

Faculty Senate Meeting Minutes

September 15, 2023

Approved October 9, 2023

1. Call to Order

Called to order by Chair Reber at 1:00pm.

2. Roll Call

Present:

Allen, Banford, Bellon, Boyd, Caramanica, Carmack, Cheng, Council, Cuomo, Dahms, Davis, Dutt, Dyar, Edelman, Evans, Green, Griffin, Hadley, Hampton, Hester, Jara-Pazmino, Khan, Koczaks, Mason, Matthews, McKendry-Smith (for Maggiano), McLean, Moon, Olivieri Parker, Perry, Phillips, Riker, Roberts, Rollins, Seong, Sheppard, Shin, Swift, Talbot, Waters, Weber, Wei, Wentz, Wofford, Yang.

Absent:

Brandenburg, Elias, Janzen, McClenny, Sykes.

3. Minutes

A) The April 14, 2023 Faculty Senate Meeting Minutes were approved electronically on April 27, 2023.

4. Administrator Reports

A) President

- *President Kelly provided updates, reminding everyone of the Opening Presentation he made at the start of the semester.*
- *His primary update was on the athletics 'move to Division I,' talking about the "business case" for the move. UWG was informed that two GSC members were leaving for a move to D1. President Kelly initiated a feasibility study to evaluate options. Alternatives were explored for staying in Division II, but there was not an option that would not increase costs. For example, GSC would need to expand geographically to include more schools, which requires greater travel costs. D1 options were explored, and the study revealed three other conferences interested in UWG. The focus was on the business model for each of those alternatives: the*

revenue streams over the next five years outpaced expenses, whereas staying in D2 would create a \$5 million deficit. One way that happens is by having opportunities to play other D1 schools, traveling to away games and getting paid by those schools. The D2 game versus Ole Miss (basketball) played last year was worth \$12,000 last year, but will be \$90,000 in the future as a D1 school. Being D1 is a significant increase in both opportunities to play those games and getting paid more each time UWG plays those games. Another benefit is NCAA distribution benefits. As D2, it is \$50,000, but as an Atlantic Sun member, it will be between \$900,000 and \$1 million. UWG is currently 320% larger in enrollment than the average D2 school and 120% larger than the average D1 school. UWG has the infrastructure to make this move and the UWG football stadium is larger than Kennesaw State.

- *UWG will need to expand athletic teams, bringing back men's track & field (indoor and outdoor). No facilities investment needed because we already have women's track and field. We will add beach volleyball, which will require \$20,000 investment, building off our women's volleyball team. We are also adding "stunt" (cheerleading sport format), so no additional facilities needed for that.*
- *The primary expense is student support - e.g., scholarship equivalency must be increased. But these costs will all be offset with new revenue streams. Corporate sponsorship is an additional revenue stream, because the move to D1 will expand beyond the regional reach of D2 and become more national (via TV exposure, etc.). Visibility being much greater creates corporate sponsorship potential far beyond anything we have had before. This business case is the reason we made this move. It is not just visibility; it is a strategic business decision to future-proof the university. UWG is bigger and has a greater capacity than we have been operating upon - i.e., this is a move that fits where we are and where we want to go.*
- *Questions:*
 - *Q: Will tuition go up because of this?*
 - *A: No, that is set by a separate process based on sector. It also will not raise fees (e.g., the athletic fee), the planning process began from the*

requirement that this move not result in an increase in fees for the students.

- *Q: Are these costs associated with being a member of the Atlantic Sun conference?*
 - *A: We will pay \$110,000 exit fee to leave the GSC, and an entry fee of \$250,00 to Atlantic Sun.*
- *Q: How will the revenue be distributed?*
 - *A: Roughly 20 of the 2000 institutions with athletic programs generate surplus revenue. This will not “make money,” it will simply allow us to sustain our programs and campus events and other services provided to students. Only 22 schools have done what we are doing. The link to increased student enrollment is not strong enough to list it as an absolute benefit of the move, but the research shows a 10-15% in enrollment has occurred in prior instances.*

