

Franklin College Faculty Senate  
Minutes of meeting on Tuesday 19 October 2010

The meeting was called to order at 3:30 PM in room 250 MLC, Diana Ranson presiding.

**Members present:** Maor Bar-Peled, Renate Born, Wayne Coppins, Chris Cuomo, Gauri Datta, Fred Dolezal, Scott Dougan, Ray Freeman-Lynde, William Graham, Christopher Hocking, Philip Holmes, Jim Lauderdale, Kang Li, John Lynch, Marguerite Madden, Diana Ranson, Michael Robinson, John Rose, Nick Rynearson, Mark Schell, Jake Short, Chris Sieving, Roger Stahl, Susan Tanner, Karim Traore, Stefaan Van Liefferinge, Rheeda Walker-Obasi, Aidan Wasley, Mark Wheeler, Xiangrong Yin

**Proxies:** Xiaobai Yao (for Joshua Barkan), Thomas Peterson (for Nicolás Lucero)

**Members not present:** Tim Dore, Kelly Dyer, Michael Geller, Charles Hopkinson, Kanzo Nakayama, Ron Orlando, Patricia Richards, Mitch Rothstein, Adam Sabra, Paul Schroeder, Lianchun Wang

Visitors: Keith Campbell, Head, Department of Psychology

**Approval of the minutes of the September 21, 2010 meeting:** Approved without discussion.

**Remarks by presiding officer Diana Ranson:** Professor Ranson reminded senators that the November 16 meeting of the senate will take place in Journalism 504. She announced that the Executive Committee is considering changes to the Bylaws proposed originally by Eric Stabb, President of the Senate during 2009-2010, and to which she has added some further changes, and requested that any senator who would like to propose additional changes to the Bylaws contact Stefaan Van Liefferinge. Professor Ranson envisioned discussion of the proposed changes at the November meeting.

**Remarks by Dean Stokes:** The Dean announced the expectation of news on the president's hiring initiative within a week, observing that the process had been complicated by issues of substantial start-up costs and by the delayed announcement of funding for spring 2011 teaching assistants by the central administration, which in turn delays exact knowledge of budgets for regular college recruitment. She was pleased to announce record external funding for Franklin College faculty last year, amounting to some \$64 million. Most of the increase was due to federal stimulus funds. Leading departments among recipients were (1) biochemistry, (2) cellular biology, (3) marine science, (4) genetics and (5) psychology. Among other announcements: DegreeWorks is up and running, replacing DARS; the proposal for an engineering school has been tabled by the Board of Regents and will be considered again in November; Franklin College saw the greatest increase of graduate students among all colleges at the university, with 79 more than in fall 2009, while the total number of undergraduates has slightly declined. New diversity policies have been implemented, including modifications of the

curriculum, and Franklin College has hired Kim Saxton to lead an effort to secure a greater role for the college in managing study abroad programs.

**New business:**

There was broad discussion of a resolution from the Faculty Affairs Committee requesting that Dean Stokes communicate to appropriate units within the university the concerns of the Faculty Senate with respect to student difficulties in getting from one class to another within the fifteen-minute interval, as well as potential solutions to the problem. Mark Wheeler proposed an amendment, seconded by Tom Peterson, to limit automobile access to parts of campus and increase bike lanes and pedestrian safety. Passed unanimously. Rheedra Walker-Obasi proposed an amendment, seconded by Mark Schell, to request the dean to look into just how many students are, in fact, discouraged by issues of time and distance from taking classes outside of their departments. Gauri Datta proposed an amendment, seconded by Tom Peterson, to expand time between classes during the peak period. The resolution passed unanimously as amended.

**Resolution:**

Whereas, Students are sometimes unable to travel from one classroom to another in the 15 minutes between class;

Whereas, Their late arrival at or early departure from a class is detrimental to their performance in these classes.

Whereas, The difficulty of travel discourages students from exploring classes in departments that are located far apart from each other.

