

Faculty Senate Meeting Minutes

December 1, 2023

Approved January 17, 2024

1. Call to Order

The meeting was called to order at 1:00pm by Chair Reber.

2. Roll Call

Present:

Allen, Bellon, Boyd, Brandenburg, Caramanica, Carmack, Cheng, Council, Cuomo, Dahms, Davis, Dutt, Dyar, Edelman, Green, Griffin, Hadley, Hampton, Hester, Janzen, Jara-Pazmino, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Maggiano, Matthews, McLean, Moon, Morales, Olivieri Parker, Perry, Riker, Roberts, Seong, Sheppard, Shin, Swift, Sykes, Talbot, Waters, Weber, Wei, Wentz, Yang, Yarborough (for Phillips)

Absent:

Elias, Evans, Mason, Rollins, Wofford

3. Minutes

A) The November 10, 2023 Faculty Senate Meeting Minutes were approved electronically on November 29, 2023.

4. Administrator Reports

A) President

- *Budget cut: last year there was a roughly \$5.85 reduction in state funding. We did not realize full reduction; our number was better, about two million less than that number. Enrollment, tuition and fees, our block grant from the Board of Regents were trying to solve for an \$8.7 million reduction, but ended up having to solve for less. Will keep faculty updated on progress this year as it happens, but we do not know how it will end until legislature ends sessions then sends to governor and BoR. Determinations happen in June. \$3.75 number that we have been given is not making us nervous. Things may change based on legislature discussions, but they are in special session currently redrawing district maps. Maps now look a lot like how they were in 2019 rather than 2022, but we will see where that process lands. Normal session starts in January and will have a lot of focus on education.*

- *Faculty offices: it is important for us to see the issue through the eyes of a funder like a state legislature. They sometimes show up to campus and wander around campus and walk past faculty offices. When doors are closed and lights are off they wonder where the faculty are. Question square footage spending if office is not used on a regular basis. All taxpayers need to have people who ask questions like that, for UWG, the President must answer that question. Not same tolerance of funding capital projects for public universities when we cannot show that our buildings are being used all the time. Same for classrooms and all space on campuses. Board is usually much more forgiving than legislatures.*
- *Questions in session regarding dual enrollment: will be worked through, but has not been taken up yet. Partnerships with local public school systems and districts: we sign agreements that customize how we deliver dual enrollment, which is an important part of saving people at least a year of college. Individuals can then graduate faster at university, makes an enormous financial difference.*
- *Carry forward money. Legislature does not understand why money is allocated and not all is spent on students in that fiscal year. Projects going past fiscal year may not be understood. Working through and addressing with legislature.*
- *Relationships representing positive outcomes for UWG. Everything must be consolidated through chain of command. Chancellor and BoR do not have tolerance if faculty go their own way regarding issues: discussion of any issue needs to be worked through President and administrative channels. President is in unique position of assigning work and understanding everything in faculty workloads. If agendas are set for others then we lose clarity and time even though time was assigned by someone else. President and Provost work closely with Staff Advisory Council and Faculty Senate. If we need to bring in other administrative individuals, we have full visibility of issues and whether they have been resolved or not. Close loop on every issue that comes through no matter how big or small: helps to organize the way we do our work.*
 - *Chair Reber: The President is talking particularly about how to interface with ITS and others, clarity is that President and Provost are avenues through which this is best managed. Going to others may overcomplicate*

matters. Administration will know the best people, who can be the best resource.

- *President and Provost went to last BoR meeting. Returned Chancellor's Cup – given to university with largest enrollment increases. Then awarded it again for this year, largest enrollment increase by percentage in our sector. Hyper-competitive environment with other universities now. We have created highest retention, substantial enrollment increases, other institutions will try and take market share from us. Call to all of us to impress on all students that this is the best and richest experience they can get. Congratulations to all, but we must move forward.*
- *Questions:*
 - *Q: Perceptions matter regarding visibility in offices on campus. We have detailed schedules posted regarding our offices. Concern is that in modern times we do not work M-F 9am-5pm: an enormous amount is happening via email at all kinds of hours and weekdays. How can we as faculty and staff do a better job of sharing with legislatures what our schedules are in reality, including long hours, weekends, etc.? How do we improve this perception?*
 - *A: Has always been this way, funders perceive things in certain ways. No solid answer right now, has been communicated to legislatures, but unless we fundamentally change faculty life we will never get rid of that criticism. As a community we need to address this perception. Is there a different way to help change perceptions? Average working hours for faculty per week are often over the standard forty hour work week. Still successful in getting capital dollars, but post-COVID landscape and perceptions are very relevant. May be a Senate workgroup question.*
 - *Discussion: Connect work to the space, not just amount of work done. President: has had faculty who are available at all hours of the day. This will be a persistent question. Chair Reber: need more discovery and sessions where we demonstrate the value of how to deal with challenging problems such as space, faculty presence on campus, as well as the other*

