Gallery assistance
- Research assistance for faculty
- Library assistance

Graduate Assistants will not be assigned primary teaching responsibilities without the permission of the Director of the School. Moreover, the Graduate Assistant in the MFA program who is expected to teach must complete the graduate course on teaching (GRSC 7770). For students in the PhD programs this course is optional. Graduate Assistants with primary teaching responsibilities are designated Graduate Teaching Assistants (TAs).

Graduate Assistants are evaluated by the appropriate Area Chair and may be recommended for funding in subsequent years on the basis of their performance in their program of study, as well as their performance as Graduate Assistant. There is no guarantee that departmental assistantships will be renewed beyond the first year; nor is there any guarantee that those not awarded in their first year will
receive funding in subsequent years.

**IV. SCHOOL OF ART GOVERNANCE PROCEDURES AND FUNCTIONS**

This section of the document defines the governance functions and procedures of the School of Art faculty, including School faculty meetings, the standing committees of the School of Art, and committee membership.

**School Faculty Meetings**

The faculty of the School of Art shall meet at least once each semester. Dates of meetings will be announced one week prior to the meetings and an agenda will be distributed to the faculty by the Director at least 48 hours in advance of regular meetings. In addition to regularly scheduled School faculty meetings, the Director of the School may call special meetings of the faculty as needed to discuss matters of concern. Special meetings, when they address essential School business, should be scheduled and run like regular meetings with all appropriate voting mechanisms in place. Special meetings also may be scheduled at the request of four voting members of the faculty. *Roberts Rules of Order* will be invoked at the request of any voting member. Taking attendance and minutes at the faculty meetings will be the responsibility of the administrative staff in the Director’s office. Voting tallies are to be made available within 24 hours to all voting faculty after each regular faculty meeting. After 10 days, minutes shall be made available to all voting faculty.

**Purpose of Meetings**

School faculty meetings shall serve to conduct the business of the faculty, to give reports, to make announcements and to arrive at decisions on matters of general concern to the faculty. Items that require faculty review, and failing consensus, a vote, include those that have a school-wide impact upon academic programs, faculty and students. The School faculty meetings shall also serve as a forum for individual faculty to initiate discussion on any subject deemed to be in the interest of the School.

**Voting Faculty Members**

**Tenure-Track Faculty**

Voting members for all decisions pertaining to hiring, reappointment and promotion of tenure-track and tenured faculty are those faculty having tenure or tenure-track appointments at the appropriate rank, beginning with assistant professors.

**Instructional Faculty**

Instructional faculty in the Lamar Dodd School of Art is defined as any
member of the faculty involved directly in teaching. These positions include instructor, lecturer, academic professional as well as tenured and tenure-track faculty. Instructional faculty who teach full time, but are not on tenure-track, may vote on School of Art business with the exception of appointment or reappointment of tenure-track faculty and on any policy where the vote is limited to tenure-track and tenured faculty by Franklin College of Arts and Sciences or the University. Instructional faculty with graduate faculty status may vote on School of Art business pertaining to its graduate programs. For descriptions of these positions, see Academic Affairs Policy Manual 1.02 Teaching Faculty Ranks at:

http://provost.uga.edu/index.php/policies/academic-affairs-policy-manual/1-02-teaching-faculty-ranks

Definition of a Quorum

Motions requiring a vote of the Art School faculty will, whenever possible, be announced in the memo regarding each upcoming meeting. A quorum made up of a simple majority of voting faculty must be present to conduct a vote on any motion. For procedures on amending the Governance Document and subsequent voting, see Section X.

If there is not a quorum present, a ballot will be sent to voting members of the faculty. A simple majority of votes cast will be required for approval of motions voted on by the faculty, except in the case of reappointment reviews (see Section VI, C).

Absentee Voting

Faculty members unable to attend a meeting may vote by written absentee ballot if the ballot is received by the Director before the vote and counted at the same time as all other votes of the faculty. Absentee votes may be delivered by mail, phone, fax or e-mail. Members who vote by absentee ballot are not counted as part of the quorum (the number of members needed to conduct business).

Proxy Voting

The School of Art permits proxy voting when a voting faculty member cannot attend a meeting. Proxy votes may not be used for promotion and tenure proceedings. Proxy voting means giving another voting member the authority to cast your vote through a power of attorney. Designation of proxy may be delivered by mail, phone, fax or e-mail. A faculty member must register the name of the individual who will vote for them with the Director before the faculty meeting is called to order. Members who vote by proxy are not counted as part of the quorum (the number of members needed to conduct business).
V. COLLEGE AND UNIVERSITY COMMITTEES

Faculty appointments to Franklin College and University-level committees, unless otherwise specified, will be made by the Director of the School, or by mechanisms defined by the procedures for election of representatives to the Faculty Senate of the College of Arts and Sciences or the University Council.

Standing Committees

The School’s standing committees shall include: Technology and Physical Space, Curriculum, School Advisory, Evaluation Advisory, Fundraising, Gallery, Governance, Post-Tenure Review, Research/Awards, Scholarship, Library, Visiting Artists/Scholar, and LDSOA International Programs.

The standing committees are assigned either four or six faculty members selected from the faculty of the three major organizational areas according to procedures devised and agreed upon by the Area Chairs. The committee assignments will be finalized by the School Advisory Committee during their first meeting of the academic year. In the case of the Post Tenure Review, the committee members are chosen by the tenured faculty.

The School Advisory Committee is comprised of the Area Chairs from each School of Art discipline plus one additional, full time, non-tenure track, instructional faculty.

The Evaluation Advisory Committee is comprised of six tenured faculty chosen by the Area Chairs and the Director.
In cases where a committee is chaired by the Director, an assigned Associate Director or the person who bears responsibility for the business overseen by the committee, those Chairs will serve as one of the four or six faculty members on the committee, as follows:

The Fundraising Committee is comprised of the Director as Chair, plus three faculty, one from each of the three major organizational areas.

The Technology and Physical Space Committee is comprised of the Associate Director of Community, Technology and Physical Space as Chair, plus three faculty, one from each of the three major organizational areas.

The Curriculum Committee is comprised of the Associate Director of Curriculum as Chair, plus three faculty, one from each of the three major organizational areas, and two additional faculty, one from each of the organizational areas not represented by the Chair.

The Gallery Committee is comprised of the Gallery Director as Chair, plus three additional faculty, one from each the three major organizational areas.

