

Faculty Senate Meeting Minutes

March 13, 2026

Approved March 31, 2026

1. Call to Order

Called to order by Chair McLean at 1:01pm.

2. Roll Call

Present:

Allen, Belim, Bergiel, Boyd (proxy), Brock, Buzon, Chen, Colley, Council (proxy), Dyar, Ellison, Elman, Fleming, Green, Griffin, Hadley, Harte (proxy), Hildebrandt, Hopper, Ivory, Janzen, Kazeem, Khan, Koczkas, Maggiano, Moon, Ofoe, Peralta, Riker, Roberts, Ruffin, Schoon, Seong, Shelnut, Sicignano (proxy), Swift, Viswanath, Webb, Yang, Yarbrough, Yeh, Zot

Absent:

Bryan, Elias, Faucette, Kimbrel, Matthews, Mendes, Talbot, Wentz

3. Minutes

A) The February 6, 2026 Faculty Senate Meeting Minutes were approved electronically on February 19, 2026.

4. Discussion with Leadership

A) President

- *Coffee and conversations yesterday, more forthcoming. Opportunity to meet and talk outside of formal events; have conversations about what is going on and to discuss any concerns.*
- *Federal. Working with legislators to preserve Pell grants, projected multi-billion dollar shortfall and opposing cuts to federal research spending.*
- *Athletics. President Trump discussed ongoing issue regarding student athletes and conferences (NIL). Impacts us in small part particularly regarding recruiting and then students leave. Score Act – student compensation and opportunity, limiting number of transfers that an athlete can complete. Provision for one transfer during undergraduate career.*
- *State. Halfway through legislative session. Looking at online credit hours and a reduced state funding formula for online instruction. Approved for Perry*

(TLC) building and HVAC. Kemp provided one time bonus of \$2000 for educators (not part of base). Endowment created for Dreams scholarship to address need based scholarships; framework ongoing. Tyus demolition approved.

- *Admitted students day: met students and families from across Georgia, portraying UWG as a place to thrive.*
- *Housing contracts up, about 1,000 current freshmen have signed up for next year. Enrollment is up and students are starting to come back to campus to have the residential experience.*
- *HR working with a third party firm for fall of 2026 for campus climate survey.*
- *Strategic plan. Becoming West Georgia ended in 2026. Early stages of getting a consultant on board for strategic plan for next five years. Steering committee would be formed with constituent input. Go live March 2027 to not be rushed.*
- *Equity study and funding. Eight million dollar hole in regard to current equity situation to bring people up to the mid-point (does not include fringe). Multi-phased approach to bringing people to market levels. Current money came from existing operating budget with consideration to the complex ecosystem of campus needs. As enrollment improves and budget challenges wane, we will be able to begin to put money into those resources and phases. Salary equity gap issues were important to consider because faculty are one of the most important resources. Fragile ecosystem and we do not have many strategic reserves: enrollment and retention are important part of this to ensure resource levels are maintained.*
- *Questions:*
 - *Q: Salary equity. How was midpoint determined? What years of CUPA data were used? What institutional categories were considered?*
 - *A: Provost. Most current year's CUPA data and Carnegie classification and disciplines (CIP code and rank included). Different disciplines were considered differently.*

B) Provost

- *Requests submitted for summer stipends and focused work, course improvements to address DFW rates, IFE reaching out for specific classes. Investments that institution is making in pre and post award to maximize where we can in our scholarship.*
- *Timely feedback and midterm grades: recommendation to changing midterm grade reporting. USG policy was updated about a year ago to allow institutions to change drop date to allow for flexibility. Timely feedback is a critical part of this process. Work in common course components and faculty giving feedback to students is important. UWG and USG support these recommendations.*
- *Deans searches. Committees are working confidentially. Pool data is looking good, target for on campus interviewed in early April. Perry College and CHASS; holistic review.*
- *Two AVP positions posted in academic and faculty affairs. Investments in support for programs. Will be posted in newsletter on Monday. Faculty are encouraged to apply both internally and externally. Backfill needs that we have had. David Newton has been doing an excellent job in the interim.*
- *Faculty agenda curricular items are a testament to faculty work and ongoing efforts.*
- *Admitted Students Day. Thanks to all that were there and support from faculty. Faculty are selling our programs. We are still recruiting even if students have been admitted because they may have competing interests. Send feedback to Admissions and the Provost if improvements can be made for the future. Looking to restructuring and shifting to balance load moving forward.*
- *Save date for General Faculty Meeting on May 1st. Informational items and celebrate colleagues.*
- *Questions:*
 - *None. Faculty were encouraged to reach out if they have questions or need support.*

5. Committee Reports

Information Items (Dylan McLean, Chair):

- 1) General Information Updates
 - *Feedback for USG council vote: majority opposed bylaw changes and yesterday he voted “no” on the proposal.*
- 2) Committee Chair General Updates
 - *None.*

Committee I: Undergraduate Programs Committee (Stacy Boyd, Chair)

Action Items:

Approved unanimously as a block vote.