items we have been talking about this semester and into next semester.

President: does not have to be only one solution to a problem.

- *Q: How can committees better understand designated representatives' participation in senate meetings if positions are vacant or not obvious?*
 - *A: Budget Committee is a good example. If someone asks for data, which could take hours to do, it is later determined that the intention was assistance in understanding "x" issue. This leads to ineffective use of time. Go to President because he assigns time for individuals: will find best person to address a problem, not necessarily who is listed as a person in a certain office.*
 - *Discussion: At beginning of fiscal year, President will make designations stated in Bylaws, instead of particular titles of individuals in membership. May need to change Bylaws to reflect this necessity.*

B) Provost

The Provost's message was played from a recording as he could not attend in person.

- *Looking forward to upcoming onsite review for SACSCOC. Thanks to those who put together documentation for review.*
- *Celebrating commencement, a week from tomorrow on 12/9. Thanks to faculty and staff for contributions to student progress.*

Updates:

- *Working groups for colleges and mental health school and humanities. Not set on any names, just academic programs. Productive listening sessions have been had across campus. Working groups were impressed with the caliber and diversity of outcomes. Hope to remove silos to work better together and have interdisciplinary focus in key areas. In first phase presently, coming up with high strategy items. In spring will address departments, structure, and bylaws. Going well and appreciates input. It is helpful for the Senate to take time and provide feedback.*
- *Intellectual property and how to support faculty, staff, and students. At multiple institutions, intellectual property focuses as being catalyst to support great ideas and remove details of monetization and commercial details to help create vibrant, rich campus life because of intellectual capital. Appreciates research foundation to*

help faculty and students do this in an easier way. Regarding course materials, this is part of our salaried work, but can still be utilized in unique ways. Can leverage in a new section with a different faculty member, for example. No motivation or benefit of taking the course content absent the faculty. UWG will not use content without faculty being front and center: it is really about making a standard experience for students in multiple sections of the same course and encoding that into a standard D2L. Managing content intelligently and efficiently.

- *Office space and hoteling, particularly in regards to Pafford. Had a discussion with the system office this week. Even though we may be talking about possible hoteling, we have a lot of office space across campus and this will be available. If a faculty member wants to meet in a lab or another space on campus instead, hoteling may be a better option. Office hours may be misunderstood that students should not bother a faculty member. Maybe rename as student success hours. Adds flexibility. Looking forward to hosting faculty on this topic on December 12: what does it mean to be on campus and working in different places.*
- *Committee chairs and communicating with other areas on campus. Happy to assist working groups and committees, email him if anyone needs help or facilitation.*
- *Chancellor's Cup was given to UWG.*

C) Core Impacts Updates (David Newton) (**Figure 1**)

- *Renaming CORE to language that may be more meaningful. Could be challenging to assess when there are too many outcomes: will be simpler to assess key areas. Only area with more than one outcome would be writing.*
- *No significant changes in learning outcomes. Added career-ready competencies for each area. Think about what skills are being learned to help prepare for major and future career. Area F now called field of study. Look at impacts documents to see how they may impact own field of study. Programs can now include upper level courses in area F. Cannot require them, but can include them through advising. Facilitates ease of transferability within USG.*
- *Each area has orienting question, learning outcomes, career competencies. Standardized, cannot be changed, but faculty can add in syllabi. Competencies include descriptions in the documentation.*