The Library Committee is comprised of the Librarian as Chair, plus three
additional faculty, one from each of the three major organizational areas.

The remaining committees of six faculty members (Scholarship, Governance, and Visiting Artists and Scholars) are comprised of two members from each of the three major organizational areas. In the case of the Governance Committee, at least three faculty must be tenured, up to three faculty may be tenure-track, and no more than one full time, non tenure-track, instructional faculty may serve as the sixth committee member.

The remaining committees of four faculty members (Post-Tenure Review, Research and Awards, LDSOA International Programs) are comprised of one faculty from each of the three organizational areas plus one additional faculty at large, to be assigned by the School Advisory Committee. In the case of Post-Tenure Review (which allows for a fifth faculty from another promotion/tenure unit), each faculty must be tenured. In the case of Research and Awards, an Associate Director will serve as an ex-officio fifth faculty. In the case of LDSOA International Programs, the Director may add two additional faculty with Studies Abroad experience.

In any given year, it is desirable for individual faculty members to be evenly distributed among the six and four-member committees to ensure that tenured faculty serve on no more than three intramural committees, and non-tenured faculty serve on no more than two. The Director may also assign additional faculty to any standing committee as needed, except for the School Advisory Committee, which is limited to the total number of Area Chairs plus one additional, full time, non-tenure track, instructional faculty.

Appointment or selection to a school committee will be, unless otherwise noted (example: School Advisory), for a two-year period. These appointments should be staggered to assure continuity. Standing committees may receive specific charges, in addition to their stated responsibilities, from the Director of the School.

Role of Committees

Curriculum Committee

An Associate Director will serve as chairperson of the Curriculum Committee. The committee will have the following responsibilities:

Review, recommend, propose and approve School courses, curricula and programs.

Assist in the School’s implementation of policies and procedures established by the University Curriculum Committee and the Board of Regents.
Bring before the faculty committee-approved changes in the School curriculum, and in cases of curricular changes having School-wide implications, request faculty action.

**Governance Committee**

The Governance Committee consists of six representatives, two from each of the three organizational areas within LDSOA. Its chair is elected at the first meeting of the academic year and serves for two years. The committee will have the following responsibilities:

The committee’s purpose is to ensure that the LDSOA Governance Document adequately represents the rights and responsibilities of faculty in good faith and in compliance with the bylaws of the Franklin College of Arts and Sciences. With approval of the full-time voting faculty in the case of policy amendments or from the Governance Committee itself for simple clarifications, the committee generates recommendations for modifications to the Governance Document. These modifications are then presented to the full-time faculty for ratification. Changes and additions to the Governance Document must be supported by a simple majority of all voting faculty. See Policies and Procedures for Amending the Governance Document (Section X).

**Evaluation Advisory Committee**

A committee of six tenured faculty members appointed by the Director and the Area Chairs, from the School of Art’s three organizational areas, serving 2-year staggered terms, to assist the Director in the annual faculty evaluation process. For guidelines and the operation of the committee, see Section VII, Annual Faculty Evaluation and Merit Review.

**Fundraising Committee**

The Director of the School will serve as the Chair of the Fundraising Committee. The makeup of the committee shall include students (undergraduate and graduate) as well as faculty. The committee will have the following responsibilities:

The committee shall conduct annual fundraising efforts and campaigns to benefit the School of Art, by doing the following:

Soliciting contributions from alumni, parents, patrons of the arts and other donors for student scholarships, graduate assistantships, endowed faculty chairs, facility enhancements, equipment and technology. The Fundraising Committee shall work with the Board of Visitors to achieve its fundraising goals when relevant.
**Gallery Committee**

The Gallery Director will serve as the Chair of the Gallery Committee. The committee shall have the following responsibilities:

Assist the Gallery Director in the development of programs that serve the educational mission and needs of the School.

Review exhibition proposals and recommend gallery policy to the Director of the School.

**LDSOA International Programs Committee**

The International Programs Committee consists of three representatives from each of the three organizational areas within the School of Art, plus one additional representative at large. The Director of the LDSOA may choose two additional committee members who have studies abroad experience. The members will elect a Chair at the first meeting of the year. The members should embody the diverse range of courses offered on all of the LDSOA studies abroad established and affiliated programs. The committee will have the following responsibilities:

The committee is charged with assuring quality programming and academic standards. It will also propose and review initiatives to increase the campus wide, national/international scope and visibility of the Studies Abroad Programs in conjunction with the LDSOA. These could include internal partnerships (other schools and colleges on UGA campus) as well as other national university/college programs and institutions of higher education abroad.

Further responsibilities will include:

Review and recommend criteria, policies and procedures concerning international education programming as they relate to the LDSOA, Franklin College, and the Office of International Education.

Review an annual summary of courses, activities and programming to be submitted by Studies Abroad Program Directors. Upon review of the annual summary, the Committee, in consultation with the Studies Abroad Program Directors and LDSOA Director will recommend potential changes.

Review and recommend to the Studies Abroad Program Directors proposals for new courses or programs and/or initiatives by LDSOA units. New programs must be supported by the Committee to then be approved by the Franklin College Study Abroad Committee (FCSAC) and the Office of International Education (OIE).
Ensure that the hiring practices of the Studies Abroad Programs are consistent with those of the University of Georgia-Athens campus.

The process for hiring is defined by the OIE. Within the School, the committee and the directors of the studies abroad programs will establish instructions for a formal application process. The procedure will be made available on the various studies abroad programs and LDSOA websites. In addition, program directors as well as committee members will solicit applications for instructors.

Programs will establish application deadline(s) and prepare applications for review.

Committee will review applications with Program Directors to designate top candidates.

Program Directors will choose final candidates based on committee recommendations and needs of the program. The program Directors will then submit finalist applications to Franklin College and OIE for approval.

If for any reason a designated faculty member is unable to fulfill his or her commitment to the program, the program directors may seek a replacement without the aforementioned process. In all cases, however, consultation and approval by the department, Franklin College and OIE will be sought.

**Post-Tenure Review Committee**

Each year the tenured faculty in each area will select the Post-Tenure Review Committee of four tenured faculty members drawn from the School of Art’s three organizational areas. The elected committee may decide to include one tenured faculty member from another promotion/tenure unit contingent upon their willingness and availability to serve. The Chair will be elected by the committee. The committee will have the following responsibilities:

From the overall committee, a subcommittee of three members (reporting on teaching, research/scholarship/creative activity and service) will be selected by the committee to evaluate each tenured faculty who is up for their scheduled review. One member of this subcommittee will be from the faculty member’s organizational area. The subcommittee is responsible for the assessment and written summary.

