

**Faculty Senate**  
**Meeting Minutes**  
**November 13, 2020**  
**Approved December 4, 2020**

1. Call to Order

*Chair Williams called the meeting to order at 1:04 pm.*

2. Roll Call

Present:

*Bandford, Barbour, Barrett, Boumenir, Branyon, Cheng, Corley, DeWeese, Elman, Erben, Faucette, Fuentes, Gault, Geyer, Gordon, Graffius, Green, Gupta, Hadley, Hansen, Hill, Hodges, Ivory, Jara-Pazmino, Kellison, Kimbrel, Kniess, Koczkas, Kramer, Lew Yan Voon, MacKinnon, Mbaye, McKendry-Smith, McLean, Nickell, Ogletree, Pashia (sub. Cook), Pazzani, Rees, Richter, Self, Scullin, Snipes, Sterling, Swift, Van Valen, Volkert, Wadlington, and Wofford*

Absent:

*Ly and Towhidi*

3. Minutes

*The October 16, 2020 Meeting Minutes were unanimously approved.*

4. Committee Reports

**Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)**

**Action Items:**

A) College of Arts, Culture, and Scientific Inquiry

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

a) [Stand Alone Interdisciplinary Certification in Musical Theatre](#)

Request: Modify

*Item unanimously approved.*

B) College of Education

1) Department of Counseling, Higher Education, and Speech-Language Pathology

a) [Speech-Language Pathology, B.S.Ed.](#)

Request: Modify

*Item approved with 44 in favor and 1 abstention.*

- 2) Department of Sport Management, Wellness, and Physical Education
  - a) [Nutrition Promotion and Education Minor](#)  
Request: Modify

*Item unanimously approved.*

**Committee II: Graduate Programs Committee (Connie Barbour, Chair)**

**Action Items:**

- A) College of Education
  - 1) Department of Educational Technology and Foundations.
    - a) [Stand-Alone Certificate in Online Teaching](#)  
Request: Add

*Item approved with 39 in favor, 2 opposed, and 1 abstention.*

- 2) Department of Counseling, Higher Education, and Speech Language Pathology
  - a) [Speech Language Pathology, M.Ed.](#)  
Request: Modify

*Item approved with 42 in favor and 1 abstention.*

**Information Items:**

- A) College of Education
  - 1) Department of Early Childhood through Secondary Education
    - a) [Elementary Education, Ed.S.](#)  
Request: Modify  
*Admission to this program now requires three years of teaching experience in elementary grades at the T5/Master's level. Additionally, they have added ECED 8200 Oral Comprehensive Exam for Elementary Ed.S, a 0 hour course which provides a CourseDen shell for information dissemination to students, and they are replacing the ECED 8284 Research Seminar with EDRS 8301 Educational Research Design and EDRS 8304 Data Analysis in Educational Research with EDRS 8302 Educational Research: Theory and Practice.*
  - 2) Department of Literacy and Special Education
    - a) [Special Education, Ed.S.](#)  
Request: Modify

*These modifications now lower the GPA requirement to 3.2 from 3.5, update the language to reduce confusion regarding the application requirements, and change the prerequisite criteria to accommodate teachers who took the introductory courses in prior degree programs. These changes make the program more relevant with the field's changes to collaborative and inclusive settings, and include speech-language pathologists and collaborative teachers.*

**Committee V: Institutional Planning Committee (Cale Self, Chair)**

**Information Items:**

A) Update on SACSCOC and QEP

*Our SACSCOC 5 Year Interim Report and QEP Report have both been accepted, and no issues were highlighted. The next SACS review will begin in September 2023, and the next QEP will begin in Spring 2024.*

B) Update on IPC's involvement with the Strategic Plan

*Part of the IPC charge is to monitor the implementation of the university's strategic plan. IPC Chair Cale Self and IPC member Beth Sheppard have been to several meetings and were happy to provide faculty with an update. To date, the information from both the campus survey and the discovery sessions have been compiled and 8 themes have been identified. Over 1300 people contributed information, and they will prioritize synthesizing that feedback and data for the next phase of the Strategic Plan. IPC has been and will continue to work with the Strategic Planning Committee throughout this process.*

**Committee IX: Budget Committee (Laurie Kimbrell, Chair)**

**Information Item:**

A) UWG Budget Timeline – FY22 (**Figure 1**)

*While there will be some personnel related non-renewals pursued, there are no budget related faculty non-renewals planned for this year.*

**Committee X: Rules Committee (Angela Branyon, Chair)**

**Information Item:**

A) Full-Time Faculty Census

*The initial count of full-time faculty is complete, and a plan has been sent to everyone on the Rules committee for them to take back to their respective departments and colleges for discussion. Rules will meet again on December 1 to review the input and feedback they*

*receive. The committee plans to have a reapportionment proposal ready for the Senate by the January Senate meeting.*

5. Old Business

6. New Business

7. Announcements

A) Administrator's Reports

- *The USG is recommending a new process for program proposals that will give USG institutions the opportunity to solicit BOR preliminary review prior to official program submissions, thereby updating the one-step prospectus process in order to aid in the collection of information needed to answer commonly asked questions by the BoR. New fields will be added to program prospecti regarding workforce job outcomes, average salaries, employer support, and the like, and the BoR will provide the necessary resources to collect that data. Based on the BoR's preliminary feedback, this will allow UWG to give faculty an indication of whether a new program proposal will likely be approved by the BoR before faculty put a lot of work into creating it. It is unclear as to whether a new curriculum committee will be formed to oversee this process or whether we will maintain our current structure of approvals through committees like UPC and GPC. More information is forthcoming in the spring. While this helps the BoR manage the types of program proposals that are being sent to them at any given time, this would likely improve the chances for programs to be approved and protect us from doing a lot of work that may not come to fruition. Chair Williams noted in response to the Interim Provost's remarks that it would likely give the Faculty Senate a secondary role in an area in which it has traditionally had a primary role. (See [November 13, 2020 Zoom Meeting](#), beginning 00:30:48).*
- *When asked about the push for in person instruction during the spring, Dr. Jenks stated that this came directly from the USG in response to what they have found as a statewide demand for in person classes. Therefore, UWG will increase face-to-face courses while maintaining social distancing guidelines on campus. Courses will be spread out over a wide range of times from our typical 10am to 3pm Monday through Thursday schedule to more 8am to 8pm Monday through Friday to evenly distribute classes across campus. Some areas, such as the lower level of Z6, fitness centers*

*around campus, and the Campus Center Ballrooms, have been transformed into classrooms to accommodate this endeavor. While they considered shortening the semester and canceling Spring Break, they ultimately decided to maintain the spring schedule as it stands in order to meet the demand for more in person classes.*

B) Enrollment and Recruitment Patterns, David Nickell ([Figure 2](#))

*Earlier this year, Dr. Nickell completed a large scale study of UWGs recruitment and enrollment patterns as part of a marketing survey of regional high school students' preferences in terms of college applications with the goal of ascertaining how UWG can better position itself for improving our enrollment and recruitment. From 1:56 pm to 2:37 pm, Dr. Nickell presented his research and recommendations, followed by a Q&A. (See [November 13, 2020 Zoom Meeting](#), beginning 00:56:05).*

8. Adjournment

*The meeting adjourned at 2:38 pm.*

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

**Figure 1**

**UWG Budget Timeline – FY22**

- September 2020 -USG Forwards to Institutions Budget FY2022 Information
- October 2020- Institutions gather information, analyze data, divisions work with requested information from the Board to develop FY2022 Budget changes
- November 2020 –March 2021-Institutional Budget Hearings
- January 2021-Governor’s Releases Budget Recommendations
- March 2021-General Assembly Finalizes FY22 Appropriations
- April 2021-Board Approval Allocations, Tuition and Fees
- April –May 2021 Institutions Develop and Submit FY22 Budget
- May 2021 Board Approval FY22 Budget (By Institution)
- May-June 2021 FY2022 Annual Operating Budget Submitted to OPB

David Jenks, Interim Provost, notified budget committee on November 3, 2020 that the administration does not plan budget related non-renewals for the FY22 budget cycle. Only personnel related non-renewals will be pursued according to the timelines set forth in policy:

Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded academic rank of instructor, assistant professor, associate professor, or professor shall be furnished, in writing, according to the following schedule:

1. At least three months before the date of termination of the contract in the faculty member’s first year of service with any of the above academic ranks at the current institution;
2. At least six months before the date of termination of the contract in the faculty member’s second year of continuous service with any of the above academic ranks at the current institution; or,
3. At least nine months before the date of termination of the contract in the faculty member’s third or subsequent continuous year of service with any of the above academic rank at the current institution.

Lecturers, senior lecturers, and principal lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers, senior lecturers, or principal lecturers with less than three years of full-time continuous service in that position at the current institution, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers, senior lecturers, or principal lecturers with three or more years but less than six years of full-time continuous service in that position at the current institution, institutions must provide non-reappointment notice at least 30 calendar days prior to the institution’s first day of classes in the semester.
3. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, institutions must provide non-reappointment notice at least 180 calendar days prior to the institution’s first day of classes in the semester.

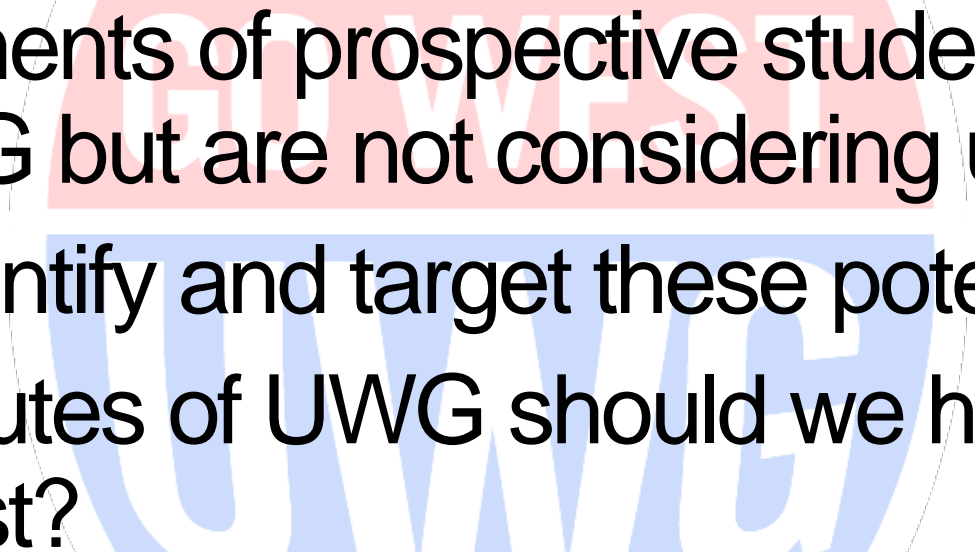
# Enrollment Management Study



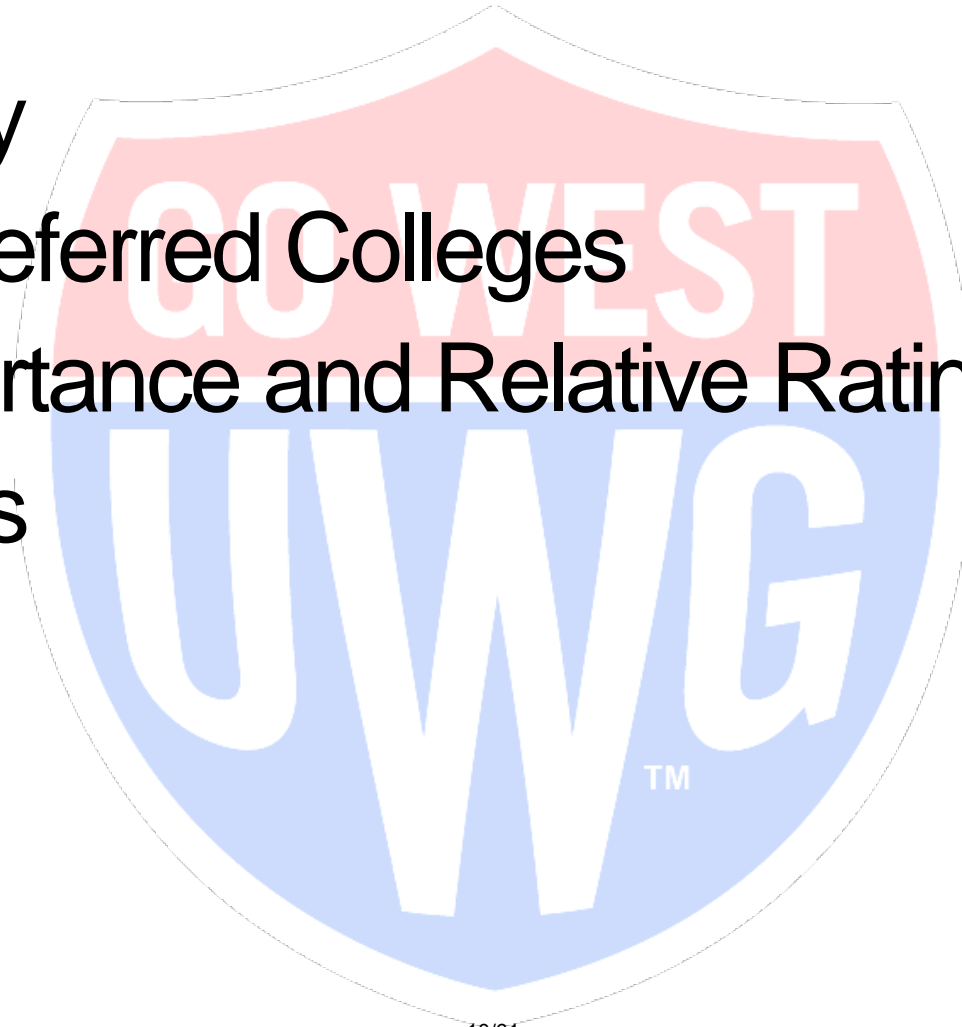
Summer 2020





- 
- A large, semi-transparent watermark of the UWG logo is centered on the slide. The logo consists of a shield shape divided into two horizontal sections: a top red section with the letters 'UWG' in white, and a bottom blue section with the letters 'UWG' in white. A small 'TM' trademark symbol is located in the bottom right corner of the blue section.
1. What segments of prospective students are good fits for UWG but are not considering us?
  2. Can we identify and target these potential students?
  3. What attributes of UWG should we highlight to gain their interest?

- Conjoint Study
- Ranking of Preferred Colleges
- Attribute Importance and Relative Ratings by School
- Demographics



Study of high school students and their parents who are likely to attend college within the next four years who currently reside in the states of Alabama or Georgia

- Worked with Admissions, UCM, and especially Dr. Sethna for background and insights. Literature review to understand previous findings.
- Pretested questionnaire with current UWG students (RCOB Dean's council of students and student assistants within the Admissions office)
- Data Collection
  - Independent samples: high school students (n=948) and parents of high school students (n=990)
  - Screened for
    - Likelihood to attend college within the next four years (somewhat and very likely)
    - State of residence (Alabama or Georgia)
  - Sample from panel (managed by Qualtrics from third-party providers)

**Conjoint analysis** is a survey-based statistical technique that helps determine how people value different attributes (feature, function, benefits) that make up an individual product or service.

The objective of conjoint analysis is to determine what combination of a limited number of attributes is most influential on respondent choice or decision making. A controlled set of potential products or services is shown to survey respondents and by analyzing how they make preferences between these products, the implicit valuation of the individual elements making up the product or service can be determined.

If these were your only options, which would you choose?

1 / 18

Annual Tuition	\$60,000	\$40,000	\$65,000	\$20,000
Distance from Home	Within 10 miles of home (10-15 minutes drive)	Between 51 and 100 miles from home (1-2 hour drive)	Between 251 and 400 miles from home (4-7 hour drive)	Between 11 and 50 miles from home (15-60 minute drive)
Academic Reputation	Okay reputation	Good reputation	Poor reputation	Very high reputation
Campus Setting	Rural Campus	Urban Campus	Suburban Campus	Suburban Campus
Size of College/University	Small University (between 5001 - 10,000 students)	Large University (more than 20,000 students)	Small College (less than 1000 students)	Medium University (between 10,001 - 20,000 students)
	Select	Select	Select	Select

NONE: I wouldn't choose any of these.

Based upon feedback from the staff of the Office of Admissions, these are the schools we included as competitors.