- *Impacts alignment slide. Not changing CORE beyond these general policies. E is going to be moved to two different sections: Political Science and US History. At least 3 credits, but E2 and E3 are still both required. Apparent changes in credit lists are just to accommodate some other universities in the system that combine courses into one, etc.*
- *Slide with institutional governance. We can continue to add and delete courses as usual.*
- *Spring 2024 soft launch (syllabus templates), fall 2024 full launch (new catalog).*
- *Cannot make changes to section in syllabus, but may add underneath in a new area any additional information to explain links to course more specifically. Spring launch may not populate into Concourse, faculty may need to add it manually into course.*
- *Questions:*
 - *Q: Wolfwatch changes?*
 - *A: Will be complicated because students can elect to graduate under any catalog since their admittance. May progress and graduate under both requirements. Faculty and advisors will need to help. Will be straightforward for new students.*
 - *Q: If we copy a syllabus in concourse will these sections remain?*
 - *A: Yes, frameworks should rollover.*
 - *Q: For area F is there language that needs to be included?*
 - *A: If CORE then template information will be included. Faculty can add information. Programs should review and let us know, International Languages and Cultures have already been addressing this, for example. Happy to talk to any program.*
 - *Q: Area D credit hours?*
 - *A: Will remain the same.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *Three Senate-wide tasks: workload, scheduling, intellectual property. Spreadsheet is available, please sign up, will assign taskforce leaders into next semester. Contact Chair Reber with any questions. Other issues may emerge, such as hoteling office space.*

2) Committee Chair General Updates

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

Action Items:

All items below were approved unanimously, as a block vote.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH - 1105L - Introduction to Biological Anthropology Lab](#)

Request: Add

ANTH 1105 is an established 3-credit hour course in Core Area D and a popular option for non-science majors. This proposal adds a 1-credit hour laboratory component to the course. This will open this course option to science majors for Area D2. Including this lab in Area D will not affect graduation requirements or the program map for Anthropology majors. For students interested in the subject it offers an excellent 1-credit class as needed.

b) [Embedded Certificate in Forensic Science](#)

Request: Revise

This proposal includes two changes: (1) Remove two Basic Science Courses that no longer exist and replace with equivalents:

Remove: CHEM 1151K Survey of Chemistry I (4 Credit Hours) and CHEM 1152K Survey of Chemistry II (4 Credit Hours)

Replace with:

CHEM 1151 Survey of Chemistry I (3 Hrs) and CHEM 1151L Lab (1 Hr)

CHEM 1152 Survey of Chemistry II (3 Hrs) and CHEM 1152L Lab (1 Hr)

(2) Add ANTH 4122 Skeletal Indicators of Health and Behavior as a new option in the list of courses with themes in forensic science.

c) [PSYC - 3850 - Forensic Psychology](#)

Request: Add

This is an eMajor class that was approved by the consortium as an elective for CRJU majors in 2021, but it was not submitted for a UWG course number at that time. Approval of this course is retroactive to 2021, allowing credit for those students who have taken the course during that time.

d) [Social and Behavioral Health, B.S.](#)

Request: Revise

Adding ANTH 4122 Skeletal Indicators of Health and Behavior to Area 2A (an area of this program, not referring to the general education core areas). Course works well for this curriculum overall, and this area could use more options as most courses listed are not offered every semester.

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

a) [THEA - 1000 - Theatre Laboratory](#)

Request: Revise

This proposal makes THEA 1000 the gateway course into the BFA in Theatre (gateway is currently THEA 2900: Sophomore Assessment), by making it possible for students to audition and/or show their portfolio as early as their second semester of Freshman year. Students are allowed to take THEA 1000 more than once if the first time they do not successfully enter the BFA in Theatre by receiving an Unsatisfactory grade. Students must have completed 15 credit hours with an overall GPA of 2.5 and an average GPA of 3.0 in THEA and XIDS 2002 (Theatre & Collaboration) courses to take this course.

b) [THEA - 2900 - Sophomore Assessment](#)

Request: Revise

THEA 2900: Sophomore Assessment is currently the gateway course to the BFA in Theatre and must be taken twice. We are revising this course to be taken only once, in the student's sophomore year (if they are taking the needed amount of credit hours each semester), to assess the BFA candidate's progress in competencies.

c) [THEA - 3900 - Junior Assessment](#)