*Resolved*, that Dean Stokes attempt to ascertain the scale of the problem, determining what proportion of students are in fact discouraged by distance from taking classes outside of their home departments; and that she communicate the concerns of the Franklin College Faculty Senate to the appropriate units within the University of Georgia along with possible solutions to this problem. Such solutions might include limiting car access to campus, additional bike lanes, greater measures to ensure pedestrian safety, increased bus service during peak hours, express buses across campus, greater traffic control (such as preventing pick-ups and drop-offs that obstruct traffic), and increasing the time interval between classes during the peak period.

Keith Campbell discussed and answered questions about a proposal from the Department of Psychology to establish a clinical faculty track, or clinical professorship, whose recipients would hold the title “Professor of the Practice” (see attachment). The proposal would allow practicing clinical psychologists to teach in the Department of Psychology. This type of clinical track is already recognized by the Board of Regents in other colleges, such as Pharmacy, but has not yet been adopted for or approved by the Franklin College. Philip Holmes moved to approve the concept of the clinical track, seconded by Scott Dougan, and the motion was unanimously approved.

**Committee Reports:**

Academic Standards Committee: The committee considered four petitions, approving three and denying one. Four more are pending.

Curriculum Committee: The committee reported approval of five new courses and sixteen course changes.

Executive Committee: The committee is preparing changes to the Bylaws.

Faculty Affairs Committee: The committee looked into a request by a faculty member to be able to leave a car on campus later than 5 p.m. on the Friday before a football game. Mark Schell reported that faculty can leave a car on campus until 10:00 PM on Friday night as long as they call parking services in advance.

Committee on Planning and Evaluation: The committee reported that it has been working on the Bylaws.

**Adjournment:** The meeting was adjourned at 4:45 PM.

Respectfully submitted,  
Jake Short, Secretary and Senator from History

## **Clinical Track Appointment and Promotion Guidelines: Department of Psychology**

### **Background**

An important part of the Mission of the Department of Psychology at the University of Georgia is to serve the needs of society by furthering the training of students who will both practice and develop practice techniques in psychology. The practice in psychology falls primarily (although not exclusively) into two areas, clinical psychology and industrial-organizational (I-O) psychology. Clinical psychology is concerned with the diagnosis and treatment of mental disorders, and I-O psychology is concerned with improving the effectiveness and well-being of individuals in organizations. Practicing clinical psychologists will typically work in healthcare settings (e.g., hospitals, mental health clinics) or in group or private practice. Practicing I-O psychologists will typically work within large private or governmental organizations, consulting firms or in private practice.

Key to training world class practicing psychologists to serve the needs of the community and State is to have a teaching and training staff with specific expertise in clinical practice. In the case on clinical psychology, this might be a practicing clinician, and in the case of I-O psychology a practicing consultant. These educator-practitioners will bring cutting-edge practical skills and knowledge – as well as insights based on clinical experience – to our students. Currently, we accomplish this component of education with outside speakers, internship experiences and some tenure-track faculty who also do clinical work. However, this structure does not completely meet the needs of our current and future educational goals. Ideally, we would have a critical mass of individuals who are dedicated to cutting edge clinical practice and also to educating the next generation of practitioners. These individuals would not have the significant burden of research productivity that our tenure track faculty have, and thus could dedicate themselves fully to practice and student training.

The difficulty is how to define and integrate such individuals into the academic system. To find such a model, we have turned to other health related colleges in the University system, namely the College of Pharmacy and Veterinary Medicine at UGA, and the Medical College of Georgia. These organizations have run into the same educational needs and turned to a “clinical track” to hire, retain and promote such individuals. Psychology would benefit greatly from such a track, and we have proposed our clinical track by modifying and adapting the successful proposal used by Pharmacy.

Clinical track appointment refers to appointments made to individuals (salaried and non-salaried) who are engaged in clinical practice (e.g., in clinical or I-O psychology) and who are involved at all levels of instruction to our students, but in courses that have a strong professional focus (e.g., clinical assessment, consulting). This would be differentiated from the term “adjunct appointment” which would be reserved for individuals outside the department who are involved in graduate student education and/or faculty research activities that does not involve professional students. These appointments will be promotable, non-tenurable and variable (0-100% time). Because of the potential confusion brought about by the term “clinical” being used in both “clinical professor” and “clinical psychologist”, I-O psychologists in this rank would be referred

to internally with the label “Professor of the Practice.” Other than the internal label, these individuals would be professors on the clinical track.