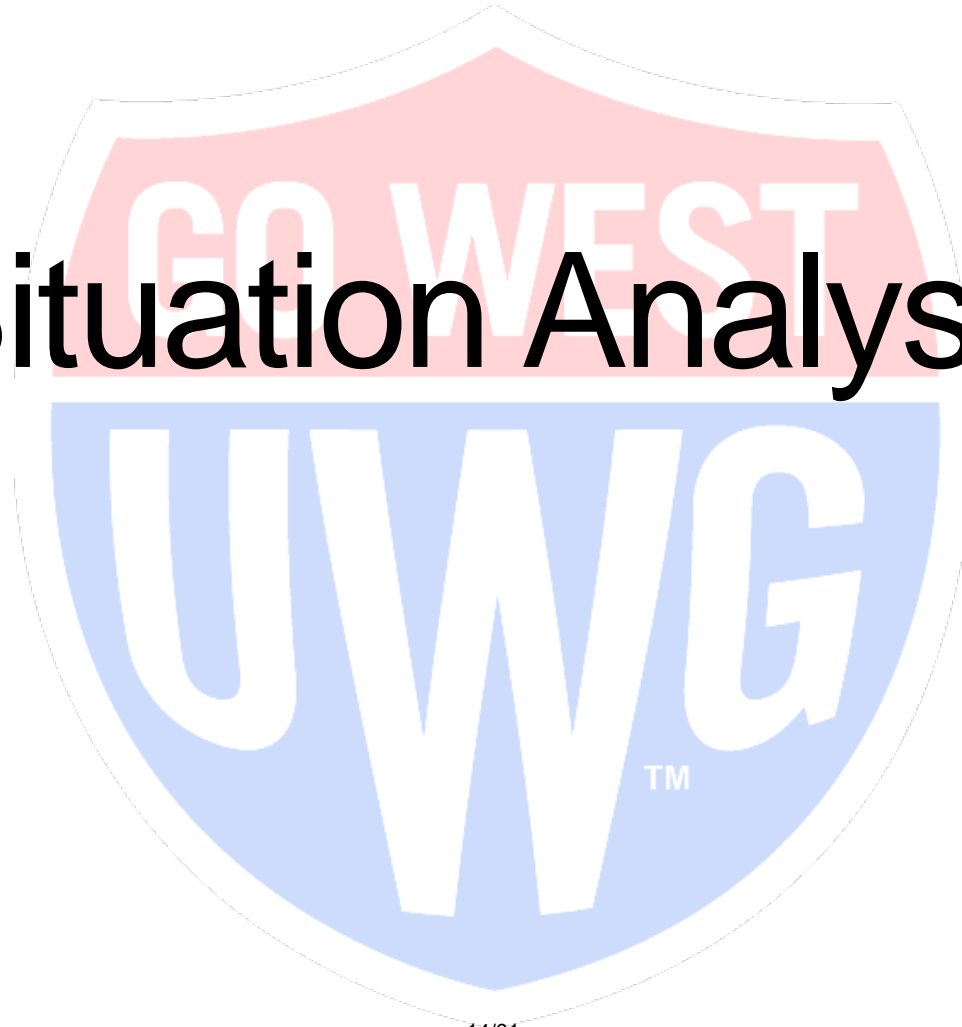
Alabama A&M  
Alabama State  
Clayton State  
Columbus State  
Georgia College  
Georgia Southern  
Georgia State  
Jacksonville State



Kennesaw State  
Mercer  
Middle GA State  
Oglethorpe  
Savannah State  
Spellman College  
Troy

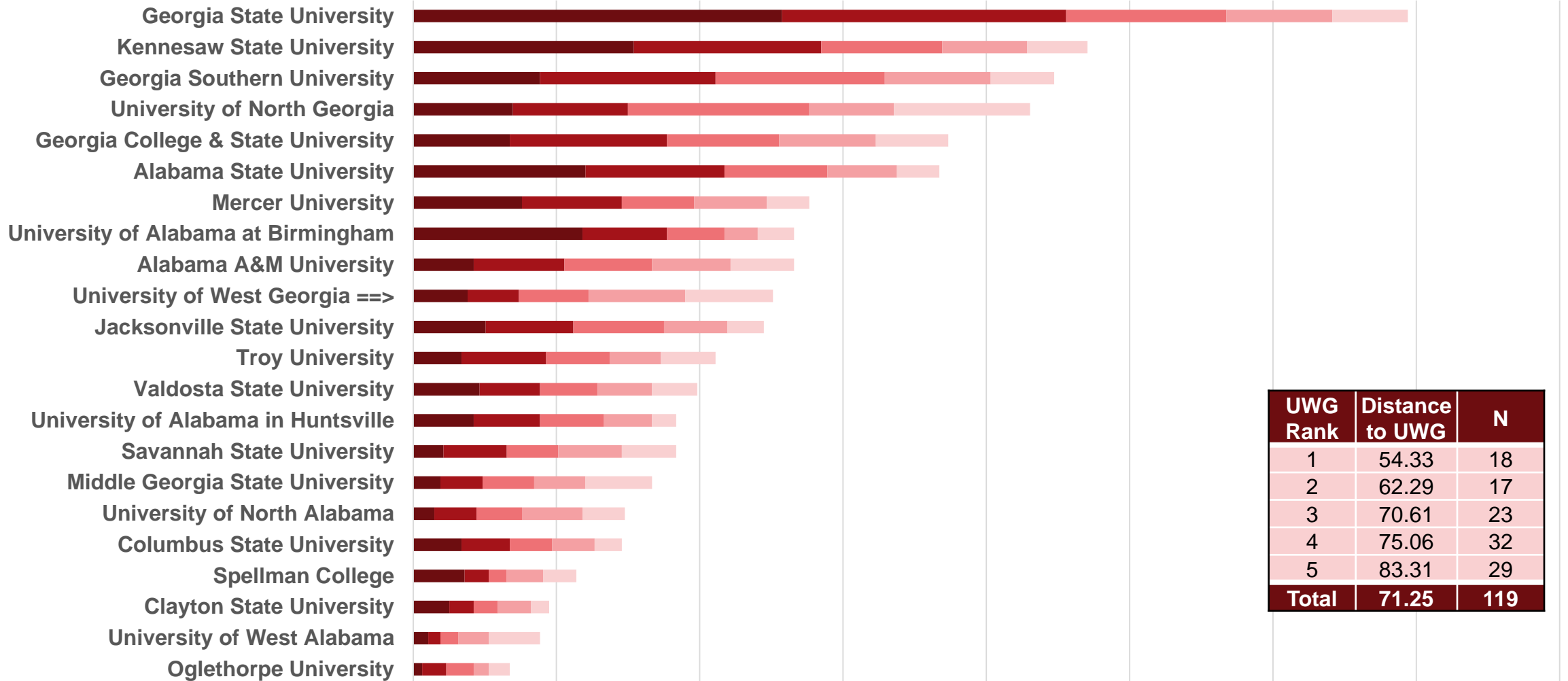
UAB  
UA-Huntsville  
North Alabama  
North Georgia  
West Alabama  
West Georgia  
Valdosta State

# Situation Analysis



New Freshmen				
USG Data from WICHE (pub and private HS)				
Fall	HS Grads	Actual UWG	Percent	N Inc/Dec
2008	91,672	1,998	2.180%	
2009	96,325	1,916	1.989%	-82
2010	99,776	1,825	1.829%	-91
2011	100,099	1,940	1.938%	115
2012	98,481	1,952	1.982%	12
2013	99,939	2,121	2.122%	169
2014	102,511	2,091	2.040%	-30
2015	103,393	2,284	2.209%	193
2016	104,126	2,340	2.247%	56
2017	103,912	2,173	2.091%	-167
2018	106,728	2,227	2.087%	54
2019	108,051	1,822	1.686%	-405
2020	106,367	1,774	1.668%	-48
2021 est	104,714			
2022 est	105,313			
2023 est	106,005			
2024 est	109,349			
2025 est	111,911			
2026 est	109,613			

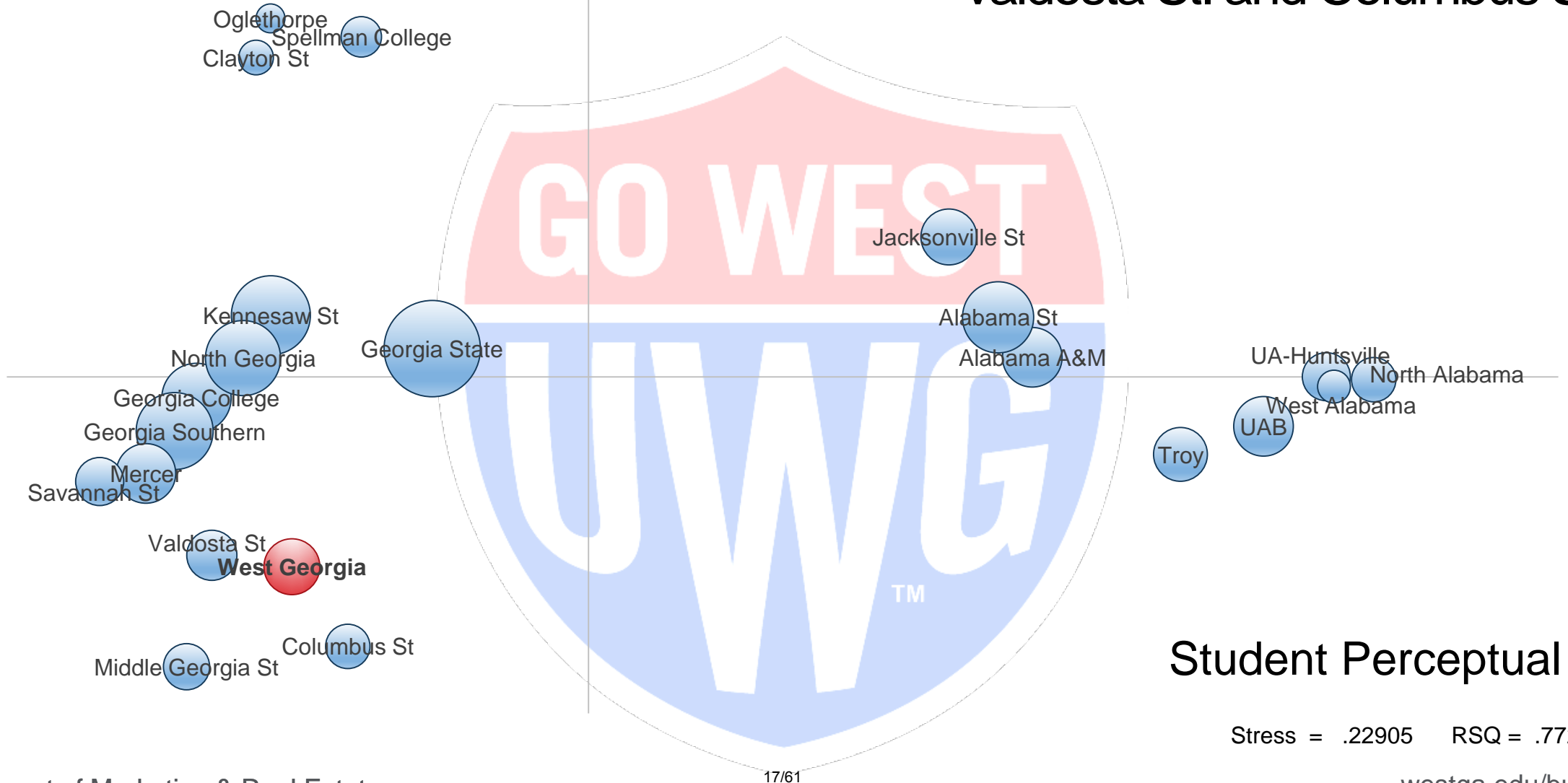
Respondents were asked to select and rank in order of preference five schools under consideration



UWG Rank	Distance to UWG	N
1	54.33	18
2	62.29	17
3	70.61	23
4	75.06	32
5	83.31	29
<b>Total</b>	<b>71.25</b>	<b>119</b>



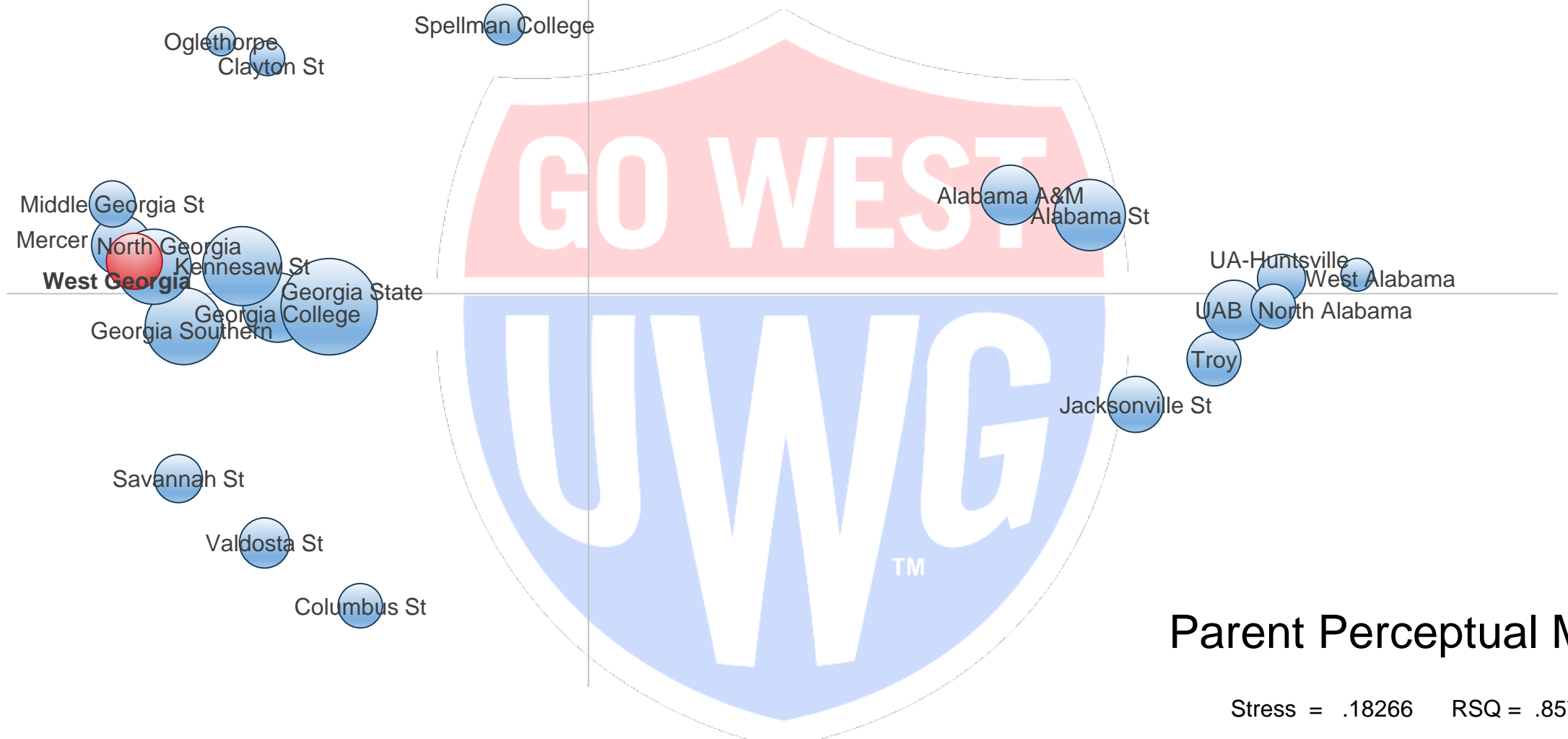
Students tend to perceive UWG in the same sphere as Valdosta St. and Columbus St.



Student Perceptual Map

Stress = .22905    RSQ = .77254

While parents perceive UWG similarly to Mercer, North Georgia, and Middle Georgia