The faculty members under review may formally object to the service of a faculty member in a review capacity. Up to five such objections will be honored if made to the promotion/tenure head, ie: Director of the Art School. If a faculty
member under review wishes to eliminate the committee member from their organizational area, the overall committee will identify another person from the reviewer’s discipline. Every effort will be made to keep these formal objections confidential and the formal objections will not be released by the university except as required by law. No matter how many objections are raised by the faculty member under review, the peer-review committee shall consist of a minimum of three tenured faculty.

In the case of a satisfactory performance, a concise written summary supporting this conclusion should be provided. The summary should highlight the positive aspects of the faculty member’s teaching, research/scholarship/creative activity and service.

If the faculty member’s performance is deemed not satisfactory, the Post-Tenure Committee shall report the areas of weakness and suggest actions that might strengthen the faculty member’s performance. The Post-Tenure Review Committee and the faculty members under review will receive copies of the review policies of the School of Art and the University Council. See APPENDIX F for Policy for Post-Tenure Review of Tenured Faculty.

**Research/Awards Committee**

The Research/Awards Committee Chair will be elected by the four members of the committee. An Associate Director will serve as an ex-officio fifth member of the committee. The committee will have the following responsibilities:

- Develop recommendations for procedures, policies and guidelines for faculty research leaves in the School of Art. See Section VIII, Research Semesters, Section IX, and APPENDIX C.

- Advise Director of the School on ranking of annual faculty proposals for research semesters.

- Assist the School of Art in developing cooperative research programs with other disciplines and institutions.

**Scholarship Committee**

The Scholarship Committee Chair will be appointed by the Director of the School from those faculty members serving on the committee. The committee will have the following responsibilities:

- Review and recommend nominations for faculty awards, student awards and scholarships and staff recognition awards.
Review and recommend criteria, policies and procedures concerning School awards and scholarships, which are not stipulated in documents establishing and governing specific awards and scholarships.

Review and support the development of funding sources for School awards and scholarships.

**School Advisory Committee**

The School Advisory Committee will consist of those faculty members currently serving as Area Chairs. In addition, there will be one full-time, non-tenure track, instructional faculty member, appointed by the Director in consultation with the Area Chairs. The areas of the school to be represented are: (1) Art Education, (2) Art History, (3) Interdisciplinary Art and Design (4) Art X, (5) Ceramics, (6) Drawing and Painting, (7) Fabric Design, (8) Graphic Design, (9) Interior Design, (10) Jewelry & Metalwork, (11) Photography, (12) Printmaking, (13) Scientific Illustration, (14) Sculpture, (15) Studio Art Core (see Role of the Areas).

The Director of the School will preside at the School Advisory Committee meetings. The committee will meet periodically at the request of the Director or a member of the committee. The committee will have the following responsibilities:

- Facilitate effective communication between School administration and the School’s academic areas.
- Bring faculty concerns and perspectives to the attention of the Director of the School and serve as advisory to the Director.
- Inform the faculty in their areas of issues of School-wide concern.
- Bring specific issues of faculty concern to the attention of the appropriate School committees for their consideration.
- Minutes are made available to all faculty after each meeting of the School Advisory Committee.

**Technology and Physical Space Committee**

The Associate Director of Community, Technology and Physical Space shall serve as the Chair. The Technology and Physical Space Committee shall have the following responsibilities:

Advise the Director of the School on issues pertaining to safety in the Art School facilities.
Recommend improvements to facilities that enhance the aesthetic, educational and social environment in the Art School.

Bring necessary repairs to the attention of the Accountant.
Review and coordinate Art School technology and computer facility activities. Assist in the management and development of the Art School’s technology and computational facilities.

Make recommendations concerning the instructional component of the Art School’s technology.

The Franklin College OIT Specialist may serve as an ex-officio member of the committee.

**Library Committee**

The Librarian shall serve as the Chair. The committee shall have the following responsibilities:

Assist the Librarian in the development of effective policies and procedures for the role and function of the LDSOA Library as a resource center for the educational programs of the School of Art.

Review and make recommendations related to acquisitions for the shared collections of the LDSOA and UGA Libraries.

**Visiting Artist/Scholar Committee**

The Visiting Artist/Scholar Committee consists of elected representatives from each of the three areas within the School of Art plus two graduate students nominated by the School Advisory Committee. The Chair will be appointed by the Director of the School, and will serve as the Visiting Artist/Scholar program coordinator. The program brings nationally and internationally known artists, critics, and scholars to campus for a week-long residency. The committee members will assist the Visiting Artist/Scholar program coordinator in the development of a calendar of events, which serves the educational mission and needs of the School. The committee shall have the following responsibilities:

Collect and review recommendations received from the School of Art "at-large."

Make final recommendations for the Visiting Artist/Scholar program for each academic year to the Director.

The coordinator will be responsible for working with the assigned administrative staff person to make arrangements as well as develop publicity for the program.
of events. The host faculty member will coordinate the actual visit of each artist/scholar.

VI. FACULTY APPOINTMENTS, REAPPOINTMENTS AND VOTING PROCEDURES

A. Appointments

Procedures for appointments are covered in The University of Georgia Guidelines for Appointments, Promotion and Tenure, hereafter referred to as the Guidelines, on the Provost’s website at: http://provost.uga.edu/documents/guidelines_revised_spring_14.pdf

Determination of rank for appointments is addressed in this document under “Requirements for Ranks.” The operative principle is that significant faculty involvement in the search, review and selection process is essential to the successful recruitment and retention of quality faculty.

Search committees, appointed by the Director, will be comprised of faculty in the specialization and/or areas in which the vacancies exist, and also may include general faculty representation from within the School. Franklin College recruitment guidelines also require that one member of each search committee be appointed from outside the School of Art. Whenever possible, search committees should be representative of tenured and tenure-track faculty at the assistant professor through the professor ranks. A graduate student in their final year may be asked to serve on search committees as a non-voting member. Each committee should be comprised of an uneven number of committee members. The search committee, in consultation with the Director of the School, will develop a position description, establish search guidelines, conduct a national search, review applicant credentials, and recommend a shortlist of candidates to be considered for campus interviews. The committee may also assist the Director of the School, as requested, during campus interviews. It is expected that the selection process will be accomplished with the full consultation of the appropriate faculty before the final selection is voted on by all the faculty.

