

Faculty Senate Meeting Minutes

March 17, 2023

Approved March 31, 2023

1. Called to order by Chair Reber at 1:06pm.
2. Roll Call

Present:

Brandenburg, Caramanica, Carmack, Chambless, Cheng, Corley, Dahms, Davis, DeWeese, Dutt, Dyar, Edelman, Elman, Erben, Evans, Green, Hadley, Hampton, Hester, Jara-Pazmino, Khan, Kniess, Kramer, Lee (Gavin), Lee (Sungwoong), MacKinnon, McClenny, McLean, Olivieri Parker, Richter, Rollins, Sheppard, Shin, Shoemake, Snipes, Swift, Sykes, Talbot, Taylor (for Scullin), Van Valen, Weber, Wei, Williams, Wood (for Allen), Yoder

Absent:

Banford, Barrett, Gault, Graffius, Kellison, Lew Yan Voon, Mason, Skott-Myhre, Wofford

3. Minutes

A) The February 17, 2023 Faculty Senate Meeting Minutes were approved electronically on March 2, 2023.

4. Administrator Reports

A) Provost

- *The forty-first annual media day for school of communications recently took place. This event is great for alumni and businesses to help launch careers, meet mentors, and make connections for jobs.*
- *The Provost congratulates students defending their theses this semester. This represents a culmination point of a degree and is a daunting task: to this end, faculty are investing in students and extending academic family trees to the next generation. Graduates should celebrate this time.*
- *QEP experiential learning and career readiness. Experiential learning is not just in regards to research and career opportunities, but in inviting businesses to campus on a regular basis. Richard's College of Business employer of the week*

program facilitates local businesses coming and speaking to classes, tabling, talking with students, and telling the story of their businesses. Hackathon earlier this month, 22,000 cybersecurity jobs in the state are open right now: we need more cybersecurity trained graduates and this event helps enable connection to that workforce.

- *Ongoing conversation regarding higher education including how to position West Georgia into the future. Students expect uniformity among courses: using CourseDen and D2L for every section of every course and looking at what that looks like; IFE and Mandi Campbell are looking at what should be mandatory in every course. A student survey of 800 students asked them to describe what they wanted in course content online. Face-to-face course experiences are vital, but having a D2L that provides roster verification, syllabi, and schedules is important. Roster verification is critical for financial eligibility, the university if trying to automate that process. Assignment submission that is not face-to-face helps align with the digital gradebook and can prevent the friction that can happen when assignments are missed. National Institute for Student Success surveyed students and reported that universities can move the needle most significantly by adopting a common course management system. Goal the in fall 2023 every course will have common basic course elements. Fall 2024: content in easy course configuration (similar to road-markers) to help students progress in courses. The university has made an investment in audio-visual capabilities to help faculty record lectures and review asynchronously for students to make notes. This is an ongoing process that aligns with a recent Chronicle of Higher Education article regarding how face-to-face interaction can be improved in the same way we are paying attention to the digital modalities. Helps to meet marketplace demands. The Provost commends the History Program for its recent option for digital learning modalities for degrees.*
- *Questions:*
 - *Q: Faculty promoted after receiving COLA now earn less than faculty who were promoted and then received COLA due to promotional increase discrepancies. Are steps being made to address this inequity in regards to the CUPA standard?*

that is critically important. In the summer they may be paid less: how can we address this?

- *A: Summer compensation is prorated, but this can be discussed if a course needs to be smaller for pedagogical reasons. The Provost asks Deans to make arguments for smaller numbers and the Provost is open to hearing these cases. Courses that support the QEP for every student, every semester, including a diversity of opportunities that connect in meaningful ways on campus, from sponsored companies, etc. Courses can be marked in Banner for QEP course, and can be part of student success in promotion and tenure guidelines. Field experiences are also important: if we tag these courses then we can run a report and see what kind of coverage we have in a given semester. QEP should be part of our culture and it is already part of UWG DNA. Students should also reflect at the end of the term to document what experiences will help them in the future. The Provost encourages enhancements courses to this end, and doing so at low cost, not at the expense of faculty workload.*