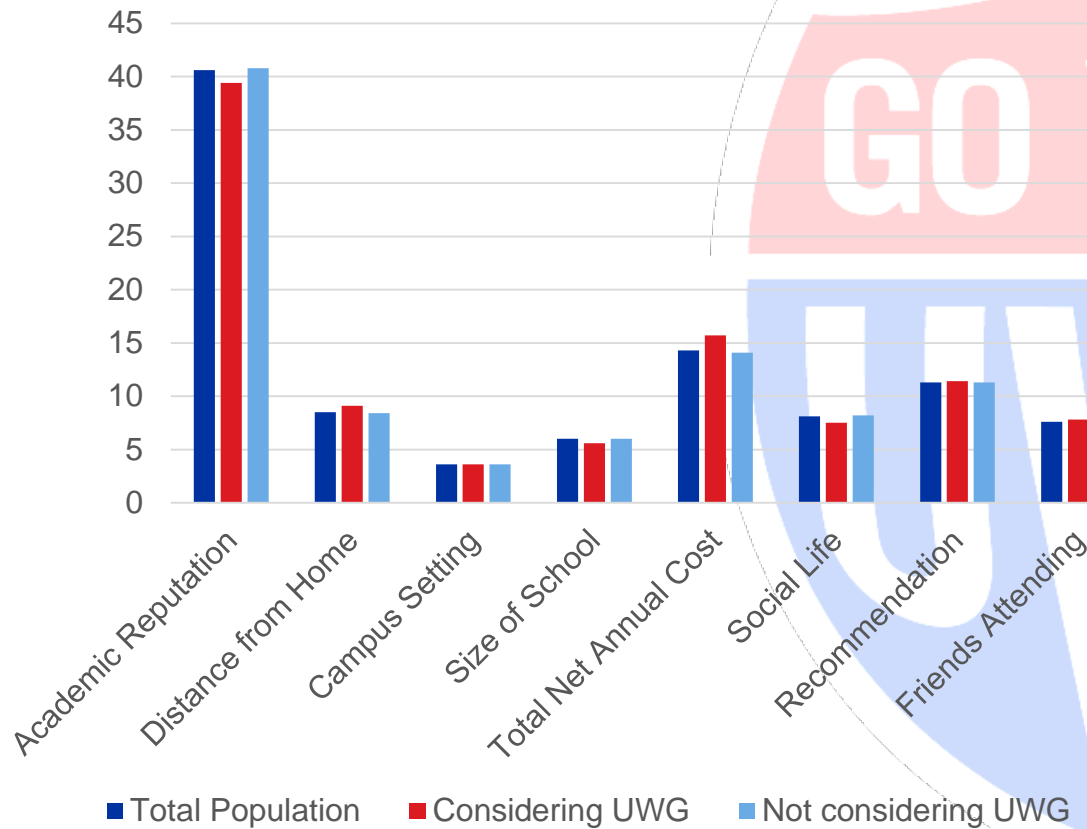


Parent Perceptual Map

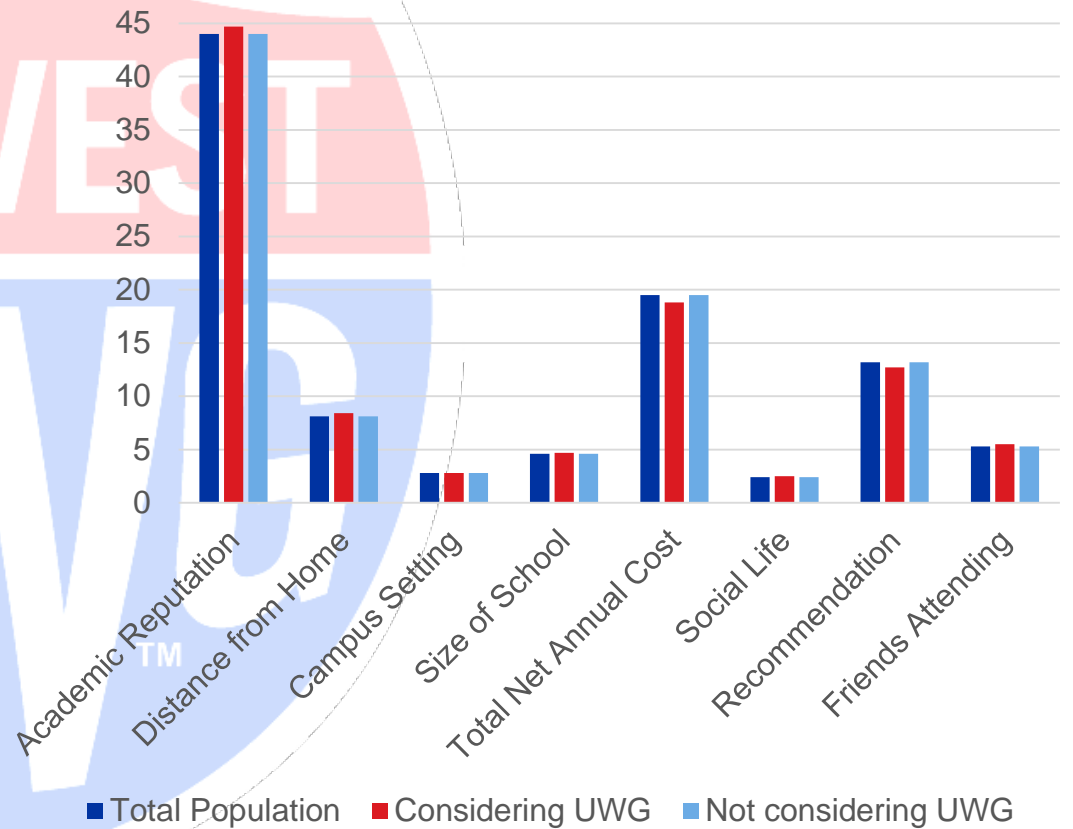
Stress = .18266    RSQ = .85785

Students and parents have similar attitudes towards the factors driving college decision

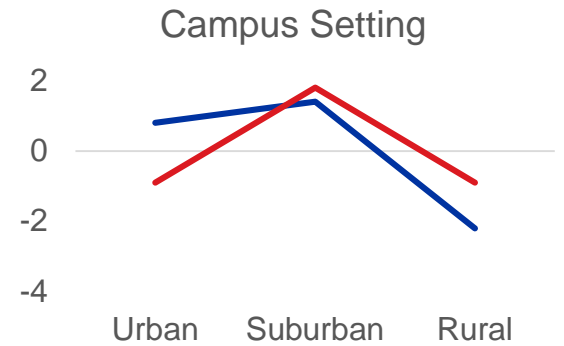
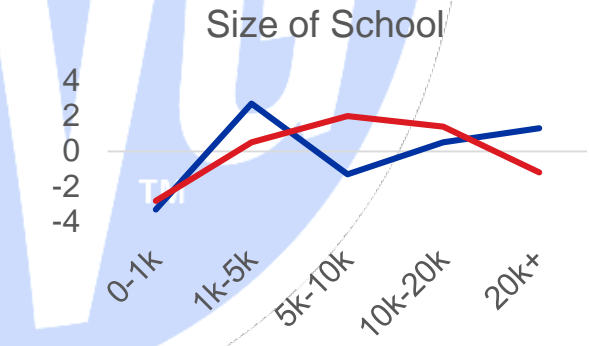
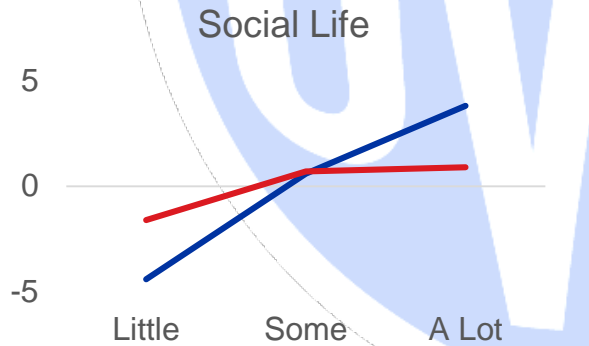
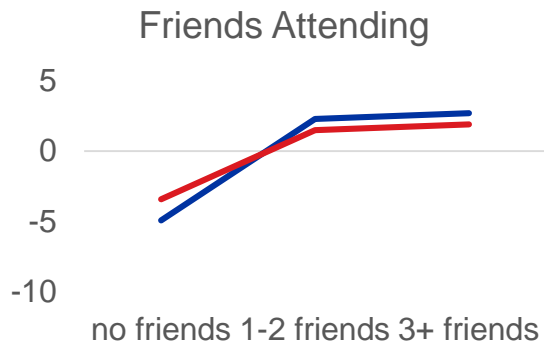
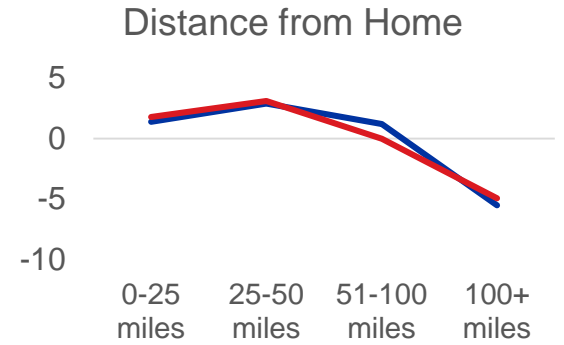
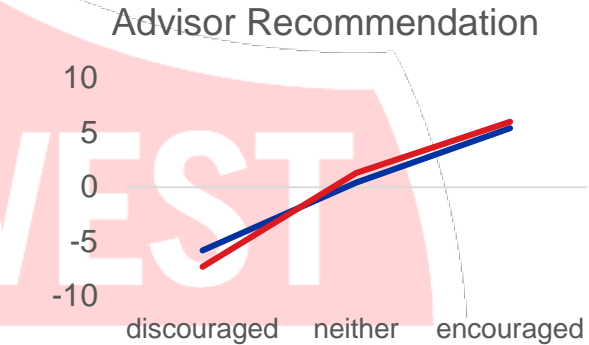
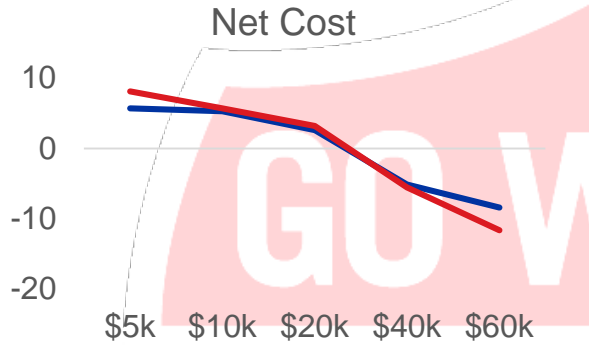
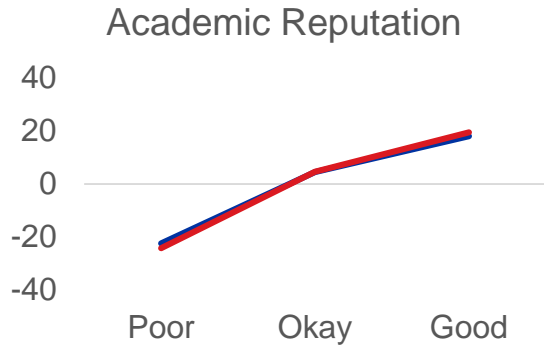
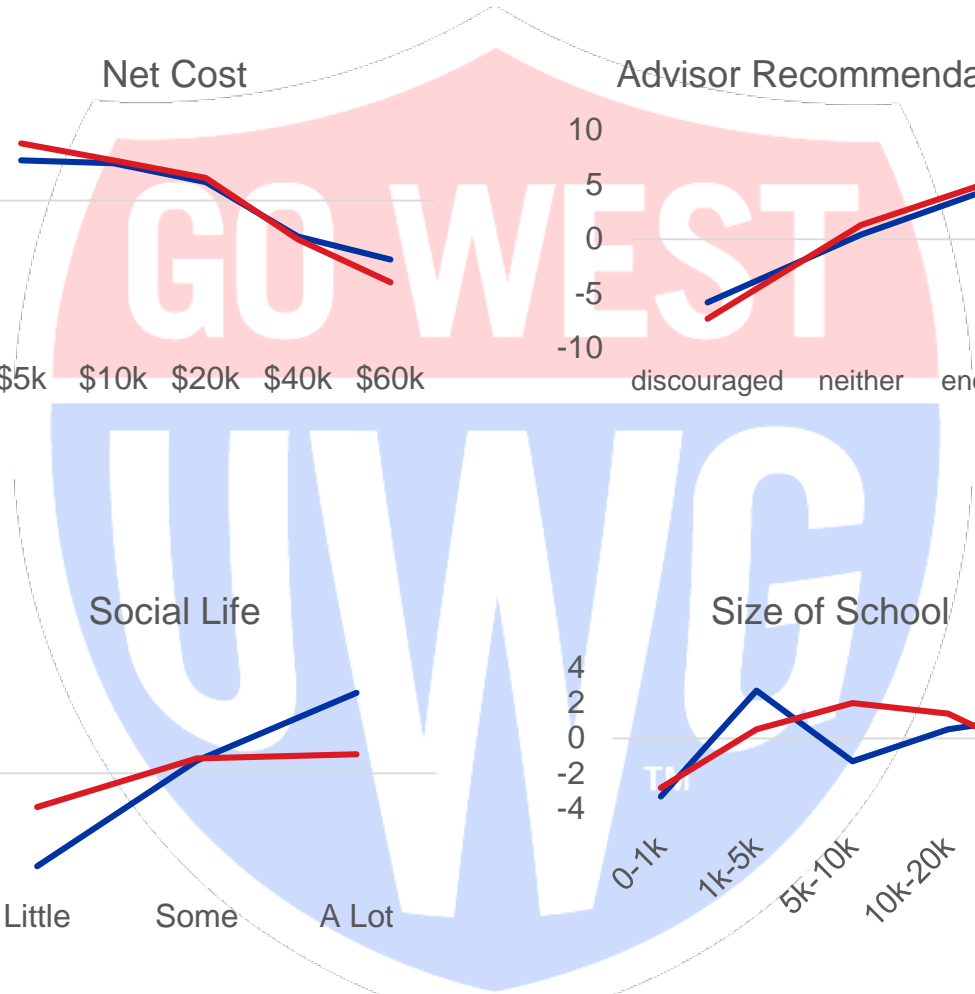
## Student Importance Ratings



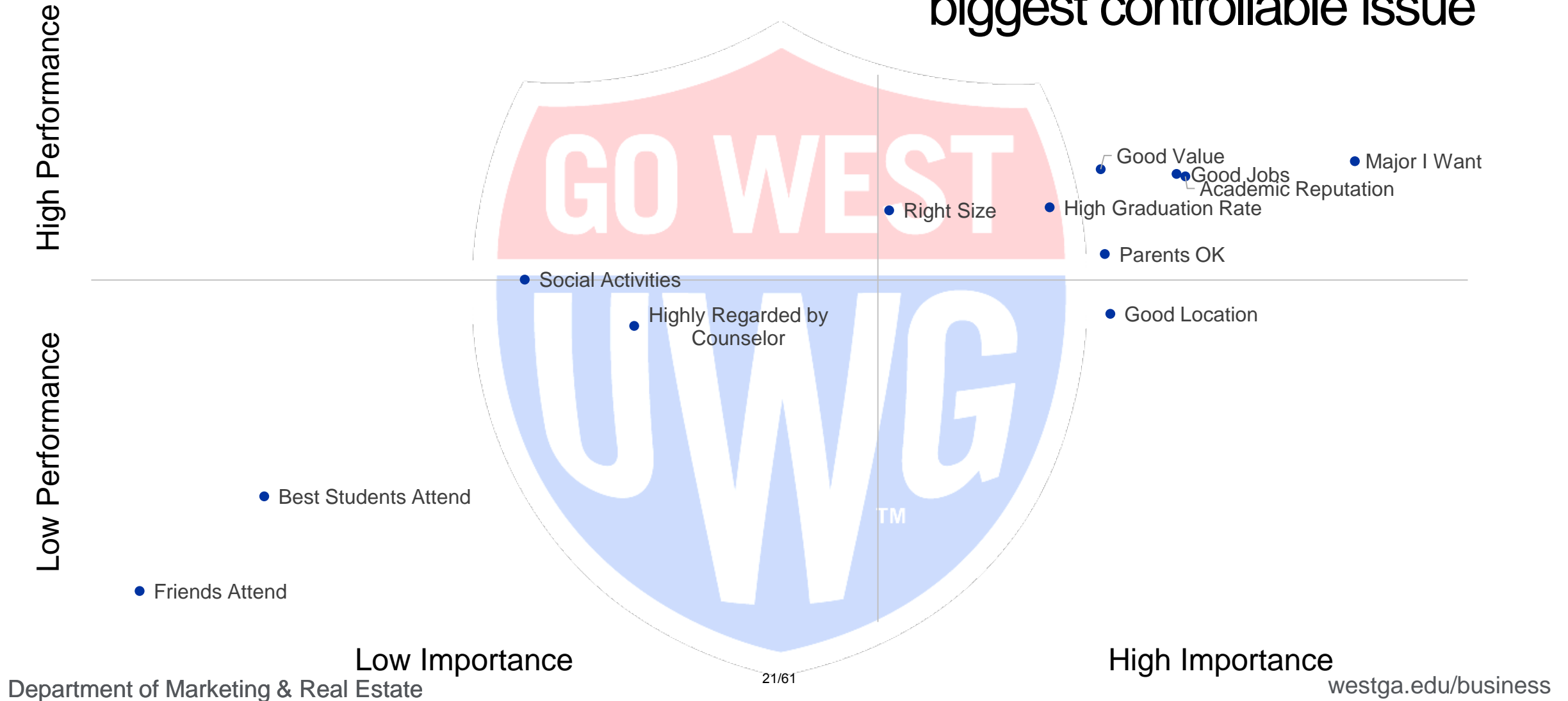
## Parent Importance Ratings



Of those not considering UWG, students and parents generally agree on the top five factors

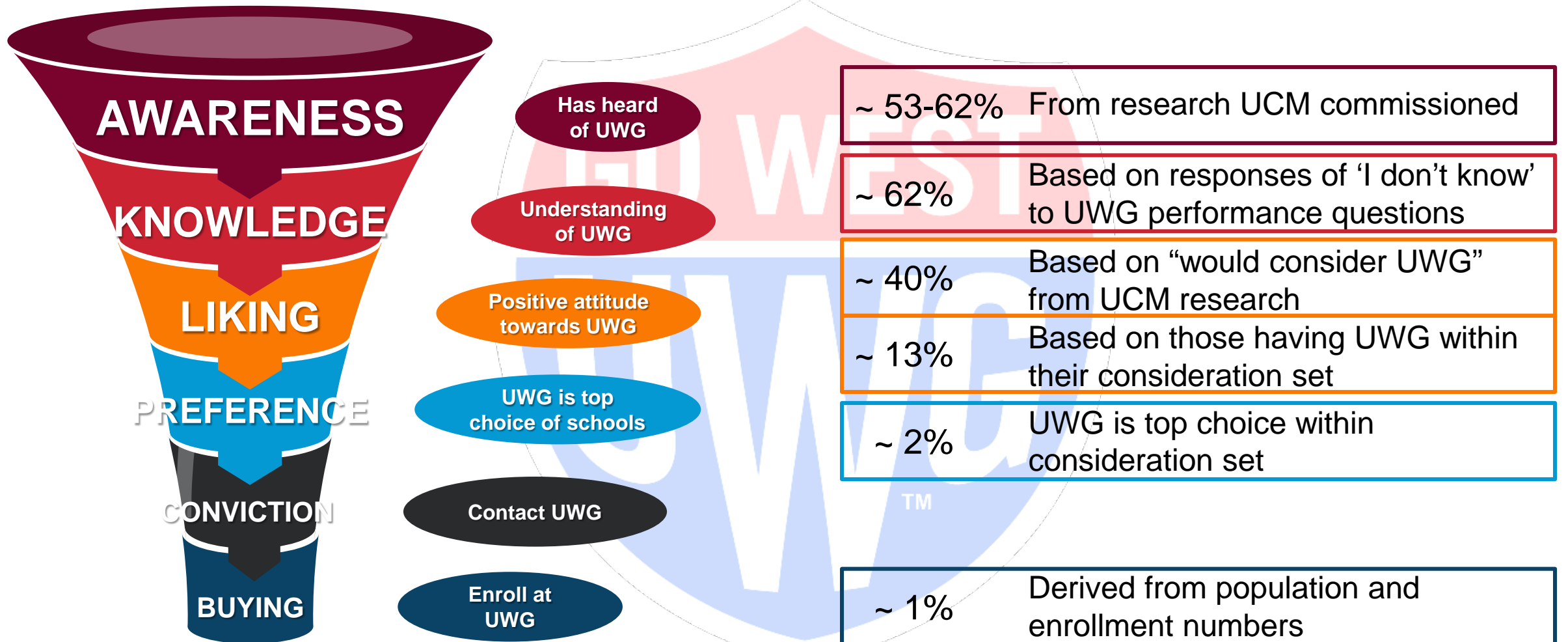


Among students not considering UWG, our standing with guidance counselors is the biggest controllable issue