“Appropriate faculty” are defined as those in the academic specialization and area in which the vacancy exists, and may extend to all tenured and tenure-track faculty in the School. “Eligible voting faculty” in the appointment unit are defined as tenured and tenure-track faculty in the Glossary to the Guidelines, and shall vote by secret ballot to recommend candidates for full-time, tenure-track appointments in the unit. This vote will be reported to the faculty of the appointment unit, as well as to the department head (ie: Director) or dean.

Whenever feasible, all tenured and tenure-track faculty will vote on such appointments; however, it is recognized that there are times (for instance, the need to make a counter-offer on short notice, during summers), when it is not
possible to convene all the eligible voting members of the department. In such cases, the Director may invoke the right to use ballots for faculty voting by quorum (see Section IV, Definition of a Quorum).

Separate guidelines on the appointment and promotion of Academic Professionals can be found on the Provost’s website at: 

Separate guidelines on the appointment and promotion of Lecturers can be found on the Provost’s website at: 

The Guidelines describe the administrative levels that the School’s recommendations must be channeled through for appointments to become final. For new faculty members in their first year, the School of Art has developed a faculty mentoring program (see APPENDIX D).

For full information on Appointments, Promotion & Tenure plus the Guidelines, see Appointments, Promotion & Tenure on the website of the Office of the Senior Vice President for Academic Affairs and Provost at:


B. Voting Procedures

The search committee will narrow the pool of applicants to a final slate of three candidates. After bringing the candidates to campus to give formal presentations and after conducting interviews with each of the final candidates, the committee will rank the candidates in order of preference: first choice, second choice, third choice, etc. A vote of not acceptable is also allowed.

The Director will call a faculty meeting and the search committee chair will present a recommendation to the faculty based on the rankings. Discussion will follow. Voting will proceed as follows:

By secret ballot, each eligible faculty member will vote by ranking their first choice, second choice and third choice, etc. “None of the above” shall be a permissible choice on the ballot. At the same time, on a separate secret ballot, the graduate faculty will do a “yes or no” vote on each candidate, on the question of whether to approve them or not, for Graduate Faculty status (see Graduate Faculty Procedures, V. Procedures for Appointment and Reappointment of the Graduate Faculty at:

http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-procedures/
If a candidate receives a simple majority of the votes cast, no run-off ballot will be necessary. However, if no candidate receives a simple majority, a run-off ballot between the two candidates with the highest number of votes will be conducted. The winner of these ballots (by a simple majority) shall be considered the first-place candidate. Immediately following the determination of the first-place candidate, the faculty will vote by secret ballot on the other two candidates. "None of the above" shall be a permissible choice on the ballot. By simple majority, the second and third ranked candidates will be determined by this vote.

The Director will take the faculty's vote under advisement and announce his/her decision by a written memo, within three working days, unless extenuating circumstances delay the decision. If the Director decides not to recommend the first-place candidate to the Dean, he/she will, before taking any action, convene the faculty to explain his/her decision and to allow full discussion of all pertinent issues.

If the first-place candidate declines the offer of a position or if the Director, in consultation with the Dean, is unable to resolve the terms of the offer, further offers may be made to the remaining candidates according to the votes above. A search shall be considered “failed” when all candidates have declined the offer of a position. A new search will begin at an early and appropriate time. If the faculty decides (by voting not acceptable) that all candidates are unacceptable, the Director will decide the next procedures. A search shall be considered “closed” when it is successfully filled.

C. Reappointments

Reviews for reappointment of tenure-track faculty occur annually according to a timetable developed by the University. The Guidelines specify that “A maximum of seven years may be served without the award of tenure when the initial appointment is made at the rank of Assistant Professor, Associate Professor or Professor. Although it is not anticipated that the School of Art will make many full-time appointments at the Instructor rank, the Guidelines state:

“A faculty member may serve no more than seven years at the rank of full-time Instructor and must either resign or be considered for promotion no later than during the seventh year.” In those cases, in which a faculty member received an initial appointment at the Instructor level, the maximum length of time served at two or more ranks without the award of tenure may be up to ten years.

According to the Guidelines:

In any year, a promotion/tenure unit head may determine not to extend a contract to a non-tenured faculty member. This determination may be made
following a recommendation to the head by the appropriate faculty within the unit.

This process of recommendation to the head is as follows: Reappointment reviews initially are conducted by the tenured faculty in the relevant academic specialization and/or School area. A summary of this review is presented to the School’s tenured faculty who vote on reappointment. Reappointment meetings are convened and chaired by the Director of the School. Voting on the reappointment of probationary faculty shall be in response to two essential questions:

The first question asks is the faculty member making satisfactory progress toward promotion and tenure; the second question asks should the faculty member be reappointed for the following year? A two-thirds positive vote is necessary for the automatic reappointment of probationary faculty. A less than two-thirds vote for the reappointment of the probationary faculty member (but over fifty percent positive) requires a decision by the Director of the School in consultation with the tenured faculty of the candidate’s area and other tenured faculty who have relevant contributions to make in the reappointment decision (e.g., those who may share responsibilities in an instructional area).

Probationary faculty who are reappointed will be provided with constructive feedback from the review process by the Director of the School so they may better position themselves for subsequent reappointment, promotion and tenure evaluations. Faculty who do not receive positive reappointment votes will be so informed in writing within three working days. In such cases, it is the policy of the Board of Regents and the University of Georgia not to give reasons to faculty whose contracts are not renewed. In addition, probationary faculty are not entitled to any hearing on the reasons for nonrenewal.

For full information on Appointments, Promotion & Tenure plus the Guidelines, see Appointments, Promotion & Tenure on the website of the Office of the Senior Vice President for Academic Affairs and Provost at:

VII. ANNUAL FACULTY EVALUATION AND MERIT REVIEW

Each year, written evaluation of all faculty members for the previous calendar year will occur between January and March. The purpose of the evaluation is threefold: (1) to advise the faculty on their performance; (2) to document progress toward promotion and/or tenure and post-tenure review; and (3) to determine merit salary increases.

