

Faculty Senate Meeting Minutes

October 14, 2022

Approved October 17, 2022

1. Call to Order

Called to order at 1:07pm by Chair Reber.

2. Roll Call

Present:

Allen, Brandenburg, Carmack, Chambless, Cheng, Corley, Croft, Davis, DeWeese, Dutt, Dyar, Edelman, Elman, Erben, Evans, Gault, Glazier (for Roberts), Green, Griffin (for Scullin), Hadley, Hester, Jara-Pazmino, Khan, Kniess, Kramer, Lee (Gavin), Lee (Sungwoong), MacKinnon, Mason, McClenny, McLean, Olivieri Parker, Overfield, Riker, Rollins, Sheppard, Shin, Shoemake, Snipes, Swift, Sykes, Talbot, Taylor (for Wofford), Van Valen, Weber, Wei, Williams, Yoder.

Absent:

Banford, Barrett, Caramanica, Graffius, Lew Yan Voon, Richter.

3. Minutes

A) The September 9, 2022 Faculty Senate Meeting Minutes were approved electronically on September 16, 2022.

4. Administrator Reports

A) Report from the President.

- *The President spent most of this past week in Board of Regents (BoR) meetings at Dalton State. Outcomes include:*
 1. *Data. Informs how to approach taking on new ideas. BoR will be the data analytics and analysis source for University System of Georgia (USG) institutions. Data that our activities are producing will be of primary importance.*
 2. *Budget. Enrollment changes are systemic across the USG and the country. Census data will come out soon, but it is expected to continue to see systemic declines. The Board is directing us to take a strategic realignment process in response to this data (shrinking or growing). Previously, universities had several years to figure things out, but that space is no longer allowed. Decisions will need to be made regarding a resource realignment. More information will be provided*

soon.

3. Administrative change. Annemarie Eades recently resigned as VP of administrative services. The administration is now taking time to pause, investigate processes, and learn what needs to be improved. Administration is thus moving into a two-month assessment period. HR, emergency management, facilities, and sustainability will report to the President during this time. Dr. Preston will have ITS reporting directly to him due to his background in computing and the need to optimize technology infrastructure. Next iterations will then be decided, with an update provided in a month.

- *Department of Justice grant regarding mental health. The Carrollton City police department formulated a crisis intervention team to respond to mental health calls. This is a move to avoid arrests and facilitate help for individuals. UWG was awarded an approximately \$209,000 grant to merge these sorts of resources and our students will benefit from this crisis intervention team. This should be a model for policing moving forward. UWG hopes to be a producer of talent for crisis intervention.*
- *New space in Boyd called the Garage. Carroll county was awarded a grant for entrepreneurial space funded by the federal government. Creation of a “makers space.” The Garage is a UWG asset open to faculty, staff, and community members to create. It is located on the bottom floor of Boyd and was finished very recently. Can be built into teaching and learning as well.*
- *Strategic enrollment management. Dr. Smith is trying to create a campus-wide recruitment plan to attract and retain students to the university. A final draft is now completed. VP Scranage will be sharing the plan as it is vetted into a final stage in the coming weeks. UWG is dedicated to the stabilization of enrollment and areas where we will become strong in the coming decades. This is an annualized, dynamic plan that will change as enrollment changes. Drs. Smith and Scranage have also developed a best practices enrollment plan, with the goal to be strategically-minded in terms of growth. As an example of dynamic change, some universities have pivoted to being graduate-dominant: UWG graduate enrollment is already 30% at this time.*
- *Questions:*
 - *Q: The logo has been retired in regards to the flame and is now the*

shield: is this correct and when did this happen?

- *A: The flame was retired before the President started, so this is remedying the delay in the change. The shield is effective and multiple logos are proven to be less impactful. The President will make a note to pass along the official flame retirement date for official records in the archives.*

○ *Q: Is the demographic cliff regarding number the of college-age student decreasing?*

- *A: The President will bring a data presentation next time in regards to this matter. The answer is different depending on where you are in the US. The cliff exists. The impacts apply to school districts, employment, and colleges, etc. and typically sustains for about 15 years. GA is a state where the population is growing, but not necessarily children who will become college-age. It was expected around 2006 that this would happen: UWG needs to reconfigure out-of-state border waivers. We also need to focus on communities that make sense and work on recruitment. Opportunities exist: international markets such as China will not function in the same way and relations have changed so diversification is needed, such as hybrid, micro-credentials, etc. The cliff will substantially change the college landscape by 2026. UWG's recruitment plan takes all of these issues into consideration. In particular, the largest population driver for enrollment is Carroll County. 65% of students attending Carrollton City School, but this is now 50%, and has been dropping every year since 2010. Additionally, average SAT and ACT scores have also gone down: learning loss from pandemic has had an impact that needs to be remedied.*

○ *Q: How can programs interact with strategic enrollment initiatives?*

- *A: UWG's current SACSCOC participation allows the administration the chance to dig in deeply into the practices of other institutions. Curriculum is one place where programs*

and departments can dial into possibilities. One item may be the idea of innovation space: this will be a standard expectation for faculty clusters moving forward. Post-graduation consciousness is also needed so that students are aware of diverse possibilities.

- *Provost Preston: enrollment is broken down by academic area for the last three years, with goals for the coming year. Programs should refer to these goals. It is easier to retain than to replace students. The next phase per Strategic Enrollment Management is creating reasonable targets for enrollment and create action items. UWG Deans have generated drafts already, enumerating by specific area. There is also the opportunity for very targeted events. Potential students will be on campus on the 29th.*

B) Report from Provost Preston.