A) College of Humanities, Arts, and Social Sciences

1) School of Visual and Performing Arts

a) [ART - 3400 - Graphic Design Survey for Non-Art Majors](#)

Request: Revise

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027. We have been tasked to update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

b) [ART - 3402 - Typography and Visual Systems](#)

Request: Revise Course

In preparing for ART's NASAD self-study and visitation, the Graphic Design Concentration is updating its curriculum and progression through ART's BFA degree plan to be in alignment with the other ART BFA concentrations. In doing so the updates will provide more options for choice in the progression of the student through the concentration while removing barriers in progression towards graduation due to the current sequential nature of the concentration.

c) [ART - 3403 - Survey of Contemporary Graphic Design](#)

Request: Revise Course

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d) [ART - 3606 - Visual Systems and Abstraction](#)

Request: Create New Course

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aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Painting, curriculum (structure) is adding the course ART 3606 to support the curriculum through the following objectives. - Creating a new course that increases options for students to choose their progression through the curriculum - Addressing course options and prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).

e) [ART - 3821 - Alternative & Experimental Printmaking](#)

Request: Create New Course

This course has been developed in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD. The course also presents a concentrated forum for students to explore new and alternative ways to printmaking, be that through new and emerging technologies, processes, and/or conceptual inquiries. The class will also aid in possible issues degree progression due to scheduling as well as adding more in the way of class options for the Printmaking concentrators to choose from. This increase in course offerings also provides a less prescriptive and more student centric pathway to graduation.

f) [ART - 4400 - Design Strategies and Studio Problems](#)

Request: Revise Course

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support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

g) [ART - 4405 - Motion, Media, and Interactivity](#)

Request: Revise Course

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h) [ART - 4406 Prof Practice and Portfolio Development](#)

Request: Revise Course

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course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Graphic Design curriculum (structure) and subsequent courses (ART 3401, 3402, 3403, 4403, 4404, 4405, 4406 and 4408) require the following adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

i) [ART - 4586 Internship](#)

Request: Revise Course

We are updating the course credit hours to eliminate the confusion that students have in entering the number of credit hours that they are signing up for.

j) [ART - 4605 Advanced Painting](#)

Request: Revise Course

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prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues) - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

k) [ART - 4805 Advanced Printmaking](#)

Request: Revise Course

This course has been modified in alignment with the ART programs initiative to update the BFA in ART concentration degree plans and offerings in preparation for arts Self-Study for its accrediting body NASAD. Modifying the course description more accurately reflects the courses covered content. Modifying the course's credit hours reflects the standard Lecture, Lab, Credit hours designated for this class, and reduces the confusion that has periodically occurred in having the course designated as a variable credit hour course.

l) [ART - 4901 3D Digital Modeling](#)

Request: New Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture: - Introduction of new classes such as ART 4901 - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling

issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

m) [ART - 4902 Figure Modeling](#)

Request: New Course

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n) [ART - 4904 Advanced Sculpture](#)

Request: Revise Course

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support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, the Sculpture, curriculum (structure) and subsequent courses (ART 3902, 3903, 3904, 4902, 4903) require the following one or more adjustments: - Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues) - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

o) [ART - 4998 Senior Capstone Experience I](#)

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular.

These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Updating current course titles. - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues). - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language. -

Additionally in fulfilling the USG and Provost initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are

accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

p) ART - 4999 Senior Capstone Experience II

Request: Revise Course

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to Ceramics, Graphic Design, Painting, Printmaking and Sculpture:

- Updating current course titles.
- Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues).
- Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language.

Additionally in fulfilling the USG and Provost initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

B) College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [PHYS - 1111K - Introductory Physics I](#)

New Course Request

PHYS 1111K (Introductory Physics I) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences. UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements. Integrating the lecture and laboratory components into the combined PHYS 1111K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics I is evaluated through the analytical components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1111 and 1111L into PHYS 1111K we can more closely align the topics in each which will enhance student comprehension.

b) [PHYS - 1112K - Introductory Physics II](#)

New Course Request

PHYS 1112K (Introductory Physics II) is a four-credit-hour combined lecture and laboratory course that introduces students to the fundamental principles of physics. These courses provide a solid foundation in both classical and modern physics, emphasizing conceptual understanding, quantitative reasoning, and problem-solving skills through integrated lectures and laboratory experiences. UWG previously offered these courses, however they have since been deactivated. Equivalent courses remain available at other USG institutions and continue to fulfill the same core curriculum requirements. Integrating the lecture and laboratory components into the combined PHYS 1112K course format is expected to enhance student performance and reduce DFW rates. Student comprehension in Introductory Physics II is evaluated through the analytical

components in the class and the hands-on components of the lab. Part of the effort here is to combine these to give a more accurate assessment of student comprehension. Also, by combining PHYS 1112 and 1112L into PHYS 1112K we can more closely align the topics in each which will enhance student comprehension.

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

New Program Request

The B.S. in Engineering Science addresses a critical workforce need for professionals who combine technical engineering knowledge with managerial skills. This interdisciplinary program prepares graduates for high-demand roles in manufacturing, quality control, and public works, aligning with Georgia's STEM workforce strategies and regional economic growth priorities.

d) [ENGR - 4086 – Internship](#)

New Course Request

Including an internship course in the engineering science program provides students with valuable opportunities to apply classroom knowledge in real-world professional settings. The internship experience enhances students' technical competence, problem-solving abilities, and professional skills such as communication, teamwork, and ethical responsibility. By engaging directly with industry, students gain practical insight into engineering practice, strengthen career readiness, and clarify academic and professional goals. This experiential learning component supports student success, retention, and employability while aligning the program with best practices in contemporary engineering education.

2) School of Computing, Analytics, and Modeling

a) [MATH - 2009 - Sophomore Seminar](#)

Revise Course Request

1. The technology portion of the course is being increased so that students will get early experience with mathematical software and typesetting. 2. The introductions to areas of mathematics will be more in-depth than before. 3. Our Field of Study includes CS 1300, which is being changed from a 4-hour course to a 3-hour course. MATH 2009 is being expanded into a 2-hour course to replace that hour.

C) College of Mathematics, Computing, and Sciences

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

Revise Program Request

COMM 4426 – Fiction Film Production has found a new place in our evolving curriculum as a semester on set that we are shifting from an advanced level option to an intermediate level class, accessible after only COMM 3353 (our introductory level production class). This change will place COMM 4426 in the “choose 1” option for intermediate classes, along with several other newly designed intermediate-level classes: COMM 4305 Intermediate screenwriting, COMM 4306 Lighting in Cinematography, COMM 4404 Dialogue Recording & Editing, COMM 4410 Production Design for Film & Video, COMM 4411 Branded Content Production, COMM 4412 Titles, Compositing & Color.

2) [COMM - 4306 - Lighting & Cinematography](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we decided to split our Cinematography class into two classes, each focusing on a different aspect of the craft. COMM 4406 will become Camera in Cinematography and focus intently on camera operation and camera movement. This new class, COMM 4306, will be called Lighting in Cinematography and will focus more on the lighting aspects of the craft. Student that have taken either version of COMM 4406 MAY take this class for credit. This class is being offered Sp26 as a special topics course in Lighting and Cinematography (COMM 4485).

3) [COMM - 4404 - Dialogue Recording & Editing](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4404 - Dialogue Recording & Editing

addresses a prior gap in our curriculum that was filled piecemeal through other classes due to capacity. This class is being taught Spring 26 as a special topics class.

4) [COMM - 4410 - Production Design for Film & Video](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4410 Production Design for Film & Video was taught in Spring 25 as a very popular special topics class on Art Direction, and we have decided to name it Production Design, being the umbrella term that encompasses Art Direction along with other world- and character-building crafts within the film industry.

5) [COMM - 4411 - Branded Content Production](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4411 Branded Content Production is an intermediate, hands-on course, where students learn to shape emotionally resonant narratives and high-level production design into polished, brand-aligned pieces that are distinct from traditional advertising and oriented to authentic audience engagement. COMM 4411 Branded Content Production is scheduled to be taught Fall 26 - currently as a special topics, but we hope to convert the class before then to reduce workload for advisors and the registrar in terms of petitions.

6) [COMM - 4412 - Titles, Compositing, & Color](#)

New Course Request

As our program grows along with our capacity to offer more granular instruction, we have created a series of four new classes that fit into our curriculum at the intermediate level of instruction. All Film Production students (in both the degree and concentration) will take the same introductory, theoretical and advanced classes, with these intermediate classes providing students with the opportunity to develop more flexible, nuanced and bespoke collections of skills to make them more prepared for various careers in media production. COMM 4412 Titles, Compositing, & Color is an intermediate, hands-on course that introduces students to creative and technical processes used in contemporary motion graphics, visual effects, and color grading. Building on prior experience in basic filmmaking and editing, students will develop practical skills in typography for motion, visual effects workflows, and essential color correction. COMM 4412 Titles, Compositing, & Color is scheduled to be taught Spring 27.

Committee II: Graduate Programs Committee (Kim Green, Chair)

Action Items:

Approved unanimously as a block vote.

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

a) [SLPA - 5792 - Internship in Speech Language Pathology](#)

Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, the course will be reduced from 8 credit hours to 6 credit hours.

b) [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Request: Revise

To better align with course requirements and be consistent with other graduate internships in the program, SLPA 5792 (Internship in Speech-Language Pathology) will be reduced from 8 credit hours to 6 credit hours. This reduces the total credit hours possible from 29 to 27. Please note that this internship is optional. Only 21 credits are required to complete the certificate. The internship is an optional add-on that students may complete in order to be eligible for

certification as a speech-language associate (SLA) by the Georgia Professional Standards Commission.

c) [Speech Language Pathology, M.Ed.](#)

Request: Revise

Data from program assessment (including students' clinical performance scores) indicate that students consistently struggle with administering, scoring, and interpreting assessments in the field. The program has an active course, SLPA 6705--Advanced Assessment of Speech-Language Disorders, which addresses this directly. The current plan of study includes two courses on hearing-related issues. Program faculty are in agreement that students will be best served by removing one of the hearing-related courses (SLPA 6760) and replacing it with the assessment course to prepare them for the area in which they struggle.

2) Department of Educational Technology and Foundations

a) [Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship](#)

Request: Revise

This revision includes three parts:

- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.
- ii. Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.
- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

b) [Learning Design and Educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship](#)

Request: Revise

This revision includes three parts:

- i. With the former concentration, School Library Media changing its name to School Librarianship, Instructional Technology, Media, and Design (ITMD) faculty revisited our program/major name. The faculty decided to rename the program to Learning Design and Educational Technology (LDET). This name also brings the programs in line with the new proposed Ed.D.
- ii. Additionally, we are making modifications to the Online Teaching Endorsement/Certificate, which requires minor changes to the curriculum through the addition of MEDT 7489 and the shifting of MEDT 7492 to general electives.
- iii. Lastly, we added an elective option to the program that is a new course (i.e., MEDT 7496 - GenAI for P12).

3) Department of Leadership, Research, and School Improvement

a) [Educational Leadership, M.Ed.](#)

Request: Add

The Master of Education (M.Ed.) in Educational Leadership is a 30-credit-hour graduate program designed to prepare educators for leadership roles in P–12 school settings. The program includes the 18-credit-hour GaPSC-approved Tier I Educational Leadership core, which provides foundational preparation aligned with Georgia leadership standards. In addition to the Tier I core, candidates complete 12 credit hours within one of two specialization tracks: Strategic Leadership or Coaching for Teaching and Learning. These specialization tracks extend leadership preparation by addressing areas such as organizational leadership, instructional improvement, professional learning, and coaching. The program structure ensures alignment with state certification requirements while providing flexibility for candidates to pursue focused leadership development within a 30-credit-hour master’s degree program. The proposed Master of Education (M.Ed.) in Educational Leadership responds to a growing demand for skilled leaders across Georgia’s P–12 educational systems. As districts address persistent teacher and leader shortages, instructional innovation, and community engagement challenges, there is an increasing need for leaders who can foster collaboration, belonging, and continuous improvement. This program builds directly on the success of the University of West Georgia’s GaPSC-approved Tier

I Educational Leadership program, which currently enrolls more than 500 students, the largest Tier I enrollment in the state. The consistent success of this program in preparing aspiring leaders who meet GaPSC expectations provides a strong foundation for expanding leadership preparation through a master's-level degree aligned to the same core standards and field-based competencies. The proposed M.Ed. in Educational Leadership also strengthens UWG's leadership preparation continuum by creating a seamless pathway from Tier I through Tier II, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. This coherent progression allows educators to advance from emerging teacher leaders to school and district leadership roles within a unified program framework.

b) School Improvement, Ed.D.

Request: Revise

We have added a third track with a focus on Strategic Leadership for School Improvement. As part of this process, we developed two new courses for the track, EDLE 9901 and EDLE 9902. In addition, two new research courses were proposed with a focus on educational research in k12 settings (EDRS 9105 and EDRS 9106). To ensure focus on instructional leadership for the traditional track, EDSI 9942 Advanced Instructional Practices for School Improvement replaced EDSI 9925, Policy Analysis for School Improvement.

4) Department of Special Education

a) SPED - 9100 - Pre-Graduation Seminar

Request: Add

This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts. This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those

gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

D) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [Post-Baccalaureate Certificate in Computational Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

b) [Post-Baccalaureate Certificate in Discrete Mathematics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

c) [Post-baccalaureate Certificate in Statistics](#)

Request: Delete

This certificate has had zero enrollment for at least the past three semesters.

2) School of Field Investigations and Experimental Sciences

a) [BIOL - 5621 - Genetics](#)

Request: Add

We are shifting the course number to align with the cross-leveled undergraduate section (BIOL 3621). The number will move from 5631 to 5621. We have a concurrent course deletion proposal to reflect this shift. Currently, the course numbers do not align between the sections, which causes issues with the degree program and confusion among students.

b) [BIOL - 6460 - Applied Ecology](#)

Request: Add

Currently, all our ecological graduate courses are cross-leveled at the 5000 level with undergraduate courses. This course adds 6000-level graduate content in ecology that was lacking in our program. Having a graduate-only course allows for more advanced content to be taught. The course has achieved excellent enrollment in the first two years it was taught as a special topics course, with 18 students in the first year, and 25 students this year (full class).

E) Richards College of Business

- 1) Department of Marketing
 - a) [MKTG - 6845 - AI Strategies for Business](#)

Request: Add

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making, and it will examine the ethical implications required for responsible AI deployment in business. AI applications in business are growing rapidly. It is imperative for our curriculum to keep up with these changes.

F) Tanner Health School of Nursing

- 1) [NURS - 9020 - Developing the Nursing Dissertation Proposal](#)

Request: Add

NURS 9020 is the first of a three-course dissertation courses. Course milestones include establishing the foundational chapters of the dissertation. This course provides structured guidance and resources needed to complete Chapters 1, 2, and 3, and produce a proposal ready for dissertation committee review and oral presentation to the School of Nursing. The course may be repeated up to two additional times for adequate completion of objectives. Extensions beyond two times would require permission of the Associate Dean of the Graduate Program of the Tanner Health School of Nursing.

