Faculty Senate Meeting Minutes
March 15, 2024
Approved April 8, 2024

1. Call to Order

   Called to order at 1pm by Chair Reber.

   The Chair noted thanks to the students and faculty who were there in response to recent messages regarding graduate student funding decreases. Questions were addressed during the Provost's portion of this meeting. Graduate school and college Deans were in attendance to address questions as well.

2. Roll Call

   Present:

   Allen, Boyd, Brandenburg, Bush (for Mason), Caramanica, Cheng, Council, Dahms, Davis, Dutt, Dyar, Edelman, Elias, Elman (for Cuomo), Evans, Green, Griffin, Hadley, Hester, Khan, Koczaks, Lee (Gavin), Lee (Sungwoong), Maggiano, McLean, Morales, Nori (for Weber), Ofoe (for Matthews), Olivieri Parker, Riker, (for Roberts), Rollins, Seong, Shin, Swift, Sykes, Waters, Wei, Yang

   Absent:

   Banford, Bellon, Carmack, Hampton, Janzen, Jara-Pazmino, Moon, Perry, Phillips, Sheppard, Talbot, Wentz, Wofford

3. Minutes

   A) The February 16, 2024 Faculty Senate Meeting Minutes were approved electronically on March 13, 2024.

4. Administrator Reports

   A) President

   - *The issue that is being raised in regards to psychology students with signs in this senate meeting [graduate assistantships and graduate student funding] is housed within the purview of the Deans and Provost, not within the President's Office.*

   - *Legislative session. Fiscal year budget has been closed; an amended budget is processed every year and if there are decreases in funding then we can get a midyear cut or extra money if this is a surplus year (this is the case this year).*

Restoration of the 66 million dollar that was taken out of the budget last year. We had a 1.6 million dollar cut (approximately), a little less came back to us. Even with enrollment growth, we do not get our full enrollment funding (we just do not have to take previous full cut from last budget year). This is a USG format. Demolition money came in for Valdosta and UWG, in our case dedicated to Anthropology. Smallest academic building, but uses more energy than any other building. Will open new opportunities on campus. Project has not been put in place, must receive funding first. We ask the governor if we can take down a building, and the governor then signs, can take some time. Probably by mid fall. Tyus will be demolished within the next few weeks. 80 million dollars in maintenance, repair, and renovation for the USG, we will get an allotment. For boilers and items that are at end of life. Senate and House are discussing 4% increase with $3000 ceiling for employees, in governor's budget, but will still be determined.

- *Restoration of $66 million for fiscal year 2025, process still ongoing. In Senate now and the President will provide updates as they emerge. Pafford funding has been approved up to a third and we rely on the Senate for final approval. Sarah Powell will be here for discussion and questions.*

- *SACSCOC visit first week of April. On site visit, QEP is primary focus. Faculty should be prepared to answer questions if posed by visitors. We can be cited if faculty are not prepared to answer questions regarding the QEP. Career readiness and experiential learning are the main focus areas and the types of transformations that it brings to the students here.*

- *Men's basketball won the gulf south game last weekend. Will play in NCAA tournament in Florida next.*

- *New leaders. Allison Brecht is new interim vice president of advancement and CEO of our philanthropic and athletic foundations.*

- *Enrollment. Will get statewide report shortly, we anticipate to see our continued growth, particularly from the last 24 months. Due mostly from retention and new program growth. Retention should be our number one priority and make this the number one choice.*

- *Questions:*

- *Q: Request for money for professional development funds as they strongly support the QEP. Research and scholarly or creative work rely on this support.*
    - *A: Passed request to the Provost. Money that is being returned was a cut, so restoration is the priority. Took message more broadly so that we could work on faculty development in more robust ways moving forward. Enrollment creates better times ahead, but there is a two year lag.*
- *Q: Is there a cap for salary for university professors regarding the salary adjustment?*
    - *A: No, there is no cap or salary definition: applies to all state employees. Still in Senate.*
- *Q: Policy regarding clear bags, but the comment period didn't end until today. How does it relate to campus carry?*
    - *A: Cannot answer this question at this time, needs to check with the general council. Related to division one athletics and we need to enhance our security protocols as a large university. This is a practice that other universities employ as well. It exists alongside campus carry. For theater and music, that is a "may be in force" and UPD will make the determination for which events will have clear bags enforced. Will clarify with the police chief regarding campus carry to provide more clarity and will pass this along to faculty. Not just anticipating events, but adjusting to the current environment as well.*
- *Q: Projections for fall admissions?*
    - *A: The President has this data, but does not have access right now. All aspects here are trending up including dual enrollment. We matriculate a higher percentage of dual enrollment into undergraduates than any other university he has been up. Trends are ongoing in terms of processing. Congress passed a law requiring the simplification and overhaul of the FAFSA. Ongoing issue for us and for every*

university in the US. Not just filling it out and submitting it on the part of the student, it is the rest of the process so that universities can issue aid packages for students. Delayed by several months. Worries less for current student and more for incoming students. President-elect of southern university of financial aid directors is our financial aid director so we are well supported. Leeann's leadership and meetings with US congress education representatives will also help us and will hopefully make things move things faster. Trending up in the same fashion as we have previously.