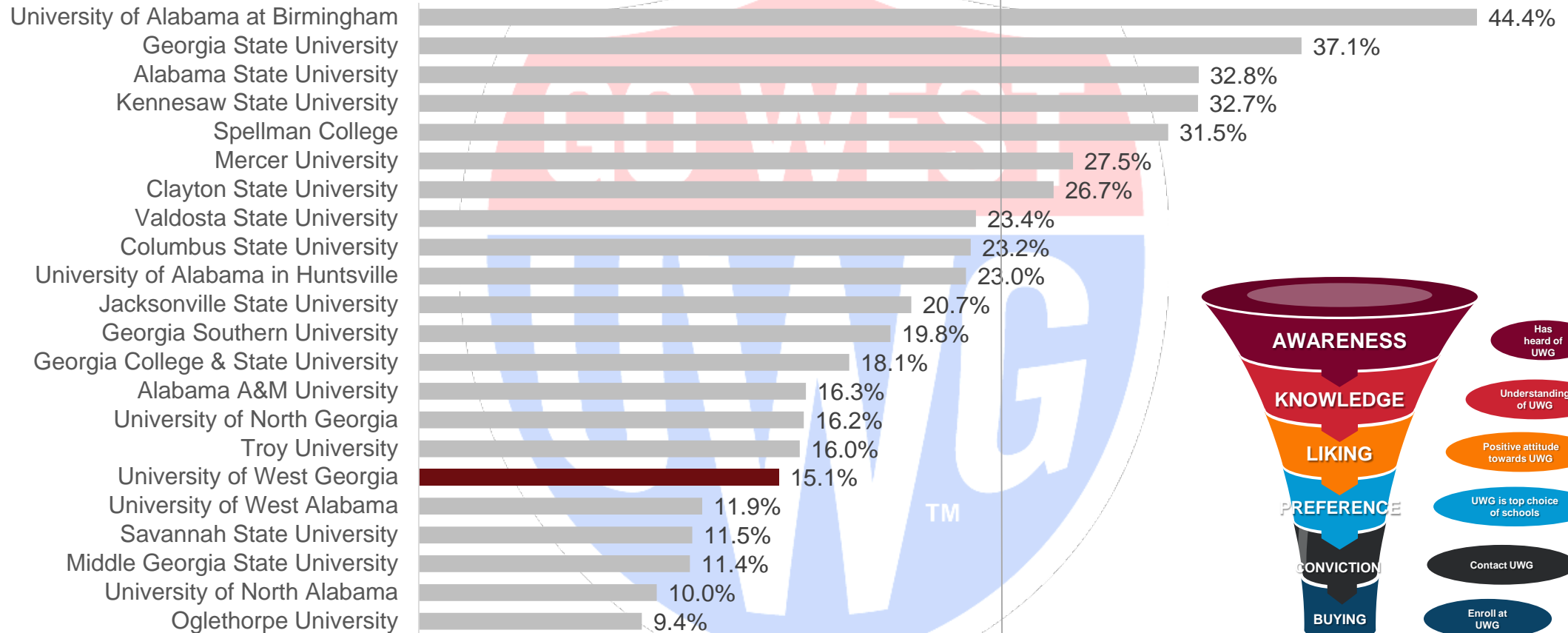




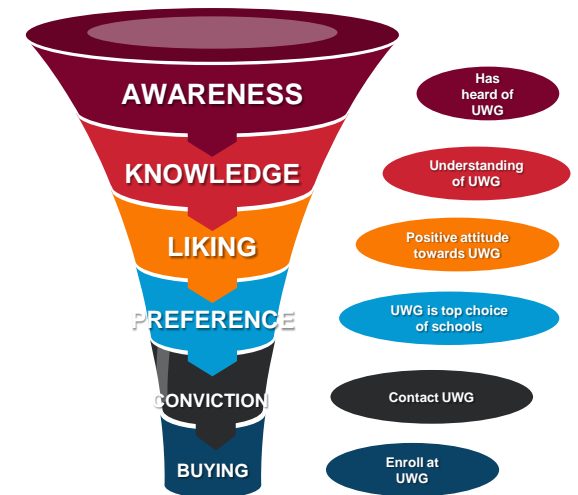
## Potential students seem to have little emotional connection with UWG



## Conversion rates from Liking (consideration set) to Preference (first choice)



24%





*Why would a high school student  
choose UWG?*

Motivation and Segmentation

## Three overarching factors are driving college decisions

### Reputation

- The college has a very good academic reputation
- The college has the type of major I want
- The college's graduates get good jobs
- The college graduates a high percentage of students

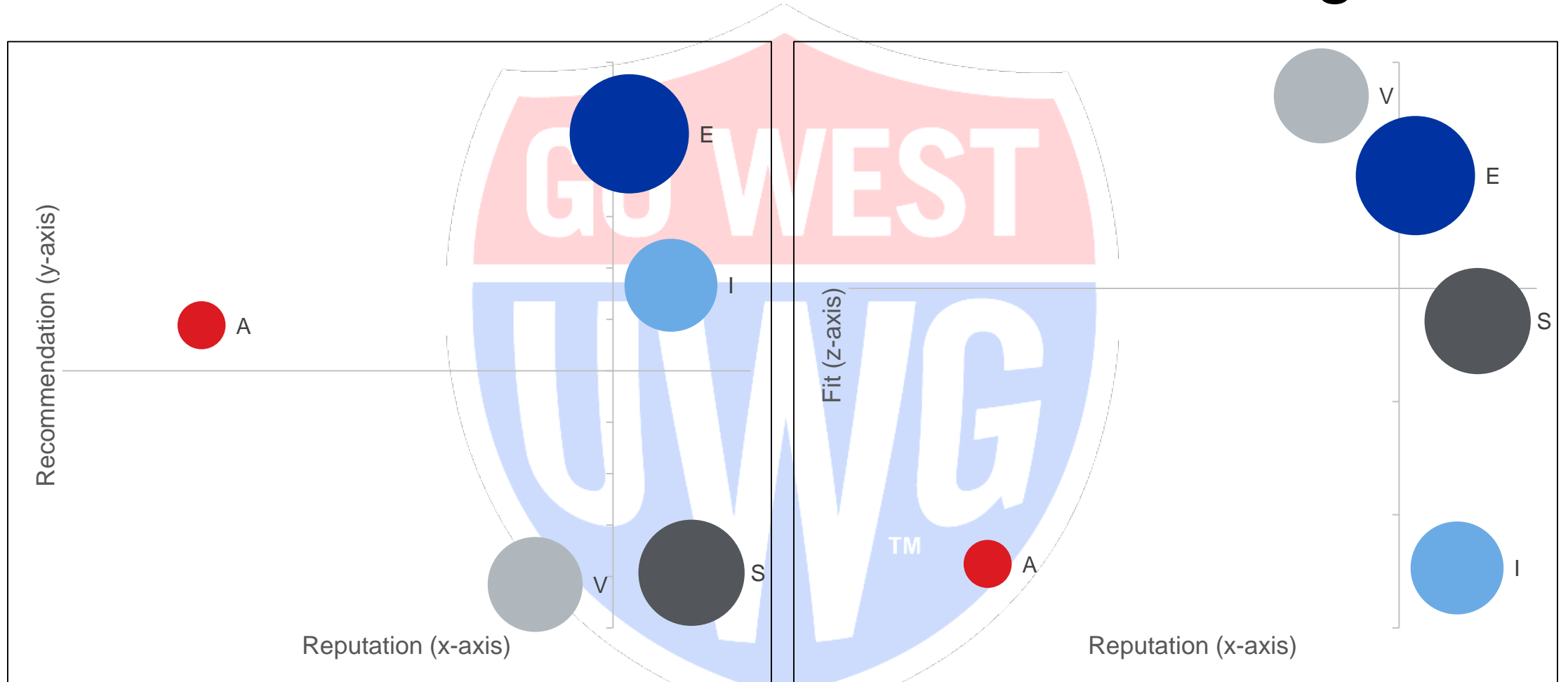
### Recommendation

- The best academic students in my high school attend the college
- The college is highly regarded by my teachers/guidance counselor
- I have friends attending the college
- My parents are okay with me attending the college

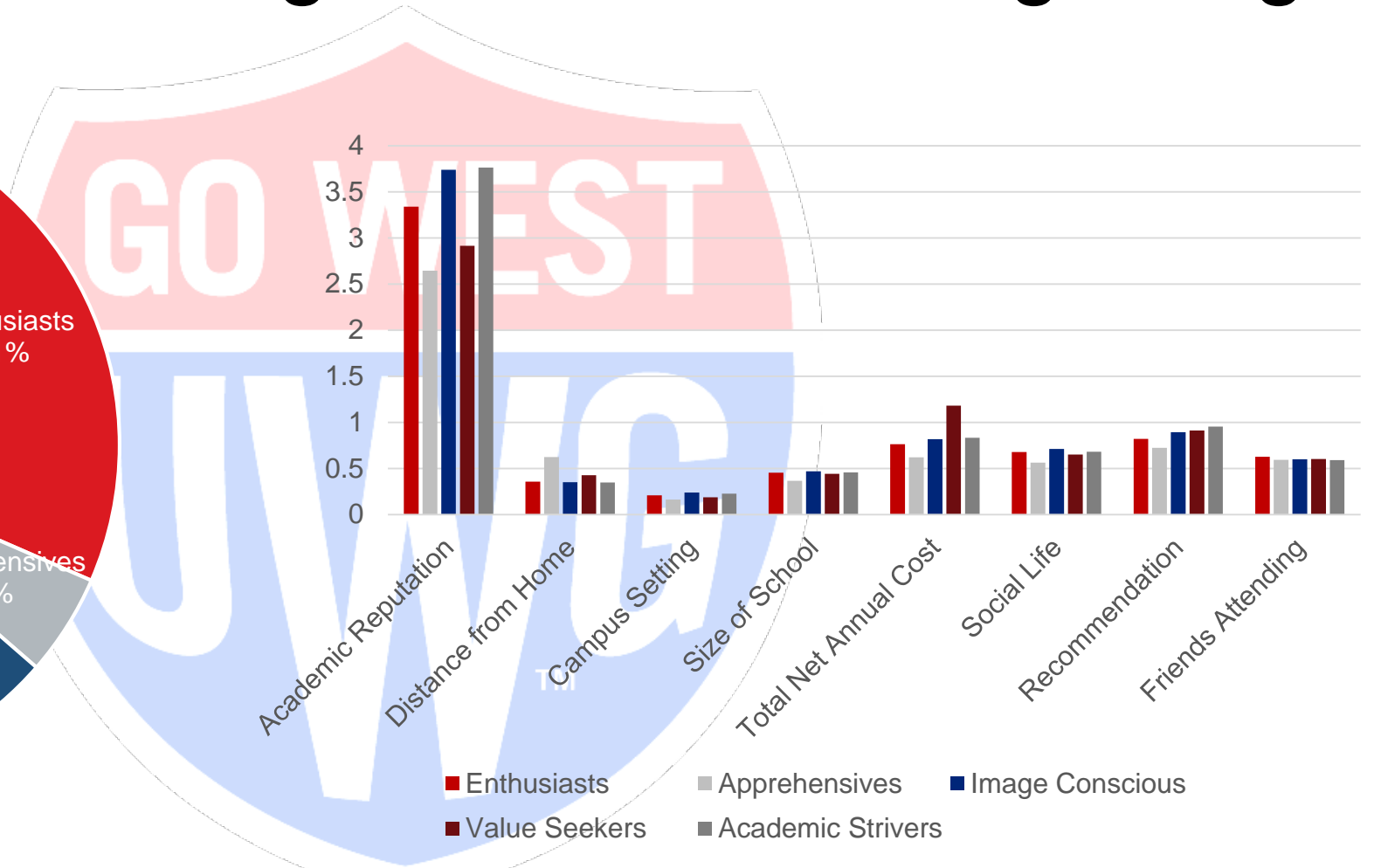
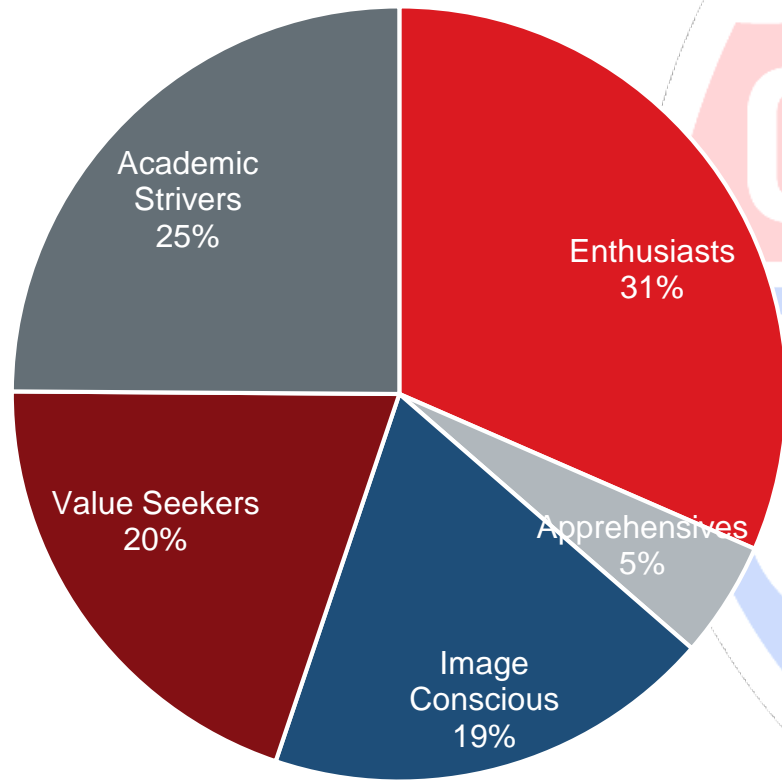
### Fit

- The college is in a good location for me
- The college is the right size for me
- The cost of attending the college is a good value

## Students cluster around five distinct segments

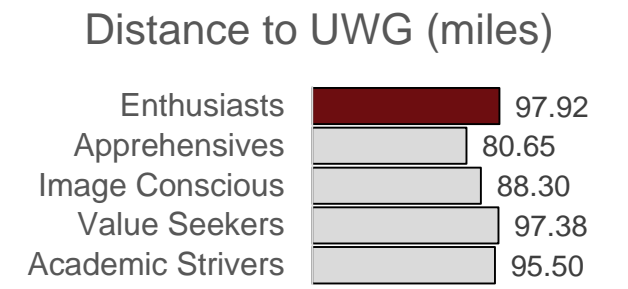
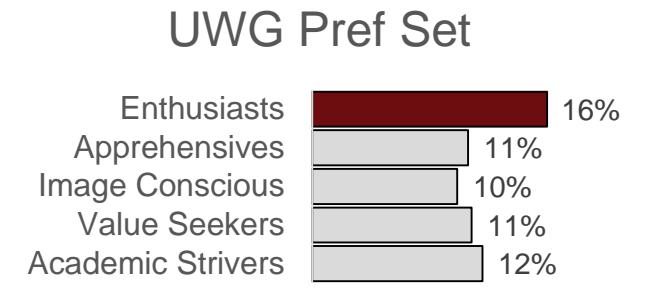
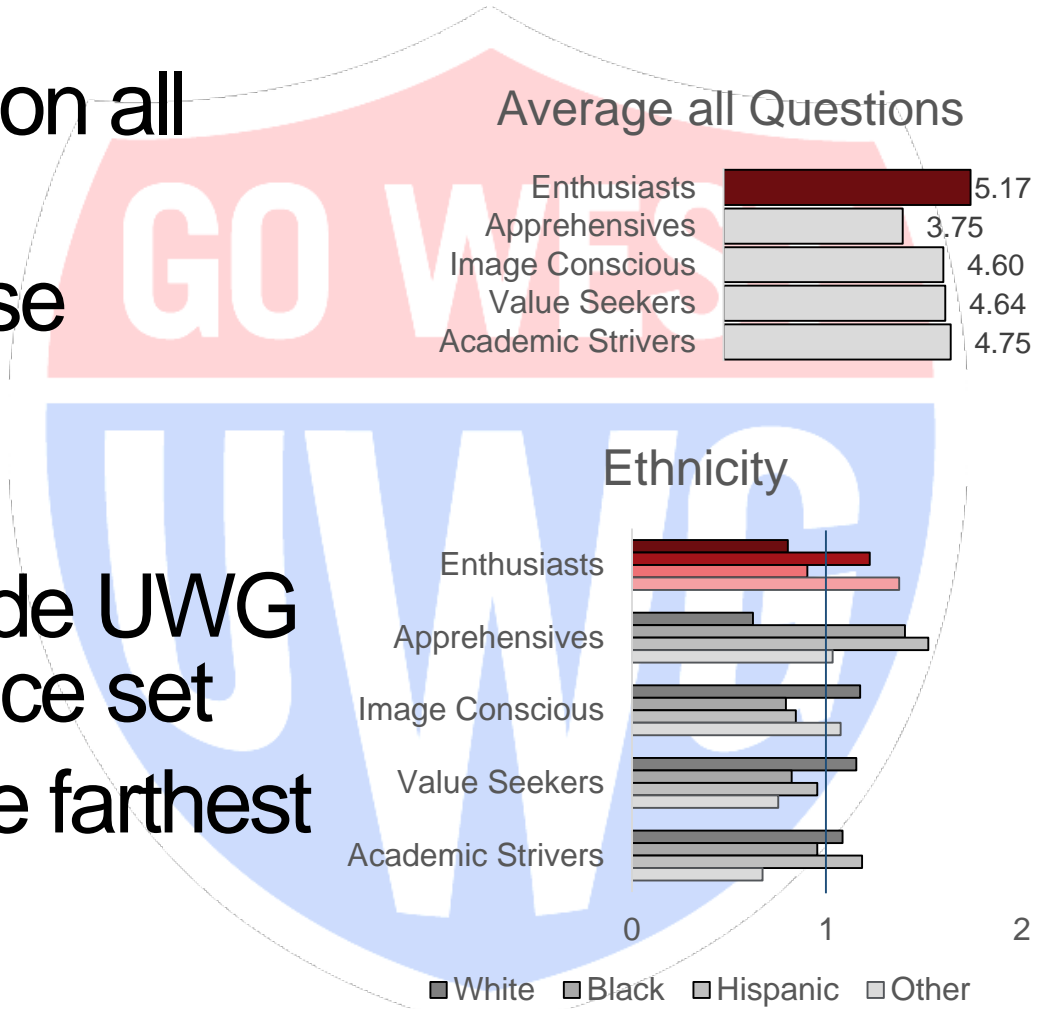