Annual written evaluations cover four areas: (1) Teaching (all faculty); (2) Research, Scholarship, Creative Activity (tenured and tenure-track faculty); (3) Service (all faculty); (4) Administration (Academic Professionals). Academic Professionals and Lecturers are not contracted for research, and Lecturers are not contracted for administration. Associate Directors and Coordinators are contracted and evaluated separately for their administrative appointments.

Tenured and tenure-track faculty should note that the performance evaluation guidelines for promotion and tenure cover three areas: (1) Teaching; (2) Research, Scholarship, Creative Activity; (3) Service.

For UGA policy on written annual evaluation of faculty, see the Academic Affairs Policy Manual on the Provost’s website: http://provost.uga.edu/index.php/policies/academic-affairs-policy-manual/1-06-1-written-annual-review

The Lamar Dodd School of Art annual evaluation is based on an annualization of the University’s promotion and tenure guidelines, see the Provost’s website: (http://provost.uga.edu/index.php/faculty-affairs/promotion-tenure).

For the Promotion/Tenure Criteria of the Lamar Dodd School of Art, see the guidelines approved by the Franklin College and the Provost at: http://provost.uga.edu/documents/Lamar_Dodd_School_of_Art_2015.pdf

To facilitate the annual evaluation process, faculty members submit annual reports and updated CVs using the online Elements Activity Summary (EAS). In addition, each faculty member submits a brief narrative summary of their most significant contributions and achievements in each of the four areas of annual evaluation mentioned above and outlined in APPENDIX B.

The elements of effective performance in each of these areas are listed under (A) Contributions to Teaching; (B) Contributions to Research, Scholarship and Other Creative Activities, (C) Contributions in Service to Society, the University and the Profession. For detailed explanations of each, see the UGA Guidelines for Appointment, Promotion and Tenure at: http://provost.uga.edu/documents/guidelines_revised_spring_14.pdf

The annual evaluation is conducted by the Director of the School of Art in consultation with the Evaluation Advisory Committee made up of faculty members serving two-year staggered terms. The committee, appointed by the
Director and the Area Chairs, is comprised of six tenured faculty members represented by two tenured faculty from each of the School of Art’s three organizational areas, and is announced to the entire faculty. Members of the committee will elect the Evaluation Advisory Committee chairperson.

Members of the Evaluation Advisory Committee will review the online EAS and CV plus narrative summaries for each faculty member. Each Committee member will serve as a primary reviewer for an approximately equal number of faculty members. Primary reviewer assignments will be determined by lottery.

Primary reviewers may decline to review an assigned faculty member for unspecified reasons and ask for reassignment to review another faculty member. Within ten days of announcing the committee, a faculty member may formally object to a maximum of two committee members as his/her primary reviewers. These formal objections will remain confidential and will not be released by the Unit or the University.

Primary reviewers will examine the assigned faculty member’s EAS, CV and narrative summaries and make a preliminary assessment of their performance in the relevant areas of teaching, research/scholarship/creative activity, service, and administration, using the prepared evaluation form (see APPENDIX B). The Evaluation Advisory Committee will make recommendations to the Director regarding ranking based on expectations in the three overall performance categories: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. In order to assist the Director in determining more equitable assessments, the committee may rank the faculty further within the three overall performance categories. For example, if the number of faculty in any of the three categories exceeds 25% of the total number of all faculty, then those categories should be divided further and ranked by the Evaluation Advisory Committee into smaller groups (it is recommended that each smaller group consist of at least 5 faculty). The committee’s reports will be used to advise the Director and will not be part of the permanent file; however, they will be retained for one year following the annual evaluation process.

The Director will write the final report on each faculty member. Only the written reports by the Director will be retained in the permanent files.

Any faculty member may schedule an appointment with the Director to discuss his/her written annual evaluation. In the case of a faculty member who does not meet expectations, the Director will reach out to arrange a meeting with that faculty member to discuss their evaluation. For procedures regarding the appeal of an evaluation, see the section below called Appeal of Annual Faculty Evaluation.

**Evaluation of Teaching**

The evaluation of teaching effectiveness is a requirement with the principal
aim of improving instruction. In order to be credited for teaching efforts, faculty members are responsible for presenting evidence of their teaching effectiveness through documentation of teaching outcomes and other recognitions in their online EAS report and in their brief narrative summary on teaching that accompanies the EAS.

Documentation of teaching effectiveness must include at least one of the following:

1. **Summary of Course Evaluations**

   Although completing course evaluations is optional for students, faculty are encouraged to provide summaries of the course evaluations they receive. It is strongly recommended that faculty offer time within the last week of scheduled class meetings for students to complete evaluations. Faculty who decide to use them as points of reference in evaluating their teaching effectiveness should preserve the standardized format of the evaluation by: (1) listing the course number and title for each course, the numbers of students responding in each class as well as the total number of students enrolled; (2) tabulate the numerical ratings in the appropriate response categories (excellent, above average, average, below average); (3) optional - include a small sampling of the most relevant student comments. Faculty members have the option to respond to their student evaluations by including their response in their brief narrative summary that accompanies their online EAS.

2. **Internal and/or External Teaching Awards and Grants**

   Evidence of teaching effectiveness can be documented through awards and grants related to teaching. These can be internal (departmental or university) awards or recognition as well as awards made by outside academic organizations. Equally, grants awarded to enhance a particular aspect of teaching effectiveness also serve as evidence.

3. **Voluntary Student Comments**

   Reflections and responses by students, both undergraduate and graduate, who were enrolled in classes during the year being evaluated might be included. Such comments could arise in the context of outside events, activities, or projects.

4. **Outline of New Course Development and New Approaches in the Classroom**

   Faculty should summarize as well as include documentation from instructional materials (syllabi, power points, student work, assignments, etc.) of the work done to develop, change, improve, enhance, and strengthen instruction in a course. Such information should explain the effort and the changes made and how they influenced student learning outcomes.
5. Optional Departmental Peer Review

An option for evaluating teaching effectiveness is to request a departmental peer review (see below, Procedures for Optional Departmental Peer Review). Faculty members have the option to respond to this peer review in writing. This response becomes part of the formal evaluation of teaching effectiveness and should be submitted to the online EAS.