B) President

- *The President has noted that many questions brought forth by faculty are either/or, but that is not what is important in regards to larger problems. Problems that need to be solved should be identified, then complexities can be addressed. UWG is facing economic problems that are less complex than other institutions. We must ask what problem we are trying to solve to keep us advancing.*
- *No advancements from Board of Regents because March is a retreat date, no policy action during that time.*
- *The President was in Newnan about a week ago to cut the ribbon on a new section of Newnan campus (old hospital). Still space to build the top and bottom of that building. Renovation was in response to what was said by nursing cohort and others: interior design was lacking, not providing a comfortable experience conducive to collaboration and studying. This space is now dedicated to collaborative spaces, providing appliances and other elements that are integral to*

the discipline. Remainder of the building is hotel office space for those who are visiting or need a quiet space and multiple study rooms that are glass for safety and student comfort issues. This piece will be more common in all buildings. Can use campus even if not holding class.

- *Career expo put on by sports management. Several hundred students got to meet with organizations: these organizations were eager to come to UWG. Figuring out relationships and spaces is vital: the Presidents recognizes Lauren Johnson and her colleagues and encourages others to do the same.*
- *Through the efforts of Bridgette Stewart and health wellness, advances in food insecurity have been tremendous. New student organization Wolves Don't Wait making certain that investment in accessibility and storage to ensure that students have what they need. Only criteria to access meals (where there was excess food from catering on campus) is answering the question are you hungry? Eliminating restrictions and qualifications. Wellness is the first thing on students' minds right now: we are one of few universities that have a Chief Wellness officer.*
- *Largest admitted students day since 2018: net promotion score is 93% while the national average is lower. Very positive experiences and outcomes including students who signed housing contracts, invested in meal plans, etc. Meetings with faculty and staff is an essential part of our work in encouraging students to attend UWG. All of us are involved in those processes and the President appreciates that so many people leaned into that event and others hosted in the past few months so that students choose UWG.*
- *Lead indicator update on enrollment. Admitted day numbers were on par with largest days from 2018 and 2019 and that includes attendance, reservations, actual attendance, and completed applications. Admitted number is next key factor: all on par with pre-pandemic West Georgia. Profile of those students is different. Number one issue is retention: increasing number of students who persist from fall to spring. UWG has shaved off about six points in data: this has never done before in the last decade at West Georgia.*
- *Mission statement. Staff advisory council and Dr. Reber received feedback and sent to taskforce: this will be revisited and the process is ongoing. Mission*

statement must be evaluated periodically because of changes at university and in the marketplace. Not a tight timeline, hopefully concluded this fiscal year.

- *Compensation. Dr. Preston addressed 100% of the CUPA midpoint: UWG set compensation at 88% a long time ago: we must change this tradition to respond to economy and competition. Carrollton environment now is different from the time period during which 88% was set. This will probably result in revising what is included in a promotional increase based on what state permits. Multiyear project with goal of moving workforce in regional and national marketplaces adjusted for cost of living. 100% of the midpoint is probably the right target and settles fairly in talent and resource acquisition to become a greater employment of choice.*
- *House budget has gone through and is in the Senate. Governor had originally included \$2000 raises for all state employees and the President expects that will go through. Second major piece is Pafford Project which was not included in budget: must advocate on our own and the President has spent time at the capitol trying to get that back in the budget. Now back in with full support of House legislative body, hope to get it over the finish line this year. First of three stages of revision for that building.*
- *Congratulations to the men's basketball team who represented us for the NCAA championship.*
- *Questions:*
 - *Q: What is the building next to Humanities? Can accessibility access external to the library on east side between library and Boyd be improved? Thanks for help in pedestrian safety with lights and improved markings.*
 - *A: That building is all utilities, built in a way that is visually attractive and less noisy. Coolers and other items outside of the library will also be moved eventually. President will put master plan refresh and include this accessibility access. New master plans need to adjust to needs now. Large stakeholder process that is then worked through by architects. Pedestrian safety is important: 11 crosswalks that were added on campus mirror downtown Carrollton.*