## Five different motivation-driven segments for attending college

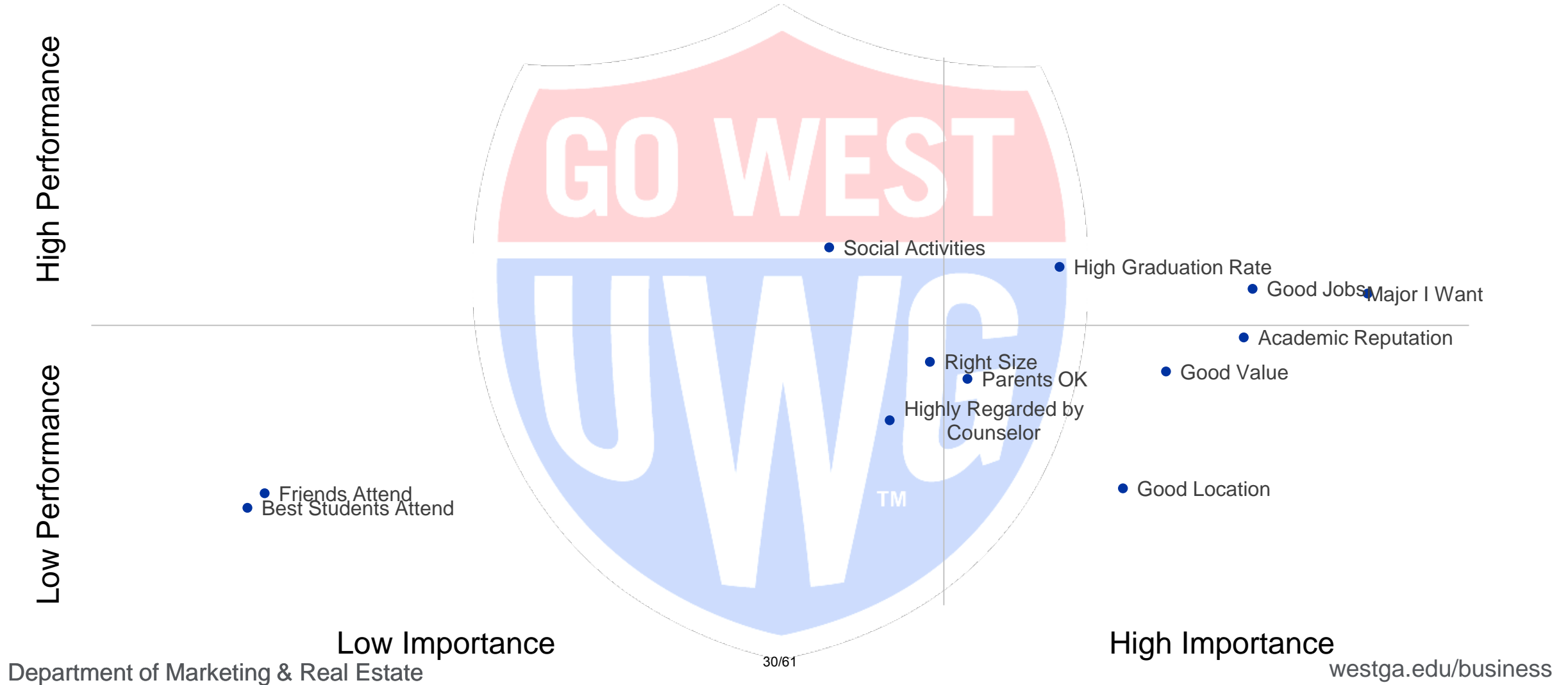


## Enthusiasts

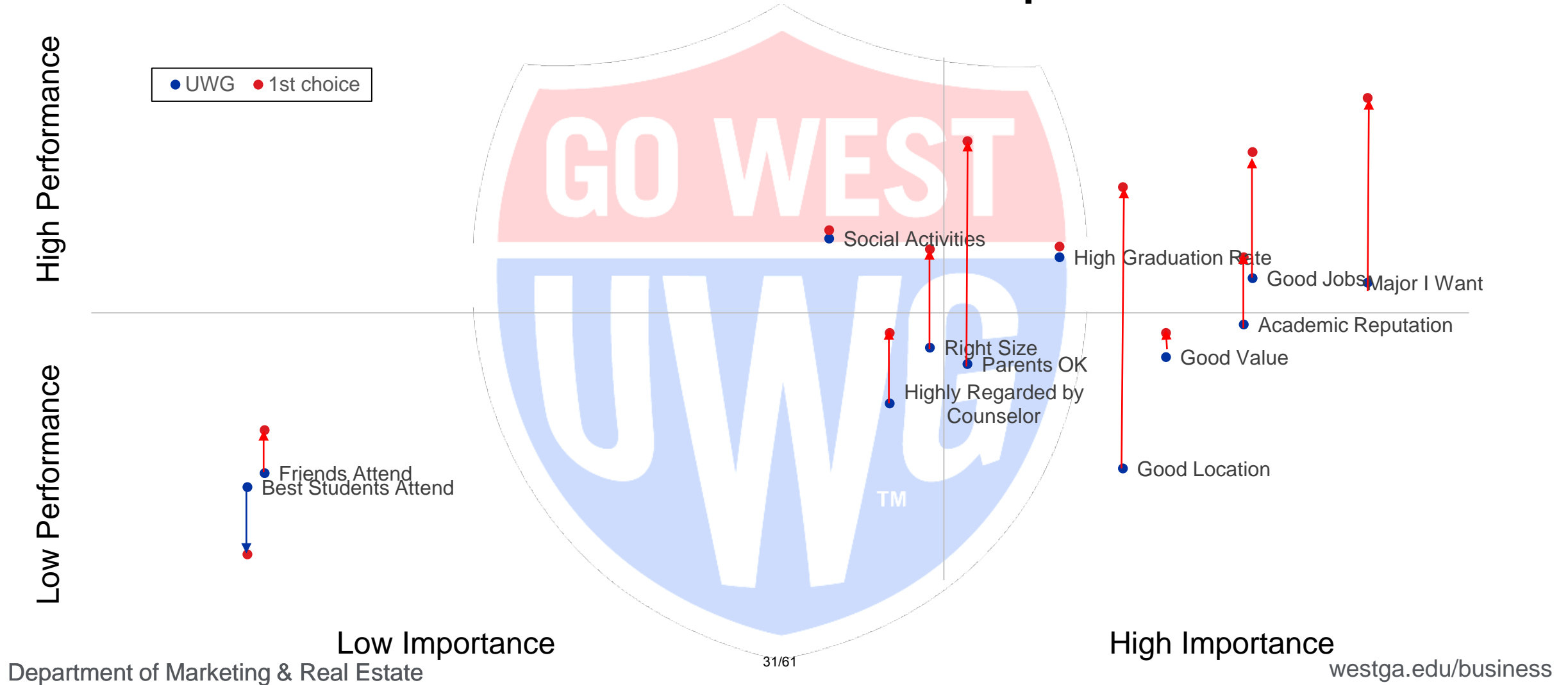
- Highest scores on all questions
- Ethnically diverse
- 31% of (target) population
- One in six include UWG in their preference set
- On average, live farthest from UWG



## This is how Enthusiasts view UWG



## This is how Enthusiasts view their preferred school



## Enthusiasts Top Choices

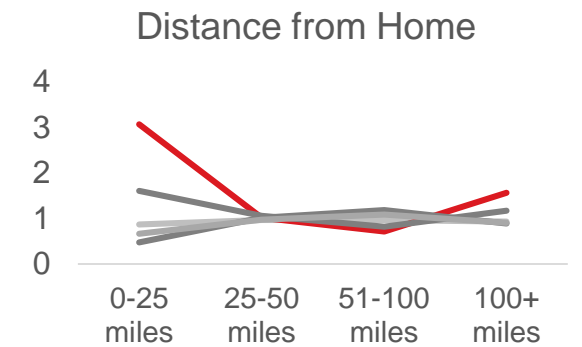
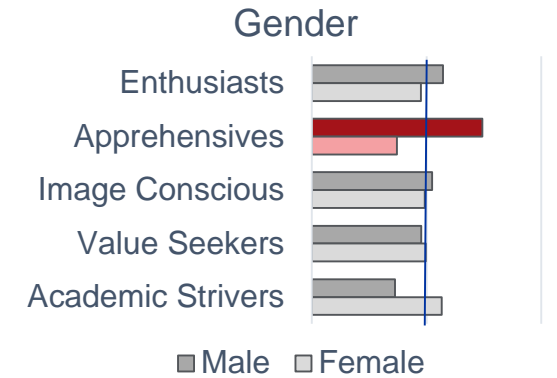
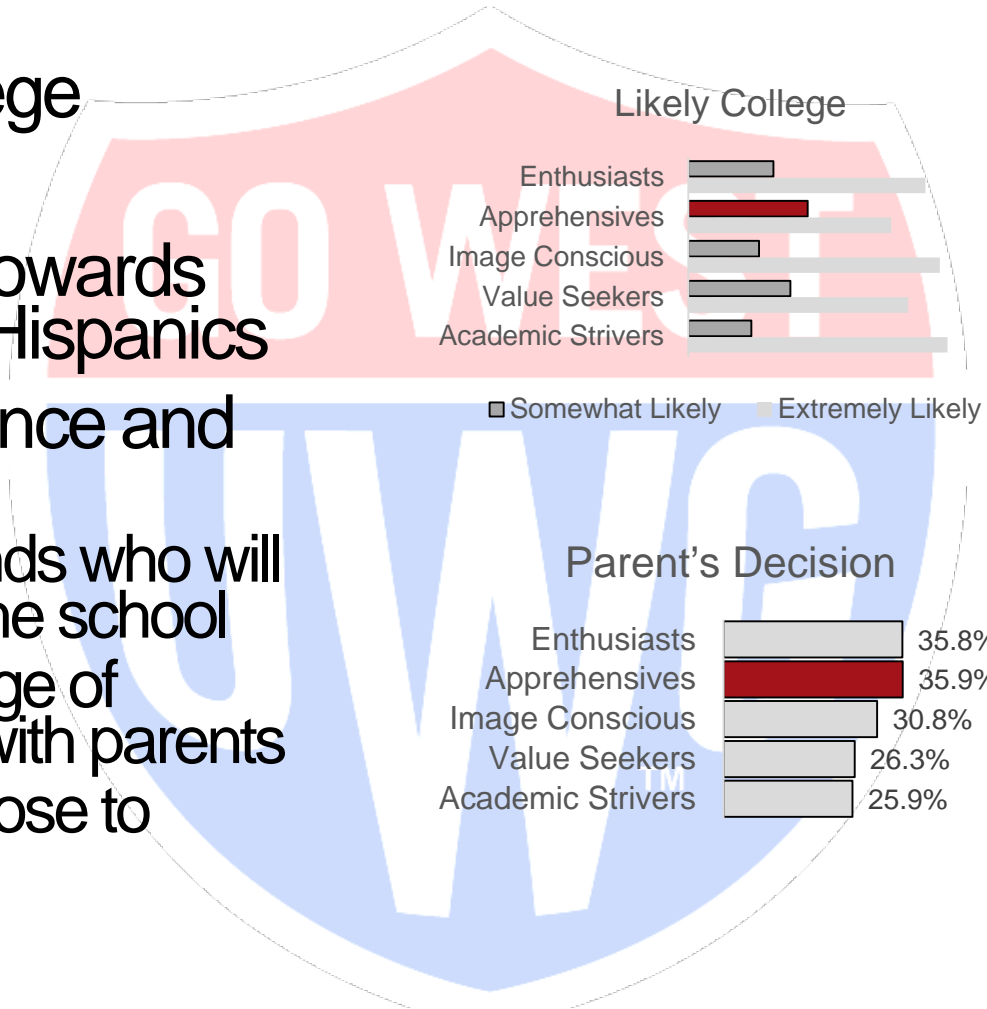
University	Share
Georgia State University	43%
Kennesaw State University	31%
Georgia Southern University	29%
University of North Georgia	27%
Alabama State University	22%
<i>University of West Georgia</i>	16%

## Schools with largest share of Enthusiasts

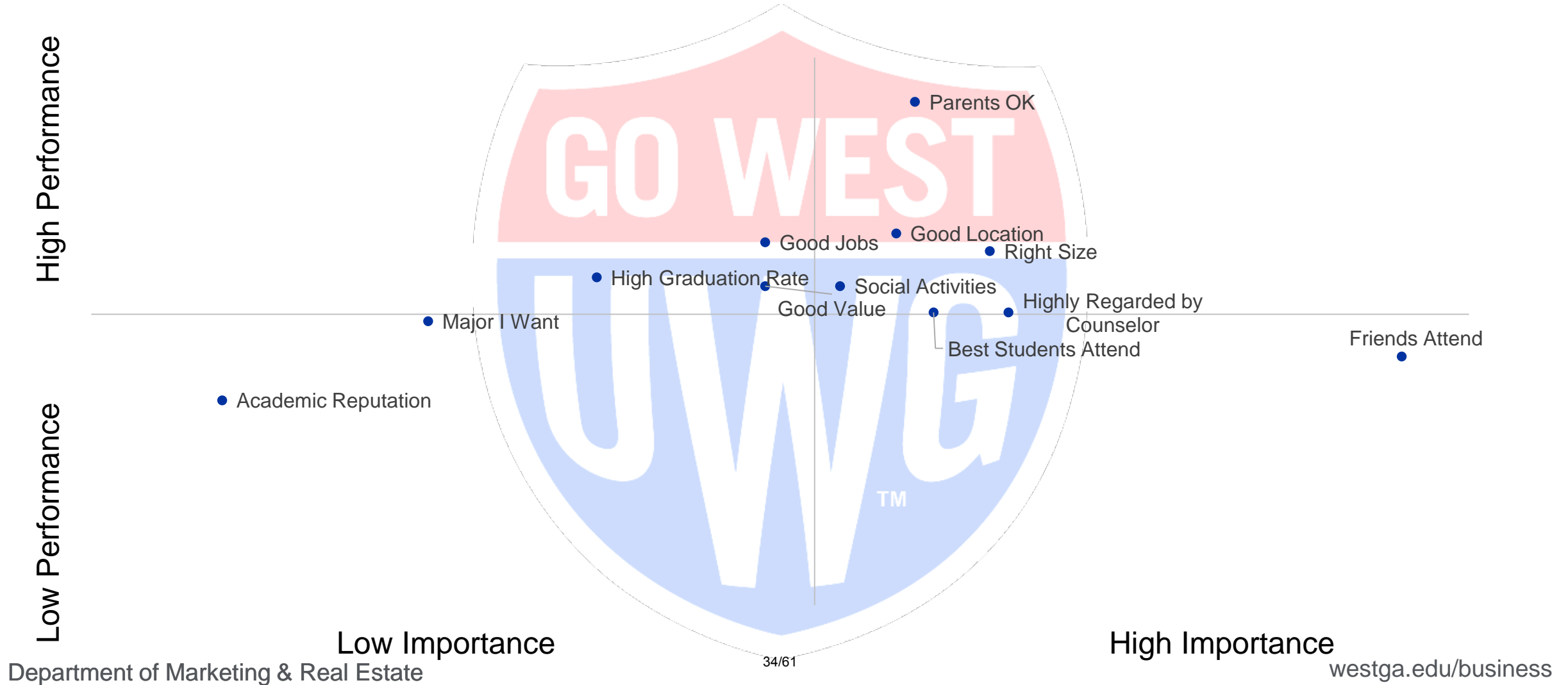
University	Share
<b>University of West Georgia</b>	40%
Spellman College	40%
Valdosta State University	39%
Kennesaw State University	39%
University of North Georgia	38%