B) Provost

a) Course Scheduling Proposal (**Figure 1**)

- *The Provost mentioned that SCH growth is occurring, some more than others and where declines are happening we are working on the issues there. Several units in undergraduate have growth in SCH, kudos to those departments. Several others at the graduate level are experiencing growth. Data that has been discussed with the Budget Committee will be shared soon. There has been improvement in General Education areas that had experienced declines, with significant reductions in those declines. Partnerships with community partners, such as with Villa Rica High, are examples of how we are tapping into SCH growth opportunities: collaboration that includes transportation and all other aspects of the process of ‘taking classes’. Douglas and Coweta counties have expressed interest in the same model.*
- *The Block Schedule proposal came out of a campus-wide working group that involved faculty, staff, and administrators to examine the issue of class scheduling. The driving force of ease and consistency guided the working group, along with attempts to maximize efficiency, classroom utilization, and*

creation of 'open time' (12-1pm) that allows for faculty groups, student groups, and campus-wide activities to happen at a time when people will be available. The proposal of the working group is intended to be the first step in the conversation the university needs to have to adopt a better class schedule system that achieves institutional goals and serves the interests of students and academic departments. Examples of how undergraduate and graduate student populations can benefit. The proposal is a draft, not a finished product, and meant to be reviewed and modified. The goal is to have this ready to implement for Fall 2024.

- *The donation to underwrite a new college for Math, Computing, & Science was announced but the work on that proposal has not moved forward as UWG instead prioritized SACSCOC submission deadlines (last week) and prepared for the April 1, 2024 onsite review (Board vote in December 2024). There will be focus groups and campus discussions to explore the potential for the creation of that new college, and all interested parties are encouraged to participate in those conversations.*
- *The move from Google to Microsoft is not finalized, but is still being explored. We are one of only 3 USG institutions that use Google instead of Microsoft, which affects our interactions with others. We want to simplify what we do and cut costs where possible - there are components of Microsoft Teams that can help us do that. The bottom line is this will not cost faculty and staff time to move files or transfer data – all of that will be done by ITS. As we pilot that, there will be more updates and plenty of helpful guidance.*
- *Common Course platform. We currently have a 95-99% adoption rate with the Common Course syllabi and other standardization of how our students receive classroom materials, kudos to the faculty for buy-in and implementation. Examples were given of how the technology can support students and help them overcome obstacles to their success in the classroom. Having a consistent platform is key to that work.*
- *PTR. Great work being done by colleges, schools, and departments to update PTR documents and implementation of those locally. Grace will be extended to*

those going up this year, as we complete the transition to include and account for Student Success metrics. Local definitions being created are being reviewed, but those going up during the transition period are being evaluated by the older metrics. The new 'cover page' is not a new component, just a simplified formatting addition to help folks understand the process.

- *Questions:*
 - *Q: What is the procedure for commenting on the Block Schedule proposal? And have any students been consulted?*
 - *A: The Provost deferred to Dr. Akins on student input. He will be working with Dr. Reber to get this information out in digital form for everyone to review. The Chair noted this is an information item at this time, but there will be a time allotted for ample feedback, and as a draft, the proposal can be modified based on the feedback. It is a working document. All Senators are asked to participate in discussions within their FS committees and share their feedback. Provost notes the Fall 2024 schedule goes public in March 2024. AVP Akins echoed that feedback is welcomed.*
 - *Q: Math classes have a lot of 4-hour courses, can modifications be made that account for that?*
 - *A: AVP Akins said that this issue was discussed by the working group and there are ways the proposal allows for block scheduling accounting for 4-hour courses.*
 - *Q: Could software purchases be collectively addressed by the USG, so that individual departments are not taking on these costs?*
 - *A: The USG is always looking for ways to reduce cost through system-wide purchases that get a better price point. President Kelly noted economies of scale have to be balanced against control so that the distinctive needs of each institution are being met, i.e., customization.*
 - *Q: Does the Information item of the Block Schedule ever become an Action item?*

