

Faculty Senate Meeting Minutes

December 2, 2022

Approved December 11, 2022

1. Call to Order

Called to order at 1:03pm by Chair Reber.

2. Roll Call

Present:

Allen, Banford, Brandenburg, Caramanica, Carmack, Chambliss, Corley, Davis, Dyar, Edelman, Elman, Erben, Evans, Gault, Graffius, Green, Hadley, Hester, Khan, Kniess, Kramer, Lee (Gavin), Lee (Sungwoong), Lew Yan Voon, MacKinnon, McClenny, McLean, Olivieri Parker, Overfield, Richter, Riker, Roberts, Rollins, Scullin, Sheppard, Shoemake, Snipes, Swift, Sykes, Talbot, Van Valen, Weber, Wei, Williams, Wofford, Yoder.

3. Minutes

A) The November 11, 2022 Faculty Senate Meeting Minutes were approved electronically on November 18, 2022.

4. Administrator Reports

A) Report from the President.

- Winter West Wonderland was ranked seventh on an Atlanta parenting list of best things to do in the area. This event is an asset to the community, with student artwork, food, and vendors that have provided an opportunity to promote connection and holiday spirit. Hope that this will become a tradition. Lindsey Robinson led the project and managed the event. The President appreciates all contributions.*
- Newnan LINC installation of student sculpture. The President attended a ribbon cutting with the mayor, the faculty who mentored the artist, and city officials. Aluminum used in the work came from Bonnell manufacturing. This art piece is a contribution to quality of life in the region.*
- The superintendent of Douglas County, who is a current UWG graduate student, won superintendent of the year in Georgia last night.*

- *SACSCOC. The President asked Kevin Gwaltney to provide a brief overview of our performance in the 2024 assessment cohort. This is a multiyear endeavor with documentation across the institution. Attention is being paid regarding changing principles in university systems: there is going to be a national meeting next week and the President will be briefed by the VP, regarding engagement. Tenure reaffirmation as part of this process is an important issue: if anyone is called to contribute data or records, please attend to the request with haste.*
- *Last BoR meeting for this period just occurred. Authority has thus been transferred to the Chancellor during the brief BoR hiatus until January. The BoR approved the Nexus in supply chain logistics. No major business or policy shifts took place. The President is pushing board for definitive responses regarding testing requirements, which could improve enrollment patterns: will be an ongoing effort.*
- *Legislative session about to begin. House Speaker David Ralston passed away recently. He provided tremendous leadership during his tenure, particularly for mental health advocacy and outreach. There is a new speaker and new leadership in the Senate and 45 new members of the House: all work from last session essentially has to be redone. The President will be spending time in Atlanta to advocate for key initiatives for UWG and higher education policy broadly. USG provides position on policies and all universities lobby together, starting at the beginning of January. UWG is well-positioned locally and across the state. The President will provide updates as we move forward, which likely won't happen until February or March after the Governor's budget comes out in January.*
- *Three commencements next week. All are encouraged to be part of this celebration.*
- *The President hopes that all have a successful end to the semester and happy holidays.*
- *Questions:*
 - *Q: At the Regent's level, Florida is looking at changing accreditors every 10 years. Is Georgia doing the same?*
 - *A: Each university has its own board of trustees. About 4 or 5 years ago rules changed in regards to regional accreditation:*

can now use any instead of the main four. Nothing has been mentioned about this here. There would need to be an academic or economic advantage to do so. It is permissible, but to the President's knowledge, no one has changed at this time.

B) Report from the Provost.