- *Q: DEI and belonging at the capitol and how might they impact us here?*
  - *A: Sarah Powell. Impacts our environments across the state, but does not want to speak specifically about any bill, but generally those attitudes effect everything in our state. Can follow up. President: robust conversations that are being turned into policy and will change the nature of our work. Will gather information. Need to define language in terms of our role as a public agency and asset. Does not need to result in a lesser student experience or less richness of the university. Many people in the public sphere criticize our work, but it is up to us to demonstrate our value and importance in ways that are substantive to the public's lives and business, etc.*
- *Q: Clarify comments related to graduate assistantships.*
  - *A: Deans and faculty need to do their job and respect boundaries and roles at the university without the President compromising work.*

B) Provost (**Figure 1**)

- *Chair Reber read the Provost's statement.*
- *Dr. Varga. The process was modified to include the graduate program council's advisory participation; Dr. Varga worked closely with the Deans to determine needs and priorities for their colleges. Deans know teaching faculty, college, much better than his office. Process happens over several*

months, Dr. Varga reviews recommendations and then puts them through to the Provost's office.

- *Dean Gagnon. When you have to prioritize funding, there is only so much money coming in and you have to make decisions accordingly. We champion student need in everything we do in the college, which is difficult when there is not as much money to go around. Programs are often not knowledgeable about the needs of other programs. There were multiple needs in the college.*

- *Questions.*
    - *Q: How much was available to be awarded to students and how does it compare to last year?*
        - *A: Dr. Varga. Roughly $730,000 allocated for assistantship funding, then worked with colleges. Last year it was about $800,000.*
    - *Q: These issues impact the university as a whole because this process involves all assistantships. Dr. Marie-Cécile Bertau raised questions regarding concerns for students and their career readiness, which is part of the QEP criteria. Why did CACSI only get decreased funding to $250,000 this year?*
        - *A: Dean Gagnon. Reset the distribution of money based on SCH generation. There were multiple nuances as well, including the state of the programs in general. Psychology has a part-time hiring budget for example, Biology does not have access to part-time funds.*
        - *Dr. Varga. His office worked with Deans to have access to these aspects, which is a revision from last year.*
    - *Q: A graduate student noted that Psychology offers many specialized programs that are not available at other universities, such as understanding consciousness. Concerned that new students are not getting any stipends and that this will negatively impact our future and the world.*
        - *A: Dr. Varga. Understands concerns and our consciousness Ph.D. is recognized and supported. The fact that students are*

here also speaks to the passion of students in their program and field. Completely agrees with potential big picture.

- o *Q: Appeal could resonate with alumni, community, and people in fields that students represent. Are there nontraditional means to address the funding problem?*
  - ▪ *A: Dean Gagnon. We do need to be creative and look at alternate funding options. Dr. Mosier will address institute creation later, perhaps this could be an avenue as well.*
- o *Q: Work done by psychology graduate students such as teaching Psychology 1101 is essential. Can someone speak to which is more beneficial: an adjunct or a graduate lecturer? Will the Ph.D. students be hired as an adjunct? Understands Dean Gagnon's point to availability of part time funds.*
  - ▪ *A: Dr. Varga. We consider the full package including tuition waivers and part-time allocations.*
  - ▪ *President. We absorb it centrally, but it is a cost. In addition to stipend, the figures to fund a GTA is higher than hiring adjuncts. Previous graduates have served as adjuncts before.*
  - ▪ *Dean Gagnon. A waiver is still a cost. Part-time is more cost efficient.*
- o *Q: Adjuncts may just have master's degrees and may not have same level of training as Ph.D. students. This could reduce the quality of education for undergraduate students learning from adjuncts vs. Ph.D. students. This is also potentially related to how we market our degrees as we are one of only two universities where you can study transpersonal psychology.*
  - ▪ *A: President. Most of our marketing is more generalized. The Provost will work with the Deans to narrow as needed. We do push some programs per year, we do not market program by program. If we have a program that is growing very quickly, we do not invest money because it is growing organically. We assess prospective audiences to determine what programs they know about and how deeply has our brand penetrated. Varies*

by year, with some programmatic specific work. Faculty: Programs do marketing, but at different levels. President: guerilla marketing is important, and the more each individual area pushes a program, the more potential students may come here.

- o *Q: How can we do effective marketing when departmental Instagram accounts were taken away?*
  - ▪ *A: Audience for each Instagram account was very low. Consolidation around channels occurred so that you are advocating for community, spirit: this is better than a broader audience.*
- o *Q: Students asked how many people in the room had Ph.D. degrees, children, full-time jobs, etc. Funding considerations should include needs of individuals.*
  - ▪ *A: Many faculty agreed.*
- o *Q: If there is a commitment to increase graduate numbers and seats, but there is a reduction in funding, how do those things align? Considering accomplishments of the university, how would the elimination of funding align with these goals?*
  - ▪ *A: Dr. Varga. Try to help people realize that not all students want an assistantship. Issues may be tied to one another, but they may be exclusive as well. Understands guerilla marketing perspective. There are other options that provide waivers, scholarships, etc. Positions are posted regularly.*
  - ▪ *Dean Gagnon. There are other units that have offerings for students, including for veterans. Students may want to look at other areas on campus for employment and additional options.*
  - ▪ *Clint Samples. He handles marketing for the college and if students reach out with stories, he will use them in positive ways for the program.*
- o *Q: Decisions being made seem to be diminishing higher education if uniqueness and other factors are not part of the budgeting process.*

The legacy of the psychology program and its aspects should be acknowledged. If we cut funding, the program will die out.