- *A: No, the class schedule system is not the purview of the Faculty Senate, but we do not want to implement a system that ‘breaks’ any academic department.*
- *Q: Assuming the transition from Google to MS occurs, the transfer of faculty dossier, etc., will not be the responsibility of each faculty member, will it?*
 - *A: No, that will not be the burden of individual faculty.*
- *Q: How are faculty included in Dual Enrollment strategic planning?*
 - *A: UC and CACSI are the academic units that do most of the planning due to where dual enrollment students student take most courses.*
- *Q: What, if any, additional safety/security measures are needed for dual enrollment students?*
 - *A: There are some differences in how some policies are enforced (e.g., FERPA), but there are measures in place and we do have personnel who are specifically tasked with working with dual enrollment students (e.g., advisors). The “high school diploma” requirement for student assistant jobs has been removed, so dual enrollment students can serve as tutors, etc.*
 - *Chair Reber shared a comment from the online forum: the Block Schedule proposal is significant and warrants more than a faculty survey; the Faculty Senate needs to be involved. The Chair responded that there will be discussion to see how that can best be accomplished.*
- *Q: Chemistry has had success with dual enrollment students. What role can the program coordinators play in the effort to serve dual enrollment students?*
 - *A: Program coordinators play a key role in designing programs that serve students, as well as promote the programs to prospective students.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

- *Explained the Consent agenda. The format is that the agenda will come out on Wednesday, and if there is no emailed indication of a need for discussion, we will just vote. This will allow a few days of time for questions/comments to be emailed in to be addressed at the meeting. If there are no questions on a given item, rather than opening the floor for discussion, we will proceed to a vote.*
- *Questions:*
 - *Q: Is it possible, with this new procedure, to receive the agenda earlier than Wednesday?*
 - *A: We can try to get it earlier, but that is extraordinarily difficult. We will try when possible.*
 - *Q: Often non-senate member representatives come to a meeting to give feedback on their proposals. If we are aware there will be no comments, can the person sponsoring the proposal be notified so they can free up the time in their schedule?*
 - *A: Yes.*

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

Action Item:

A) University College

a) Department of Civic Engagement and Public Service

1) [POLS - 3100 - Constitutional Law](#)

Request: Add

This is an eMajor class approved by the consortium as an elective for CRJU majors. It provides a perspective on constitutional law for practical applications in civil rights, civil liberties, courts, criminal procedure, and equal protection. This class should have been submitted in 2021 with the program request but was not submitted at that time.

Vote: item approved unanimously.

Information Item:

- A) The Honors Faculty Council approved the grading procedure for Honors conversion courses.
- a) The Honors Faculty Council approved updates to the process by which "regular" (non-Honors) courses are converted to "Honors" credit. The two changes are intended to reduce the burden of course conversion for instructors from having to alter the base syllabus and to establish consistency across course conversions through which students earn Honors distinction.

6. Old Business

A) Chair-Elect nomination.

- *Chair Reber noted that there is currently no chair-elect. The Senate is facing significant challenges including getting faculty to serve: we do not have a full Senate now.*
- *Leadership within the Faculty Senate. We do not have a chair-elect and there are two committees without a chair. Chair Reber suggested small group discussions among senators, with the instructions to categorize barriers and possible solutions. Brainstorming with less 'looking back' and more 'looking forward' was encouraged. Discussion ensued among the three in-person groups and two online groups. Groups shared the highlights from their conversations (via written notes) with the Chair, while the online groups shared their highlights in the chat. Chair Reber emphasized he will review the responses and continue these conversations, with emphasis on specific recommendations.*

7. New Business

8. Announcements

9. Adjourn

Adjourned by Chair Reber at 3pm.

Respectfully submitted by Laura McCloskey Wolfe

Art Program faculty member and Executive Secretary

Compiled using minutes generously taken by senators Michael Hester and Beth Sheppard.