- *As a collective faculty, we need to shine a light on things that are being done very well. In addition to curricular updates, UWG will highlight and update new stories on websites so that prospective students are seeing a timely perspective. The School of Communication, Film, and Media is leading this charge.*
- *The Faculty Senate agenda is robust today with curricular changes and policy changes will help avoid student problems. Universities need to have a value proposal to students and evolve into new programs, including the intersection of disciplines. Employers are often attracted to graduates who are diverse in their abilities and background. Nexxus degrees and the new MS degrees are evolutionary to help students engage with multiple disciplines. This opens the potential ease of access of getting a Nexxus degree and then get a BA, for example. We are also working to expand access points and times to help best utilize facilities and meet student demands.*
- *Budget. There are excess capacity issues regarding personnel and enrollment. Regarding XIDS and Honors, etc.: workload and credit production is separate from individual faculty expectations. There is a decrease in student demand over time, for example, Astronomy has sustained an 80% loss in the past 6 years. That issue is separate from faculty workload and credit production. Questions for*

student planning need to address prerequisites or other potential barriers to access to courses.

- *Marketing. Recently, the BoR GA chamber presented on a new GA economy: jobs are growing even if there is a demographic cliff, with thousands of jobs projected to be available by 2025. This will create a demand for an educated workforce including adding credentials for those who are already employed. We also need to be realistic regarding graduates: students need careers and be educated citizens. By 2025, 37% of degrees in the US will have a negative Return on Investment: we need to be responsive to market forces so that students can answer that ROI prospect. STEM and liberal arts should be included.*
- *Momentum efforts and initiatives. The Provost was highly complimentary regarding leaning in to student success initiatives. Continuing education, guest lectures, internships, business associations, etc. can be a good catalyst for finding other student demographics. This will be presented in more detail in the future.*
- *ITS shift. Regarding AV and D2L, students expect anytime access. Realignment of ITS with Academic Affairs will pay off to better serve students, faculty, and staff. The Provost has charged Kirk Inman with how to unify equipment purchases. In a modern university, ITS should be able to change and/or fix problems within two hours: standards need to be in place for IT to be a utility. The Provost welcomes input regarding what is not working.*
- *QEP, experiential learning and career preparedness. Aligns with momentum and curricular initiatives. Programs should seek to systematize internships and opportunities so that students have this experience from year 1, with internships, and potential job offers by graduation. They also need to consider how to advertise these opportunities to allow student to discover things outside of their major, and mentor students to connect them with opportunities. The Provost welcomes thoughts on how to do this successfully and how to scale for every student. This needs to be an institution-wide endeavor to make this successful. Each academic program now has co-curricular maps which will help students see their trajectory.*
- *Questions*
 - *Q: The merging of ITS and Academic Affairs has potential benefits, but was not run by the FITC committee: was there a particular reason*

for this omission?

- *A: President Kelly: this was done as part of the aforementioned assessment pause.*
- *Provost Preston: the Provost will have discussions with FITC to leverage ITS to be an enabler for faculty and student success.*
- *Q: Since Google storage limits will be cut, what can be done to address the impact for those units that use graphic-heavy items?*
 - *A: This space is a utility with the opportunity to customize if needed. The differential can be paid if needed.*
 - *President Kelly: the university is also looking to see if something else needs to be found or transitioned to in order to better meet needs. Memory is not transferrable and that is a problem on an institutional level.*
- *Chair Reber: when committee chairs or members hear something said in an administrative report and feel that faculty should have been involved, faculty should be encouraged to raise that to chairs or contact Chair Reber and he can raise this to administration to facilitate communication on all levels.*
 - *President Kelly and Provost Preston welcome emails at any time.*
- *Q: In regards to the QEP, there are many disciplines that are intrinsically expensive and need to purchase materials such as instruments. It is important to set aside resources so that programs can be improved and maintained: how will this be addressed?*
 - *A: Faculty should be encouraged to seek grants to meet those needs. Grant writing can be an expectation for faculty as needed. Indirect funds can also seed proposals. Grants usually need statements on capability regarding faculty and facilities: faculty are experts in their domains and can facilitate competitive grants. The university is committed to maintenance on the university-level. Programs need to plan for people and funding needed to maintain items. External funding can be*

considered for these needs. Internally, student activity fees should be part of maintenance. There is the need to invest in fees and look to other opportunities.

- *Q: Are there any updates regarding budget cuts and faculty non-renewals?*
 - *A: The charge to the Deans has existed since last December regarding areas of growth and decline. The redirection of funds has been ongoing, and it is not abnormal to have vacancies arise and either backfill or redirect. For this current cycle, those are different items. The USG is asking every institution to submit documentation to them to examine proposed non-renewals. We are not at that point right now. Faculty position and length of time at this university directs how much notice time needs to be provided. Deans and programs are examining excess capacity, credit declines, etc. to accurately determine the appropriate size of programs. The Provost will reconvene with Deans at the end of October and specific non-renewals will be issued thereafter. None have been authorized right now. Recommendations inclusive of all faculty will be made.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates (Jeffrey Reber)
 - *The Chair acknowledged the existential nature of this moment in time given budget concerns. He noted that the role of faculty is changing and that faculty should consider what can be taken from the past in terms of what has worked and how faculty can be innovative, survive, and flourish now and in the future. The Chair additionally emphasized the aforementioned administrator points:*
 1. *Curricular innovation now, not later. Recognize contexts of now and how they are different.*
 2. *Community engagement. Showcase what we have to offer. Classroom and outside activities, getting more going, etc. Finding new students, not just*

changing majors or shifting students from one program to another.