Annual evaluation of teaching effectiveness is different than the evaluation of teaching performance that takes place over several years for Promotion and Tenure. However, as a general guideline to promoting teaching effectiveness, there are relevant overlaps. For further direction on the documentation of teaching effectiveness and recognition, see the section on teaching in the Promotion/Tenure Criteria of the Lamar Dodd School of Art at:


Evaluation of Research, Scholarship and Creative Activities

Engaging in relevant research and/or creative activities in the disciplines of Art is a responsibility of each faculty member. There are two distinct stages of research that shall be recognized: (1) ongoing research; and (2) recognized research. In order to be credited for research, faculty members are responsible for presenting evidence of their ongoing research as well as any documentation of recognition in their online EAS.

Evaluation of Contributions in Service to the Department, the College, the University, the Profession and to Society

Faculty members are expected to contribute to university institutional governance at all levels and support the development of academic policies and procedures by means of collegial processes. Faculty provide expertise in a number of ways to their professional organizations and communities and to the general public.

Procedures for Optional Departmental Peer Review

Optional peer review may be requested by the faculty member under review, the Area Chair, and/or the Director. This process must occur during the calendar year ending December 31, to be considered as part of the evaluation for that year.

Peer review shall be conducted by two or more faculty members. The faculty member under review designates one member of the review team. The other member(s) shall be appointed by the Area Chair and/or Director from the tenured faculty.

A written peer review is provided to the faculty member under review. The
faculty member may prepare a written response. The faculty under review can include the written peer review alone, or the peer review and the response in the EAS.

If appropriate, the Director will conduct a post-review conference with the faculty member and make recommendations for improvement if needed, that may include the mutual decision to reassign further faculty mentoring (see APPENDIX D).

Optional peer review of teaching must consist of two or more classroom observations. This process may also involve a review of student work. Optional peer review of research and creative activities may consist of studio visits and/or evaluations of ongoing research/publications and creative activity.

Optional peer review of contributions in service may consist of re-evaluation of documentation pertaining to this category.

**Appeal of Annual Faculty Evaluation**

A faculty member may request to meet with the Director of the School within 10 working days from email notification of the completion of his/her evaluation to discuss or appeal the evaluation. If the appeal cannot be resolved at the initial meeting, the faculty member and/or the Director may request the attendance of the Faculty Evaluation Advisory Committee. The faculty member may invite another faculty member to serve as an advocate for reconsideration of the evaluation. It is the Director’s responsibility to ensure that the appeal process is resolved before the final determination of merit salary is made to the Dean.

There are no absolute standards of performance and each faculty member’s performance is evaluated in relation to that of his/her academic discipline. Reconsideration of an evaluation must take into account the comparative nature of the evaluation process. The best case that can be made for improving an evaluation score is that the reviewers did not fully take into account or understand a faculty member’s accomplishments in the period under consideration. In some cases, a factual error, mistaken omission, or judgement of unfair bias may be identified and should be addressed.
VIII. TEACHING COURSE LOADS, COURSE BANKING AND RESEARCH SEMESTERS

Three Course Teaching Load

As determined by the Director, Associate Directors in the School of Art are assigned a 1-course teaching load for each regular semester, fall and spring, with the added requirement of another 1-course load during fall or spring semester or summer session, a total of 3 courses per calendar year. A 3-course teaching load is the equivalent of 9 credit hours of regularly scheduled classes. Other faculty members with significant administrative responsibilities and/or appointments may be assigned a three-course teaching load at the discretion of the Director. In such cases, a three-course teaching load is the equivalent of 9 credit hours of regularly scheduled classes during the academic year, fall and spring.

Four-Course Teaching Load

The standard teaching load for tenure-track/tenured faculty engaged in recognized research is 4 courses per academic year, fall and spring. A 4-course teaching load is the equivalent of 12 credit hours of regularly scheduled classes.

To establish the research record needed to attain tenure, tenure-track faculty should be assigned 4-course teaching loads whenever instructional demand permits.

Five-Course and Six-Course Teaching Load

Tenured Faculty that focus their efforts on teaching or are engaged in limited research, scholarship, creative activity, may choose to initiate a discussion with the Director to teach 5 or 6 courses per academic year (fall and spring only). The standard of what constitutes limited research, scholarship, creative activity, will be determined by the Faculty Evaluation Committee. A 5-course teaching load is the equivalent of 15 credit hours of regularly scheduled classes, and a 6-course teaching load is the equivalent of 18 credit hours of regularly scheduled classes. This change in teaching load will impact the annual faculty evaluation, allowing the weight of the review to fall more heavily on teaching, rather than research, scholarship, and creative activity.

Special Teaching Loads

Certain non tenure-track faculty, Lecturers for example, may be assigned teaching loads greater than 4 courses per year as per the terms of their hire under the jurisdiction of the Director of the School.

Teaching loads greater than 4 courses per year for any instructional faculty, as well as significant assigned service responsibilities, will be
taken into consideration by the Evaluation Advisory Committee and
the Director to assess consideration for merit.

A 2-course teaching load per year, as in the position of Gallery
Director, or other special teaching load (see Librarian), will be under
the jurisdiction of the Director of the School.

**Course Banking**

Faculty members active in research may teach eight courses in three
consecutive semesters in order to bank a research semester. No more than one
course can be banked per year. Course banking for research leave should not
compromise the teaching mission of the area discipline of the faculty
member. A written banking plan must be signed by the faculty member, the
Area Chair, the Director, and the Dean (or designate) before final approval.
Faculty on research leave arranged through course banking will receive their
full salary and UGA benefits for the qualifying semester of their leave. See
the Franklin College of Arts and Sciences website at:
http://www.franklin.uga.edu/content/course-banking

**Research Semesters**

The University recognizes that blocks of release time from teaching for the
purposes of professional growth and development are periodically necessary
for focused research.

In addition to course banking (see Course Banking above), which offers
scheduling flexibility, but does not reduce a faculty’s overall teaching load
during the two-year period of banking plus semester’s leave, a research leave
may be granted on the basis of grants and/or fellowships awarded to a faculty
with funding from internal and/or external sources. Research leaves with
salary (paid leave) will depend on the amount of funding received and the
salary replacement needs of the School of Art. Research leaves with
significant external funding may be subject to the Franklin College of Arts
and Sciences Research Buyout Policy. For leaves involving research
buysouts, see the Franklin College of Arts and Sciences Research Buyout
Policy and Procedure at:
http://www.franklin.uga.edu/content/research-buyout-policy-and-procedure

Under special circumstances, a research leave may also be granted on the
basis of project deadlines and contracts for very important exhibitions,
performances, publications etc., that require unusual amounts of focused
time to complete and would otherwise not be possible without an appropriate
release from teaching. If these opportunities are not supported with internal
or external funding, faculty may apply for research leaves without pay
(unpaid leave). Under extraordinarily deserving circumstances, faculty may
apply for such research leaves with pay.
Requests for research leaves backed with significant funding will be given priority and may be expedited by the Director and the Dean in the application process.