Figure 1

UWG Course Scheduling Proposal

The proposal from the UWG Course Scheduling Workgroup on aligning and updating the scheduling of classes across all colleges brings specific positive upgrades to the way we schedule classes and supports elevating student experiences through:

1. Creating consistent start times for classes will make scheduling much easier for students
2. This new proposal provides “free time” to allow meeting planning, as well as time for invited speakers that do not conflict with class times. This allows all faculty to be able to attend.
3. There is an opportunity to provide flexible class times to accommodate our students with jobs and adult learners.
4. This proposal also makes it easier to schedule some block courses for freshmen, and create cohorts of students with similar interests or majors.
5. This proposal enables us to have a higher utilization rate of classrooms.
6. Low-utilization classes starting early or late in the day have been reconsidered based on historic scheduling data, and new start times aligned with top preferences that have been observed.

Proposed Schedule

Proposed

Block A 2 Credit Hours 1 Day Per Week 100 Minutes		Block B 2 Credit Hour 2 Day Per Week 50 Minutes		Block C 3 Credit Hour MWF 50 minutes		Block D 3 Credit Hour MW or TR 75 minutes		Block E 3 Credit Hour 1 Day Per Week 150 Minutes		Block F 4 Credit Hour 2 Day Per Week 200 Minutes	
Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time
		7:30 AM	8:20 AM	7:30 AM	8:20 AM	7:30 AM	8:45 AM				
9:00 AM	10:40 AM	9:00 AM	9:50 AM	9:00 AM	9:50 AM	9:00 AM	10:15 AM	9:00 AM	11:30 AM	9:00 AM	10:40 AM
		10:30 AM	11:20 AM	10:30 AM	11:20 AM	10:30 AM	11:45 AM				
Free hour - no classes scheduled											
1:00 PM	2:40 PM	1:00 PM	1:50 PM	1:00 PM	1:50 PM	1:00 PM	2:15 PM	1:00 PM	2:30 PM	1:00 PM	2:40 PM
		2:30 PM	3:20 PM	2:30 PM	3:20 PM	2:30 PM	3:45 PM				
3:00 PM	4:40 PM	4:00 PM	4:50 PM	4:00 PM	4:50 PM	4:00 PM	5:15 PM	3:00 PM	5:30 PM	3:00 PM	4:40 PM
5:30 PM	7:10 PM					5:30 PM	6:45 PM			5:30 PM	7:10 PM
6:00 PM	7:40 PM							6:00 PM	8:30 PM	6:00 PM	7:40 PM
						7:00 PM	8:15 PM				
						8:30 PM	9:45 PM				

UWG - Class Scheduling Guide

Scheduling Principles

Facilitate Student Scheduling and Success

- Colleges must schedule classes so that students can build reasonable schedules with maximum options. For example, scheduling four different required courses in consecutive MWF time blocks allows students to build a schedule easily.
- On-grid scheduling maximizes room utilization and reduces student scheduling conflicts.

Optimize Space

- Colleges must optimize classroom space utilization throughout the week.
- Sections scheduled as hybrids, technology-enhanced, or meeting once a week for 165 minutes must align to the scheduling grid and be matched with other sections to maximize room utilization throughout the week.

Use Standard Time Slots

- Classes must be scheduled within the official start and end times of the schedule grid so students will not be blocked from scheduling consecutive classes and to ensure final exams can be scheduled without conflicts.
- All General Education courses for 3 credits must follow the scheduling grid blocks A or B (see next two pages). General Education courses less than 3 credits must begin on schedule grid start days/times and end before the schedule grid end times. Requirements for courses of more or less than 3 credits are detailed in the section entitled, "Scheduling of Courses of 1, 2, or 4 Credits."
- Exceptions to the schedule grid require justification and prior approval from the Office of the Provost.

Scheduling Block Options

Block A

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
Face-to-Face (F2F)	MWF	Three F2F 50-min meetings
Technology-Enhanced (66% F2F with 33% online)	MW, MF, or WF	Two F2F 50-min meetings
Hybrid (33% F2F with 66% online)	M, W, or F	One F2F 50-min meeting
F2F (From 3:30 to 9:15 PM)	MW, MF, or WF	Two F2F 75-min meetings
Hybrid (50% F2F with 50% online) (From 3:30 to 9:15 PM)	M, W, or F	One F2F 75-min meeting

Note(s):

- If the online component of a section includes an online synchronous meeting, the synchronous meeting time(s) must adhere to the schedule grid and match the meeting time of the face-to-face component(s) of the section.
- While rarely used, the 6:55-7:45 AM MWF slot is an option.

Block B

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
F2F	TR	Two F2F 75-min meetings
Hybrid (50% F2F with 50% online)	T or R	One F2F 75-min meeting

Note(s)

- If the online component of a section includes an online synchronous meeting, the synchronous meeting time(s) must adhere to the schedule grid and match the meeting time of the face-to-face component(s) of the section.
- While rarely used, the 6:30-7:45 AM TR slot is an option.

Block C

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
F2F	M, T, W, R, F, S, or U	One F2F 165-min meeting

Note(s):

- Any online synchronous meeting must adhere to the schedule grid.
- One-day-per-week classes are strongly discouraged during weekdays except evenings and Friday afternoons, as such classes create scheduling conflicts for students who need to take other classes during the week.

Required Balance of Course Offerings

Distribution of Course Offerings

Between 8:00 AM – 6:15 PM Monday through Friday, course offerings should be balanced across the days of the week and all standard class times. Course offerings should not be concentrated into select days and/or time periods.

- General Education offerings must follow Standard Scheduling Blocks A and B.

Space Optimization Guidance

Scheduling Efficiencies

Two or more courses (e.g. hybrid and one-day-a-week) could be scheduled within a single room and time slot on separate day(s) of the week. Care should be taken in selecting the “matching” courses so that the same size and type of room is appropriate. The same strategy applies to two 7-week sections scheduled in the same time slots and in the same room during different 7-week sessions to optimize space.

Scheduling of Courses of 1, 2, or 4 Credits

Seek opportunities to optimize space utilization for 1-credit, 2-credit, or 4-credit sections.

Scheduling Courses of 4 or More Credits:

By necessity, courses of 4 or more credits with no online components will occupy more than one standard 3-credit block. Scheduling of these courses should be done with certain principles in mind:

- Start and end times should be chosen so that the course doesn't overlap with more than two standard 3-credit blocks.
- Start and end times should be chosen so that students have adequate time to move between courses scheduled on the standard grid.
- See below for examples of how a 4-credit course might be scheduled:
 - TR, 8 AM – 9:40 AM
 - TR, 10 AM – 11:40 AM
 - TR, 12 PM – 1:40 PM
 - TR, 2 PM – 3:40 PM
 - MW or TR, 4 PM – 5:40 PM
 - MW or TR, 6 PM – 7:40 PM
 - MW or TR, 8 PM – 9:40 PM
 - MWF, 9:25 AM – 10:35 AM
 - MWF, 10:50 AM – 12 PM

- MWF, 12:20 PM – 1:30 PM
- MWF, 1:45 PM – 2:55 PM

Scheduling 1- and 2-Credit Courses:

1- and 2-credit courses must use standard start times so students will not be blocked from scheduling consecutive classes and final exam times can be scheduled without conflict. Schedulers should also match course offerings with other sections to maximize room utilization throughout the week.

- **1-Credit Courses:**

Because of final exam considerations, 1-credit courses that meet 50 minutes per week should be scheduled using Block C start times and matched with other course offerings to use the space optimally. For example, offer one section on Tuesday at 2 PM and one section on Thursday at 2 PM, or offer one on Monday at 11 AM, one on Wednesday at 11 AM and one on Friday at 11 AM.

- **2-Credit Courses:**

2- credit hour courses should be scheduled using Block A or B start times.

- **Laboratory Courses:**

Laboratory courses that meet on M, W, or F should start on Block A times. Laboratory courses that meet on T or R should start on Block B times.

750 minutes/credit hour/days of the semester

Meeting and Research Slot Opportunity

The scheduling grid under option 2, also allows for a regular time slot where no classes are scheduled for faculty to utilize for research, meetings and other student success needs.