- *Thanks to all faculty for a successful semester. The Provost encourages faculty to submit all grades on time.*
- *Echoed President's comments on Winter West. Motivation to showcase student, faculty, and staff creations, and bring to market. Over 2,000 people have participated in the first three nights. Being on campus increases likelihood that students (now and in the future) may attend: will help enrollment. Sculptures, pottery, and laser cut ornaments reflect entrepreneurial spirit and increase affordability by generating revenue. Light sculptures that Art and Computing created were well received by those that installed the professional lighting: testament to employability.*
- *Annual report for research and scholarship for the past year was recently published. Includes both funding and enumeration of scholarship of all faculty. The Provost commends faculty for what they have been able to accomplish. Diverse range of subjects connects regionally, nationally, and internationally. If anything is missing from the report, contact Dr. Ilya so that the digital version can be corrected.*
- *Looking to upcoming year, getting ready for graduation. Strong lead initiators: increase of 72% in applications which will lead to enrollment growth. Graduate enrollment remains strong year over year with a 17% increase in enrollment, 11% increase in applications, admittance increase of 120% year over year. The Provost is inspired and excited to see this growth.*
- *Personnel changes. Led by credit hour production, with growth and decline in different areas. Leaders across academic affairs focused on the credit hour change, what areas have been in sustained decline, and adjustments were based on that: excess capacity. Resources need to be adjusted for these areas of growth and*

decline. Research and scholarship are important, but the faculty handbook default is a 4:4 teaching load: in times when there is increased demand or decrease in enrollment, workload also shifts. The Provost advocates for flexibility and his message to Deans is to work with faculty to address workload in a variety of ways: reduce electives at the upper-level; increase capacity in courses; reduce courses on offer, but increase seat limits, etc. With any option, students must be able to graduate within given timeframes. There is a need to be authentic and transparent to faculty: the Provost wants to ensure that faculty can progress within their careers while still meeting work requirements. The Provost wants to provide assurance that regardless of workload, scholarship is acknowledged as valued, and is important.

- *Workload. As faculty submit what has been done this year for annual reviews, they should also be proactive and include a plan for what may be accomplished in the coming year (travel for future conferences, publications, etc.). The Provost wants to avoid situations where faculty cannot be supported financially for participation due to unexpected costs.*
- *Future of liberal arts. More broadly to academic programs moving forward, many employers are appreciative that Nexus degrees are being embedded into programs with the possibility of continued work (Accelerated Bachelor to Master, ABM, is also a good example). Dual enrollment, Nexus, ABM, efficient graduate programs so students can stack credentials and graduate multiple times sets a pathway for increased growth. Diversity of a comprehensive institution is a strength, and we offer a wide variety of programs in many areas. Combining art and technology such as in Winter West is a good example. These programs and initiatives align with a pillar of our strategic plan, relevance: what are we offering and how have programs been revised and innovated? This needs to be an ongoing conversation in all programs. Dr. Drake has found course coordinators for every program at UWG. A course coordinator is the person or expert of a given course: they are charged with evaluating how it is meeting the curricular and programmatic needs of students and the university while addressing whether new or innovative changes*

be implemented. Departments can then hear from coordinators if major changes (textbooks, approaches, etc.) need to take place.

- *QEP and the future of academics. Piloting in this upcoming calendar year, focusing on career readiness and experiential learning. Goal of creating unique experiences for students that they can take into the marketplace. West Georgia is a resource for research and development and prototyping.*
- *Common course content. TLA and IFE working to define what it should look like: the goal is to create a common road map for students, not mandating certain course content. Navigation will be consistent to reduce unknowns.*
- *Questions:*
 - *Q: Previously, in the College of Science, grant-writing workshops were offered in the summer, can this practice be revived?*
 - *A: Yes. The Provost appreciates faculty enthusiasm and interest in this area. President Kelly: Dr. Ilya will get in touch with faculty and if consultancy is needed, that will be brought in as well. Need to increase external funding. Provost: can also be one-on-one conversations with Dr. Ilya. The administration respects faculty summer time, so possibly offer during the normal year – funding could also help provide support for summer.*
 - *Q: Regarding teaching load, will some faculty have to go to 4:4 because of the strategic reduction in workforce? Chair Reber: some faculty have said that 4:4 has been mandated, but is this necessarily the case?*
 - *A: Workload will be based on demand and is thus malleable: increased capacity does not necessarily mean an increase in sections. This also depends on discipline and pedagogical area. No plan for reorganization and changing home departments has not been discussed at this time, but conversations can happen with Deans. In response to Chair Reber: the Provost respects faculty input on what will and should be offered based on demand. Section addition should be based on a formula: i.e., this many students want these courses, this then leads to corresponding caps and shifts in*

workloads. Also, the 4:4 teaching load is in the Faculty Handbook: it is not punitive. Historically, justifications for other loads have happened culturally, so guidelines should speak to 4:4 load policy. Where workload adjustments are to be made, they must be justified to the Dean. The Provost supports a flexible workload model, but expected outcomes must match needs. Different levels of workload adjustment should be allowed to assist with equitable review and diversity. All proposals should be reviewed for their merit.