### **Types of Appointments**

The clinical track has four levels:

1. *Clinical Instructor*
2. *Clinical Assistant Professor*
3. *Clinical Associate Professor*
4. *Clinical Professor*

### **Appointment and Promotions**

Appointment to the clinical track at the rank of *Clinical Assistant Professor* is based upon promise or demonstrated excellence in clinical practice (either in clinical or I-O settings), student instruction, scholarly activities, professional leadership, practice and/or service. Promotion for clinical track faculty and appointment at the *Clinical Associate Professor* level or higher is based upon documented excellence in clinical practice, student instruction, scholarly activities, professional leadership, practice and/or service. The balance among the various categories may depend upon the practice setting and should be clearly specified by the Department Head upon the individual member’s appointment.

The following guidelines should be followed for appointments and advancement in this track:

1. Professional Competence and Activity: There must be appropriate recognition and evaluation of professional activity. This can include exemplary professional practice and/or organization of training programs for practitioners.

(a) Standards for Appointment or Promotion.

*Clinical Instructor*: Appointment to the rank of *Clinical Instructor* is generally reserved for individuals who have less than 2 years of practice experience post graduation.

At the *Assistant Clinical Professor* level, the individual should have two or more years of training and/or experience post Ph.D. or equivalent professional degree (e.g., an M.D. if an individual was in psychiatric practice). In addition, an appointee should show evidence of a high level of competence in a clinical specialty and demonstrated progress toward excellence in practice and instruction. This can include appropriate licensure or credentialing.

For promotion to or appointment at the *Associate Clinical Professor* rank, an appointee should at minimum be recognized at the regional or state professional community as an authority within a practice specialty.

For promotion to or appointment at the *Clinical Professor* rank, the appointee will have a national reputation for superior accomplishments within a practice specialty and may have a leadership role in a department or practice setting.

**Exceptions.** Exceptions to the guidelines' requirement for degree and specific experience may be granted by the Dean upon recommendation by the Department.

(b) Evaluation of Professional Competence and Achievement.

Evaluation of professional competence and achievement is both difficult and sensitive. In many cases, evidence will be testimonial in nature and, therefore, its validity should be subject to critical scrutiny. The specificity and analytic nature of such evidence should be examined; the expertise and sincerity of the informant should be weighed.

Comparison of the individual with peers (similar practice responsibilities) at the University of Georgia and elsewhere should form part of the evidence provided. Letters from outside authorities, when based on adequate knowledge of the individual and written to conform to the requirements cited above, are valuable contributions. For promotion, evaluation or review by peers within the institution is necessary. The Department Head should also seek evaluations from advanced professional students and former students in academic positions or clinical practice. Finally, notable professional achievements (e.g., board certification, awards) can be used to establish professional competence and achievement.

2. Instruction: Excellent teaching is an essential criterion for appointment or advancement. Clinical teaching may include experiences such as supervising a specialized treatment team in the Psychology Clinic, teaching a class on a professionally relevant topic, or supervising an internship in I-O psychology.

The general criteria for teaching in these settings should emphasize the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic, having both the spirit and enthusiasm to vitalize the candidate's learning and teaching; having the ability to arouse curiosity in beginning students and to stimulate advanced students to creative work; the personal attributes as they affect teaching and students; the extent and skill of the candidate's participation in the general guidance and advising of students.

In addition, the educator-practitioner should be successful in applying knowledge of basic empirically-grounded psychological principles and clinical procedures to practice in a manner that will not only assure the best educational opportunity for the student, but also provide high quality outcomes for the client.

For appointment to a title in this track, the appointee should have a record of active participation and excellence in clinical/professional teaching, whether for undergraduate students, professional students, or graduate students.

It is the responsibility of the department head to submit meaningful statements, accompanied by evidence, including evaluations of the candidate solicited from students, concerning the candidate's teaching effectiveness.