Request: Add

The BFA in Theatre Program is currently under Plan Approval with the National Association of Schools of Theatre, our accrediting body. A standard for all BFA in Theatre programs requires ways to measure competencies. THEA 2900: Sophomore Assessment does this for students in their second year at the University. THEA 4111: Performance and Production Capstone measures competencies for students in their graduating year. We are creating THEA 3900: Junior Assessment to measure competencies in the BFA in Theatre.

d) [Theatre with Concentrations in Acting and Design/Technology, B.F.A.](#)

Request: Revise

This revision makes it possible for students to begin their candidacy for the BFA in their first year and adds the gateway courses listed above. The changes include having THEA 1000: Theatre Laboratory serve as the gateway course, making THEA 2900: Sophomore Assessment a course taken after 45 credit hours of course work to assess the candidate's progress, and adding another 0-credit course, THEA 3900: Junior Assessment, to do the same work as THEA 2900 in the third year or after 75 credit hours have been completed.

e) [Theatre, B.A.](#)

Request: Revise

THEA 1000 is being removed from the BA in Theatre curriculum for two reasons. The material previously covered in this course is now being covered in other courses taken by Theatre majors, and THEA 1000 is being repurposed as the new Gateway course for the BFA in Theatre and will only be required for students attempting to enter the BFA.

3) Department of Natural Sciences

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

Request: Revise

This proposal changes the lab hours from 3 to 2 hours. The labs have been improved in the last year to be taught effectively in a two-hour time span. The new approach was tested in summer 2022 and found to be successful. This change affects contact hours, not credit hours.

b) [PHYS - 2211L - Principles of Physics I Laboratory](#)

Request: Revise

This proposal changes the lab hours from 3 to 2 hours. The labs have been improved to be taught effectively in a two-hour time span. The longer labs negatively impact student performance and experience. This change affects contact hours, not credit hours.

c) [PHYS - 3013 - Basic Electronics](#)

Request: Revise

This proposal changes the lab hours from 4 to 2. Updated technology allows for lab goals to be accomplished in less time. The course can cover more in the two hours now than in four hours in the past. This change affects contact hours, not credit hours.

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

a) [ECED - 3250 - Teaching Elementary Mathematics 1](#)

Request: Add

This course is currently a special topics course (ECED 4285, K-2). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

b) [ECED - 3260 - Teaching Elementary Mathematics 2](#)

Request: Add

This course is currently a special topics course (ECED 4285, 3-5). It has run multiple semesters and is a required course for elementary certification by the state of Georgia.

C) Richards College of Business

1) Department of Management and Management Information Systems

a) [MGNT - 3400 - Introduction to Project Management](#)

Request: Add

This course will be part of a new concentration in Project Management. Project Management has become critical to the implementation of tasks across diverse industries. This course introduces the tools and techniques to manage projects.

b) [MGNT - 3405 - Event Planning and Management](#)

Request: Add

This course will be part of the new Project Management concentration. It covers event objectives, timeline, budget, technical aspects, logistical aspects, and risk management.

c) [Management, B.B.A.](#)

Request: Revise

This revision adds a concentration in Project Management to the program. The Project Management Concentration requires 12 hours including MGNT 3400 Intro to Project Mgt, MGNT 3405 Event Planning, MGNT 4616 Project Mgt Applications, and one additional course chosen from electives in the Management Department.

D) University College

1) Department of Civic Engagement and Public Service

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

Request: Revise

This revision removes the subfield requirements to allow students to tailor the major to their own interests. We are also increasing credit hours required to be more in line with other majors on campus and ensure that majors will still get a solid foundation in the fundamentals of political science.

b) [POLS - 3000 - College to Career](#)

Request: Add

This course equips students with skills for progression in their public service major as well as a career in public service. The course covers both technical and soft skills and uses practical applications to help them map these skills to various career paths and educational experiences. Cross-listed as CRIM 3000.

c) [CRIM - 3000 - College to Career](#)

Request: Add

This course equips students with skills for progression in their public service major as well as a career in public service. The course covers both technical and soft skills and uses practical applications to help them map these skills to various career paths and educational experiences. Cross-listed as POLS 3000.

d) [CRIM - 4286 - Internship](#)

Request: Revise

Increasing the number of credit hours a student may earn for their internship, along with allowing them to repeat the course, allows them to get more professional experience, and possibly experience within more than one field. This also supports our ALETE program as students will be able to get course credit for the law enforcement training they receive. Hours 3.0 – 15.0. Can be repeated to a maximum of 15 hours.

e) [Criminology & Criminal Justice, B.S.](#)

Request: Revise

The revision submitted for approval is only part 1 of the entry in Curriculog. Criminology is adding courses that were previously only "supporting courses" to the different area requirements for the degree. This will give students greater flexibility in the courses they can take to complete their degree in the most efficient manner possible. If a student takes additional courses in one area, they will count as supporting courses. [Part 2 of the Curriculog entry involving the major name will be submitted separately later.]