3. Telling more stories. Similar to writing recommendation letters for students – highlight points about selves and programs.

4. What can the faculty senate do? Create space collectively: committees, senate as a whole, inviting administration as possible, be interactive and creative. Reach out to committee chairs and Jeff so that the Faculty Senate can be a resource and this time can be an opportunity for growth.

2) Committee Chair General Updates

- *Committee IV: Faculty Development Committee (FDC). This committee is currently reviewing faculty evaluation procedures. Changes previously made under last year's leadership are being revised to incorporate recommendations that were sent back by the BoR. Two of the most important points were that the FDC will not create specific rubrics or guidelines: much like promotion and tenure and review processes, these items are best initiated at the unit level (which could be a program or a college). Secondly, the writing process for these processes will occur at the unit level: it is advised that units start sooner rather than later, even while handbook is being revised. FDC also met with Provost Preston to ensure that all bodies are on the same page. Units will be informed via the Faculty Senate Newsletter regarding the advice to proceed with creating rubrics and guidelines as soon as possible.*
 - *It was discussed that since many units would be undertaking this process individually, information-sharing may help this process move forward efficiently. A calendar regarding implementation will be provided and Provost Preston has previously noted that there will be flexibility afforded depending upon where individuals are in the process.*
- *Committee VI: Facilities and Information Technology Committee (FITC). The committee will be working with Provost Preston regarding listserv availability. The committee has also been working with the budget committee regarding parking fees.*
- *Committee VIII: Budget Committee. The committee is working with FITC regarding potentially removing the parking fee for those who do not teach on campus, are part-time, carpool, etc. A proposal was sent to the finance office and*

the budget committee will provide feedback to faculty. An Equity Study Workgroup was formed and met in early October. The group is currently collecting data.

- *Committee XI: Teaching, Learning, and Assessment Committee (TLA). Software will soon be implemented that can check if a course is Americans with Disabilities Act (ADA) compliant. The software is currently being piloted; faculty interested in taking part may reach out to the TLA chair.*

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

a) [Certificate in Latin American, Caribbean, and Latinx Studies](#)

Request: Add

This is a standalone certificate requiring a total of 15 credit hours. The certificate aligns with trends in demographics and academic focus on this region. The proposal arises out of student interest expressed by groups such as the Latinx Cultural Society. The Latin American studies minor at UWG has been dormant for quite some time, and this certificate offers an option for students interested in this area. This proposal can be implemented with existing resources.

Item approved with 43 in favor, 0 opposed, and 1 abstention.

2) Department of Natural Sciences

a) [Geography, B.S.](#)

Request: Modify

The changes pertain to the courses required for the Environmental Sustainability concentration. First, change in 9 approved credit hours from "3000/4000 level GEOG courses" to "3000/4000 level courses in any discipline as approved by advisor." Second, remove the internship from the required courses (but keep the internship option available for credit). These changes make the program more interdisciplinary and remove barriers that have affected student progress and graduation.

Item approved unanimously.

b) [PHYS 4411 Scientific Communication](#)

Request: Add

This course is oriented toward science majors who are interested in becoming teachers and will need to be able to communicate complicated scientific concepts to a

broad audience. The course will be cross-listed in Physics, Chemistry, Geography, Geology, and Biology (submissions with these other course prefixes are working their way through Curriculog). The course will be part of the Accelerated Bachelor's to Master's (ABM) pathway allowing science majors to get a Master's in Applied Teaching (MAT). For that program, this course will also be listed as PHYS 5411 which is on this agenda from the Graduate Programs Committee.

Item approved with 43 in favor and 1 opposed.

B) School of Communication, Film, and Media

1) [Film & Video Production, B.S.](#)

Request: Modify

This proposal adds the Georgia Film Academy course GFA 1040: Introduction to Film & Television Post-Production as an option in Core Area F. The Georgia Film Academy has created two new pathways which have GFA 1040 as the introductory course. With this proposed revision to the program, the requirement would be stated as taking either GFA 1000 OR GFA 1040 in Area F (instead of only GFA 1000).

Item approved unanimously.

2) [Mass Communications, B.S.](#)

Request: Modify

There are two changes requested. First, this proposal creates an Accelerated Bachelor's to Master's pathway that allows students to earn credit toward an M.S. in Digital and Social Media Communication while completing the B.S. in Mass Communications. Three courses are available from which students can choose up to six hours to count for both degrees. Second, for the Film & Video Production concentration in this program, there are two courses being added to the available options from which students can choose to meet the concentration requirements (increasing the options from three to five courses).

Item approved unanimously.

C) University College

1) Center for Interdisciplinary Studies

a) [Interdisciplinary Pathway in Materials Science](#)

Request: Add

This pathway leads to a Bachelor of Interdisciplinary Studies in Materials Science which is a field at the intersection of the physical and chemical properties of matter. This

a growth field with research and career opportunities focused on the development of new materials for use in new technologies or engineering. The Physics and Chemistry departments provide the mentors and are the disciplines represented on the pathway's administrative committee.

Item approved unanimously.