- *Q: The FDC is working on how to include workload in PTR review right now. Faculty want to align any documentation and guidance as best as possible with BoR policy, but leaving specifics as local as possible. It may be difficult for FDC to have sources for 3:3 or 4:4 workloads and would rather it be discussed and solidified at program or department levels.*

- *A: A modified university handbook could include this language.*

Chair Reber: FDC needs to keep an eye across programs to ensure that widely divergent expectations are apparent.

C) Report from Kevin Gwaltney regarding QEP.

- *UWG is well-immersed in experiential learning, which is the main Quality Enhancement Plan (QEP) initiative. The QEP development workgroup has representation from across campus and schools: it is a work in progress, but they are close to having a draft. Dr. Gwaltney has talked with Jason Swift, Chair Reber, and Jonathan Corley to push the draft out and receive feedback from Senate committees. Dr. Gwaltney presented at the Provost Council on Monday: some decisions on student outcomes have changed already.*
- *Experiential learning includes credit and not for credit experiences which are counted for the whole time the student is here at UWG. Research and off-campus learning is also included. Each college or school may emphasize one or more types of learning.*
- *Mentors can opt-in to be within QEP definitions. High Impact Practices (HIPs) can be created to help count experiences. Not all HIPs are experiential learning.*

- *Goals to increase experiential learning opportunities and increase student participation will all be reviewed with implementation in 2024-2025. A further report occurs four years after. Changing the ways HIPs are counted, training mentors, and making students aware of opportunities are priorities. There is a need to also articulate how those experiences contributed to career readiness. The national survey tracking tool, NACE, will be used to determine UWG's position as a first destination school and to see what students do after graduation.*
- *Timeline. The draft is in process now, it will be reviewed and shared, then piloted in the spring of 2023 to administer instruments. The pilot will be continually revised, for final implementation in fall 2024.*
- *Faculty can provide feedback and volunteer to be part of the pilot: first year seminars are ideal, and encouraging students to reflect back on their experiences in later program required courses. Almost every program has courses like this, but a selection will be chosen from each college and school. Promote experiential learning and career readiness in your QEP area. From his personal experience, new and diverse ideas can help prepare students even if the content is not a 1:1 correlation with their major or intended career. Contact Dr. Gwaltney with questions or ideas. Process will be ongoing: the QEP is never done evolving until it is reported, about 6 years from now.*
- *Questions:*
 - *Q: What about capstones with single student enrollment?*
 - *A: Still relevant, regardless of number of students enrolled.*
 - *Chair Reber: The Faculty Senate will form an ad-hoc task force from IPC and TLA to address and review the QEP.*
 - *Q: The emphasis on career readiness can be included in the typical broader impact section in grant writing for bodies such as the National Science Foundation. Are grant writing applications emphasizing the QEP, and can this be included in advertising for the UWG?*
 - *A: Marketing is being discussed, but there are no final decisions right now. Excellent tie-in for grant writing. External grants increase opportunities. President Kelly: There are two frameworks already*

being used in advertising and student experience: the I am West Campaign has built in capability, and Go West Go to Work focuses on connecting learning and post-graduation outcomes. These will be core in our story.

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *Speaking from personal experience, Chair Reber has several children attending UWG: experiences on campus as young children such as Winter West undoubtedly have a positive impact on future students.*
- *The next Chat with the Senate Chair will be January 9th at 1:30pm. The Chair has received many emails with questions that the Provost has now addressed. The Senate intends to keep this communication channel open.*
- *Faculty Welfare committee: still being formed, with the goal to be available to faculty who receive, and who are impacted by, strategic reductions. Faculty are encouraged to reach out to the Faculty Senate Executive Committee for support and resources (advice on job applications, next career moves, etc.).*

2) Committee Chair General Updates

- Committee II: Graduate Programs Committee (GPC). January 6th is the first spring semester GPC deadline for items; the remaining meeting dates and deadlines will be posted online shortly.*
- Committee IV: Faculty Development Committee (FDC). The committee recently met and is close to finalizing revisions to the faculty handbook, may be complete during the week of finals or in January.*
- Committee VIII: Budget Committee. The new chair-elect will be Blynnne Olivieri Parker. Regarding the equity study: there is a workgroup of two members from the budget committee and two members from Academic Affairs focusing on pay, not on any other type of equity. The committee is talking with Mike Hester and the*

Provost regarding diversity and internationalization; perhaps data can be analyzed to dig deeper into any issues. Human Resources is also doing their own equity study.