- *A: Dean Gagnon. We should attempt to tap into that legacy even more and potentially draw funds from those areas.*

- *Chair Reber. Expressed regret that more progress has not been made regarding shared governance. Great progress has been made working hand in hand with administration on items of concern, including taskforces, but issues clearly remain. As senate chair and psychology faculty, he was unaware until two weeks ago of this funding problem. Not knowing about these issues does not provide an opportunity for faculty to work with the administration: it is a hurdle that needs to be overcome to help students. Faculty have to be involved in working with the administration in what comes next. Only the faculty can speak on behalf of their programs so that funds can be managed. Limited resources are acknowledged, but faculty can be mobilized. Senate is the best body to do that and he is grateful for student presence, but faculty have to speak on their behalf with influence and power. The right goal is shared governance. The process by which senate works most effectively is when we are involved in the activities that affect the lives of our students. Need to continue to grow and improve in our joint action together. We do not need to be the deciders, but we can help and be involved. Hopes that the next faculty chair continues this mission. Grateful for the combined work that is being done in taskforces and committees; we are more shared than we were two years ago, but we need to get better. Perhaps another taskforce is needed. Thanks to students and guests for coming to the meeting.*

C) Dr. Brian Mosier, Interim Executive Director, Office of Research and Sponsored Projects

   1) Application to Establish a New Center or Institute (**Figure 2**)

- *Dr. Mosier worked with many faculty and students to obtain opportunities during the past year that he has been in this position.*
- *We do not have a formalized process on campus upstarting or securing a center or institute. USG has definitions for center and institute characteristics. Center tied to research. What we term a center may not align with USG definition. Institutes work in an interdisciplinary nature and may have other revenue streams. Centers are not autonomous: tied to department or structure in the university. Institutes are autonomous and have the ability to have programs and offer degree credit. Looking at other universities, this (attached) is a draft model and he encourages faculty to bring back to units. Application is UWG specific, but helps to determine difference between research, academic support, outreach/service extension center, or institute. Some centers may cross multiple dimensions. Specifics are then asked for regarding mission, target audience, etc. Proposed financial description and justification includes timeline and three year trajectory. If there are startup dollars, then eventually the center should be able to stand on its own with a clear plan. Appreciates any feedback from faculty. Will then go through PolicyStat.*
- *Questions.*
  - *Q: Is there special funding for new centers that is separate from department funding?*
    - *A: Opportunity through the Provost's office, funding designed to start a center outside of department funding.*
  - *Q: Are current centers also self-sustaining? What about value that is not monetary?*
    - *A: Outreach, service, etc. at little to no cost, so there are some opportunities. However any time there is an opportunity to secure outside funding, we welcome those conversations. Every center is different.*
  - *Q: Regarding external and fee-based: what discussions are being had with the college of education? Businesses often contact us for workshops and we received a small payment for that, perhaps it will*

create a territorial issue if many centers develop? The Writing Center is a strong model and could generate revenue.

- *A: Funding model for continuing education and where that lives will be clarified and discussed. The Waring Lab is contract based and fee service, for example.*
- *President. We have had other consultancies. Perhaps we could package opportunities and have a different revenue model. Leverage so that it does not have to be either/or.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates
   a) *Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)*
      i. *Artificial Intelligence: finished work and Dr. Preston has okayed a document with ideas. Document has also gone through TLA and will go through other bodies before coming here in April. Not policy, just ideas.*
      ii. *Migration to Outlook: collated document with concerns and met with ITS. Shared with IFE as well, have created information gathering system in conjunction with ITS: concerns will be heard. Hugh Russell is willing to come to senate in April.*
      iii. *Office space. Spoke with Dr. Preston in December, thanks to IFE and Drs. Inman, McLean and Pazzani. Unsure when survey will close.*
      iv. *Integrity taskforce (with Laura McCloskey Wolfe and Corey Waters). Will wait to meet again until we have an idea about AI guidelines. Per discussions with Annemarie Reid to ensure that we do not duplicate efforts.*
   b) *Committee VII: Student Affairs and Intercollegiate Activities (Dylan McLean, Chair)*
      i. *The student survey regarding course day and time scheduling is live.*
      ii. *The IP taskforce has created a document that has been sent to outside council.*

c) Committee XI: Teaching, Learning, and Assessment Committee (Jason Swift, Chair)

    i. Workload taskforce has begun research. Guiding questions and topics have been framed and these have provided a foundation in regards to AAUP, other university research to develop data collection methods on campus to work towards new recommendations.

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

Action Items:

All items were taken as a block vote and approved unanimously.