Information Item:

A) University College

1) Center for Interdisciplinary Studies

a) [XIDS 2001 WDYKA Puerto Rico](#)

UPC reviewed the proposal for a new XIDS 2001 topic WDYKA Puerto Rico.

This course supports the Office of Education's efforts to promote study away programs. Students enrolled in the course during semesters in which it is part of an official Study Away program will be required to participate in the trip to Puerto Rico over Spring Break. The course will only be offered in Spring semesters of any academic year.

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Natural Sciences

a) [PHYS 5411 Scientific Communication](#)

Request: Add

PHYS 5411 - Scientific Communication is cross-listed in Physics, Chemistry, Geography, Geology, and Biology; will discuss the nature of science, scientific literacy, distinguishing science from pseudoscience, and how to make a persuasive argument regarding a scientific topic.

This course is the graduate version of PHYS 4411-Scientific Communication, and will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT) in approximately one year. The ABM allows students to count credits toward both a Bachelor's and Master's degree. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

Item approved with 41 in favor and 1 opposed.

B) University College

1) Department of Civic Engagement and Public Service

a) [CRIM 6284 Graduate Capstone](#)

Request: Add

This course is being added to streamline the MA program by replacing the current comprehensive exam with a capstone course that has an exit paper.

Item approved unanimously.

C) Richards College of Business

1) Department of Economics

a) [Master of Science in Applied Business Analytics](#)

Request: Add

The proposed MS in Applied Business Analytics program is designed to combine practical training with problem solving and critical thinking skills using real problems and real data. In doing so it will prepare students for a job market driven by big data and data analytics, and will include three tracks: Health Care Analytics; Sports Analytics; and Data Intelligence.

Item approved with 41 in favor, 0 opposed, and 1 abstention.

b) [ECON 5208 Business Analytics Programming](#)

Request: Add

c) [ECON 5408 Advanced Visual Analytics](#)

Request: Add

d) [ECON 5415 Healthcare Analytics](#)

Request: Add

e) [ECON 6415 Healthcare Economics](#)

Request: Add

f) [ECON 6428 Retail Analytics](#)

Request: Add

g) [ECON 6460 Economics of Sports](#)

Request: Add

Items b through g approved unanimously as a block.

2) Department of Management

a) [Master of Science in Strategic Cybersecurity and Information Management](#)

Request: Add

Creating a Master's Degree in Strategic Cybersecurity and Information

Management at UWG would build upon RCOB's Management of Information Systems undergraduate degree and would make a path for employees with no tech background to retool themselves to meet the industry need for cybersecurity professionals.

Cybersecurity is a job sector that is experiencing tremendous demand and growth. From May 2021 through April 2022 in the U.S., there were 141,000 employed Information Security Analysts, 180,000 openings for Information Security Analysts with an average salary of \$116,000 (nearly three times the national average), and an estimated annual talent shortfall of 39,000 Information Security Analysts. In Georgia, there are currently over 25,000 job openings and nearly 36,000 people employed in cybersecurity positions.

Item approved unanimously.

- b) [CISM 6410 Information Asset Protection and Risk Management](#)
Request: Add
- c) [CISM 6420 Defensive and Offensive Security](#)
Request: Add
- d) [CISM 6430 Cryptography, Identity and Access Management](#)
Request: Add
- e) [CISM 6440 Cybersecurity and Cloud Computing](#)
Request: Add
- f) [CISM 6450 IoT Security and Analytics](#)
Request: Add
- g) [CISM 6460 Security Planning and Systems Development](#)
Request: Add
- h) [CISM 6470 Cyberwarfare, Cybercrime, and Digital Forensics](#)
Request: Add
- i) [CISM 6480 Special Research Topic in Management Information Systems](#)
Request: Add

Items b through i were approved unanimously as a block.

D) Graduate Catalog 2022- 2023

- 1) WolfWatch Policy (**Figure 1**)

Request: Add

The current Graduate Catalog does not describe WolfWatch. This proposed new policy describes the role of WolfWatch to aid and facilitate graduate academic advising.

Item approved unanimously.

2) Disclaimer Policy (**Figure 2**)

Request: Add

This proposed new policy would be at the end of Graduate Academic Policies to allow the Graduate School to waive or modify graduate policies, giving it flexibility to address situations where rigid application of existing policies result in unduly onerous results for students. Example: Strict application of a policy might require a student to be dismissed in a situation where the graduate program and the Graduate School agree that special circumstances justify waiving or modifying a policy to benefit the student in unusual or extenuating circumstances. This disclaimer language is required to give the Graduate School the flexibility to modify or waive application of a policy in special circumstances that benefit a student.

After discussion regarding the need for more specificity in the language of this policy, the following friendly amendments were proposed and approved: “Graduate School” was changed to “Graduate Dean or appropriate designee;” “its” was changed to “their;” and “in consultation with the appropriate unit when applicable” was added to the end of the sentence.

Item approved as amended with 35 in favor, 0 opposed, and 4 abstentions.

3) Course Repeat Policy (**Figure 3**)

Request: Modify

Current policy requires all courses taken to be counted in GPA, even if a student fails a course and retakes it to earn an A. The proposed modified policy would allow a course retake resulting in a higher grade to replace a lower previous grade in the same course.

Discussion occurred regarding how repeated courses would be displayed on a student’s transcript: where applicable, an indicator of “I” would be noted to the left of the repeated course, notating “Included,” and an indicator of “E” would be noted to the left of the previously attempted course(s), notating “Excluded.” All attempts would thus still be included on a student’s record, but “E” indicated courses would not count towards the student’s GPA or degree progress.