2) Center for Interdisciplinary Studies

a) [Public Management and Society](#)

Request: Add

This proposal creates a new interdisciplinary pathway that has been specifically developed for the Prison Education Program. UWG is the first USG institution to offer a 4-year degree in a prison and one of only a few in the nation (beginning core instruction in Fall 2023 in Hays State Prison). The departments represented on the pathway committee are Sociology, Criminology, Political Science.

Information Items (Figure 2):

A) UPC approved additional courses to receive the service learning HIP designation. The list of these courses is included in the appendix.

B) UPC approved additional courses to receive the work-based learning HIP designation. The list of these courses is included in the appendix.

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items:

All items below were approved unanimously, as a block vote.

A) College of Arts, Culture, and Scientific Inquiry (CACSI)

1) Department of Anthropology, Psychology, and Sociology

a) [Sociology 6603 - Gender](#)

Request: New Course

Rationale: Gender is a key dimension of inequality and thus an important course offering for the Sociology MA. This course has previously been offered as a special topics course and we are requesting to add it to the catalog. Existing sociology faculty teach this course, so it will require no new resources. We also plan to use this course in a number of interdisciplinary collaborations between Sociology and other programs.

b) [Psychology, Ph.D.](#)

Request: Revise Program

Rationale: GRE scores are used to predict graduate school performance. An earned Masters with GPA of 3.5 provides demonstration of performance in graduate school.

Information Items:

A) GPC Subcommittee Recommendation on Graduate Mentorship

- 1) GPC Subcommittee met on November 15 to discuss Graduate Mentorships. The recommendation from the subcommittee was for the creation of student organization to graduate students of color to help build mentorship relationships. Dean Varga will reach out to all graduate students, any are welcome to participate even if they do not identify as racial minorities.

B) Graduate Assistantships Review

- 1) There are 57 proposals, currently, for graduate assistantships. Initially, proposals evaluated/approved by Dept. Chairs and Deans. Next option for review: GPC. Discussion about logistics, role of GPC, criteria for determining qualifications, and how GPC would engage in reviews.
Decision: GPC will participate in the assistantship application review

C) Work-Based and Service Learning

- 1) Several Graduate Level courses were submitted for designation at Work-based Learning (WBL) or Service Learning (SL) courses. USG has approved the designation can apply to graduate level courses. A list of WBL and SL courses were presented for review.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Figure 3)

Item below was approved unanimously.

- A) Amendment to section 104.0209 of the Faculty Handbook.

Rationale: This change is necessary to be compliant with the Board of Regent's Policy regarding Post Tenure Review. Note: PRP refers to Performance Remediation Plan.

7. Old Business

- A) Chair-Elect nomination.

8. New Business

- A) Intellectual Property (breakout sessions)

1) Small Groups: Intellectual Property

- a) *Three areas of concern to discuss: what happens when revenue generating items are created by faculty, staff, and students using university resources. Conversations with Provost indicate that the university is not going to be interested unless revenue gets into an unspecified high dollar amount. If there is a cutoff then percentages need to be discussed.*
- b) *Common course components in CourseDen – to whom do elements belong? No policy that manages us through this in a clear way.*
- c) *Project that results in a publication for a center or area on campus: is the author the center, the faculty member, the director of the center and the faculty? How to get promotion and tenure credit?*

Follow-up discussion summary:

- *First: Revenue point needs to be defined. Possibly discuss in future and make recommendations.*
- *Second: Provost has said next phase of course components is content, where acceptable. Needs to be worked out. Private YouTube? Shared account?*

- *Third: What if authorship was a Center? Individual contributing authors could still use in CV and P&T process. Service, paid, etc.? Questions remain.*

9. Announcements

A) Senate reception at 3pm (immediately following the meeting) in the foyer area outside the meeting room.

1) *Chair Reber encouraged communication between staff advisory council, faculty senate: willing spirit to collaborate will benefit everyone. Deans and executive administrators also present. Thanks to all.*

B) *Sign up to taskforces or let Chair Reber know if there are any questions. AI discussions also needed: will be discussed in the future.*

10. Adjourn

Adjourned by Chair Reber at 3:01pm.

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program Faculty member.

USG CORE IMPACTS

Faculty Senate

December 1, 2023

I	Institution
M	Mathematics & Quantitative Reasoning
P	Political Science & History (Citizenship)
A	Arts & Humanities
C	Communicating in Writing
T	Technology, Mathematics, and Natural Sciences (STEM)
S	Social Sciences

USG Documentation

USG BOR Policy on Core IMPACTS

USG Academic & Student Affairs Handbook (ASH) Guidelines on Core Curriculum

USG Core Guidance FAQs

Syllabus Templates

Major changes with Core IMPACTS:

- ✓ Meaningful (not alphabetical) names for IMPACTS areas.
- ✓ Systemwide Learning Outcomes for IMPACTS areas.
- ✓ Systemwide Career-Ready Competencies for IMPACTS areas.
- ✓ Allowing upper-level courses to be offered (but not required) as part of the Field of Study (formerly Area F) area.
- ✓ Supporting transfer between USG institutions by strengthening the Common Course designations.

Core IMPACTS

Orienting Question

Learning Outcomes

Career Competencies

STEM Area

Orienting Question:

How do I ask scientific questions or use data, mathematics, or technology to understand the universe?

LOC: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

Career Competencies:

Inquiry & Analysis

Problem Solving

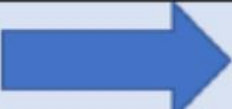
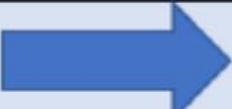

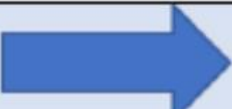
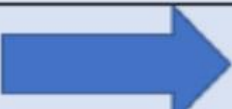


Teamwork

Core IMPACTS Area	Orienting Question	Learning Outcome(s)	Career-Ready Competencies
Institutional Priority (Institution)	How does my institution help me to navigate the world?	<ul style="list-style-type: none"> Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution. 	Critical Thinking Teamwork Time Management
Mathematics & Quantitative Skills (Mathematics)	How do I measure the world?	<ul style="list-style-type: none"> Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms. 	Information Literacy Inquiry and Analysis Problem-Solving
Political Science and U.S. History (Citizenship)	How do I prepare for my responsibilities as an engaged citizen?	<ul style="list-style-type: none"> Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. 	Critical Thinking Intercultural Competence Persuasion
Arts, Humanities & Ethics (Humanities)	How do I interpret the human experience through creative, linguistic, and philosophical works?	<ul style="list-style-type: none"> Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts. 	Ethical Reasoning Information Literacy Intercultural Competence






Communicating in Writing (Writing)	How do I write effectively in different contexts?	<ul style="list-style-type: none"> • Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions. • Students will appropriately acknowledge the use of materials from original sources. • Students will adapt their written communications to purpose and audience. • Students will analyze and draw informed inferences from written texts. 	Critical Thinking Information Literacy Persuasion
Technology, Mathematics & Sciences (STEM)	How do I ask scientific questions or use data, mathematics, or technology to understand the universe?	<ul style="list-style-type: none"> • Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena. 	Inquiry and Analysis Problem-Solving Teamwork
Social Sciences (Social Sciences)	How do I understand human experiences and connections?	<ul style="list-style-type: none"> • Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change. 	Intercultural Competence Perspective-Taking Persuasion



USG and UWG Core IMPACTS Alignment

UWG Core Curriculum (Current) 42 hours	USG Core IMPACTS 42 hours
Core Area B1 (Communications) 3 credit hours 	Institutional Priority (Institution) At least 3 credit hours
Core Area B2 1-2 credit hours 	
Core Area A2 (Mathematics & Quantitative Reasoning) 3 credit hours 	Mathematics & Quantitative Skills (Mathematics) At least 3 credit hours
Core Area E2 (American / Georgia History) 3 credit hours 	Political Science and U.S. History (Citizenship) At least 3 credit
Core Area E3 (American / Georgia Government) 3 credit hours 	
Core Area C1 (Fine Arts) 3 credit hours 	Arts, Humanities & Ethics (Humanities) At least 6 credit hours
Core Area C2 (Humanities) 3 credit hours 	