A research semester may be combined with a request for reassignment of location, which allows a faculty member to undertake research away from campus, with or without pay. Approval of the Director and the Dean are required to be away from campus for all research leaves.

Plans for research semesters must have the approval of the Director of the School in consultation with the Area Chair of the faculty member requesting release time.

For procedures and guidelines on research leaves, see the following Section IX, Faculty Leave Guidelines for Research and Creative Activity, plus the web links at the end of Section IX.
For the LDSOA departmental application form (see APPENDIX C).
IX. FACULTY LEAVE GUIDELINES FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

The School of Art will provide substitute faculty when necessary and possible, to carry the instructional and service responsibilities of a faculty granted a research semester. The recipient faculty member’s area will not be burdened with additional teaching responsibilities in order for the research semester to be granted. The availability of a substitute faculty member should not be a factor in the review process. It is clearly understood that granting the leave is an investment in the professional development of the faculty member and of the School.

Criteria for Review

The criteria used to evaluate Faculty Research Leave Applications are:

(a) Evidence of excellence in productive creative work and research.

(b) Determination of the extent to which the leave will enhance the future performance of the individual faculty member.

Faculty research leaves may be used for a number of purposes. Examples of purposes include:

Research, Scholarship, Creative Activity
Research semesters are granted for the purpose of creating a block of time necessary to address a particular body of work whose timely completion or required deadline would make finalizing the work difficult under a normal teaching load. In other cases, faculty members may have accumulated substantial amounts of material and now need time to analyze, and prepare the results of their earlier work for publication or exhibition.

New or Specialized Training
Faculty members may find it desirable to take the time to familiarize themselves with new methods in their fields of interest, to collaborate with others, or to “retool” by switching emphases. In such cases, the faculty member will presumably apply these new approaches to their teaching and research.

Participant in an International Program
Because the funding for international programs such as a Fulbright is seldom sufficient to cover the costs involved, faculty may wish to combine such activities with a research leave.

Priorities and Constraints

All tenure and tenure-track faculty are eligible to apply for faculty research leaves. There is no arbitrary restriction on length of service in order to
qualify. However, when ranking proposals of equal merit, special consideration will be given to faculty who have been teaching in the School of Art for the longest period of time without instructional reduction.

There are several levels of priority. These levels are based on whether or not there is some extra-departmental support such as publishing contracts, grants (internal or external), commissions, or scheduled exhibition commitments, and whether there is some singular focus that would finalize a project already begun. Under normal circumstances faculty receiving teaching reductions the previous year as a result of internal departmental support, will receive a lower priority.

**Application and Evaluation**

The process of applying for a research leave takes place in two stages. The first stage involves a preliminary departmental application that is reviewed by the Director and the Research Committee. Applications that successfully meet the criteria of this initial review are further edited as needed, in consultation with the Director, to comply with the second stage application requirements of the Franklin College of Arts and Sciences and the Provost’s Office as outlined in the web links at the end of this Section IX. The second stage application must be submitted to the Dean and the Office of Faculty Affairs at least 6 months prior to the effective date of the requested leave. Leaves of one year or less with or without pay may be granted by the President and are reported to the Chancellor.

Research leave opportunities awarded with internal funding that also includes a release from all teaching obligations for a full semester, may be handled separately by the department in lieu of the following application process. The Director and the Dean shall determine the leave arrangements with the faculty recipient in accordance with University policy.

The first stage in requesting a leave entails the submission by the applicant of a departmental Faculty Leave for Research and Creative Activity Application (see APPENDIX C) to the Office of the Director of the School of Art. The standard date for initial submission is October 1, although this can be adjusted to reflect specific requirements for external grants. Documentation of internal or external support and deadlines must be provided with the proposal. The Director will screen the proposals for eligibility, making sure the departmental guidelines have been followed, attach documentation of teaching loads for the previous five years and turn over the proposals to the Research/Awards Committee. The applicant and the Research/Awards Committee will be informed if a proposal is rejected by the Director, allowing time to adjust the application. The Research/Awards Committee, whose role is advisory, will rank the proposals and return them to the Director for his/her final selections. The Director shall work with the selected faculty applicants to complete the second stage of the application process according to the Franklin College of Arts and Sciences and the Provost’s Office guidelines as mentioned above.
Announcements of leaves granted for the following academic year will be made during the spring semester of the application year. As opportunities for faculty may arise after the standard deadline of October 1, the Director may request the Research/Awards Committee to review additional proposals separately.

**Length of Leave**

A faculty research leave will usually be granted for a period of one semester; however, in unusual circumstances it may be extended for up to two semesters.

**Salary and Benefits**

With an internally funded faculty research leave, faculty will be paid their budgeted salary. With substantial external funding, the precise percentages of the salary retained are to be negotiated with the Director and the Dean. The differential salary that is provided by the University will be budgeted as research. As mentioned above under Research Semesters, significant external funding may be subject to the Franklin College of Arts and Sciences Research Buyout Policy (http://www.franklin.uga.edu/content/research-buyout-policy-and-procedure). The University will continue to make its full contribution to the various employee benefit programs in which the faculty member is enrolled.

For additional information and guidelines about faculty leaves see the following web links:
- The Franklin College of Arts and Sciences Faculty Leave Policy at: http://www.franklin.uga.edu/content/faculty-leave-absence-policy
X. POLICIES AND PROCEDURES FOR AMENDING THE GOVERNANCE DOCUMENT

Proposed amendments to the School of Art Governance Document may be requested by the Director of the School, a group of five voting members of the faculty or any standing committee. The proposed amendment is submitted for inclusion on the agenda of a succeeding faculty meeting. At that meeting, the proposed amendment will be presented to the faculty by its proposer(s) i.e., the Director, a group of five voting faculty members, or any standing committee.

For the purposes of amending the Governance Document, two different amendment types will be recognized: “minor amendments”—those that modify or adjust wording without changing the content or intent of the Governance Document—and “major amendments”—changes to the content of the Governance Document that reflect substantial changes to the operation and organization of the School of Art, policies regarding faculty and other important matters of concern.