Item approved with 37 in favor, 0 opposed, and 2 abstentions.

4) Statement of Competitive Admissions/Right of Refusal Policy (**Figure 4**)

Request: Add

The Statement of Competitive Admission states explicitly that admission to UWG is competitive and satisfying minimum standards of a graduate program does not guarantee admission. The Right of Refusal policy grants the university the right to refuse admission to a graduate applicant, a student who has been accepted, or a student who has enrolled, if the university discovers that the student has violated criminal, academic honesty, honor code, or other standards, as listed in the policy.

Item approved unanimously.

5) Reinstatement Procedures (**Figure 5**)

Request: Modify

Current reinstatement policies vary in programs across the university. The proposed new policy centralizes the submission procedure requiring all requests for reinstatement to be submitted to the Graduate School using a single “Request for Reinstatement form. Then the Graduate School routes those requests to the respective graduate program for review. The program then forwards its recommendation back to the Graduate School for final decision and communication with the program director and other relevant parties.

After discussions regarding what “sit out” means in the proposed policy language and the need for procedural clarity for students returning after suspension, the following friendly amendments were approved: paragraph 1 of “Reinstatement Procedures” was changed to “As a general practice, a student who wishes to request reinstatement after suspension must complete the ‘Request for Reinstatement’ form and submit it to the Graduate School. The form will be routed to the appropriate graduate program personnel for review. The program will then forward their recommendation to the Dean of The Graduate School. The Dean of The Graduate School will then notify the appropriate graduate program director, the Office of the Registrar, and the student of the Graduate Dean’s decision. A graduate student who is granted a reinstatement must agree to a remediation plan developed by the graduate program. Any deviation from the remediation plan will result in permanent dismissal. Reinstatement is not automatic or guaranteed.”

Item approved as amended with 37 in favor and 2 opposed.

6) Graduate Admission Classification-Provisional Degree (**Figure 6**)

Request: Modify

The current policy and process regarding special admission under provisional

degree status is decentralized, varying across different Schools and Colleges. The modified policy would add provisions ensuring that provisions (or conditions) imposed by the graduate program on the applicant be submitted to the student and the Graduate School at the time of admission. This will allow the Graduate School to monitor the student's compliance with the provisions, allowing it to assume the responsibility to remove the provisional status as soon as the student meets the conditions. The modified policy removes the responsibility for programs to monitor student completion of required provisions, then remember to complete and submit the conversion form when the student meets the conditions.

Item approved unanimously.

7) Admission Appeals (**Figure 7**)

Request: Modify

Currently, Colleges and Schools have separate and distinct admissions appeals policies. Denied applicants submit admissions appeals directly to the individual College or School that houses the program that denied admission, and the current policy includes no official role for the Graduate School in the admission appeals process. Under the proposed policy, admission appeals would be handled with a more consistent, standardized process, coordinated through the Graduate School. This includes having a standard process for graduate admission appeals posted on the Graduate School website, and distinguishing between appeals based on claims of impermissible discrimination, which would be submitted to the Office of Equal Opportunity & Title IX, in contrast to appeals based on other factors, which would be submitted to the Dean of the Graduate School. The new policy also provides procedures for submission of all admission appeals to the Graduate School, and specifies that the Graduate School will identify an appropriate process for reviewing the appeal. Finally, the Graduate School will collect relevant evidence relevant to the appeal and will empanel a group of Graduate Faculty members to review the appeal and make a recommendation to the Dean of the Graduate School.

Item approved with 36 in favor, 2 opposed, and 1 abstention.

8) Transfer Credit (**Figure 8**)

Request: Modify

The current policy limits transfer credit to a maximum of six semester credit hours, subject to a designated set of conditions, such as only grades of B or better can be

accepted. Proposed policy would permit acceptance of transfer credit up to 25% of the total semester hours required for the UWG graduate degree.

Discussion occurred as to how this revision would benefit the university. It was clarified that this change provides flexibility for programs, most notably in regards to recruiting students from elsewhere (and the percentage of total coursework as a factor of credit hours would differ between smaller and larger programs).

Item approved unanimously.

9) Credit for Prior Learning or Work Experience (**Figure 9**)

Request: Add

The new policy would allow students to request credit toward a graduate degree for prior learning (PL) or work experience (WE). The amount of credit awarded from PL or WE cannot exceed 25% of the total semester hours required for the degree and count toward the 25% transfer credit limit. The policy includes provisions concerning eligibility to earn credit for PL or WE; specifies that program faculty must assess the student's PL or WE to determine amount and applicability of credit; provides restrictions on awarding credit for PL or WE for courses previously attempted or completed, and includes opportunity for students to appeal the outcome of the assessment.

Item approved with 36 in favor, 2 opposed, and 1 abstention.

10) Residency Requirement (**Figure 10**)

Request: Add

The new policy would require students to complete 75% of total semester credit hours required for the degree within their graduate program through instruction offered by UWG. The policy specifies the types of credits that do not count as instruction offered by UWG, such as prior learning assessment and coursework transferred from other institutions.

Item approved 37 in favor, 0 opposed, and 2 abstentions.