Core Area A1 Written Communication 6 credit hours		Communicating in Writing (Writing) At least 6 credit hours
Core Area D (Natural Sciences, Mathematics, and Technology) 10-11 credit hours		Technology, Mathematics & Sciences (STEM) At least 7 credit hours
Area E4 (Social Science Elective) 3 credit hours		Social Sciences Social (Sciences) At least 3 credit
Area E1 (World History) 3 credit hours		
Core Area F 18 credit hours		Field of Study 18 credit hours

How will institutional governance structures play a role?

“In large part, the proposed changes with Core IMPACTS are changes in the names we give to core areas. There are no changes mandated in what courses can go in each area. The system-wide Learning Outcomes are broadly written, so that existing institutional outcomes should fit within the system-wide outcomes; and existing courses in an area should fit within the renamed core area. Given all of this, we do not think that an institutional governance review is needed, especially as the changes being made are per revised Board policy, which needs to be followed. If institutions choose to institute a review, it should be conducted expeditiously so that there is sufficient time to implement the required changes.”

Timeline for Core IMPACTS Implementation

Institutions should start making these changes as soon as they are able:

- ✓ implement a COMMUNICATION PLAN to ensure that advisors, faculty members and administrators are aware of the changes with Core IMPACTS,
- ✓ make appropriate changes to the Core Curriculum sections of their ACADEMIC CATALOGS,
- ✓ begin updating PROGRAMS OF STUDY,
- ✓ begin making appropriate changes to BANNER and to scribing in DegreeWorks,
- ✓ provide TRAINING to faculty, advisors, and administrators on understanding and implementing the Core IMPACTS (the System Office will also support training efforts).

By Spring 2024 (Soft Launch)

- ✓ • Required syllabus statements should be included in the syllabus for every Core IMPACTS course

By Fall 2024 (Full Launch)

- ✓ • Core IMPACTS should be fully implemented at USG institutions.

Sample Syllabus Statements for Core IMPACTS Courses

ENGL 1101 ENGLISH COMPOSITION I

This is a Core IMPACTS course that is part of the Writing area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course helps master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Critical Thinking, Information Literacy, and Persuasion



ENGL-1101 English Composition I

Department of English, Film, Languages, and Performing Arts

College of Arts, Culture, and Scientific Inquiry

Description

Composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis and argumentation, and also including introductory use of a variety of research skills. Prerequisites: All English as a Second Language students must have exited from all English as a Second Language courses. All learning support students must have completed all reading and writing required remediation.

This is a Core IMPACTS course that is part of the *Writing* area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad *Orienting Question*:

- How do I write effectively in different contexts?

Completion of this course should enable students to meet the following *Learning Outcomes*:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following *Career-Ready Competencies*:

- Critical Thinking
- Information Literacy
- Persuasion

Lecture Hours: 3.00 Lab Hours: 0 Total Hours: 3.00



QUESTIONS

Figure 2

DATE: November 9, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Chair, on behalf of the HIPs Campus Committee

UPC Colleagues:

The following three (3) courses were submitted by faculty members to receive the undergraduate Service-Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Service-Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Service-Learning Criteria](#) (especially Appendix A and Appendix B), each course receives two code attributes:

I. USG Primary Code (ZSLP): This is the USG-mandated code that means “Service-learning course meets institution’s criteria as a High Impact Practice for Service-Learning” (Appendix B).

II. USG Contact Hours Codes (ZSL 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in service-learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZSL1	Service-learning courses that require 10 or less hours of service
ZSL2	Service-learning courses that require 11-20 hours of service
ZSL3	Service-learning courses that require 21-50 hours of service
ZSL4	Service-learning courses that require 51 or more hours of service

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the UPC, these courses will be sent to the Registrar for coding.