- d. *Committee XI: Teaching, Learning, and Assessment Committee (TLA). Ally will become active December 13th to determine accessibility within CourseDen. Knowledge-based web links and the Institute for Faculty Excellence are available to help resolve any issues. So far Ally has been piloted to 49 instructors and 10 students, with overall positive feedback.*

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

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

a) [Nexus in Acting](#)

Request: Add

This is one of the two-year programs. This Nexus will give students the opportunity to take courses in both basic acting and acting for the camera to provide a pipeline of talent to the film and television industry in Georgia and the live theatre industry in Atlanta. In addition to the acting courses, it includes the business of acting and how to market oneself as an actor. This Nexus in Acting will be the first of its kind in the USG, and the idea has received support from talent agents and live theater producers in the state. The program is built using existing courses; no additions are needed.

Item approved with 37 in favor, zero opposed, and 1 abstention.

2) Department of Natural Sciences

a) [BIOL 2251 – Human Anatomy and Physiology I](#)

Request: Revise

The grade requirements for the prerequisite courses are being changed from Minimum Grade B to Minimum Grade C. This course is primarily taken by Nursing and Community Health and Wellness students. The higher pre-req grades have been barriers to student progression but were found not to be contributing to students' performance and ability to handle the content of this BIOL 2021 course. In many cases, students were

taking the pre-requisites at other schools and transferring them in. The prerequisites are choices of introductory science courses in biology (BIOL 1107/1107L, BIOL 1108/1108L), chemistry (CHEM 1211/1211L, CHEM 1212/1212L, or CHEM 1152/1152L), or physics (PHYS 1112/1112L).

Item approved unanimously.

B) University College

1) Department of Civic Engagement and Public Service

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

Request: Revise

b) [Organizational Leadership, B.S.](#)

Request: Revise

c) [Political Science, B.S.](#)

Request: Revise

These three proposals were voted on as a block because the rationale is the same for all three. The proposals are creating an Accelerated Bachelor's to Master's pathway leading to the Master's in Public Administration (MPA). There are four 6000-level POLS courses identified to count in place of their 4000-level POLS counterparts. This will allow the students to earn credit (up to 12 hours) toward both degrees simultaneously. This change will increase the competitiveness of the program by making it possible for students to complete both degrees in five years.

Items approved unanimously.

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

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

a) [English, M.A.](#)

Request: Revise

This revision aligns with the BoR 30 credit requirement for degree completion, eliminates the non-thesis track, and eliminates the oral exam to increase competitiveness, but keep rigor.

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

b) [Master of Music with a Concentration in Music Education, M.M.](#)

Request: Revise

This revision modifies the admissions policy to one required statement of recommendation instead of three letters of recommendation.

Item approved with 36 in favor, 2 opposed, and zero abstentions.

2) Department of Natural Sciences

a) [Biology, M.S.](#)

Request: Revise

The first revision removes the GRE from requirements for admission. The exam may pose a financial barrier for some students and is not a predictor of success in this program. A further revision reduces total program credits from 36 to 30, aligning with BoR policy. These changes will assist with recruitment in the region.

Item approved with 36 in favor, zero opposed, and 2 abstentions.

B) Graduate School

1) [GRAD 7000 – Prior Learning and Work Experience](#)

Request: Add

The Graduate School needs a zero-credit hour course for students seeking prior learning credit or assessment. This course allows students to meet this need, with credit applied to their department.

Item approved with 36 in favor, zero opposed, and 2 abstentions.

6. Old Business

None reported.

7. New Business

None reported.

8. Announcements

None reported.

9. Adjourn

Adjourned at 2:32pm by Chair Reber.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary.