

# Faculty Senate Meeting Minutes

## November 8, 2024

### Approved November 17, 2024

1. Call to Order

*The meeting was called to order by Chair McLean at 1:01pm.*

2. Roll Call

*Present:*

*Allen, Bergiel, Boyd, Brock, Buzon, Caramanica, Cheng, Colley, Council, Cuomo, Dahms, Dutt, Dyar, Ellison, Khan, Green, Griffin, Hadley, Hampton, Harte, Hildebrandt, Janzen, Jara-Pazmino, Kazeem, Lane (for Riker), Lee, Maggiano, Matthews, Mendes, Moon, Morales, Ofoe, Roberts, Ruffin, Seong, Shelnut, Sheppard, Shin, Sicignano, Swift, Talbot, Viswanath, Yang, Yarbrough*

*Absent:*

*Banford, Davis, Elias, Peralta, Perry, Wentz*

3. Minutes

A) The October 11, 2024 Faculty Senate Meeting Minutes were approved electronically on October 18, 2024.

4. Administrator Reports

A) President

- a) *Veteran's Day. A variety of events will take place on campus to celebrate Veteran's Day on Monday including an open house at the Ingram Library.*
- b) *Provost. We are all here to support the faculty and the institution. The President and Provost are open to having a faculty discussion regarding any matter of concern. The Provost wanted to talk to the senate and the President's respects that decision. The President's interest is in what we can do better as a team to move forward in a positive way.*
- c) *Retention and graduation rates. Continues to be main focus of the President's time at this institution. Numbers are still below 2018 numbers. Graduate enrollment online has doubled, undergraduate presence on campus has halved, which is concerning regarding stability and purpose of the institution, as this is*

*primarily an undergraduate university. Main donors today received their undergraduate degree here. Undergraduate enrollment online is about twenty-five percent or higher. Georgia is a net exporter in the university space: undergraduates on campus are needed for long-term stability. Housing has around 65% occupancy; dining and bookstore use as well as extra-curricular activities are a problem. Looking at numbers of students on campus throughout the week: many students are gone after Thursdays and are not here for the weekend or other events. Faculty need to be willing to teach in person. Online education is getting better every year, but is easily replicable. Generative AI is able to complement the online space, but what cannot be reproduced is in-person teaching and experiential education more broadly. Within and outside of class we are doing well: student groups, labs, grant-funded initiatives, but few students are utilizing on-campus experiences. About half the on-campus presence of where we were before COVID. Encourages faculty to consider what they can do in this regard. Goal to recruit students who actually want to be here and be on campus and then retain them and see them graduate. The President anticipates being here for a few more months given the search, but he is still within the university system and this will be top of mind for this institution. Will have future impacts on DI athletics, auxiliary services, fundraising, etc.*

*d) Questions:*

- Q: Regarding the search committee. The Rules committee: the Senate bylaws state that one of the functions of senate is interviewing candidates for university-wide positions and providing evaluations to the search committee. What constitutes university-wide and can we reinvigorate that practice?*
- A: Board of Regents policy is the ultimate policy; a policy was formed a year and a half ago and those are the guidelines that are utilized. The university should have ways for faculty input or staff council, etc. Regarding the senate handbook, there is a difference between senate and university administration.*

- *Provost: The President search committee charge meeting happens next week and after that it is appropriate for the senate to then determine how senate input may be part of the process, but we are guided by USG policy.*
  - *Chair McLean: We can clarify the process if needed.*
- *Q: Regarding on campus losses, are other USG institutions facing this problem?*
  - *A: Yes, but the UWG situation is more dire than our peers; mostly still a problem at small institutions, not large institutions like this one. There is a need to push the message to students that they need to be on campus and have this experience. Students living on campus should also take classes on campus.*
- *Q: Faculty appreciate the emphasis that graduate enrollment does not replace undergraduate enrollment. This could be an important course correction for some measures. Is there a committee to look at rules and regulations regarding university-wide implementations that could negatively impact enrollment? An example is removing program social media control. As a discipline expert, specific recruitment measures for programs could be valuable, but that is not allowed now: could there be a barriers committee to address this issue? There has also been a staffing issue if needs are not addressed in a timely way for recruiting events (e.g. faculty not being given adequate notice when a recruitment event will take place).*
  - *A: There should be more coordination between UCM and departments, but marketing for programs has become professional and technical. We have a firm that helps us with the marketing. We need high-level expertise in this area, not just about a department knowing potential ways to recruit students. Consistency is key, but if units know better ways to target potentially enrollees, we should take on that expertise.*