A) College of Arts, Culture, and Scientific Inquiry

    1) Department of Art, History, and Philosophy

        a) ART - 3550 - Intro to Digital & Sequential Arts

        Request: Add

        This course introduces principles and techniques in animation, illustration, digital arts, and other sequential arts. The course provides fundamental skills for students entering the Animation, Illustration, and Digital Arts (AIDA) concentration and the requisite exposure and experience to the discipline prior to their BFA application to AIDA. Prerequisites are ART 1006, 1007, 1008, and 1009, each with minimum grade of C.

        b) ART - 3551 - Animation Studio

        Request: Add

        This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the use of temporal visual and aural techniques to create animations. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite is ART 3550 with minimum grade C.

        c) ART - 3552 - Intermediate Digital & Sequential Arts

        Request: Add

        This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, building skills necessary for storytelling and production. It is an essential skill building class prior to advanced coursework within the concentration. Students must be accepted into the AIDA

concentration prior to enrolling in this course. Prerequisite is ART 3550 with a minimum grade of C.

d) ART - 3553 - Stop-Motion Animation

Request: Add

This course provides intermediate skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the place of stop-motion animation in contemporary art and the integration of stop-motion techniques into students' existing art practice. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite ART 3550 with minimum grade of C.

e) ART - 4559 - Advanced Animation & Illustration

Request: Add

With instructor approval, the student will define a project in specific subject matter as it relates to Animation, Illustration, Digital Art, or other Sequential Arts (AIDA). This course furthers the direction of the individual and the development of an advanced portfolio or works. It will support students in their development and progression towards, and through, the senior capstone sequence. May be repeated up to 15 credit hours. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisites ART 3550 with a minimum grade of C and (3551 or 3060 or 3552 or 4702) with minimum of C.

f) Art, B.F.A.

Request: Revise

This proposal creates a new concentration in Animation, Illustration, and Digital Arts (AIDA) within the Bachelor of Fine Arts in Studio degree program. The AIDA concentration will require 126 credit hours, the same required by all other studio based BFA-Art concentrations). The proposal aligns with student demand and the job market.

g) Art, B.F.A.

Request: Revise

This proposal creates a new General Fine Arts Concentration in the BFA-Art degree program. The General Fine Arts concentration will not only allow us to provide a more broad and general approach to art studio discipline studies, it will also keep the UWG Art Program in compliance with our national accrediting body

NASAD, which provides an option and guidelines for the BFA-Art General Fine Art concentration. The BFA in Art (General Fine Arts) concentration, as in all BFA-Art Degrees, will require 126-credit hours (the same as existing concentrations within the degree) where student will take a broad scope of studio course work and chose to focus in at least two or more areas of study, rather than focusing on one area of study.

h) PHIL - 3315 - Contemporary Moral Problems

Request: Add

This course will expand offerings in two Philosophy tracks (Law, Justice, and Society track and newly proposed Applied Ethics track), develop career-ready skills, and provide academic support for the UWG Ethics Bowl team. The course focuses on contemporary moral problems raised in the case pack for each year's national Intercollegiate Ethics Bowl. Students perform academic research on problems central to the cases; use moral imagination to find solutions; develop moral arguments for particular positions; and present their findings orally. Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.

i) PHIL - 3320 - Technology and Human Values

Request: Add

This course explores the moral implications of new technologies and various philosophical views of the relationship between humans and technology. The course will broaden the range of applied ethics courses available to philosophy majors, philosophy minors, and ethics certificate students, and will serve as an option for philosophy majors in our newly proposed Applied Ethics concentration.

j) Philosophy, B.A.

Request: Revise

This revision has two parts:

(1) Applied Ethics Concentration: The proposal creates a new concentration in Applied Ethics within our Philosophy B.A. program. This track offers courses such as Technology and Human Values, Biomedical Ethics, Professional Ethics, among others with obvious career focus and applicability. The track brings

sophisticated ethical reasoning directly into communication with specialized fields such as technology, business, environmental science, etc.

(2) Law, Justice, and Society (LJS) Concentration: The LJS concentration already exists. The change is to modify the catalog placement by placing this concentration under the Philosophy B.A. where it technically belongs as a sub-option.

2) Department of Anthropology, Sociology, and Psychology

   a) PSYC - 4020 - Critical Psychology

   Request: Add

   This course will be a required major course for the proposed 100% online degree in Personal and Social Transformation. The course represents the area of expertise of several of our current program faculty. The course provides an introduction to the international movement of critical psychology.

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

   a) BFA in Theatre, Acting, Design/Technology, and Generalist concentrations

   Request: Revise

   This proposal creates a generalist concentration as part of the Bachelor of Fine Arts in Theatre. The generalist concentration will be the third for the program along with concentrations in acting and in design/technology. The generalist concentration offers an option for students who want skills in more than one aspect of theatre and will be an effective choice for students who want to teach theatre. The generalist concentration covers acting, design/technology, and writing both for theatre and film.

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

   a) Elementary Education, B.S.Ed.

   Request: Revise

   Math 3803 Algebra for P-8 Teachers 1 and Math 3703 Geometry for P-8 Teachers have been replaced with ECED 3250 Teaching Elementary Mathematics 1 and ECED 3260 Teaching Elementary Mathematics 2 in the program plan of study due to changes in the P-5 mathematical standards in Georgia. Aligned with the Georgia Standards of Excellence, the two new ECED courses were developed to ensure candidates can apply their understanding and knowledge of the content,

methods and materials that will support student understanding and application of the new mathematical standards.

2) Department of Sport Management, Wellness, and Physical Education

    a) PHED - 2300 - Positive Youth Development in Sport

    Request: Revise

    The Senate action item in this proposal is removing the 1 lab hour. This lab hour appears to be an error in the original proposal. This course does not have a lab component.

Information Items:

A) UPC approved additional courses to receive the Work-Based Learning HIP designation. The list of these courses is included in the appendix (**Figure 3**).

B) UPC completed Comprehensive Program Reviews (CPR) for two programs, Social and Behavioral Health BS in CASCI and General Education in University College.

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

Action Items:

All items taken as a block and were approved unanimously.

A) College of Arts, Culture, & Scientific Inquiry

    1) BIOL - 6981 - Graduate Independent Study

    Request: Revise Course

    Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from variable to non-variable (3 credits) to standardize its use across the program.

    2) BIOL – 6982 – Directed Readings

    Request: Revise Course

    Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from 1-4 to 1-3 credits to account for a reduction in our total required program hours from 36 to 30 credits (approved last year).

    3) BIOL – 6985 – Graduate Special Topics in Biology

Request: Revise Course

Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from variable to non-variable (3 credits) to standardize the use of special topics across the program.

4) Biology, M.S.

Request: Revise Program

Rationale: There are 4 major program revision items in this proposal. First, we are updating the program description to provide clarification on the tracks, focus on career outcomes, update the admission requirements, and highlight new offerings (biomedical sciences concentration and combined MS/MBA). We have changed the letter of recommendation number from 3 to 2 to match our sister institutions. The schemas for the thesis and nonthesis track have a few minor copy edits.

We have added a schema for a new biomedical sciences concentration in the nonthesis track. The biomedical sciences are a growing and high-demand career sector. We expect this concentration to attract students bridging the gap between undergraduate and professional school for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, biomedical/diagnostic technology, and biomedical research (see attached proposal for details). No new courses or faculty are needed for this concentration.

Finally, the Richards College of Business and the College of Arts, Culture, and Scientific Inquiry have collaborated to create an opportunity for students to complete both the MS in Biology (non-thesis) and the MBA in 45 hours. No program changes are required. This combined program is making use of elective hours to reduce the total number of hours required to complete both programs (see attached description).

5) Master of Music with Concentrations in Music Education and Music Performance and Dual Concentration Track, M.M.

Request: Revise Program

Rationale: Proposal to Add track to the MM in Music degree so that students may earn two MM of Music degree concentrations. Prospective students have expressed interest in earning multiple concentrations at UWG. UWG currently has a MM in Music, Music Education concentration track and a MM in Music, Music Performance

concentration track. This proposal establishes a MM in Music, Dual Concentration Track.

B) Richards College of Business

1) Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvier accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

2) Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration M.B.A.

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvier accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

3) Master of Professional Accounting, MPAcc

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvier accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

4) Master of Business Administration, M.B.A.

Request: Revise Program

Rationale: There are two changes in this proposal. First, we are removing the Early Executive Track due to lack of engagement with students. Second, in preparation for a Combined MS in Biology/MBA, we have added all 5000 and 6000 level Biology courses as elective options for the 2 outside electives.

C) University College

1) Criminology, M.A.

Request: Delete Program Request

Rationale: The Criminology graduate faculty voted in Fall 2023 to deactivate the Criminology MA program and provide a criminology/criminal justice/public safety emphasis pathways in the Master of Public Administration program. All Criminology graduate courses will remain in the catalog to allow students to continue taking elective courses while enrolled in other graduate programs at UWG. The Master of Public Administration with an emphasis in Criminal Justice requires 21 credit hours (7 courses) of MPA core courses, 12 credit hours (4 courses) courses of CRIM electives, and the Comprehensive Research Project (3 credit hours). The CRIM courses are also available to other UWG graduate students. Two Criminology standalone graduate certificates (Social Movement & Change; Public Policies, Programs, & Evaluation) are currently being approved through Curriculog.

D) College of Education

1) HEDA – 6170 Student Affairs in Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

2) HEDA – 6172 Social Theory in Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

3) HEDA – 6174 Higher Education Administration

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

4) HEDA – 6175 Economics and Finance in Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

5) HEDA – 6176 Law and Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

6) HEDA – 6177 Applied Research and Assessment in Higher Education

   Request: New Course Request

   Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

7) HEDA – 6178 Students in American Higher Education

   Request: New Course Request

   Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

8) HEDA – 6179 Capstone: Investigative Study in Higher Education

   Request: New Course Request

   Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

9) HEDA – 7145 – Diversity in Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

10) HEDA – 7180 – Organization and Governance in Higher Education

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

11) Professional Counseling & Supervision, Ed.D.

Request: Revise Program Request

Rationale: The Professional Counseling faculty would like to make a minor revision to the curriculum for the Ed.D. in Professional Counseling. There are two tracks for the Ed.D. in Professional Counseling--a 39-hour track for those who already hold an Ed.S. in Professional Counseling and a 60-hour track for those who do not hold an Ed.S. in Professional Counseling. This revision would affect both tracks. The proposal is to remove EDLE 8324 from the core curriculum. This course is not included in the program evaluation plan for the Ed.D. and removal of this course

should not disadvantage students. In place of EDLE 8324 for the 39-hour track, we would like to offer an elective opportunity. The 39-hour track does not currently include any elective courses, and inclusion of one elective would allow students to pursue advanced training in an area of interest. For the 60-hour track, we would like to replace EDLE 8324 with CEPD 8141, which is already an approved elective for the 60-hour track. This change would simply mandate completion of CEPD 8141 within the 60-hour track. CEPD 8141 addresses clinical supervision in counseling, which is a critical skill for any advanced practitioner. Additionally, completion of CEPD 8141 can help students meet some of the requirements for obtaining their supervision credential (i.e., ACS or CPCS). Again, this revision would not affect the program evaluation plan and would represent only a minor change to the curriculum.

Information Items:

A) GPC members were provided with an update and brief summary of the Secondary Ed.S. Program Review. The final report will be emailed to GPC committee members for review and a vote before the April 1 deadline.

B) Graduate Assistantship requests and approvals/denials for this year and last year were discussed by the committee. Questions were answered by Dean Matt Varga.

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

Action Items:

Approved unanimously.

A) Modifications to section 103.0201 of the Faculty Handbook (**Figure 4**).

1) Rationale: Currently, section 103.0201 of the Faculty Handbook provides that only tenured faculty may serve on a promotion committee. The Department of General Education in University College proposes to amend that section of the Faculty Handbook to permit Senior Lecturers to serve on promotion committees evaluating the application for promotion of Lecturers.

Committee: Rules Committee (Yun Cheng, Chair)

Action Items:

Items were taken individually and each was approved unanimously.

A) Procedure for modifying the Faculty Senate Handbook. (**Figure 5**)

     a. Worked with legal affairs to help write the proposal and passed at the Rules committee meeting.

B) Decommissioning of the list of the outdated/duplicated policies/procedures housed in PolicyStat. (**Figure 6**)

     a. All links have been checked.

C) Proposal to change Bylaws regarding the executive secretary. (**Figure 7**)

     a. Changing workload to modify one course release or equivalent per year to per semester.

7. Old Business

A) Chair-Elect nomination.

8. New Business

A) Art, Humanities, and Social Sciences (breakout sessions)

     1) Chance to give input as a senate, gather ideas in Phase 1. Faculty were asked to consider big ideas about what arts, humanities, and social science can do here to meet challenges in the world and meet student needs. Representatives from the steering committee were present to gather faculty input: they will take notes from the small group meetings and use them in further discussions.

9. Announcements

10. Adjourn

Chair Reber expressed thanks to all and wished for a productive spring break. Will wrap up the year in the coming months and will need taskforce and committee final reports.

Adjourned by Chair Reber at 3:07pm.

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

Figure 1

Dr. Reber,

Thank you for your email yesterday in preparation for tomorrow's Faculty Senate meeting. As always, I appreciate you providing a heads up about topics of interest that we can address proactively. This is quite helpful to encourage dialogue and resolution of items important to faculty.

Regrettably and unavoidably, I must attend to a personal family matter and won't be able to attend tomorrow, but please convey my support of faculty and their work, that the SACSCOC preparation for the on-site visit that will occur April 1-4 is going very well and I have every confidence that UWG will be able to clearly articulate how we are fully meeting all SACSCOC standards, and that I look forward to providing updates on the AHSS, CMCS, and IMHW working groups at our next meetings in April.

Further, based upon the interest to discuss graduate stipends and support for graduate programs, the following are updates specific to a recent inquiry regarding graduate stipend support.

Dr. Varga will be available at the Faculty Senate meeting to provide an overview of the process and answer questions. Given that there is an already-scheduled meeting of program coordinators and Drs. Varga and Gagnon for next week, it will be most fruitful to allow specifics of the inquiry regarding graduate stipends for the PhD Psychology program to be discussed and resolved at that meeting.

Dr. Varga can clarify/correct, but the improved, more equitable process for request and granting of graduate assistantship has been implemented during this past review cycle, beginning with faculty requesting positions, the college/school deans reviewing the requests and passing their affirmation and support to the Graduate School dean, the institutional-level review conducted, and allocations returned to the college/school deans.

I will add that the distribution of graduate stipend and graduate program support has shifted in the past three years to more align with enrollment per program. In the past, CACSI programs accounted for ~20% of graduate enrollment, though they received the majority of funding; CACSI receives a smaller portion of the funding going into FY25 than it has received in past fiscal years, but the support received continues to outpace the percentage of enrollment/SCH that CACSI generates. While this change may be felt in some graduate programs and perceived as a challenge, the shift is important and appropriate given the enrollment and growth in other areas, just as we shift other operating and personnel financial support towards growing programs. I and the UWG leadership team remain committed to expanding support and funding in any area that grows, regardless of academic discipline or college/school.

With respect to the specific inquiry about the PhD Psychology assistantships, I defer to Drs. Gagnon and Varga to expand and clarify when the program coordinators and they meet next week, as this is a matter best focused locally between those who lead the program and the administrative leaders who have reviewed the assistantship requests and allocated funding in support of the program. It is my understanding that the PhD Psychology assistantship request from Dr. Gagnon received by the Graduate School was fully funded. I welcome further discussion thereafter if questions remain.

Thank you for your leadership, and I'm particularly interested in hearing how the second-hour discussion about AHSS goes, and I look forward to moving this forward alongside the faculty and leadership of AHSS.

If there is anything that I can help with before or after the meeting, please let me know. I will be working remotely and available to you if you'd like to call/email.

Sincerely,

Jon

--

Jon A Preston, Ph.D.

Provost and Senior Vice President of Academic Affairs

University of West Georgia

jpreston@westga.edu

678-839-6445

Figure 2

Application to Create a New Center or Institute

Proposed Center/Institute Name: _____

Director's Name: _____Director's Email: _____

Approval Signatures (where applicable):

Title	Name	Signature	Date
Center Director			
Chair			
Dean			
Vice President			

Introduction

This application form is to be used when proposing the creation of a new center or institute at the University of West Georgia. When reviewing applications, the Executive Administrative Council will consider the merit, broader impacts, and the financial structure of the proposed center or institute. Please read the operational definitions and characteristics of a center or institute before completing this application (below and in Appendix I). If you are proposing the creation of a new center, please consult Appendix II for formal definitions of the types of centers to help guide your proposal. Finally, use the budget templates to estimate revenue income and expenditure. Appendix III contains details of the different funding sources and expenditure categories likely to be used in a center or institute budget forecast.

2.14 Research Centers and Institutes

Center Characteristics
A center provides an organizational base for research in a given academic area or closely related areas. It may also provide a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. It may be involved in the offering of continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic and professional communities in the area(s) of focus. A center is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of course credit or degree programs.

Institute Characteristics
An institute shares the center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. It is however, a far more formalized structure and may be equivalent to an autonomous unit

within the internal structure of the college or university such as a department, division, school or (university level) college. It will, unlike a center, be involved in the offering of credit courses and may offer degree programs.

Your application should be submitted in the following format with the sections listed below.

I. **Center and Institute Classification**

Designate the category best describes the proposed Center or Institute. Note that an Institute does not require classification.

    _____ Academic Support Center
    _____ Research Center
    _____ Outreach/Service/Extension Center
    _____ Institute

Summary of Funding Sources: Centers and Institutes are supported by <u>internal</u> and/or <u>external</u> funding sources. Please assign a percentage of funding (Must total 100%)

    _____ Internal – Student or Institutional Fee Based
    _____ Internal – General Operating Funds (includes release time)
    _____ Internal – College/Departmental Operating Funds (includes release time)
    _____ External – Fee Based
    _____ External – Grants and Contracts
    _____ External – Gifts

Center/Institute Abstract – Summarize the overarching goal for this new center or institute.

II. **Proposed Center or Institute Operational Description and Justification**

Describe the proposed center or institute's mission statement, objectives, alignment with university strategic initiatives, audience, and primary services and functions. It is essential to address the needs that are not currently addressed by the university and discuss how the new center/institute will satisfy these needs.

Mission Statement	
Objectives	
University Strategic Initiatives Alignment	
Targeted Audience	
Primary Services and Functions	
Other:	

III.   Proposed Center or Institute Financial Description and Justification

Provide a detailed annual operating budget, including budget numbers, personnel costs, travel, and equipment. The budget should include all known sources of income, tangible and intangible resources, and physical space costs.

Address of Physical Space Occupied (Building/Room #'s):

Number of Offices/Labs:

Number of Full Time Personnel:

Number of Part Time Personnel:

Number of Student Assistants/GRA's/GTA's:

Financial sustainability is a crucial aspect of a Center or Institute's viability and functionality. As such, please provide a three-year budget forecast.

Center Characteristics

A center provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. It may be involved in the offering of continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic and professional communities in the area(s) of focus. A center is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of credit course or degree programs.

Institute Characteristics

An institute shares the center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. It is however, a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. It will, unlike a center, be involved in the offering of credit courses and may offer degree programs.

Appendix II

University of West Georgia Classification System Definitions

Academic Support Centers

Academic support centers are those, such as advising centers, math and writing centers, and other units that are created and supported to assist our students in their academic programs across the institution, not specific to any particular major or discipline. These are likely to be supported with general revenue funds but may also receive support from grants, gifts, or student fees.

Research Centers

The missions and purposes of Research Centers are to conduct research and, in most cases, to generate external grant (and sometimes gift) funding for their research. Research centers also play an important role in educating and training students, both undergraduate and graduate. Research Centers also provide access to specialized facilities to conduct interdisciplinary research, scholarship, technology transfer, and economic development.

Outreach/Service/Extension Centers

Some centers have missions that are primarily service, extension or outreach oriented. They are interdisciplinary and often conduct research and/or do contract work, but they also have a definite mission to serve university constituents and the State of Georgia. Legislators and citizens of Georgia have expectations that these units will provide service, often at no or minimal charge, and will be supported by the general operating budget of the university.

Institutes

An institute shares a center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. An institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. Unlike a center, an institute may offer credit courses and degree programs.

Classification System Funding

The proposed classification system definitions refer to funding type and source.

External Funding

Fee-Based

Fees or revenues for services provided to external constituents.

Grants and Contracts

Funding received through awards, grants and contracts to provide services or in support of discovery research.