11) Requirements for Multiple Graduate Degrees (**Figure 11**)

Request: Add

Policy notes that a student may only earn a specific degree from UWG once, and that a student wishing to complete a second graduate degree must submit a separate application and meet all admission requirements for the second degree. The policy adds that for each subsequent degree, the student may be able to apply coursework from a previous graduate degree earned from UWG, IF the coursework is required in the

subsequent degree and the program faculty approve. The exact number of hours allowable will depend on specific degree requirements, but may not exceed 25% of the new degree plan of study.

Discussion occurred regarding how students might avoid laborious or repetitive applications if they are applying to UWG for a further degree while still actively enrolled. It was concluded that providing any concessions for this sort of circumstance might provide an unfair advantage to outside applicants. Further, the policy allows for “double-dipping:” if a student returns for a further degree, courses previously taken can still count towards intended degree requirements as applicable.

Item approved with 38 in favor, 0 opposed, and 1 abstention.

Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)

Action Item (Figure 12):

A) Faculty Parking on Campus: Townsend Lot

1) *The Townsend parking lot was opened to students during the pandemic. With classes now delivered face-to-face, the increased number of students and faculty using the lot has created several problems, notably: inadequate parking for faculty and vehicle damage caused by students’ cars to faculty vehicles.*

a. *Discussion occurred regarding this item with many faculty in agreement. Several faculty members also noted that pedestrian safety has become an issue at many campus crosswalks due to speeding and disregard to crosswalk locations.*

i. *The President stated that these issues will be addressed. He also noted that increased signage will be added at pedestrian crosswalks in the coming months.*

Item was presented as a vote to return Townsend as faculty-only parking. Item was approved with 43 in favor, 0 opposed, and 1 abstention.

Committee IX: Rules Committee (Jamie Brandenburg, Chair)

Information Items:

A) Proxy Amendment Update.

1) *The Committee has decided not to move forward regarding this issue at this time.*

B) Duplications in PolicyStat for Decommission.

1) *After review, it was discovered that there were three duplications: two regarding RPT, and one duplication regarding evaluation. There were individual links provided, but these are already present in the handbook. PolicyStat thus created a duplication of the policy: it was voted and approved in the committee to decommission those three links.*

C) Policies and Procedure for Review and Comment

1) *The committee is working with university counsel to find a remedy to the potential problem of policies needing review in June and July when faculty are not on contract. The committee was informed in their meeting that if there is a policy put out at any time, there is a 14 day window with discussion, but policies can be revisited at any time.*

D) Amanda Shoemake will serve as Chair of the Rules Committee for the 2023-2024 Academic Year.

6. Old Business

None reported.

7. New Business

None reported.

8. Announcements

None reported.

9. Adjourn

Adjourned by Chair Reber at 3:58pm.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary.

Figure 1

APPROVED NEW POLICY (For addition to “General Academic Policies”)

Student Guide to Degree Progression (WolfWatch)

WolfWatch is a web-based advising tool that provides real-time advice on degree completion. This system is designed to aid and facilitate academic advising. It is not intended to replace face-to-face advising sessions. WolfWatch is available to all degree seeking graduate students.

Figure 2

APPROVED NEW POLICY (For addition at END of "General Academic Policies" section)

Disclaimer

The Graduate Dean or appropriate designee may, at their discretion, waive or modify any of the foregoing in consultation with the appropriate unit when applicable.

Figure 3

APPROVED REVISED VERSION

Repeating a Course to Replace a Grade

A student may repeat a course taken at the University of West Georgia in order to replace an earlier grade earned. Beginning Fall 2022, the academic standing and institutional GPA will be based on the highest grade earned. If a student repeats a course and earns a lower grade, the highest grade from a previous attempt will be used in calculating the academic standing and institutional GPA.

In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.

- All course attempts will remain on the official transcript. The highest grade earned will be designated by an "I" (include in GPA); all other attempts will be designated by an "E" (exclude from GPA).
- This policy applies only to graduate students repeating coursework for graduate classes that have not been applied to a previous graduate degree obtained from the University of West Georgia.

Figure 4

APPROVED NEW POLICY (For addition to “Admission” section)

Statement of Competitive Admission

All qualified persons are equally welcome to seek admission to University of West Georgia, and all persons may apply for and accept admission confident that the policy and regular practice of the University will not discriminate against them on the basis of race, religion, gender, sexual orientation, veteran status, or national origin.

Projections of the number of graduate students to be admitted and enrolled in any year will be determined (a) by the capacity of the University, (b) by the capacity of the admitting program, and (c) by approved enrollment levels. If the number of eligible applicants for admission exceeds the number of applicants who can be admitted and enrolled, those to be offered admission will be selected on the program director’s recommendation of the applicant’s relative qualifications for satisfactory performance in the University/program/research area.

Verification of credentials and certification of compliance with University policies shall be the responsibility of the Graduate School. Policies and procedures that are approved by the Board of Regents of the University System of Georgia, Office of the President, the Graduate School, and the Graduate Programs Committee shall be applied in determining eligibility for consideration for graduate study. From those eligible candidates, final admission recommendations will be the responsibility of the admitting program. Satisfying minimal standards, however, does not guarantee admission since the number of eligible applicants generally exceeds the number of places available. As a result, many qualified applicants may not be accommodated.