“Minor amendments” are to be directed to the Governance Committee. The text of the proposed “minor amendment” to the Governance Document is submitted for inclusion on the agenda of a subsequent faculty meeting. At that meeting, the proposed amendment will be presented to the faculty by the Governance Committee. However, no vote will be taken. At the next faculty meeting, the proposed amendment will be voted upon provided that a majority of the voting faculty (quorum) are present. A simple majority vote in the affirmative is needed for passage of an amendment.

“Major amendments” need to be reviewed and accepted by the voting faculty before being codified in the Governance Document. As outlined in the discussion of School Faculty meetings, such proposed changes can be brought to the attention of the faculty in special meetings called by the Director of the School, five voting members of the faculty or any standing committee. These special meetings should be scheduled and run like regular meetings with all appropriate voting mechanisms in place. After explanation, review, and discussion moderated by the person or group offering the amendment (the Director of the School, a group of five voting members of the faculty, or any standing committee), the faculty will do a preliminary vote to accept or reject the proposed “major amendment” to the Governance Document. At that point, the approved amendment is submitted to the Governance Committee for inclusion on the agenda of a succeeding faculty meeting. At that meeting, the proposed amendment will be presented to the faculty by the Governance Committee. However, no vote will be taken. At the next faculty meeting, the proposed amendment will be voted upon provided that a majority of the voting faculty (quorum) are present. A simple majority vote in the affirmative is needed for passage of an amendment.
APPENDIX A

Mission of the Lamar Dodd School of Art

The mission of the Lamar Dodd School of Art is to promote art and design as a significant means of inquiry, integral to problem-solving and the production of knowledge; to educate students to be empathetic and engaged citizens and to prepare them for careers as creative professionals; and to address critical issues facing Georgians and the nation through innovative research in art, art education, and design.

The mission of the Lamar Dodd School of Art is further outlined in its comprehensive Five-Year Plan, which includes the goals set forth for the achievement of the mission. See the Five-Year Plan for the Lamar Dodd School of Art on its website at:

http://art.uga.edu/about-us/five-year-plan-lamar-dodd-school-art
APPENDIX B

Evaluation Advisory Committee Form for Annual Faculty Evaluation

Faculty member under review ________________________________
Committee member ________________________________
Calendar year ____________________________________________

1. Describe and assess the most significant contributions and achievements in teaching.

2. Describe and assess the most significant contributions and achievements in research, scholarship, creative activity. (if not applicable, mark NA).

3. Describe and assess the most significant contributions and achievements in service.

4. Describe and assess the most significant contributions and achievements in administration, (if not applicable, mark NA).

5. Related comments by the committee member.

6. Notes and comments from the entire committee.

7. Vote for overall performance this year:

   ______ Exceeds Expectations

   ______ Meets Expectations

   ______ Does not Meet Expectations
APPENDIX C

Faculty Leave for Research, Scholarship and Creative Activity

Application Form

A. Name of applicant.

B. Length of leave and dates of leave requested.

1. Project summary describe the nature of the proposed research or creative activity in a maximum of 2 double-spaced pages.

2. Project rationale should provide a clear statement of the proposed project and its importance (not to exceed 2 double-spaced pages).

3. Project time schedule should describe the timeline or schedule of the work to be conducted (not to exceed 1 double-spaced page).

4. Biographical sketch: Biographical information may be submitted in the form of a one-page CV or attached listing of previous publications, creative activity, etc., indicating those particularly relevant to this proposal.

All applications are to be submitted electronically in the format of a single pdf document. Additional materials will not be accepted. Applications should be sent to the Director of the School of Art by the October 1, deadline.
APPENDIX D

Faculty Mentoring Program

The faculty mentoring program is designed to help new faculty adjust to their full complement of responsibilities in the School of Art and counsel them on matters of Promotion / Tenure and in the case of Assistant Professors, their 3rd Year Review. Faculty mentors share their experience as teachers, researchers and contributors to the university’s work environment. Stated simply, faculty mentors support the efforts of new faculty as guides and trusted advocates.

Regardless of rank, all new faculty members will be included in the mentoring program during their first year of employment in the School of Art. Faculty members who are not tenured will continue to have a faculty mentor through the completion of the tenure process. At the commencement of each new faculty hire, mentors will be selected by the Director in consultation with the new faculty member and immediately appointed by the Director from the ranks of senior faculty within the School of Art. Associate Directors may help coordinate faculty mentors according to their disciplinary expertise. Tenured faculty members who are considering promotion may request a mentor from the full professor faculty.

A faculty mentor specifically provides the new faculty member with information, advice and assistance which all contribute to good teaching, productive research and involvement in the work of the School of Art. A faculty mentor must keep the new faculty member informed about issues directly affecting instructional effectiveness and the expectations for research performance in the School of Art and the University.

Faculty mentors will provide information and assistance concerning but not limited to:

1. Course development and syllabus writing
2. University policies about instruction
3. Classroom performance
4. Counseling students
5. Use of the library, Center for Teaching and Learning, etc.
6. Annual faculty evaluation process
7. Support grant and fellowship applications on and off campus
8. Processing university forms and submissions (travel, purchasing, etc.)
9. Guide service contributions
APPENDIX E

Promotion/Tenure Criteria
Lamar Dodd School of Art

The Lamar Dodd School of Art will carefully follow and adhere to the Guidelines for Appointment, Promotion and Tenure, as set forth in the criteria approved by the Lamar Dodd School of Art tenured faculty, the Franklin College and the Provost.

Approved by Lamar Dodd School of Art Faculty, August 24, 2015
Approved by the Franklin College and the Provost, August 26, 2015

For the Guidelines, see the Promotion/Tenure Criteria of the Lamar Dodd School of Art, approved by the Franklin College and the Provost at:


APPENDIX F

Policy for post-tenure review of tenured faculty

Selection of the initial group of faculty to undergo review

The post-tenure review schedule for tenured faculty shall be prioritized, beginning with those who have served longest since last promotion, and the list should be updated each year. Every year, one-fifth of the list will be reviewed. Faculty will be made aware (by the Director) of their upcoming post-tenure review one year in advance. Reviews shall occur once every five years after tenure or promotion has been granted unless delayed because the faculty member is on leave, or because his/her review for promotion to professor is approved by the faculty of the promotion/tenure unit for the following year.

Post-Tenure Review Committee

(see College and University Committees, Section V)