Gifts

Funds or in-kind resources received through sponsored projects, donors, constituents or endowments.

Student or Institutional Fee-Based

Fees or cost recoveries for services provided to students or the campus community.

General Operating Funds

University provided funds, release time or resources aligned with the university's mission and strategic objectives.

College/Departmental Operating Funds

College or departmentally provided funds, release time or resources aligned with the academic, research or service mission of the college/department.

Figure 3

DATE: March 3, 2024

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

UPC Faculty Colleagues:

The following six courses were submitted by faculty to receive the 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 the institution's criteria as a High Impact Practice for Work-Based Learning" (Appendix B).

II. USG Contact Hours Codes (ZUR 1-4): 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 Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections?	USG Primary Code	USG Contact Hour Code	USG Institutional Code
PHED 3710	Assessing Performance in Health and Physical Education	Kelsey McEntyre	All future sections	ZURP	ZWL1	WBL2
POLS 6286	Public Administration Internship	Sooho Lee	All future sections	ZURP	ZWL4	WBL2
COMM 4421N	Newspaper Practicum--The West Georgian	John Ike Sewell	All future sections	ZURP	ZWL1	WBL3
POLS 4186	Internship in Government	Heather Mbaye	All future sections	ZURP	ZWL1	WBL2
PHIL 4386	Internship	Robert Lane	All future sections	ZURP	ZWL2	WBL2
MGNT 4686	Business Internship (Management)	A. Rebekah Teal	All future sections	ZURP	ZWL1	WBL2

Figure 4

Approved Amendment of the UWG Faculty Handbook to Permit Senior Lecturers to Serve on the Promotion Committee for Lecturers Applying for Promotion to Senior Lecturer

103.0201 Faculty Promotion and Tenure Evaluation

    A.   Departmental Evaluation (for units with academic departments)

          1.   Faculty Committee

In the case of tenure-track or tenured faculty, a faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. In the case of faculty at the rank of Lecturer seeking promotion to Senior Lecturer, a faculty promotion evaluation committee consisting of tenured faculty and/or Senior Lecturers (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty members or Senior Lecturers (in the case of an application by a Lecturer for promotion to Senior Lecturer) in a program or department, the appropriate dean, in consultation with the department chair and the faculty members in the program or department, shall appoint a sufficient number of tenured faculty members or Senior Lecturers (in the case of an application by a Lecturer for promotion to Senior Lecturer) from similar disciplines outside that program or department to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which they are being considered by the committee. The program or department*al* committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

       If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Figure 5

The process for updating the Faculty Senate Handbook is as follows:

1. Changes to the Faculty Handbook can only be made during the Fall and Spring semesters when Faculty Senate meets regularly.
2. The University Community (i.e., Faculty Senate members, faculty and staff or students) proposes a content change to the Faculty Senate Handbook via _____[email address].
3. The Faculty Senate Executive Committee reviews the proposals and decides which sub-committee should receive the proposed handbook change for evaluation.
4. The sub-committee votes on the proposed change; if the proposal is denied or altered, the sub-committee meeting minutes will indicate the reasoning.
5. If recommended, the proposal moves forward to the Faculty Senate for a vote - the faculty can approve, deny, or send the proposal back to its originating committee for revision.
6. If the proposed change to the faculty handbook affects only Academic Affairs, the proposed change goes into effect upon signature by the University President and is published in the Faculty Senate Handbook located in PolicyStat. The Faculty Senate Secretary shall email policy@westga.edu of all approved changes to the Faculty Handbook.
7. If the proposed change impacts more areas on campus, it will follow the Institutional Policy and Procedure Development (found here: https://uwg.policystat.com/policy/10155642/latest). The Faculty Senate Secretary shall email policy@westga.edu of all approved changes to the Faculty Handbook.
8. The decommissioning of faculty handbook items follows the same process.
9. Routine changes or other minor changes that do not substantively impact the faculty handbook can be made at any time without a vote by notifying policy@westga.edu.

Figure 6

Below is a list (linked) of academic policies/procedures currently posted in PolicyStat that are duplicated and/or in conflict with the Faculty Handbook and/or Catalogs. The Policy Team requests these be decommissioned as part of the FY Policy/Procedural Review and cleanup process.

- 2001 Appointment and Renewal
- 2005 Leave and Compensation for Faculty
    - associated procedure: Summer School Salaries
- 2006 Discipline and Grievance Procedures for Faculty
- 2007 Teaching Responsibilities and associated procedures
    - Academic Dishonesty
    - Class Roster
    - Classroom Procedures
    - Faculty Absences
    - Faculty Workload
    - Final Examinations
    - Grade Appeals
    - Office Hours
    - Record of Student Absences/Attendance
    - Reporting Grades
    - Textbook Ordering and Selection
    - Withdrawals
- 2009 Service Responsibilities and associated procedures
    - Advisement
    - Convocation and Commencement Services
    - Research
- 2011 Instructional Time

Figure 7

APPROVED MODIFIED VERSION: Faculty Senate Chair's Handbook Modification

 E. The Executive Secretary

 The Secretary of the General Faculty shall serve as the *ex officio* Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate website, and serve as a member of the Executive Committee of the Senate.

   1. Support: To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per semester or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release