The criteria used in determining each applicant’s eligibility for consideration shall include: (1) evidence of award of all required degrees or their equivalent (prior to matriculation) from a regionally accredited institution; (2) evidence of preparation in their chosen field correlating to likely success in graduate study; (3) other qualifications consistent with standards in their degree and discipline. For international applicants, satisfactory completion of requirements listed on the Graduate School’s website. From eligible candidates, programs may make final admission recommendations based on a combination of factors, including, but not limited to, academic degrees and records, the statement of purpose, letters of recommendation, test scores, and relevant work experience. Also considered is the appropriateness of the applicant’s goals to the degree program in which they are interested and to the research interests of the program’s faculty. In addition, consideration may be given to how the applicant’s background and life experience holistically contributes to creating a community of scholars.

Right of Refusal

If an applicant (a) is on probation, suspension, expulsion, or any other type of academic warning at any previously attended institution, (b) is ineligible to enroll at any previously attended institution, (c) is currently charged with, or has been found responsible of, any violation of academic honesty, honor code, or conduct regulations of a previously attended institution, (d) left a previous institution while there were pending charges of any violation of academic honesty, honor code, or conduct regulations, (e) is currently charged with or has been found guilty of any violation of a federal, state, or municipal law, regulation or ordinance other than minor traffic violations, including offenses for which any type of first offender status has been granted, (f) has

ever entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or has otherwise accepted responsibility for the commission of a crime, (g) has received any type of discharge from military service other than honorable discharge, then the applicant's case will be reviewed to ensure that the applicant does not pose a threat to the university community. If, after a letter of acceptance has been issued, information comes to light that shows that an applicant did not meet all admission requirements, or that an applicant's application contained omissions or misrepresentations, the applicant's offer of admission will be automatically revoked. If this information comes to light after the student has enrolled, the applicant's enrollment at University of West Georgia will automatically be terminated and earned credit may be revoked.

Any changes in a student's record prior to enrollment will necessitate a new review of the application. Any omissions or misrepresentations on a student's application for admission will automatically invalidate consideration by, acceptance to, and continuation at University of West Georgia.

Figure 5

APPROVED REVISED VERSION

Reinstatement Procedures

As a general practice, a student who wishes to request reinstatement after suspension must complete the "Request for Reinstatement" form and submit it to the Graduate School. The form will be routed to the appropriate graduate program personnel for review. The program will then forward their recommendation to the Dean of The Graduate School. The Dean of The Graduate School will then notify the appropriate graduate program director, the Office of the Registrar, and the student of the Graduate Dean's decision. A graduate student who is granted a reinstatement must agree to a remediation plan developed by the graduate program. Any deviation from the remediation plan will result in permanent dismissal. Reinstatement is not automatic or guaranteed.

Individual graduate programs may have additional expectations and/or grading policies. Please see specific graduate program sections of the catalog for additional information on graduate expectations.

Figure 6

APPROVED REVISED VERSION

Graduate Admission Classification

A prospective student who plans to take coursework beyond the baccalaureate degree must apply to the University and be admitted to a program under one of the following classifications:

Degree Admission

Students admitted to a program that leads to a graduate degree are classified as degree-seeking students. Degree-seeking students are placed into one of two categories.

1. **Regular:** Meets all requirements for admission and has been approved for admission by the graduate program and college/school in which he or she plans to study. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
2. **Provisional Degree:** Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student. Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Graduate School. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program. The Graduate School monitors and removes the provisional status where appropriate each semester.

International students may not be admitted on a provisional basis.

Since some programs do not permit Provisional Degree admission, applicants are advised to communicate directly with the Department Chair or Graduate Program Director for more information.

Figure 7

APPROVED REVISED POLICY

Process for Graduate Admissions Appeals

Appeals of graduate admissions decisions at University of West Georgia are made to the Dean of the Graduate School. This is the process admission appeals will follow.

1. Notice to applicants.

Applicants will be apprised of their ability to appeal admissions decisions through postings on the University's Office of Graduate Admissions and the Graduate School's websites, as well as communications sent contemporaneously with admissions decisions.

1. Website Posting. The Office of Graduate Admissions website will prominently feature a link regarding admissions appeals, which will link to an explanation of the appeals process. This will also be included on the Graduate School's website under web resources for graduate students.
2. Notification of Admissions Decisions. Contemporaneously with notifications of admissions decisions, applicants will be informed of their ability to appeal those decisions and directed to the University's web resources detailing the appeals process.

2. The Appeal.

A. Basis for appeal. Appeals of admissions decisions may follow different processes based on the grounds of the appeal.

1. Discrimination. If the applicant believes their admissions decision is impermissibly based upon the applicant's race, color, sex, sexual orientation, gender identity, ethnicity or national origin, disability religion, age, genetic information, veteran status, or any other characteristic protected by institutional policy or state, local, or federal law, the applicant may directly contact the Office of Equal Opportunity & Title IX.
2. Other basis. If the applicant wishes to appeal their admissions decision based on other factors, the applicant needs to submit a written appeal to the Dean of the Graduate School.

B. Written Appeal. Within fourteen (14) calendar days of the notification date of the admissions decision, the applicant may file an appeal. The appeal should, at a minimum, contain the following:

1. An explanation of the admissions decision;
2. An explanation of why the applicant believes the decision was incorrect;
3. Identification of any evidence the applicant believes supports her or his position. The applicant may be asked to provide this evidence to permit the Graduate School to process their appeal;
4. Any other information the applicant believes is relevant to her or his appeal.
5. Current contact information for the applicant.

Effective appeals will typically involve information the applicant may not have provided in their original application, but which might influence the University's decision regarding her or his application.

For example, following notification of an unsuccessful application, an applicant for the Master of Arts in Criminology might speak to a professor regarding their application. During that conversation, the applicant notes her or his five (5) years of successful service as a law enforcement officer. The professor notes this was not included in the original application and states the program faculty might believe it relevant to their consideration of the application. The professor then suggests the applicant file an appeal, providing specific evidence of their successful law enforcement record and an explanation of why the applicant believes it contributes to their strength as a graduate student in that discipline.

Please note the Graduate School is unlikely to be influenced by arguments in which the applicant is challenging the judgment of a program's faculty regarding aspects of the program's application. This is particularly true regarding the faculty's assessment of an applicant's relevant grade point average or their scores on an admissions examination required by the program (e.g., GRE, GMAT) or the weight to give such items in the faculty's evaluation of the applicant.

- C. *Submission of Appeal.* The appeal may be submitted electronically or in writing to the Graduate School. It should be submitted to:
graduate@westga.edu
Assistant Director of Graduate Admissions
Graduate School
1601 Maple Street
Carrollton, GA 30110

The Graduate School will acknowledge receipt of the appeal electronically.

3. Review Process.

Upon receipt of the appeal, the Graduate School will identify an appropriate process for reviewing the appeal. This process may vary based upon the grounds of the appeal (such as a need to solicit input from the graduate program faculty).

After identifying and receiving information and evidence relevant to the appeal, the Graduate School will empanel a group of at least three (3) members of the University's Graduate Faculty to review the appeal. The Graduate Faculty members will make a recommendation regarding the appeal to the Dean of the Graduate School.

4. Decision.

In the absence of exceptional circumstances, within fourteen (14) calendar days of the receipt of the appeal, the Dean of the Graduate School will issue a decision regarding the appeal. It will be communicated to the applicant through electronic mail.

Figure 8

APPROVED REVISED POLICY

Transfer Credit

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee of the respective program in order to satisfy degree requirements at the University of West Georgia. Such transfer credit cannot exceed 25% of the total semester hours required for the degree. No grade below B may be accepted.

Individual degree programs may have additional specific requirements or limitations for transfer credit.

Graduate coursework may not substitute or transfer more than one level (i.e., A 5000-level course may not substitute for an 8000-level course)

Figure 9

APPROVED NEW POLICY

Credit for Prior Learning or Work Experience

A student may request credit toward a graduate degree for prior learning or work experience. The amount of credit awarded from prior learning and work experiences cannot exceed 25% of the total semester hours required for the degree and counts towards the 25% transfer limit.

Eligibility

- The student must be enrolled in a graduate degree program.
- The prior learning or work experience must be reflected in the enrolled graduate program's curriculum.
- The prior learning or work experience must align with and exceed the learning outcomes of the course for which the credit will be applied.
- The student must request a prior learning or work experience assessment through the Graduate School.

Assessment

- The program faculty must evaluate the prior learning or work experience to determine the amount and applicability of credit. Examples of submissions for evaluation include, but are not limited to, a portfolio, comprehensive exam, or oral defense.
 - In the event a certification is being used for prior learning, the faculty may use the certificate as the assessment and may require additional documentation.
- The program faculty determine how many, if any, credits will be awarded and how, or if, those credits will apply to the program.
- Content taken through University of West Georgia's Continuing Education may qualify for Prior Learning Assessment.
- Satisfactory/Unsatisfactory grading will be used for prior learning or work experience.

Restrictions

- Credit from prior learning or work experience will not be awarded for any course a student previously attempted or completed at UWG as a regular or an audit student.
- Credit cannot equate more than the course being replaced. (e.g. 3 hours to 3 hours)

Appeal

- A student may appeal the outcome of the assessment to the Graduate School Dean.

Figure 10

APPROVED NEW POLICY

Residency Requirement

To receive a graduate degree from the University of West Georgia, a student must complete at least 75% of the total semester credit hours required for the degree within their graduate program through instruction offered by UWG. Credits awarded from prior learning assessment, coursework transferred from other institutions, and credits earned through a consortium that did not originate from UWG (e.g., cross registration) do not count as instruction offered by UWG. To be counted toward the residency requirement, courses must be completed after the student has been admitted to the degree program except for:

- Non-degree personal enrichment applied to a degree program
- Courses applied from a previous graduate degree earned at the University of West Georgia

Such coursework is considered instruction offered by UWG and is subject to limitations described elsewhere.

Figure 11

APPROVED NEW POLICY

Requirements for Multiple Graduate Degrees

A student may earn a specific degree at the University of West Georgia once. A student wishing to complete a second graduate degree program must:

1. Submit a new graduate application through the Office of Graduate Admissions.
2. Meet all admission requirements in effect for the second graduate degree.

For each subsequent degree, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia, if the coursework is required in the new degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval.

The exact number of hours allowable will depend on specific degree requirements, may not exceed 25% of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Graduate Dean. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this policy.

Coursework from a previously earned degree may only be applied once toward any subsequent degree(s) and should not compromise the integrity or rigor of the degree to which it is applied.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines.

Figure 12

Townsend Parking Lot

During the pandemic, the Townsend parking lot was very rarely full and thus there was no problem for users finding a parking space. However, now that many more people are back on campus, we believe that the Townsend lot should be reserved for faculty and staff once more. The problem of limited parking spaces for faculty and staff has been exacerbated as a result of the TLC lot being closed due to construction work on the Humanities Building.