- *Q: It was stated that admitted students now meet 2018 to 2019 comparative numbers, but students are different, can this be clarified?*
 - *A: Holistic academic profile is different from the past. Demographics did not change. Students are shopping universities now in very different ways from the past. Transfer students are also changing in terms of profile: choosing us for what, how, and the people here.*
- *Q: Maple Street re-envisioning project to make campus inviting, and placemaking project. Explain vision for these projects? Concern plans may be too insular and limiting.*
 - *A: Working and living in this community are different experiences. Over last two years the President has been in contact with an engineering firm to reimagine that corridor while working with property owners. Maple Street, Adamson, to Carrollton City schools is now tax incentive area to encourage investment. Actively working to keep this going, go through planning exercises, some on campus and some with students, school districts. Serves on redevelopment authority for Carrollton, actively engaged in that work. Will also ask employees who live in Carrollton for input. Key focus areas are UWG and Tanner workforces. This is the understanding that the area also need new developments for workforce housing and the President wants to make the area more attractive to encourage investment. Th area also needs amenities for individuals under the age of 35, including college students.*
 - *Q: Reconfigure underutilized dorm spaces to solve housing problems?*
 - *A: Conversation that has been had across the country. Right now, probably not, but demand may change in the future. Not a huge tolerance for that by the Board because it changes the fundamentals of purpose-built spaces on campuses.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *QEP: Faculty Senate ad hoc committee. Jonathan Corley and Jason Swift have assisted in reviewing documents coming from Kevin Gwaltney and the Senate will continue engagement with this process.*
- *Common course components and ways in which technology is part of process: ad hoc of Senate Executive Committee is forthcoming. Committee will be working on intellectual property policy to address and make potential recommendations.*
- *Ways in which we are part of shared governance. Request to identify faculty councils around the campus so that the Senate is aware: will facilitate a greater understanding regarding scope or reach and shared governance. Let committee chairs know or Dr. Reber so that the Senate can potentially have a liaison relationship with those councils.*

2) Committee Chair General Updates

- *Committee IV: Faculty Development Committee (FDC). Many units on campus are making rubrics right now for review: Chair Khan has received questions on status of faculty handbook considering this process and will be sharing a document of current revisions that have been approved by FDC, not by Senate. Handbook document was approved June 2022 then USG office had additional comments that were largely about process. Not yet in Senate documents, but will be shared with Senators.*

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [SOCI - 3002 - Introduction to Social Justice](#)

Request: Add

This is a new course that is being set up for any modality including in person, online, or hybrid. It aligns with current areas of student interest and with the UWG strategic plan in relevance and placemaking.

Item approved with 15 in favor, 1 abstention, and zero opposed.

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

a) [FREN - 4350 - Language Internship](#)

Request: Add

b) [GRMN - 4350 - Language Internship](#)

Request: Add

c) [SPAN - 4350 - Language Internship](#)

Request: Add

The three Language Internship courses will be voted on as a set because the rationale for all three is the same. There are separate course prefixes for the different languages. The courses allow students to earn credit towards their degree in French, German, or Spanish for supervised work experience in an agency or organization that is relevant to the study of language and culture. The work can be either abroad or in the U.S. Credit is variable from one to three hours (depending on the internship work hours), and the course can be repeated for up to 3 credit hours. The course codifies requirements for using an internship as a credit-bearing experiential learning opportunity and establishes processes for assessing learning outcomes, which in the past has been done on a case-by-case basis.

Items a, b, and c taken as a block vote. Items approved unanimously.

Dr. Drake provided a follow-up reminder for faculty to add program modifications for Wolfwatch (unrelated to Senate activity).

d) [Literature Minor](#)

Request: Revise

This request updates the course list for the Literature Minor to reflect a change in course numbering for some upper-level courses in British and American literature. It also adds all current writing options to the list of eligible courses for the minor, updating the list of courses that will count for the program.

Item approved unanimously.

e) [Stand Alone Interdisciplinary Certificate in Musical Theatre](#)

Request: Revise

This certificate covers three facets of musical theatre: acting, singing, and dancing. The revision gives students more options for courses. Choices are added so that Music majors do not have to take courses for non-Music majors, and an additional theater course makes an acting course available in either fall or spring. This change will reduce the number of substitution requests being processed.

Item approved unanimously.

3) Department of Natural Sciences

a) [CHEM 2086 Chemistry Leadership Practicum](#)

Request: Add

This is a one-credit hour course required for and restricted to new chemistry workshop leaders and laboratory teaching assistants. Students will be registered for the class when they are hired as assistants. This course addition is part of the process of revising the secondary education track under B.Sc. in Chemistry which is taking place because the U-Teach program has been terminated. While this practicum does not replace the student teaching in real secondary schools, it is part of a plan that will help interested students prepare for MAT (Master of Arts in Teaching).