- 2) [NURS - 9021 - Applied Nursing Inquiry: Dissertation Research](#)

Request: Add

NURS 9021 is the second of the three-course dissertation series. The course provides structured guidance through the formal proposal of their dissertation study., Course milestones are preparing and submitting an Institutional Review Board application and implementing the proposed study. These objectives are essential for success in the dissertation and to complete the dissertation course sequence. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

- 3) [NURS - 9022 - Advanced Nursing Inquiry: Dissertation](#)

Request: Add

NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

4) [NURS - 9900 - Ed.D. Scholarly Writing](#)

Request: Add

In the past, the EdD students of the School of Nursing have taken the 6900 level writing course. This allows a course at the 9900 level to be taken by Doctoral students. This is a one-hour course.

5) [Doctorate in Nursing Education, Ed.D.](#)

Request: Revise

The rationale for adding the three sequential dissertation courses to the curriculum is to provide support and guidance to students as they are led to complete the dissertation in a scholarly, efficient, and timely manner. Our strategic plan imperative #1 is Student Success-Enhanced learning, access, progression, and development and goal 4 is to admit the most qualified students and support timely progression to graduation. Adding these dissertation courses will provide students with support from peers and faculty who are guiding them through the inquiry and writing of specific chapters 1-3 of the dissertation in NURS 9020. In NURS 9021, students will be guided as they write a proposal defense presentation. Additionally, students will be guided through the institutional review board process and begin conduction of their planned study. In the final sequential course, NURS 9022, students are guided through data analysis, data reporting, and dissertation dissemination.

The rationale for the addition of the NURS 9900 EdD Scholarly Writing course to the curriculum is to provide a scholarly doctoral-level course for writing scholarship and instruction. Currently, students take a Master's level course in the curriculum NURS 6900 and should have a NURS 9900 doctoral-level course.

Information Item:

A) GPC completed and approved its reports on the Comprehensive Program Reviews for four programs:

- 1) EdD – Major in Higher Education Administration
- 2) MS – Major in Sport Management
- 3) MBA – Master of Business Administration
- 4) MPAcc – Master of Professional Accounting

Committee III: Academic Policies Committee (Shelly Elman, Chair)

Information Items:

A) Developing Curricular and Content Review Process/Policy

- 1) The APC thanks the Provost for the opportunity to make this recommendation. The committee recommends that curricular and content review policy be created and conducted by individual programs as required by discipline specific accreditation or industry standards.

B) Academic Withdrawal Policy

- 1) The APC recommends that the withdrawal policy be extended to 10 weeks total.
 - i. The APC further recommends that students have 10 weeks to withdraw from a course. The 11th week would be a review period for the faculty member and student to discuss if withdrawal is necessary.
 - ii. If a student withdraws earlier than the 10th week of the semester, they have five to seven days to communicate with the faculty member about their grades.
 - iii. Once a student fills out and submits the withdrawal request form, an email notification will be sent to the faculty member and the student's advisor letting them know that they and the student have

five to seven days to communicate about how the student is doing in the course and if withdrawal from the course is needed.

2) Hardship Withdrawal Deadline

- i. Information Item: The APC recommends that the institution increase the amount of time to submit for a Hardship withdrawal from six months to one academic year.

Will continue to look into graduate student hardship withdrawal; will be further discussed at undergraduate and graduate levels.

C) Adding the UR designation in syllabi of all UR approved courses

- 1) Information Item: The APC approved the request to include the UR designation in all syllabi of approved UR courses.

D) Raising UWG minimum GPA Requirements for Admissions

- 1) Recommendation: The APC thanks President Johnson for the opportunity to weigh in on the matter of raising the GPA requirement for Admission to the University. After discussion with our colleagues and within the committee, the APC recommends to the President that UWG raise its GPA requirement for admission to be commensurate with the other USG regional comprehensive institutions as a first step to ensuring student success.

Chair McLean noted that the APC had in-depth discussions on this matter. Shelly Elman noted that the recommended GPA raise is to 2.5 (34 students currently enrolled would not have gotten in under new rules, but they could always appeal in the future).

Committee V: Student Affairs Committee (Kelly Dyar, Chair)

Information Item:

A) Internship Requirements and Degree Progression

- *Charge this year was to look into impediments to degree completion. One major issue was if students have an internship requirement, but do not receive program support to find the needed internship. Faculty should review their programs to ensure that barriers are not in place. If a requirement exists, support should be available to students.*

Committee VII: Rules Committee (Marian Buzon, Chair)

Information Items:

A) Senate Chair Election Policy

- *Current policy is restrictive and requires two tenured nominees who cannot be past or current senate chairs. Revisiting to address immediate situation, but also look to the future and increase chances of having senate chairs nominated moving forward. Questions that came out in the committee included what if only one nominee exists? If someone runs unopposed, what percentage of faculty need to participate for a valid outcome (and in general). Is there precedent for current chair to remain if a nominee does not exist and for what duration? A two term limit or tenure restriction is not common in the system. Should eligibility be open to lecturers? Faculty should contact Marian Buzon with any additional questions or concerns.*
 - *Why has this process been difficult to find nominees? Chair McLean noted that this is not unique to us. Job may be viewed in a difficult light given current faculty workloads. He also mentioned eligibility was a significant issue: feedback on that point would be helpful to gather general faculty opinion. Term limits and process are also important. Need to be on ballot for General Faculty meeting in May: need new changes voted here in April for May meeting.*
 - *The question was raised as to course release and stipend system at other universities? Comparable to other universities.*
 - *What about a provision to act more quickly to pass general faculty items? Special elections and under what circumstances they could be triggered. Martin McPhail noted as Parliamentarian is that one reason to convene the general faculty body is to discuss these sorts of issues: a process should*

be developed that ensures this same level of discussion and consideration.