[Service Learning Applications](#)

[Service-Learning Course Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	College	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code
NURS 4486	Study Abroad	Kelly Dyar	Nursing	All Sections	ZSLP	ZSL3
NURS 4300	Clinical Specialty Practice	Marcia Davis	Nursing	All Sections	ZSLP	ZSL2
NURS 4302	Clinical Practice IV	Lisa Hesser	Nursing	All Sections	ZSLP	ZSL3

DATE: November 9, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Professor, on behalf of the HIPs Campus Committee (Chair) and the QEP Campus Committee

Dear UPC Colleagues:

The following seven (7) courses were submitted by faculty members to receive the undergraduate Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets institution’s criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the faculty senate, these courses will be sent to the Registrar for coding.

[Work-Based Learning Course Applications](#)

Work-Based Learning Course Syllabi

Course Prefix and Number	Course Title	Submitting Faculty Member	College	All or some sections? (CRNs indicated where necessary)	USG Primary Code	USG Contact Hour Code	USG Institutional Code
CS 4966	Computing Internship	Anja Remshagen	CACSI	All Sections	ZURP	ZWL4	WBL2
COMM 4421P	Practicum: Bluestone Public Relations Firm	Taylor Bryant	SCFM	All Sections	ZURP	ZWL1	WBL2
COMM 4451	Public Relations Writing	Taylor Bryant	SCFM	All Sections	ZURP	ZWL1	WBL1
PHED 3670	Instructional Strategies of Health and Physical Education	Jennifer Heidorn	COE	All Sections	ZURP	ZWL1	WBL3
COMM 1121	Experiential Learning Lab	Deon Kay	SCFM	All Sections	ZURP	ZWL1	WBL 1
PHED 3675	Physical Education in Middle/Secondary Schools	Kim Thompson	COE	All Sections	ZURP	ZWL2	WBL 3
PHED 4502	School Health Education	Kim Thompson	COE	All Sections	ZURP	ZWL2	WBL 3

Figure 3

104.0209 Due Process Mechanism after a Negative Performance Improvement Plan

Following a negative PIP, the applicable department chair/supervisor and the dean shall recommend an appropriate remedial action, which should be commensurate with the seriousness of the deficiencies but should implement further steps to retain the tenured faculty member and improve their performance. For example, remedial action for teaching-related issues noted in the PIP could include pedagogy workshops; scholarship-related deficiencies could include becoming involved in writing groups; service-related issues could be addressed by involvement in professional organizations. Additional remedial actions which may be imposed are specified in the Board of Regents PTR Policy,

https://www.usg.edu/academic_affairs_handbook/section4/C690 which states that “Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal.” For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but non-tenured faculty may be non-renewed regardless if a PRP has been implemented or not. (For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation.)

If the faculty member decides to appeal the recommended remedial action, the following due process steps shall be followed:

1. The faculty member has 10 business days from receiving the recommendation of the dean/department chair for remedial action to request a further review of the PTR committee.
2. The PTR committee may recommend revising the dean's/chair's remedial action. If the revised plan is mutually acceptable to the dean/chair, the revised recommendations will be implemented. If the faculty member disagrees with the recommended remedial action, they may appeal to the University-wide Post-Tenure Review Appeals Committee within ten (10) business days of receipt of the dean's decision.
3. Composition of the University-wide Post-Tenure Review Appeals Committee

By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry:	1
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School of Communication, Film, and Media:	1
Richards College of Business:	1
College of Education:	1
School of Nursing:	1
Ingram Library:	1
University College	1

4. The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
5. Any faculty member appealing for reconsideration shall state in writing the grounds for their request and shall include in this appeal such additional material as is pertinent.
6. The documentation submitted by each faculty member, including that regarding the grounds for their appeal, shall be reviewed by committee members prior to committee meetings.
7. The University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's appeal in light of the written appeal. Each member of the committee shall vote by secret ballot to approve or reject the appeal.
8. The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written rationale for the majority opinion. If the Committee agrees with the Dean's decision, the recommended remedial action shall be in effect.
9. If the Committee decision disagrees with the dean's determination, it shall issue its recommendation to the Provost and the faculty member within 20 business days.

The following steps are taken verbatim from the [USG Academic Affairs Handbook](#):

10. Within 5 business days of receiving the recommendation, the Provost shall send an official letter to the faculty member communicating the Provost's decision.
11. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of their decision and the

process for discretionary review application as provided for in [Board of Regents' Policy Manual 6.26](#).

12. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
13. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to [Board policy on Applications for Discretionary Review \(6.26\)](#).