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

b) [Physics Major with a Pathway to MAT, B.S.](#)

Request: Revise

This proposal is a modification of what was previously Plan D (Physics, Secondary Education), to emphasize Physics Education in B.S. and to continue with Master of Arts in Teaching (MAT). Because the Uteach program has been terminated, this proposal is the B.S. to MAT track for physics education.

Item approved unanimously.

B) School of Communications, Film, and Media

1) [Communication in the Workplace Certificate](#)

Request: Add

This is a 12-hour certificate focusing on workplace communication skills (such as presentations, working in teams, managing conflict, and competently and ethically communicating in a diverse world). This certificate differs from the Communication Studies

minor in that the certificate program offers a proscriptive list of courses focusing on skills most employers seek regardless of the career or discipline.

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

2) [Communication Studies Minor](#)

Request: Revise

This proposal creates an Accelerated Bachelor's to Master's pathway between the Communications Studies Minor and the M.S. in Digital and Social Media Communication by allowing students to count 3 hours from the minor toward the graduate degree.

Item approved with 42 in favor, 1 abstention, and 1 objection.

3) [Mass Communications Minor](#)

Request: Revise

This proposal creates an Accelerated Bachelor's to Master's pathway between the Mass Communications Minor and the M.S. in Digital and Social Media Communication by allowing students to count 6 hours from the minor toward the graduate degree.

Item approved with 43 in favor, zero abstentions, and 1 objection.

C) University College

1) Center for Interdisciplinary Studies

a) [XIDS - 2300 - The Politics of Space and Place in the Nation's Capital](#)

Request: Add

The course supports a week-long study away program to Washington, DC. The primary contributing disciplines are Geography and Political Science which both study cities and urban governance. The course will count in Area E4.

Item approved with 43 in favor, zero abstentions, and 1 objection.

Information Items:

A) University College

1) Center for Interdisciplinary Studies

[Global Studies, B.A.](#)

Program deletions are information items for the Senate. This program is being discontinued due to low enrollment and graduation numbers indicating a lack of student interest. The three-year average of graduates has never exceeded a high of 3.33, and the

current three-year average is 0.33. Only five students have graduated in Global Studies since AY 2017-18. There is a teach-out plan.

B) UPC completed Comprehensive Program Reviews (CPR) for three programs in the College of Education.

The UPC completed comprehensive program reviews for three bachelor's programs in the College of Education. These are the BSED in Elementary Education, in Special Education, and in Speech Language Pathology.

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

Information Items:

A) No action items course or policy proposals.

B) As part of the Comprehensive Program Review process, GPC discussed and voted to approve reviews that teams of committee members conducted for ten graduate programs:

- Ed.D. in Professional Counseling and Supervision
- Ed.S. in Elementary Education
- Ed.S. in Professional Counseling
- Ed.S. in Special Education
- M.A. in Teaching
- M.Ed. in Elementary Education
- M.Ed. in Professional Counseling
- M.Ed. in Reading Instruction
- M.Ed. in Special Education
- M.Ed. in Speech-Language Pathology

Committee III: Academic Policies Committee (Brandy Chambless, Chair)

Action Item ([Figure 1](#)):

A) Department of General Education.

- 1) Proposal to change the Undergraduate Catalog Transfer Credit Evaluation Policy regarding mathematics.

With this revision, students can purchase required mathematics credit if they bring a higher credit than offered from a different university.

Discussion:

- *Q: Why is there a charge?*
 - *A: If a program of study says you have to take pre-calculus, but you took a higher course and not pre-calculus, then need to buy pre-calculus credit to fulfill the requirement. This is an exemption with credit hours, not a waiver without credits. Only BoR can revise Core requirement to avoid this issue.*
- *Q: “Course credit can be purchased” may look problematic.*
 - *A: Dr. Drake: language is in line with other credit that can be purchased. Like a prior learning assessment. Foreign languages can also be counted in this manner for a \$6 assessment for transcript credit.*
- *Q: The dollar amount is a bad mean overall. Perhaps refer to the charge as a processing fee?*
- *Friendly amendment motioned, seconded, and approved with 41 in favor, 2 abstentions, and zero opposed:*
 - *12: will be able to obtain credit*
 - *Table: course credit can be obtained for*
 - *Under table: The Registrar’s office will assess students \$6 per credit hour to transcript credit obtained through the process*
 - *Last sentence: obtain credit*
 - *Vote on policy with friendly amendment: Item approved with 41 in favor, 2 abstentions, and zero opposed.*

Information Item:

A) Office of Undergraduate Research

1) Course Attributes for High Impact Practices (HIPs).