- *Marian Buzon also mentioned that the committee is revisiting the university statutes, informed by BoR policy and impacts the faculty handbook. Changes related to eliminating subjective language. Outdated citations to inaccurate policies. Had not been updated in about fifteen years. Statute document is for all employees including staff. Faculty rights were established, but nothing was previously noted for staff: working to change this omission.*

B) Statutes Revisions

6. Old Business

a. None

7. New Business

A) ORSP/BFS Updates and Initiatives, Dr. Brian Mosier (Associate Vice President of Innovation and Research) and Lucretia Gibbs (Assistant Vice President for Academic Strategic Budgeting, Planning, and Finance) (See attached slides, **Figure 1.**)

- *Goal to reach \$50 million in annual research expenditures by 2031.*
- *Qualifier regarding research: means scholarly activity including creative works; linked to what is specific to disciplines. Expenditures encompass all of these activities.*
- *Faculty as engine with administrative and infrastructural support systems. Conducted a benchmarking regarding comparable enterprises. Number of awards (85 this year, 5.3 million dollars of award, highest on record) is important, positive trajectory with justification for moving towards goal.*
- *Research advisory committee will include members of faculty that includes as many voices as possible.*
- *Measurable outcomes include experiential learning, faculty and student research. Seed grant applications due March 20th. Summer grant workshop will take place, was in the academic affairs newsletter. Strategic plan linked to this initiative. Expenditures and scholarly activity as important measures.*

- *Have not had a pre-award coordinator: given approval to find a person for this position (has been graduate assistant for the past two years). Caseload of grants is about fifty: adding more support staff to alleviate administrative burden. Data analyst will be shared with IFE and other areas.*
- *Adding ORCID account for the institution. Will increase entry captures for the university which can help with accreditation and other instances. Persistent identifier that follows faculty wherever they go. Working with ITS to think about how that merges together. SciVal will help faculty share and collaborate, SCOPUS index. Will be training for these systems. Brian Roberts in IFE helping with this initiative. Soft rollout through spring, online fully in fall. Not an evaluation: a way to showcase work in a way that makes sense.*
- *MAXQDA for qualitative and mixed methods research support. Training will be available.*
- *Multiple opportunities will be available to help find, write, and be awarded grants.*
- *IRB revision and website enhancements to improve that process.*
- *Lucretia Gibbs. Goal for accurate and transparent financial data. Current person assisting has a background in auditing. Also hiring for a person to help with accounting across the university. Work across business and finance and ORSP will aid in cross-departmental alignment, faculty confidence and support, and institutional credibility.*
- *Dr. Mosier. Research Advisory Council (RAC). Including faculty to holistically approach strategic planning, recognition, and guidance. The senate chair, undergraduate research, business and finance, and deans or their representative, chief of staff will be part of this committee. Faculty senate will be part of this process. First meeting will be before the end of the semester.*
- *Questions:*
 - *Proposal that someone from faculty development committee should be on the committee.*
 - *Q: Why is it Deans? Seems redundant.*

- *A: Deans or Dean proxy. As an example, faculty time and effort are signed off on by Deans so they should have a part of this process. Effort to decrease siloing of knowledge or perspectives.*
- *Q: Does ORCID feed into or talk with other software or applications?*
 - *A: It does talk to a number of systems. Can also pull from past data and web CV.*

B) Midterm Grading, Timely Assignments, and Feedback, Dr. Owen (Dean of University College and Honors College, Professor, and Director of the Thomas B. Murphy Center) and Dr. Shelby Ringer (Director of Academic Support and Assessment) (See attached slides, [Figure 2.](#))

- *Ashley Leggit joined in Dr. Ringer's stead.*
- *Course alerts open week 4 and close week 9 to allow plenty of time for students to get appointments and evaluate status before end of the withdrawal period. Most alerts are submitted around week 6.*
- *Lack of timely feedback impacts students' knowledge of their actual standing in a course and whether or not they actually are at risk.*
- *73% of students who received an alert persisted and 70% engaged with a support service. GPA improved from 1.99 to 2.39 if students used two or more services following an alert.*
- *Alerts closed last Friday, can still be submitted, but window is smaller now. Working with Deans, IFE and Provost about when assignments are given, when is feedback provided, how can things be improved starting in the fall semester. Faculty are encouraged to talk with colleagues about these issues and create best practices regarding timely feedback. Raising graduation rate can be supported through utilizing these tools.*
- *Questions:*
 - *Q: Is any data captured regarding faculty who still reach out to students, but may not submit an alert? CourseDen can also be used to notify students.*
 - *A: No, data regarding outreach is not captured. Leveraging CourseDen with common course components is being explored.*