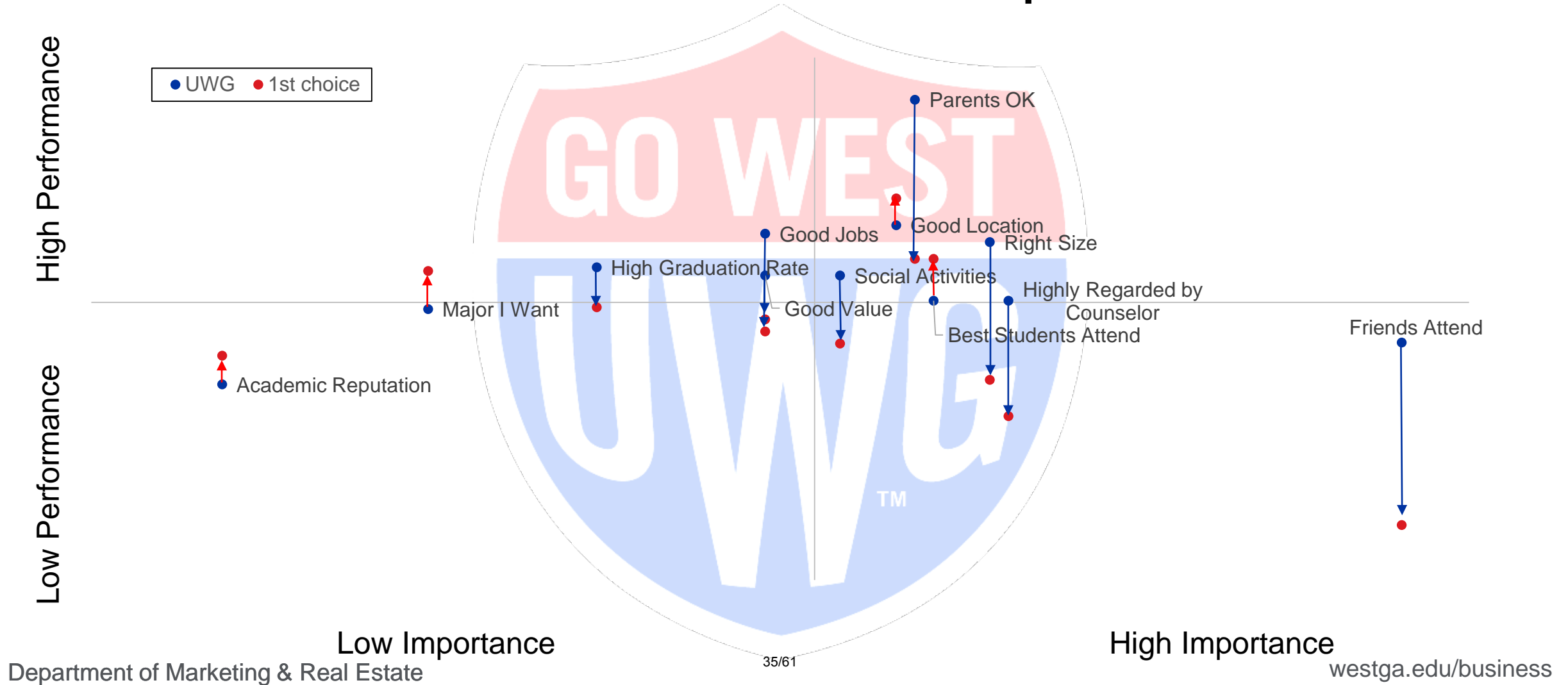
- Unsure about college
- 5% of population
- Heavily weighted towards men, Blacks, and Hispanics
- Looking for assurance and safety
  - Motivated by friends who will be or already at the school
  - Highest percentage of college decision with parents
  - Looking to stay close to home



# This is how Apprehensives view UWG



## This is how Apprehensives view their preferred school



## Apprehensives Top Choices

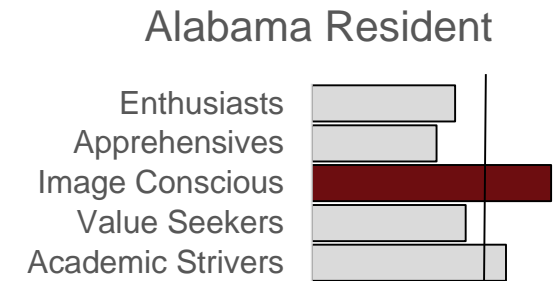
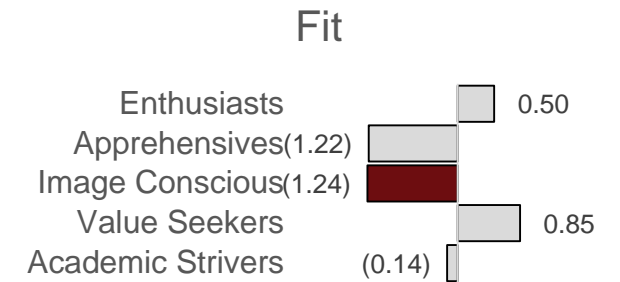
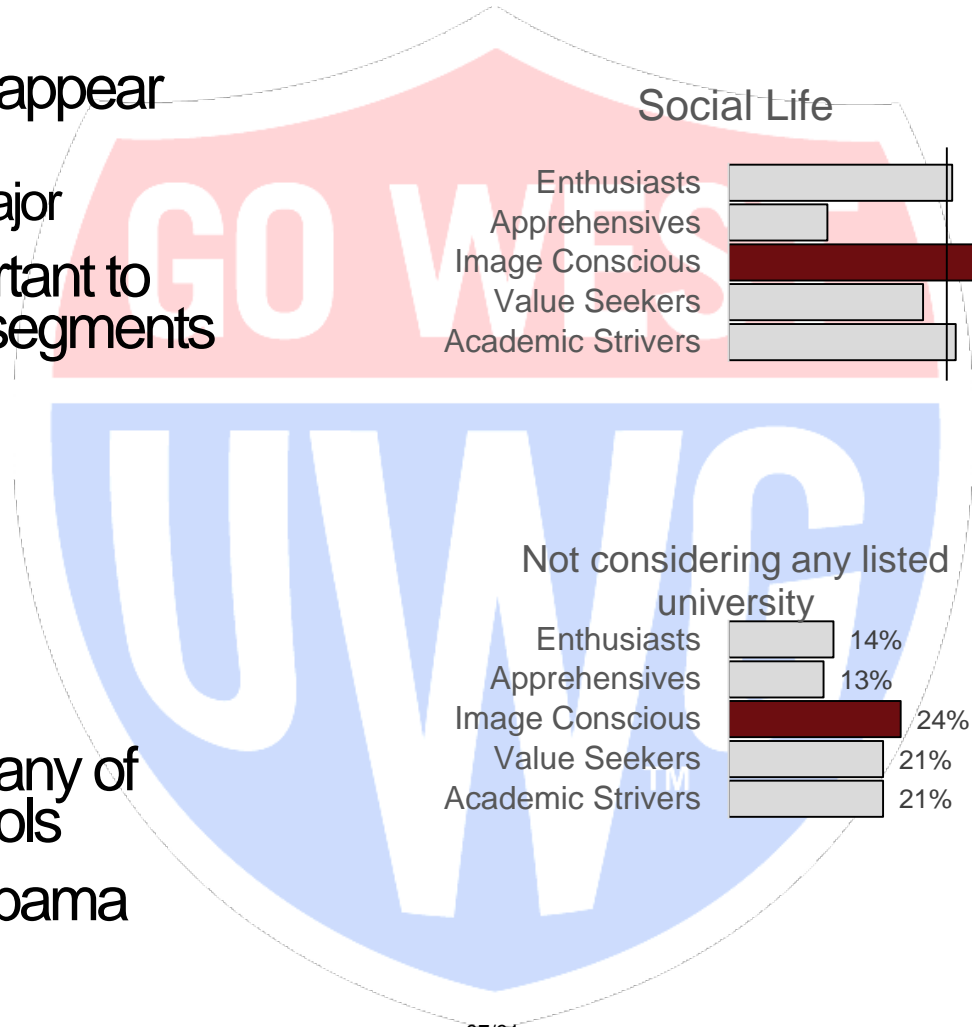
University	Share
Georgia State University	35%
Georgia College & State University	28%
Alabama A&M University	24%
Alabama State University	24%
Georgia Southern University	22%
<i>University of West Georgia</i>	11%

## Schools with largest share of Apprehensives

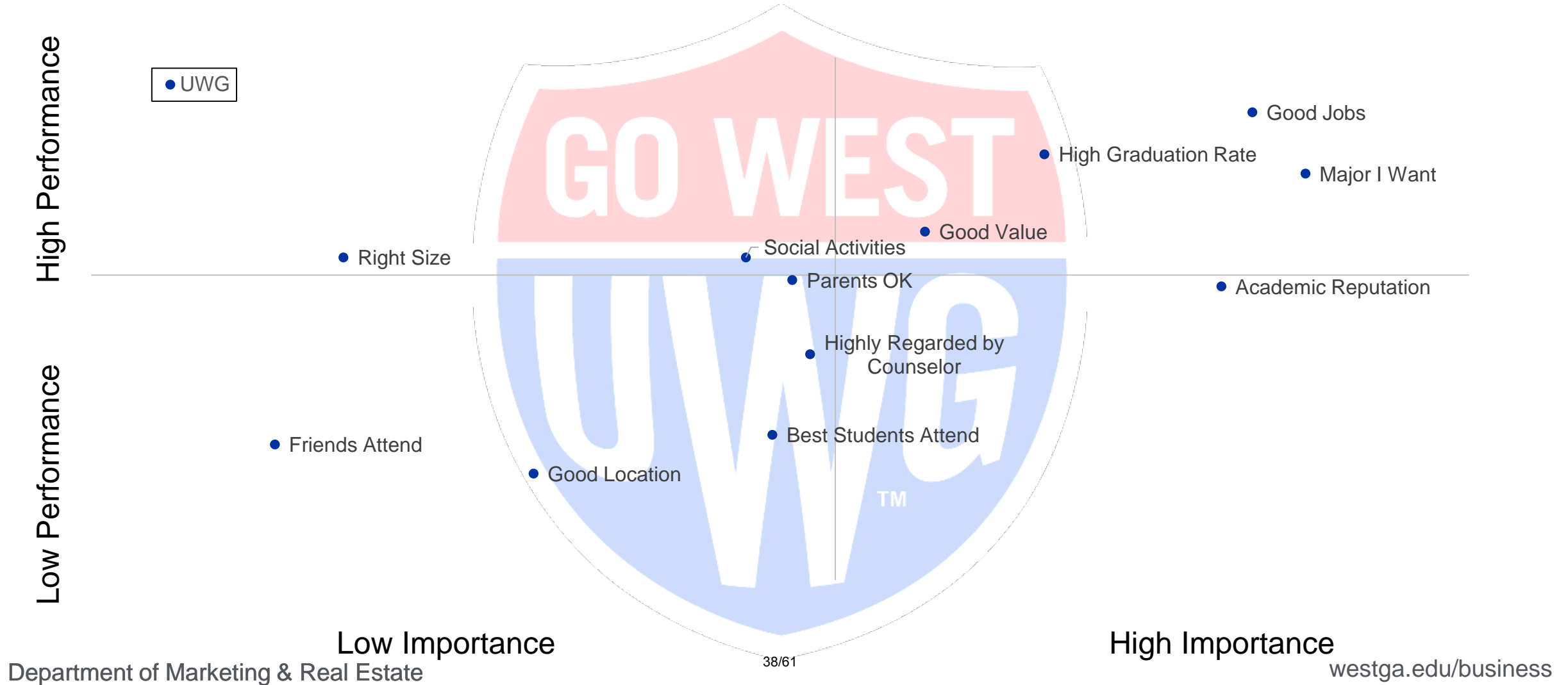
University	Share
University of West Alabama	9%*
Middle Georgia State University	9%*
Alabama A&M University	8%
Georgia College & State University	7%
Alabama State University	6%
<i>University of West Georgia</i>	4%*

\* n≤10

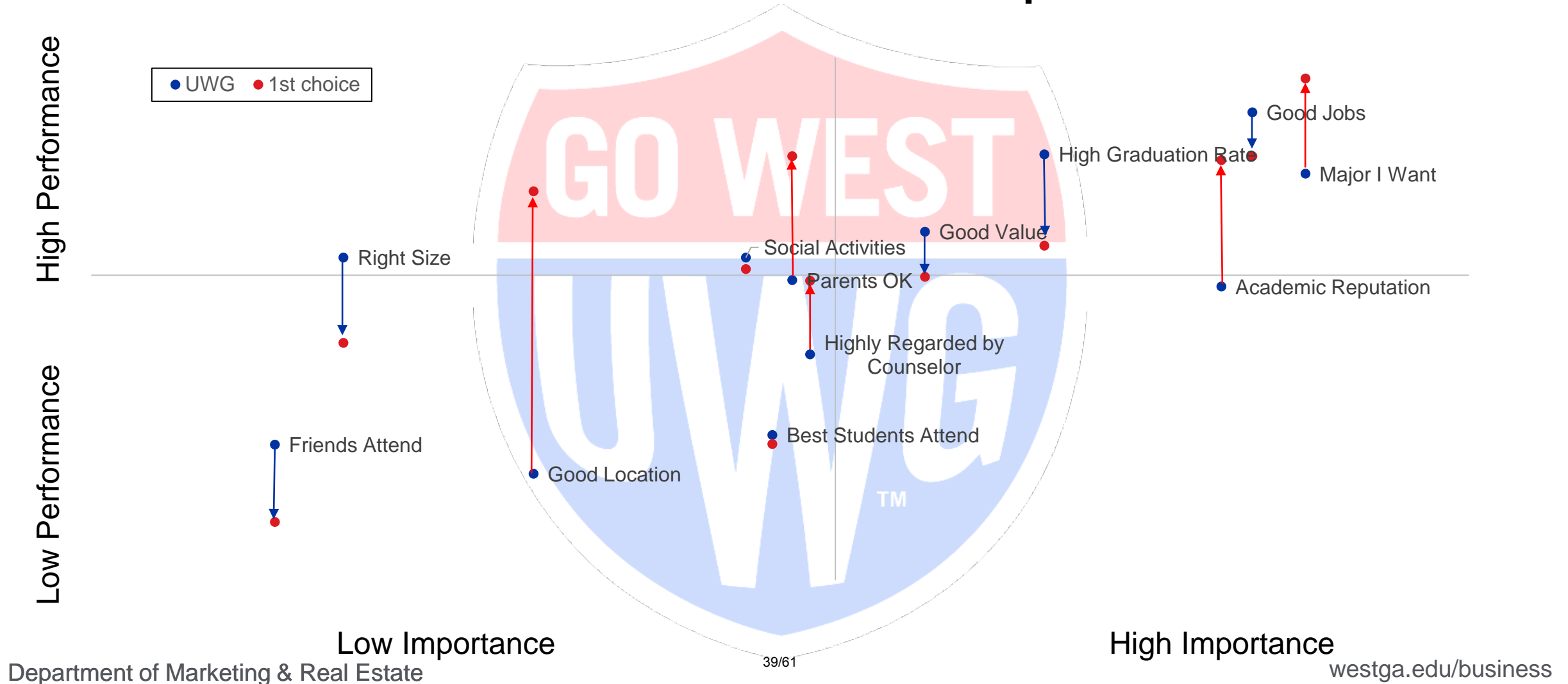
- Motivated by how they appear to others
  - Good schools, right major
- Social life is more important to them than to the other segments
- Not concerned about fit
- 19% of population
- Preference for mid-size university
- Least diverse segment
- Least likely to consider any of competitor (listed) schools
- More likely to live in Alabama



# This is how Image Conscious view UWG



# This is how Image Conscious view their preferred school



## Image Conscious Top Choices

University	Share
Georgia State University	29%
Georgia College & State University	20%
Alabama State University	20%
Georgia Southern University	20%
University of North Georgia	19%
<i>University of West Georgia</i>	10%