Adds language to the current policy for undergraduate research: adds creative project to that language, already in process. Can contact Jeff Zamostny for any questions as he helped to draft this language.

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

Action Item:

A) All Faculty Listserv: proposal to send to the General Faculty for a vote.

Request: Vote

This item was passed last April, but vetoed in May by Dr. Kelly. Chair Lee has spoken with the President, will bring idea of the listserv back and it will then go to the general faculty for a vote if approved here. Chair Reber: Item goes to general faculty if it gets 2/3rds vote in Senate, then if 2/3rds vote in the general faculty it proceeds to the Chancellor.

Discussion:

- *Dr. Kelly: if there is a communication problem, let us solve it, but not in a manner that potentially brings a cybersecurity risk that comes to UWG and USG. This is why the President objects to this communication approach. Listservs were previously common inside of institutions, but that is no longer the case across the U.S. Legal implications of this create a number of liabilities. To solve a communication problem, the President is open to discussion, but this specific solution is not correct for UWG.*
- *All faculty emails are available online, so how does a listserv improve communication?*
 - *Dr. Kelly: This practice will probably need to change and will move to students and other university colleagues having access. Migration is occurring. The automated piece of the listserv is the problem. Current policies do not prevent someone from emailing everyone.*
- *Contact information will not be on faculty pages in the future?*
 - *Dr. Preston: Kirk Inman has said that there are ways for people to contact programs, but blank publication of all points of contact is not best practice. Internal ability to contact, but not external. Similar to VPN: you are logged in and can see material.*
 - *Dr. Kelly: Centralizing process, which applies to phones as well.*
- *Dr. Gavin Lee: Could items that might be sent in a listserv be added to the Academic Affairs listserv?*
 - *Dr. Preston: Yes. Listservs can serve as informational or conversational. Informational items can be handled locally or in the university-wide the Monday newsletter serves that purpose.*

- *This seems to be a conversation balancing risks associated with communication vs. benefit of communication. Professional contact information will be removed from public: this may undermine professional persona and limit networking.*
 - *Dr. Preston: External individuals can click a faculty member's name and send a message, but does not show email. Need to balance need, desire, and access. Other institutions are able to do this with protections for you and the institution.*
 - *What if a journal wants to contact a faculty member?*
 - *Dr. Preston: They can press your name and get in touch with you or they will contact the Provost, media, etc. Major journals have the media contacts for UWG.*

Request to bring as a vote to the Faculty Senate motioned, seconded, and approved.

Item not approved due to only reaching 57% of the required 66% majority (24 in favor, 4 abstentions, and 14 objections).

Information Item:

A) Faculty parking on campus.

New code for AY24. Chair Lee met with Elizabeth Smith. Dr. Kelly will roll out the proposed changes to the parking around campus to get faculty input. Dr Kelly: This will be reviewed on an annual basis. Elizabeth Smith: The campus map will be reviewed and parking needs will be continually evaluated.

6. Old Business

None reported.

7. New Business

None reported.

8. Announcements

- *Question: What is the status of the workload policy in terms of activity percentages?*
 - *A: The workload policy was presented by Dr. Akins last Friday in the Faculty Senate Executive Committee. The committee will provide feedback, then this will be reviewed by Rules, then the Senate in full.*

9. Adjourn

The meeting was adjourned at 3:24pm by Chair Reber.

Respectfully submitted by Laura McCloskey Wolfe

Art Program Faculty Member and Executive Secretary

Figure 1

Approved version with Friendly Amendment (in red)

MATH CREDIT POLICY

We propose to amend the Undergraduate Catalog Transfer Credit Evaluation Policy at p.82 to add the following point:

12. Students who have earned transfer credit when entering UWG for a higher Math course will be able to will be able to **obtain** credit for lower-level Core MATH courses as follows:

| Course Credit Received | Course Credit Can Be Obtained For |
|------------------------|--|
| MATH 1413 | MATH 1111 |
| MATH 1634 | MATH 1113 |
| MATH 4203 or 4213 | MATH 1401 |

The cost to **obtain** credit is \$6 per hour. Students should contact the Chair of the Department of General Education to **obtain** the credit.