- *Q: Faculty put in an alert, but never receive feedback or follow-up as to what happens next.*
 - *A: After each appointment there is follow-up via documentation in a note. Faculty would need to login and look up individual students in EAB. Unsure if the system could send an automatic report.*
- *Q: What is number of students who do not respond?*
 - *A: About 30%. Reasons are unknown: could have already reached out to faculty themselves.*
- *Note that it would be helpful to send out an email that clarifies buttons in the early alert program.*
 - *A: A flowchart is available on the website to help faculty understand the services recommended per the kind of alert submitted. Will also make sure information regarding process is also available. Training modules and other resources are also made readily available to faculty at all points of their career.*
- *Timing is important so that there is enough time for students to be able to reach out and utilize resources. Even starting around weeks 2 or 3 may help.*
- *Q: Kudos can also be reported. Is clicking no one to report counted?*
 - *A: Kudos can be submitted to students. Clicking no one to report is counted.*
- *How is student experience different from personal email versus the kudo?*
 - *A: A kudo is seen in the EAB record and can be available across campus to increase support and encouragement.*
- *Calculating weighted average and communicating it to students with chance of success or final grade in the course is used in eCore and can be helpful to students.*
 - *A: Will look into how eCore is doing this process.*

- *What if student could submit a note to faculty to let them know that they received support?*
 - *A: Students get an email: they could print this out and show it to professors.*
- *Some faculty require students to summarize meeting with faculty to ensure that they are hearing what is being said. Emphasizing that reaching back out to faculty helps show progress.*
 - *A: Appreciates the effort to close the loop. Some students do not want others to know that they received support services.*
- *Faculty experience with the system indicates that students often withdraw after early alert submissions, but do not see how many students are successful after an alert. Could be a reason why faculty do not completely submit.*
 - *A: Will figure out a way that this is shared beyond Provost.*

8. Announcements

None.

9. Adjourn

Adjourned by Chair McLean at 2:33pm.

Advancing UWG Toward \$50M in Annual Research Expenditures by 2031



Strategies to accelerate research growth and funding goals - Faculty Senate Presentation

Advancing UWG Toward \$50M in Research



Faculty as the Engine

Infrastructure and Support Systems

Active Shared Governance

Enhanced Opportunities for Faculty

Student Engagement and Success

Visibility and Recognition

Measurable Outcomes



Strengthening the Foundation



Enhanced Research Support Roles

A pre-award and post-award position, along with staffing in Business and Finance Services, to help improve proposal quality and reduce faculty administrative burden.

Improved Data Analytics Capacity

A data analyst to support automation, reporting of measurable outcomes, and strategic planning using reliable and timely data sources.

Streamlined Reporting Tools

Addition of ORCID and SciVal reduces repeated manual entry, reporting, and benchmarking, and enhances collaborative research, awareness of funding opportunities, and showcasing faculty research/creative works.

Qualitative Research Support

Addition of MAXQDA to boost qualitative and mixed-methods research capabilities, promoting inclusivity of all disciplines.

Funding Opportunities

Summer workshops with stipends for faculty seeking external funding.

Seed grants broaden participation in early-stage research, supporting new projects and emerging scholars equitably.

Implementation and Training

There will be clear timelines with phased launches and training to ensure smooth transitions.

IRB Process Improvements

Enhancements to the IRB website and procedures simplify navigation and clarify expectations for faculty members.

Reliable, Transparent Research Accounting Support



Enhanced Financial Administration

The addition of a dedicated staff improves accurate financial management and timely reporting.

Cross-Departmental Alignment

Coordination across divisions ensures consistent guidance and reduces conflicting information.

Faculty Confidence and Support

Reliable post-award support reduces financial uncertainty, encouraging faculty to pursue external funding confidently.

Institutional Credibility

Operational excellence strengthens credibility with funders, agencies, and auditors supporting research success and sustainability.

Shared Governance, Communication, and Transparency



Newly Formed Research Advisory Council (RAC)

The RAC serves as a forum for strategic planning, shaping policies/procedures that support faculty, developing recognition programs for excellence in scholarship, and providing overall guidance in the research enterprise.

Infrastructure for Trust and Clarity

Shared governance, transparency, and trust form essential infrastructure enabling sustainable research growth.

Recognition and Celebration

RAC will contribute to university-wide efforts to publicize and celebrate faculty accomplishments.