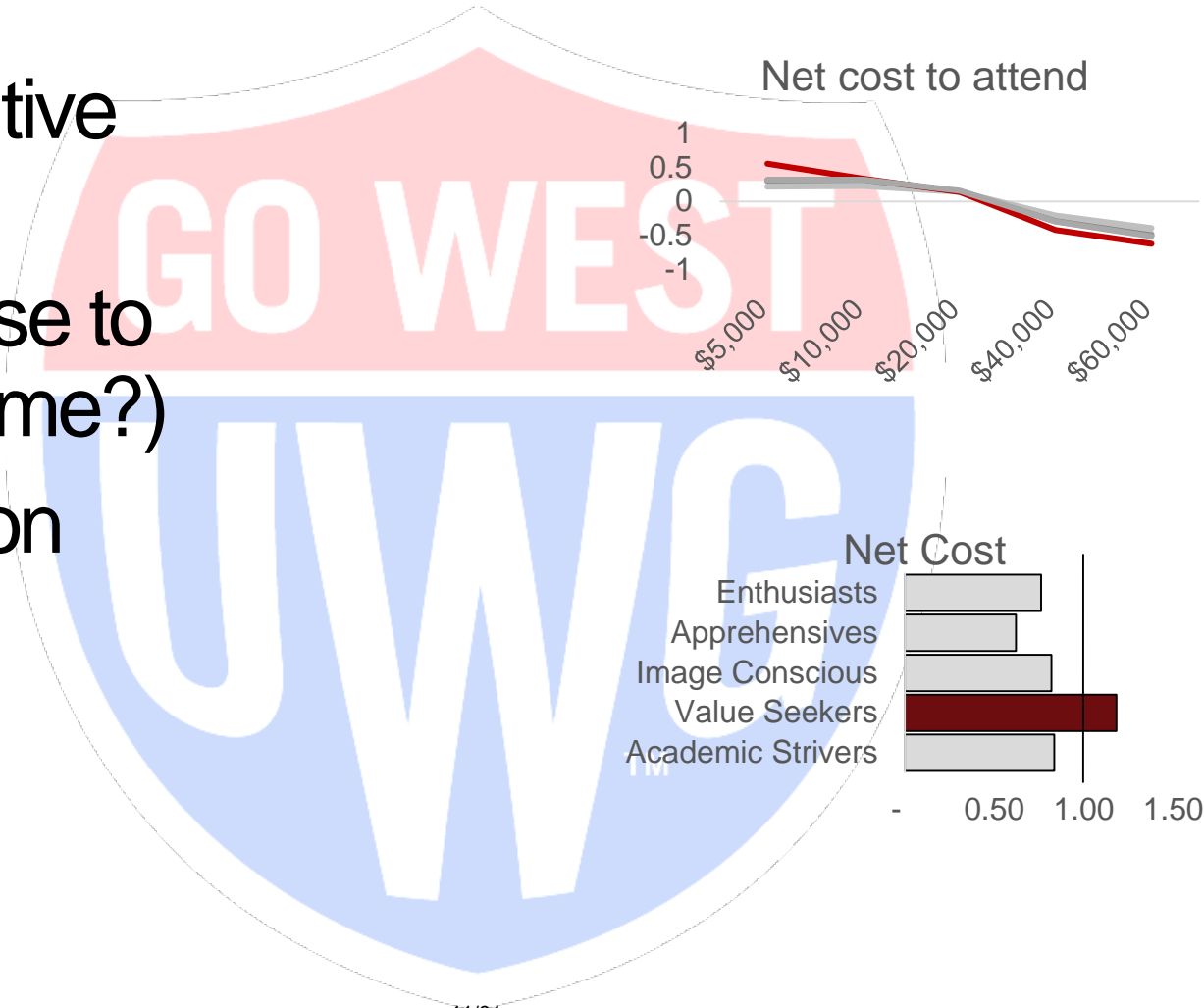
## Schools with largest share of Image Conscious

University	Share
University of Alabama in Huntsville	31%
University of North Alabama	30%
Oglethorpe University	25%*
University of West Alabama	23%
Jacksonville State University	22%
<i>University of West Georgia</i>	15%

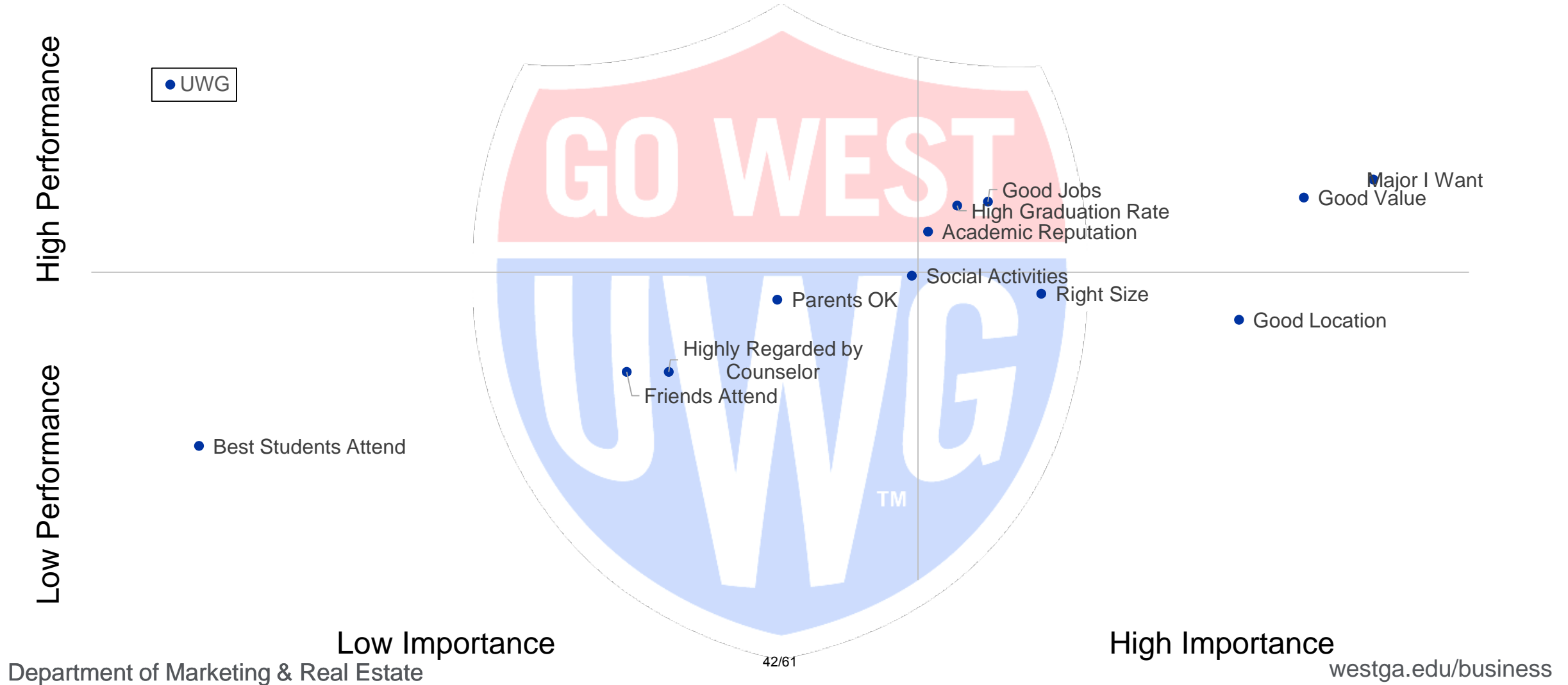
\* n≤10



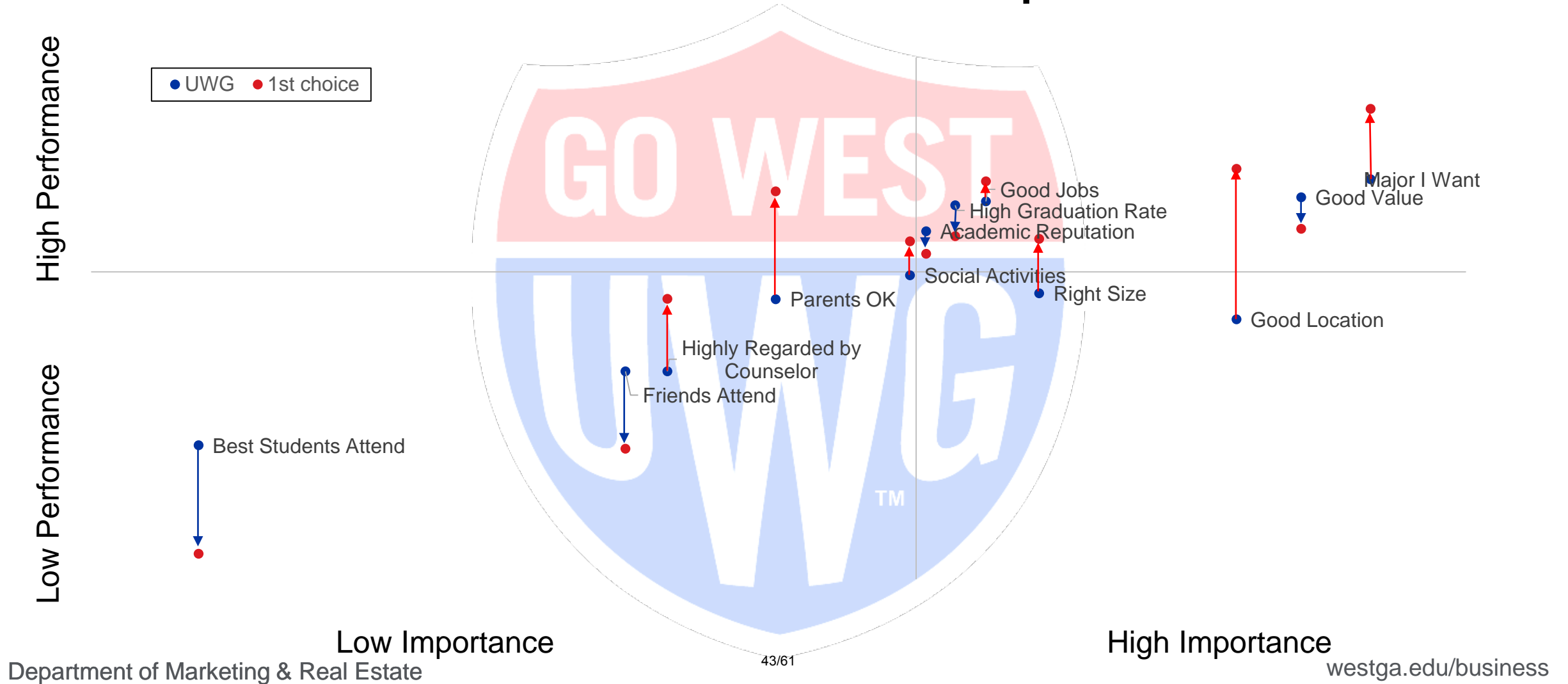
- Most price sensitive segment
- Want to stay close to home (live at home?)
- 20% of population
- Not diverse



# This is how Value Seekers view UWG



## This is how Value Seekers view their preferred school



## Value Seekers Top Choices

University	Share
Georgia State University	38%
Kennesaw State University	26%
University of North Georgia	23%
Georgia Southern University	21%
Alabama State University	19%
<i>University of West Georgia</i>	11%

## Schools with largest share of Value Seekers

University	Share
Oglethorpe University	31%*
Savannah State University	27%
Clayton State University	23%
University of North Alabama	21%
University of West Alabama	21%
<i>University of West Georgia</i>	17%

\* n≤10

# Academic Strivers

- Most motivated by the school's reputation
  - Motivated by value but not price sensitive (best ROI?)
- 25% of population
- More likely to be women
- Highest self-reported GPA
- Most likely to have taken SAT/ACT

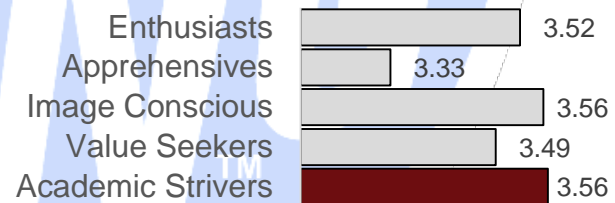
School's Reputation



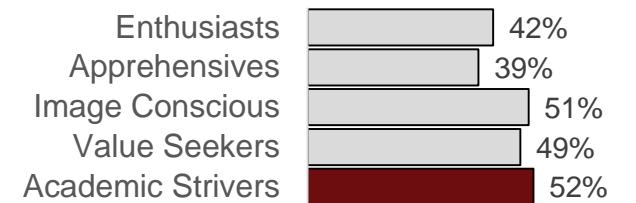
Women



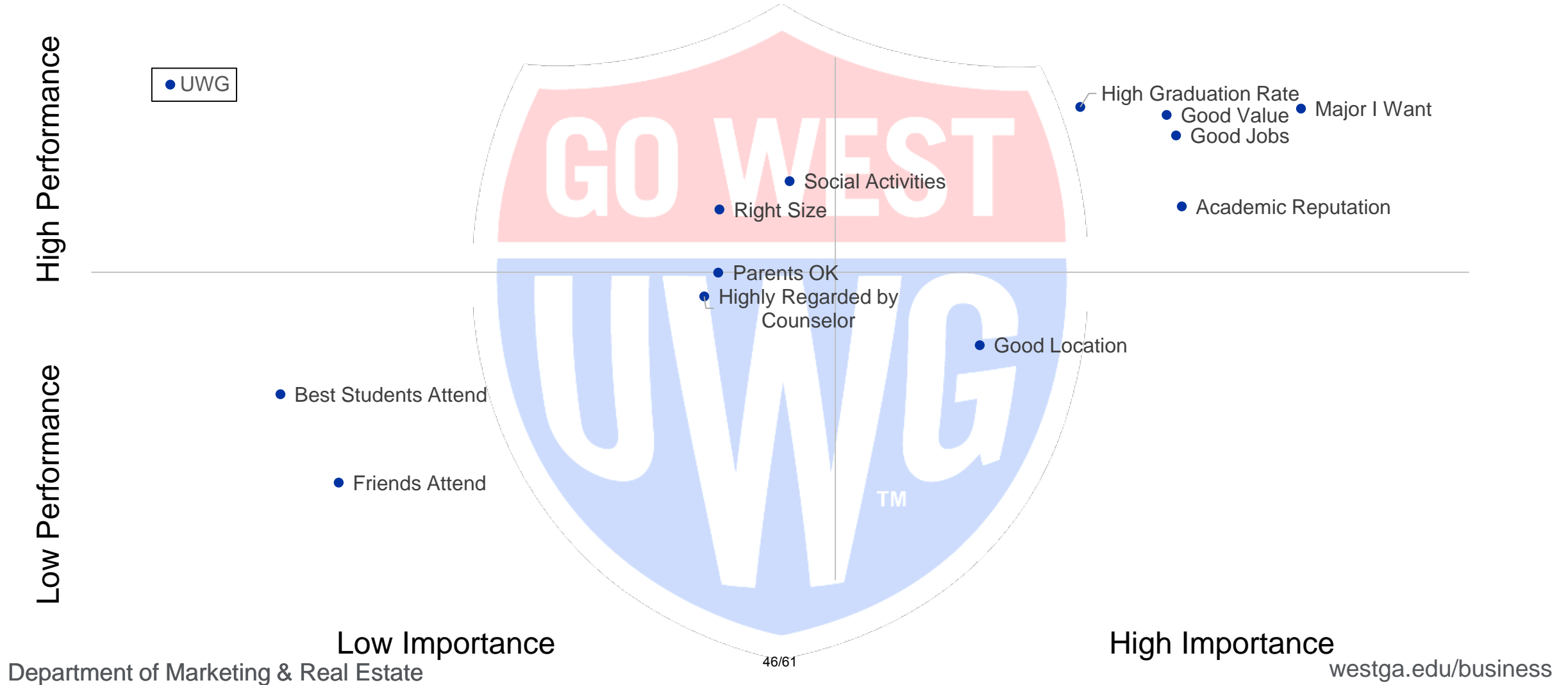
GPA



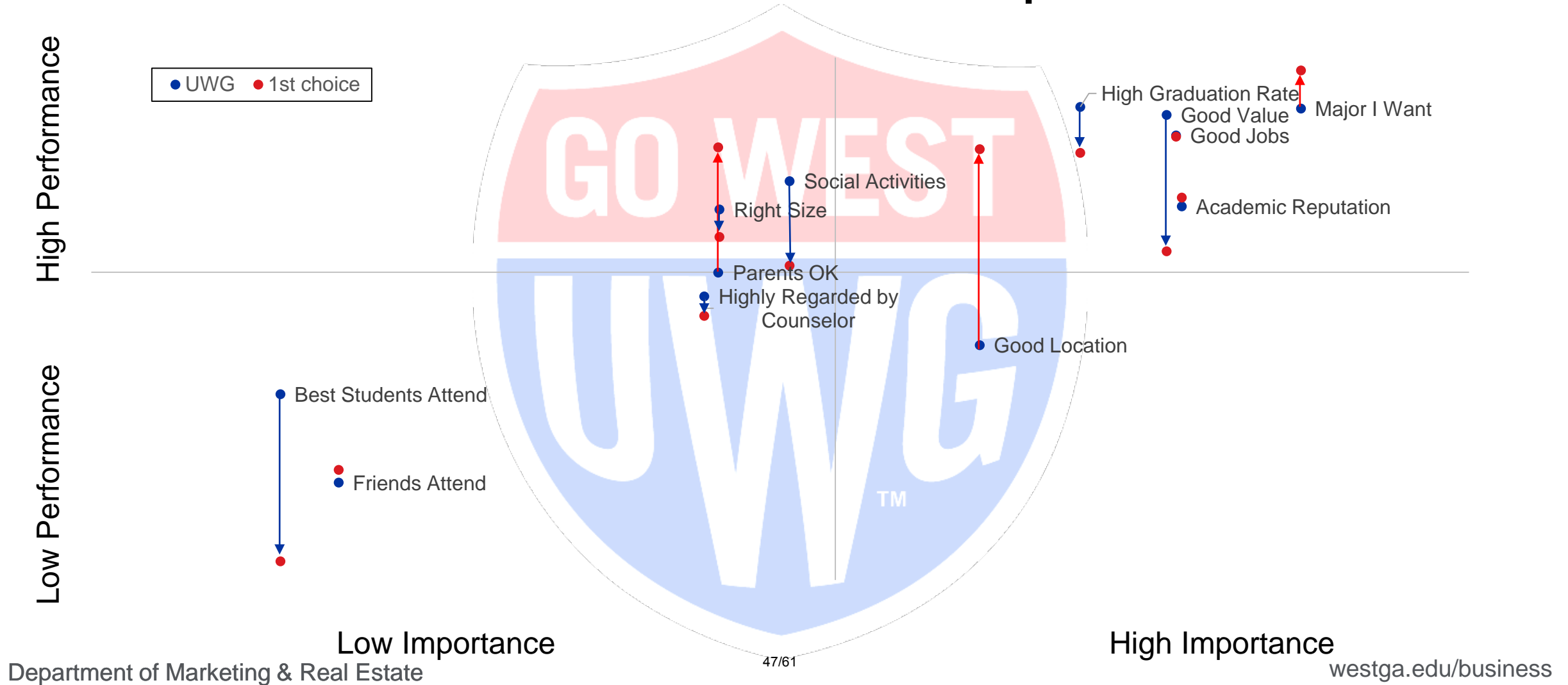
Taken SAT/ACT



# This is how Academic Strivers view UWG



## This is how Academic Strivers view their preferred school



## Academic Strivers Top Choices

University	Share
Georgia State University	40%
Kennesaw State University	26%
Georgia Southern University	25%
University of North Georgia	21%
Alabama State University	18%
<i>University of West Georgia</i>	12%

## Schools with largest share of Academic Strivers

University	Share
Savannah State University	31%
Troy University	30%
Spellman College	28%
University of Alabama at Birmingham	28%
Mercer University	27%
<i>University of West Georgia</i>	23%



# Recommendations



What segments of prospective students are good fits for UWG but are not considering us?