No single set of satisfactory criteria can be prescribed; however, among significant types of evidence of teaching effectiveness are the following: (a) opinions of other members of the candidate's department, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the candidate's results in courses prerequisite to those of the informant; (b) opinions of students; (c) opinions of graduates who have achieved notable professional success since leaving the University; (d) number and caliber of students guided in research or advanced professional training by the candidate and of those attracted to the Campus by the candidate's reputation as a leader; (e) development of new and effective techniques of instruction.

For promotion to or appointment at the *Clinical Professor* rank, the appointee should be recognized by students and peers as an outstanding educator. Most candidates will have designed educational programs at a local level, and some will have designed such programs at a national level.

3. Creative Work: Many clinical track faculty members will devote a great proportion of their time to the inseparable activities of teaching and professional responsibilities and, therefore, have less time for traditional creative work than non educator-practitioner scholars in the University. Some clinical track faculty will devote this limited time to academic research activities; others utilize their clinical experience as the basis of their creative work. Creative work may include development of innovative approaches to clinical practice and to teaching; modification of treatment approaches, new strategies for employee selection, etc.

An appointee is expected to participate actively in advancing education, the practice, or the basic, applied, or clinical sciences in the mental health or organizational field. In order to be appointed or promoted to the *Associate Clinical Professor* or *Clinical Professor* rank, an appointee shall have made a significant contribution to knowledge and/or practice in the field. The appointee's creative work shall have been disseminated, for example, in a body of publications, in teaching materials used in other institutions, or in improvements or innovations in professional practice which have been adopted elsewhere.

Evidence of achievement in this area may include treatment manuals, training manuals, academic publications, new courses, training of other professionals in the field, etc.

Textbooks and similar publications, or contributions by candidates to the professional literature and the advancement of professional practice or of professional education, should be judged as creative work when they represent new ideas or incorporate scholarly research. The development of new or better ways of teaching the basic knowledge and skills required by students in the health sciences may be considered evidence of creative work.

The quantitative productivity level achieved by a faculty member should be assessed realistically, with knowledge of the time and institutional resources allotted to the individual for creative work.

4. University and Public Service: The review committee should evaluate both the amount and the quality of service by the candidate to the department, the College, the University, and

the public, paying particular attention to that service which is directly related to the candidate's professional expertise and achievement. The Department Head should provide both a list of service and an analysis of the quality of this service.

Examples of indicators that may be used for appointments and promotions are given in Appendix A. These examples are only given for guidance and should neither be considered as being inclusive nor exclusive.

### **Terms of Service**

The College appointment to this faculty series can vary from 0 to 100% with the balance often being professional appointments at other institutions. Faculty with appointment to this series at 0 % will be designated as WOS (without salary). Being a non-tenured track series, annual reappointment is required by the University.

Because appointments to this faculty series can vary from 0 to 100% effort, the time-line for promotion from one level to the next is not set but is dependent upon cumulative accomplishments and achieving certain recognition levels. Salaried *Clinical Assistant Professors* will be reviewed yearly for progress toward promotion by the Department. For full time appointees (100%) at the *Clinical Assistant Professor* level promotion to *Clinical Associate Professor* it is expected to be achieved no later than by the end of the seventh year.

For full time Clinical Faculty. While promotion or appointment to *Clinical Associate Professor* does not imply tenure, it is the understanding of the Faculty that such a promotion or appointment constitutes a long-term commitment to the Faculty member with emphasis on rights of academic freedom.

For WOS faculty. Faculty with WOS titles will be reviewed biennially for progress toward promotion.

### **Appointment Process**

The process for appointment follows a similar process as outlined for tenure track faculty in The University of Georgia Guidelines for Appointment, Promotion, and Tenure.

New appointments must be reviewed and a recommendation provided by:

1. Department Faculty (tenure and non-tenure track) holding ranks equal to or superior to the recommended rank of the proposed faculty member
2. The Head of the Department
3. The Dean of the Franklin College
4. The University of Georgia Administration
5. The Board of Regents will review and approve the appointment

### **Promotion Process**

The process for promotion follows the same process as outlined for tenure track faculty in The University of Georgia Guidelines for Appointment, Promotion, and Tenure.

The promotion must be reviewed and a recommendation provided by:

1. Department Faculty (both tenure-track and clinical) holding ranks equal to or superior to the recommended rank of the faculty member
2. The Head of the Department
3. The College Promotion and Tenure Committee or its equivalent promotion committee for clinical faculty
4. The Dean of the Franklin College
5. The University of Georgia Administration
6. The Board of Regents will review and approve the promotion

A sample letter for requesting evaluation for promotion of clinical track faculty is provided in appendix B.

## **Appendix A**

### **Sample Indicators for Promotion.**

Examples of indicators for promotion are given below. Please note that this list is only given for guidance and should neither be considered as being inclusive nor exclusive.

#### Clinical/Practice Competency

1. Letters from peers, health care organizational supervisors/ administrators, etc., evaluating the quality of direct patient care or other professional activities provided by the candidate.
2. Evaluation and recognition (honors and awards) of practice proficiency by state, national or international professional organizations.
3. Development or application of innovative treatment programs and activities
4. Adoption by other institutions of clinical/professional programs developed/maintained by the candidate.
5. Documentation of referrals.
6. Documentation of consultation in the candidate's field.
7. Development/modification of Patient Care Protocols utilized by health care organizations.
8. Participation in clinical or I-O professional committees
9. Professional Newsletters.
10. Grants/contracts received to provide services to the organizations.
11. Advanced clinical appointments at non-university practice setting.
12. Invited presentations or lectureships regarding patient care or other organizational activities.
13. Identification as an expert consultant by agencies outside of the University.
14. Presentation of patient care and other service activities at state, regional and national professional meetings.
15. Invited lectures to professional groups.

16. Participation in local, state, regional, national and international professional organizations (elected officials, committee membership, etc)
17. Reviewer or editor for professional journals, reviewer of abstracts for professional meetings.
18. Presentation of continuing education programs.
19. Participation in or presentations to community organizations as a practicing psychologist.
20. Documentation of contribution to the mission and goals of the faculty's practice settings.
21. Demonstration of professional advancement or leadership through administrative duties within a professional organization.
22. Demonstration of professional advancement or leadership through managerial duties within a professional organization.
23. Appropriate licensure or credentialing.
24. Board certification and/or specialty credentialing.

### Instruction

1. Command of material and effectiveness of teaching shown by peer evaluations (letters).
2. Command of material and effectiveness of teaching shown by student evaluations.
3. Development of courses, curriculum and instructional methods (to include, but not limited to, innovative non-traditional instructional methodologies such as Web-CT, other computer based instructional programs, problem based learning, distance learning, video/film, other media).
4. Honors or special awards for teaching accomplishments.
5. Citation of student performance on external examinations and/or evaluations.
6. Selection for college-sponsored continuing education programs and special teaching activities inside and outside of the University.
7. Appointment to state, regional, or national bodies concerned with teaching such as accreditation site visit teams.

8. Successful direction of individual student work such as independent studies and special student projects.
9. Effective and diligent advisement of students in pursuing their chosen academic programs.
10. Presentations at state, regional, national or international meetings related to teaching
11. Citation of teaching load.
12. Documentation of effective mentoring of students.
13. Development of new experiential sites.
14. Documented effectiveness as a faculty advisor to student organizations.

#### Creative work

1. Invited lectureships to present creative activities at other institutions or organizations.
2. Presentation of results of creative activities at state, national & international professional meetings.
3. Publication of results of creative activities in peer reviewed journals appropriate for the discipline.
4. Publication of results of research or other creative activities related to teaching in peer reviewed journals.
5. Participation in clinical or organizational research
6. Invited lectureships to present research findings at other institutions or organizations
7. Presentation of research results at state, national and international professional meetings
8. Publication of results of research projects in peer reviewed journals appropriate for the discipline.
9. Published research papers related to teaching in peer reviewed journals.
10. Election to offices, committee activities, and other important service to professional associations and learned societies including editorial work and peer reviewing as related to teaching.

11. Receipt of grants to fund the study of innovative teaching activities or fund stipends for students.
12. Development of instructional materials that have been adopted by other institutions.
13. Published textbooks and book chapters adopted by other programs.
14. Receipt of grants to support research efforts, including funding for fellowships and other personnel.
15. Published position papers.
16. Published Case Reports.
17. Published professional review articles.
18. Published book reviews.
19. Published practice guidelines and policy statements.
20. Honors and awards for professional achievements.
21. Honors and awards for research efforts.
22. Departmental and institutional governance and academic policy and procedure development as related to teaching, research and clinical activities.
23. Editorial/reviewer work for professional journals in which research results are published.
24. Reviewer for abstracts for state, regional and national professional meetings in which research results are presented.
25. Reviewer of research proposals for funding by University or national organizations.
26. Reviewer for textbooks and book chapters
27. Citations of research scholarship in other publications.
28. Recognition as a consultant in the candidate's field of research.

#### Service

1. Contribution to College or University standing committees, including *ad hoc* advisory groups.

2. Advising students.
3. Faculty advisor to student organizations.
4. Mentoring of junior faculty.
5. Service to the public as it relates to the candidates professional expertise.
6. Performance of administrative responsibilities.
7. Education to the community at large.
8. Community program development.
9. Consultation for public programs.
10. Serving on boards.
11. Initiation and implementation in public policy.
12. Developing assessment processes for community programs.

## Appendix B

### Sample Letter for Requesting Evaluation for Promotion of Clinical Track Faculty

Dear [external reviewer]:

The University of Georgia is considering the promotion of [candidate] to the rank of Clinical [Associate] Professor. The clinical track at the University of Georgia is non-tenure track based upon a blend of excellence in professional practice, student education, scholarly activities (e.g. publications, presentations, grants) and professional and university service.

To aid us in rendering a wise promotion recommendation, we seek a thoughtful evaluation of the [candidate]'s contributions to the field of [clinical] psychology. You have been recommended to us as a person who in a position to evaluate the [Professional competency and recognition], [clinical/professional teaching], [{professional} service] and [scholarly] contributions of [the candidate]. We do not ask your judgment about the candidate as a person. Instead, we seek your professional judgment of the impact and quality of [candidate]'s clinical, professional and scholarly contributions.

During [candidate]'s term at the Department of Psychology [his/her] time has been divided between the following responsibilities: [%] practice activities, [%] teaching, [%] scholarly activities, and [%] service. {[Candidate] has also sought to maintain [his/her] practice skills through working {off hours} at [facility] approximately [x hours per week]}(\*).

To determine whether [candidate] meets University guidelines for promotion, we are interested in the following:

- I. Length and nature of relationship with the candidate.
- II. Your judgment of the quality and significance of [the candidate]'s clinical/professional activities, clinical/professional teaching and service.
- III. Your judgment of [the candidate]'s scholarly contributions. Enclosed please find work examples upon which we would particularly value your professional judgment.
- IV. [The candidate]'s professional reputation and standing as a practitioner and scholar relative to outstanding people in the same field who are at approximately the same stage of development.

The University of Georgia will use your reply only in the promotion process. Your reply will be needed by [date] in order to include it in our promotion cycle for this year. We are eager for you to assist us with this process.

Thank you for your assistance in this important matter.

Sincerely,

(\* This sentence is meant for faculty who are not full time employed by the College or have not been assigned a practice site.)

**FRANKLIN COLLEGE CURRICULUM COMMITTEE REPORT  
OCTOBER 19, 2010**

<b>Curriculum Description</b>	<b>Approved</b>
<b>New Courses Reviewed</b>	<b>5 new courses</b>
<b>Course Changes</b>	<b>16 course changes</b>
<b>Proposals Approved:</b>  <b>Art Major Changes (15)</b> <b>Comparative Literature Bulletin Changes</b> <b>English Major &amp; Minor Changes</b> <b>English Ph.D. Changes</b> <b>LACSI Major Changes</b> <b>Latin Major &amp; Minor Changes</b> <b>SPAN 3040 approved to be a course to meet Franklin College Literature Requirement</b> <b>Theatre &amp; Film Major &amp; Minor Changes</b>	