Questions & Discussion



We welcome your questions, comments, and perspectives

Happy to clarify details and next steps

Follow-up conversations are encouraged



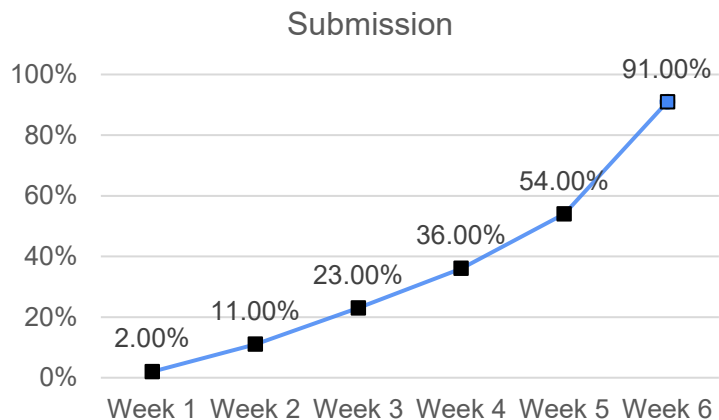
Helping Students be Successful

Course Alerts, Timely Assignments, and Feedback

- Course Alerts – Data & Outcomes*
- Assignments and Feedback – What are the best practices? What approaches can we take?*

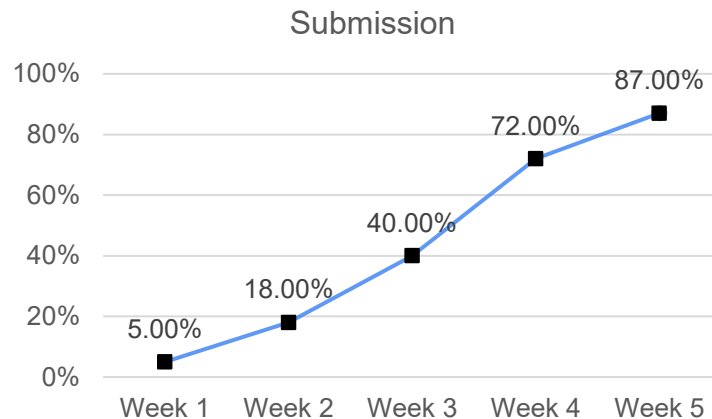


Spring 2025



*Spring 2025 – Course Alerts began on a Friday.
CAS began the Faculty Information Sheet to share with faculty.*

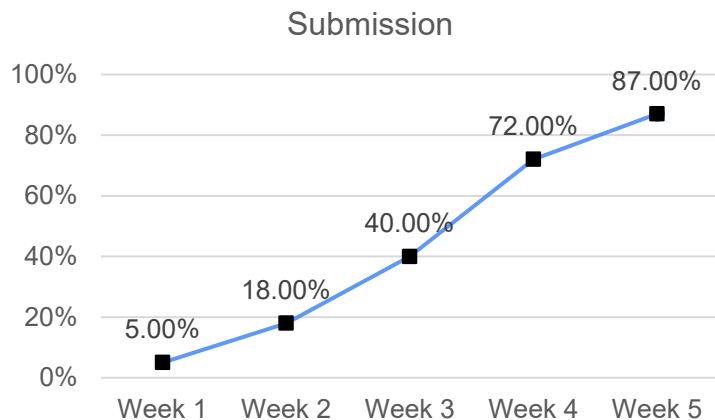
Fall 2025



Fall 2025 – Course Alerts began on a Friday.

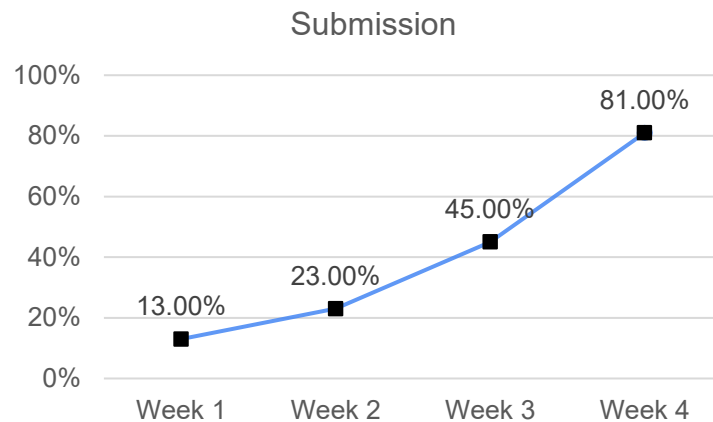


Fall 2025



Fall 2025 – Course Alerts began on a Friday.

Spring 2026



Spring 2026 – Course Alerts began on a Monday. The W deadline occurs two days after students return from Spring Break, which reduced Course Alerts by 1 week for student outreach and contact.



Course Alert Data 2024-2025

- *73% of students who received a course alert persisted to the next term.*
- *Over 70% of students each semester with course alerts engaged with at least one academic support service (79% in Fall 2024 and 71% in Spring).*
- *More than 7,200 tutoring, coaching, advising, and SI visits occurred from students with course alerts.*
- *Students who used two or more services averaged a 2.39 GPA, compared to 1.99 for students who used no services.*



Course Alert Data Spring 2026

College	Reports Left To Complete	Count of Professors Left to Complete	Reports Completed	Percentage of Reports Completed
CHASS	1830	39	7131	79.58%
COE	638	18	2186	77.41%
RCOB	1002	11	3735	78.85%
PCMCS	1009	12	5420	84.31%
SCFM	158	3	1322	89.32%
TSON	15	1	1130	98.69%
UC	970	15	4347	81.76%
Total	5622	99	25271	81%