## Segments to target (in order)

### 1. Academic Strivers

Biggest issue is location (average distance to UWG 95.5 miles)

### 2. Image Conscious

Gaps exist but may be manageable.

### 3. Enthusiasts

Worst fit with UWG but relatively large interest

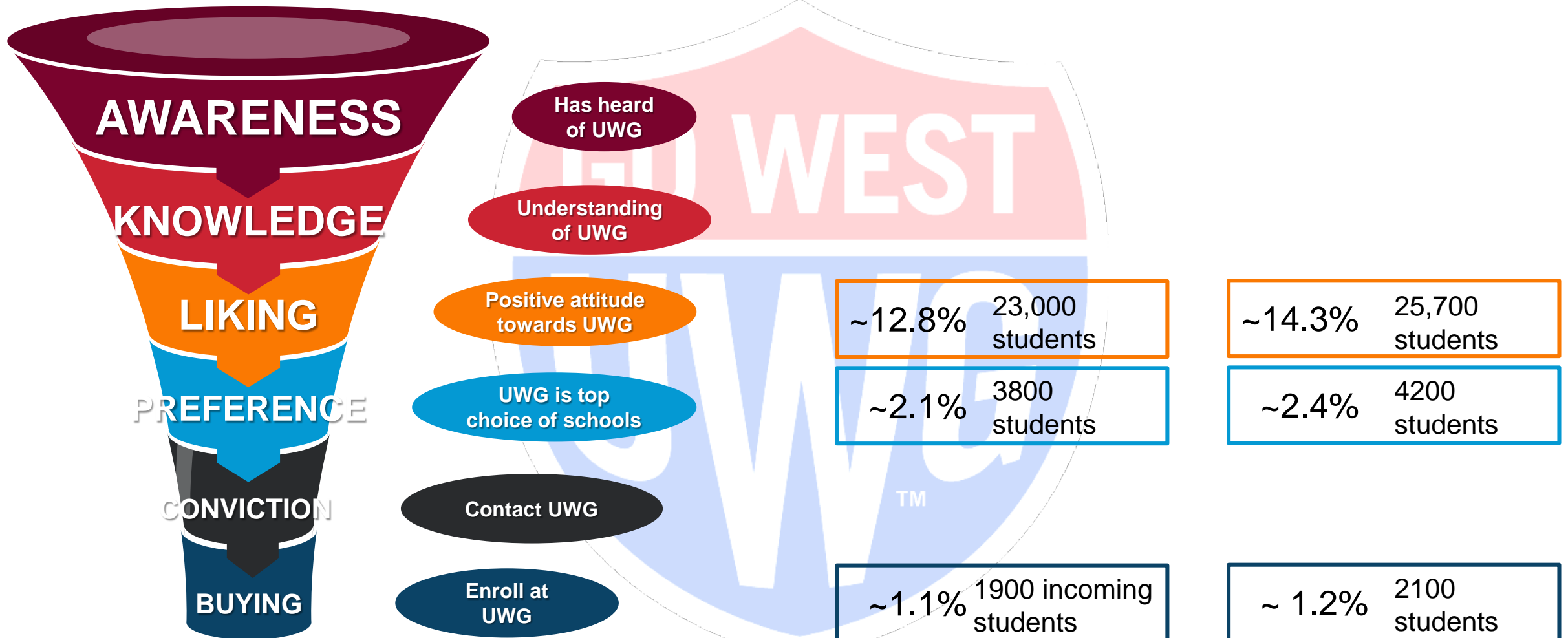
### 4. Value Seekers

It seems unlikely we can attract many more than we already have

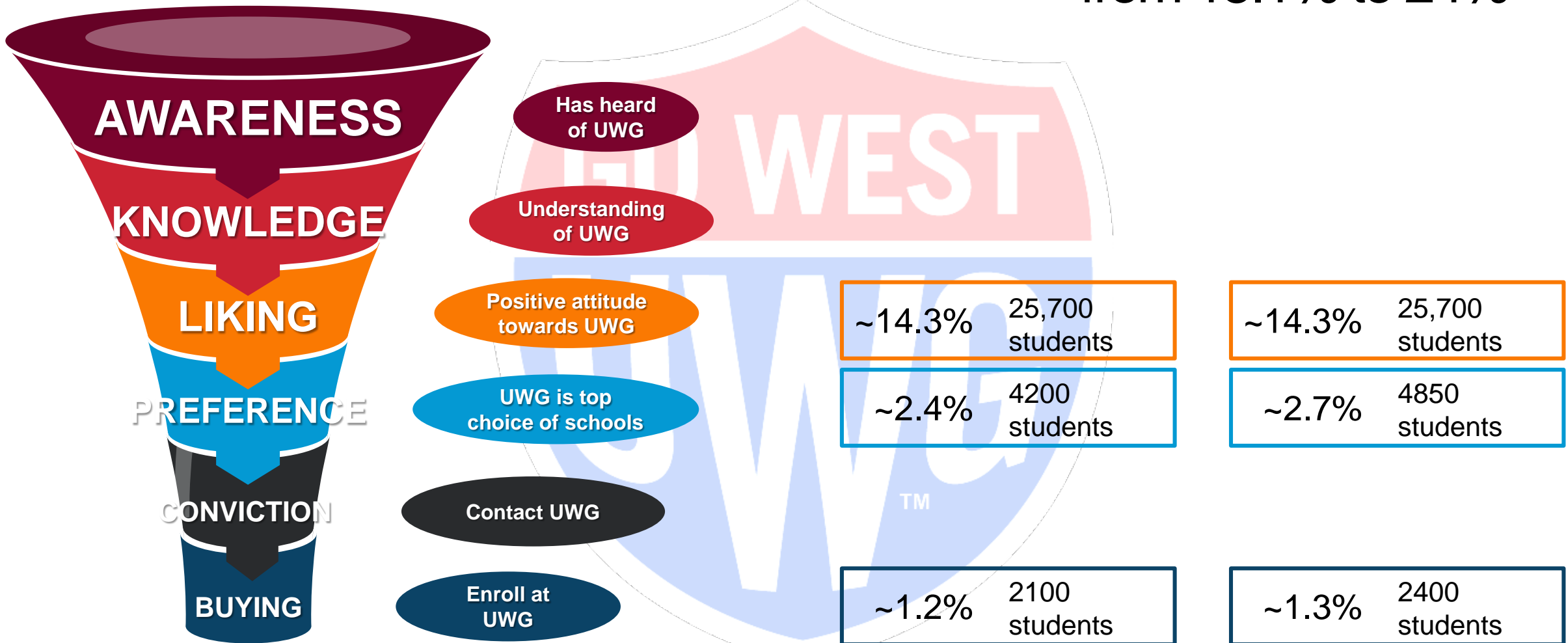
### 5. Apprehensives

Very small, uncommitted, and, like Value Seekers, little room for more penetration

If we were to target Academic Strivers, and increased consideration set from 12% to 18%



And if we were to increase Academic Strivers conversion rates from liking to preference from 15.1% to 24%



# Can we identify and target these potential students?

## Meaningful versus Actionable segmentation

- **Meaningful**
  - Redirection of marketing communications
  - UCM should have a better sense of how to position the messaging
- **Actionable**
  - Based on what demographic data that Admissions has on prospective students, we may be able to score their database by likelihood to be in a segment

## What attributes of UWG should we highlight to gain their interest?

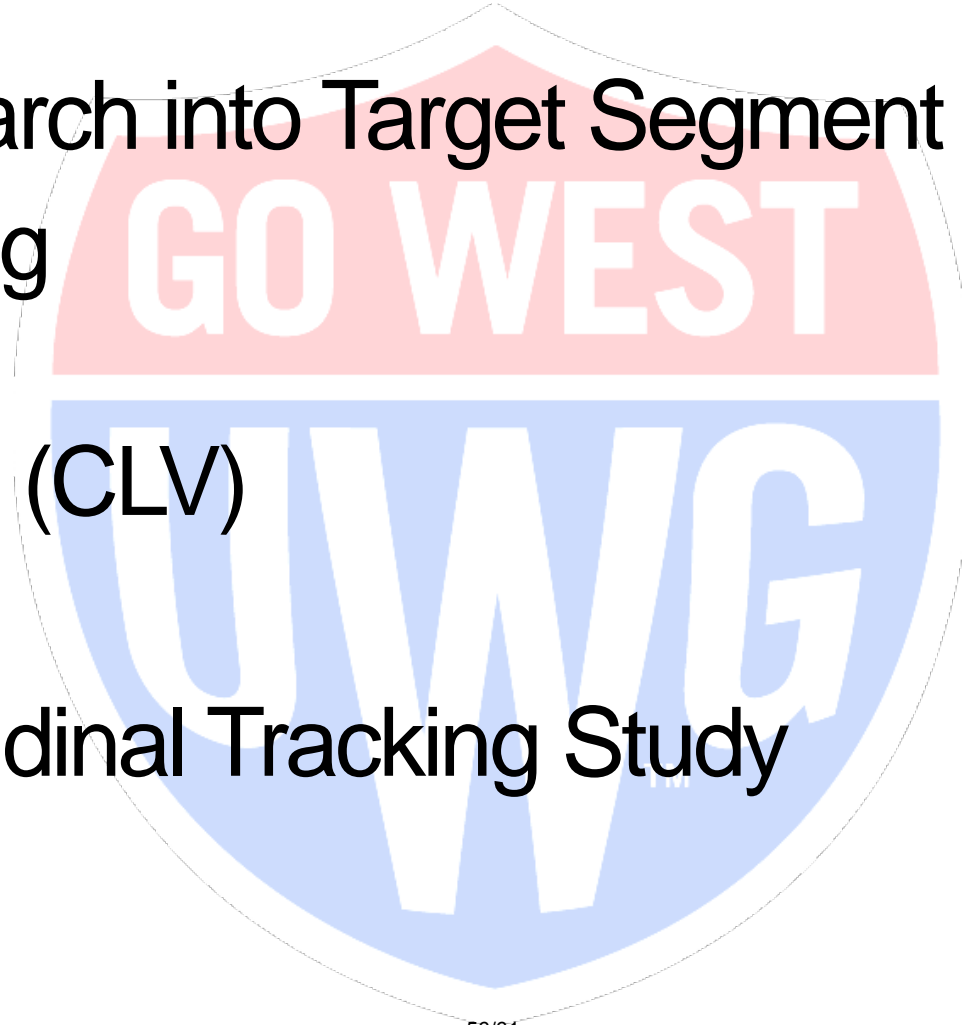
- Why would a high school senior choose UWG?
  - We target one segment exclusively
    - We talk to this group of students
    - Fashion our brand, our product, our message towards their motivations
  - Academic Strivers?



# What attributes of UWG should we highlight to gain their interest?

- **Establish Academic Reputation**
  - Conjoint shows this is overwhelmingly the biggest driver of college decision for all segments
  - Gap analysis shows a perception gap between UWG and preferred schools
  - The gap in “major that I want” is a misperception – one that can be communicated and corrected
- **Guidance Counselors**
  - While respondents state relatively low importance for their recommendation, conjoint shows that it is the third biggest driver.
  - UWG must improve and nurture its relationships with guidance counselors.

- Further Research into Target Segment
- Digital Tracking
  - A/B Testing
- Student Value (CLV)
- Alabama
- Ongoing Attitudinal Tracking Study





# Student Value

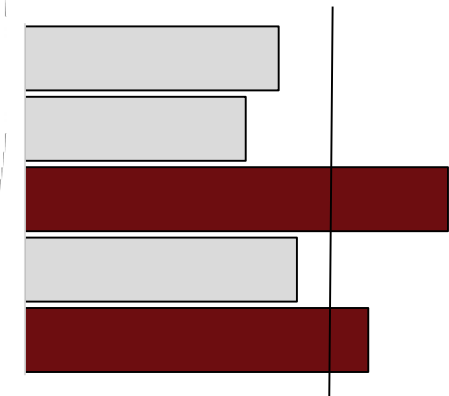
- What is the Net Present Value of a student?
- This informs how much to invest to acquire a student
- \$4600 per semester seems very high

- The two most attractive segments over-index in Alabama
  - Academic Strivers
  - Image Conscious
- In-state Tuition
- New students to USG
  - Not stealing market share, but growing the market



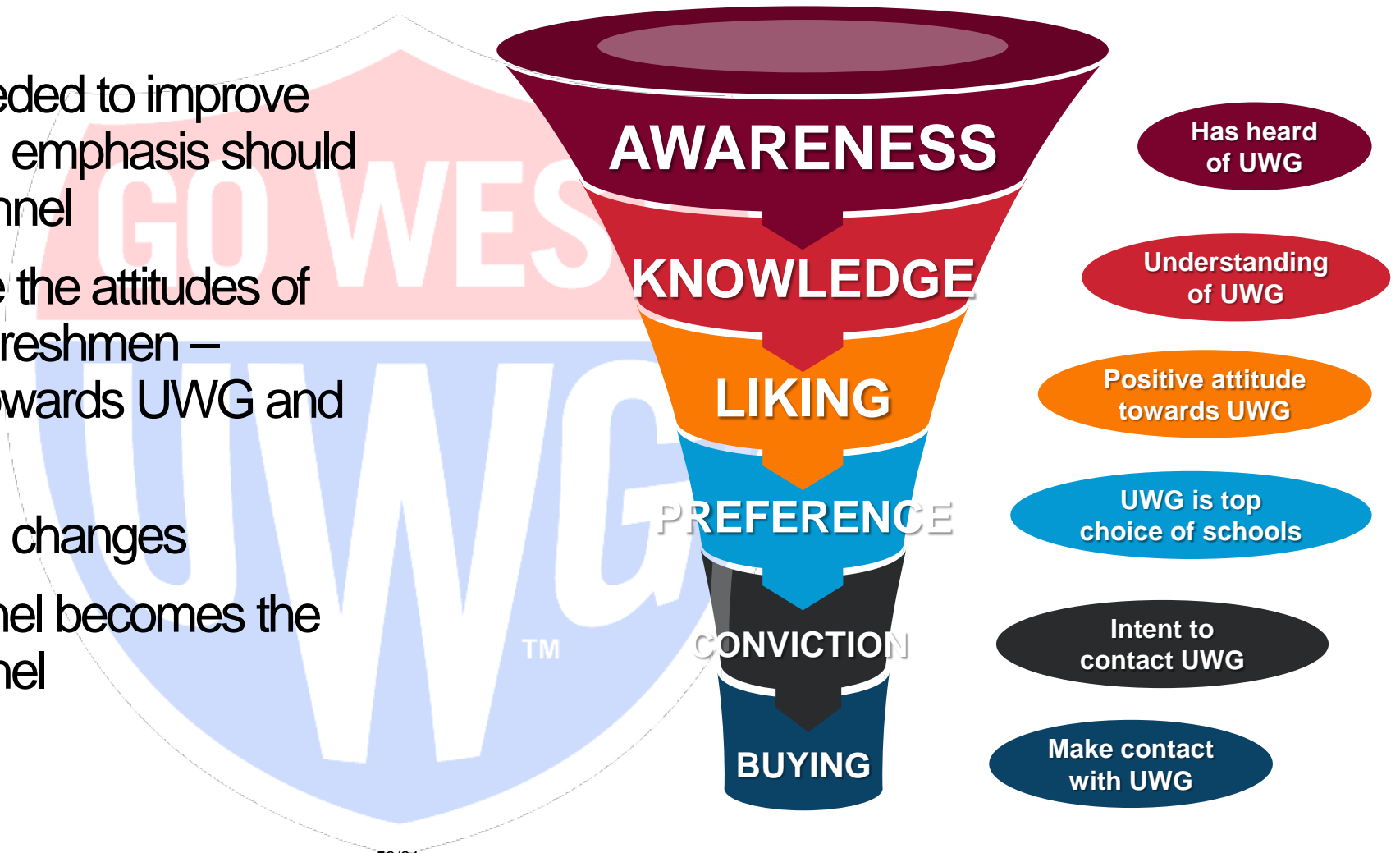
Alabama Resident

Enthusiasts  
Apprehensives  
Image Conscious  
Value Seekers  
Academic Strivers



## Ongoing Attitudinal Tracking Study

- Ten years ago, we needed to improve awareness. Today, the emphasis should be further down the funnel
- Continuously measure the attitudes of high school students (freshmen – seniors) on attitudes towards UWG and competing schools
- Be in front of attitudinal changes
- The bottom of this funnel becomes the top of Admission's funnel



I strongly encourage establishing a Brand Manager position

- Someone whose responsibility it is:
  - to manage the UWG brand
  - to track attitudinal changes
  - to shepherd potential students through the funnel
  - to oversee market research
  - to own the target market
  - **to build UWG brand equity**