*Will talk to communications team to improve. Can also improve timeliness regarding that feedback. Units should not be competing against each other.*

- *Q: Updates on search for Dean for Nursing?*
  - *A: Getting close, but cannot say anything else at this point.*
  - *Provost: Information will be coming next week; thank you to the team and everyone who engaged in the process.*

**B) Provost**

- a) *Curriculum. Great work on UPC and GPC; excited to see program changes and updates. Appreciates the work these committees and relevant faculty do; consent agenda seems to be working well.*
- b) *Programming. Events such as Ghostly Gatherings were very thematic and timely. Looking ahead, there are numerous additional events for campus engagement including the ongoing Wolf Den pitch in Business; Stone Center for Entrepreneurship and Family Business is an important connection for all students. The Provost encourages faculty to come out to events. Ethics week finishes this week. Ethics is also not relegated to that event: there are trainings and other events that are important campus-wide. Faculty live the mission of ethical service every day.*
- c) *Grants. ORSP work is stepping up: MRI grant and strong successes attest to faculty successes. Faculty are encouraged to reach out to ORSP to have them help find matching grants for their expertise.*
- d) *Humanities and CMCS; renovations. Ribbon cutting for Humanities took place recently. Renovation plans for Bonner and the TLC for summer next year, but then back online for fall launch. Will share renderings. Pafford renovation, expected to come offline May of 2025: provides more time to be strategic for faculty move out, hope to have movement to a contiguous space: will happen over the spring semester. Facilities will help with moves. Pafford end date of renovation is July 2026. Echoing President's comments: we are improving campus continually.*

- e) *Undergraduate enrollment. Spring schedule is out and enrollment is going well. For fall enrollment, graduate enrollment is up 20%, undergraduate enrollment is up 6.7%, which tracks amongst peers. Lead indicators in general education math and science, etc. seeing growth in undergrad. National tension regarding modality, but there is a drive to move students back to campus. For some students, they simply do not want on-campus courses and want to be online; advising has done a good job of encouraging students to take face-to-face courses. For faculty, reach out to chairs and deans to flex offerings to meet student demands. Deans have been given charge to look at DFWI rates and look at courses that are problematic to determine situations that can be addressed: part of continuous improvement and looking to expertise of faculty. Also looking at courses that are being taken simultaneously or program maps to help alleviate difficult/toxic course combinations.*
- f) *Preview Day tomorrow. Good way to meet prospective students and help them consider coming to campus. UCM and others are looking for faculty expertise to help visitors best experience our programs.*

## 5. Committee Reports

### **Executive Committee (Dylan McLean, Chair)**

#### **Information Items:**

- 1) General Information Updates
- 2) Committee Chair General Updates

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

#### **Action Items:**

*Items below were taken as a block and were approved unanimously.*

#### A) College of Humanities, Arts, and Social Sciences

##### 1) School of Humanities

##### a) [FREN - 3131 - Applied Intercultural Competencies](#)

Request: Add

Offered in conjunction with study abroad programs, this course empowers students to engage critically with their study abroad experiences through the theoretical and contextual framework of intercultural competency. This course

expands the program's ability to help students articulate how their knowledge of global languages and cultures and participation in study abroad develop their intercultural competency skills. The course builds critical reading, thinking, and analytical skills by asking students to use their own study abroad experiences as intercultural and contextualized case studies to improve intercultural competency, communication, and awareness. Prerequisite is FREN 1001.

b) [GRMN - 3131 - Applied Intercultural Competencies](#)

Request: Add

See rationale above for FREN 3131. Prerequisite is GRMN 1001.

c) [SPAN - 3131 - Applied Intercultural Competencies](#)

Request: Add

See rationale above for FREN 3131. Prerequisite is SPAN 1001.

d) [SPAN - 3015 - Spanish for Professions](#)

Request: Add

Because of students' growing interests and their need to cross disciplines and connect fields of inquiry with professional practices, this course interweaves Spanish with career-connected materials by applying the language skills to five distinct professional fields: Spanish in the digital era; Spanish in business and banking; Spanish in medical and health professions; Spanish in journalism and mass communication; Spanish in the legal and judicial field; and to relevant geographical areas: Central America, Spain, South America, Mexico, the Caribbean and the USA, respectively.

e) [International Languages and Cultures, French Track, B.A.](#)

Request: Revise

The following changes are proposed:

1. Change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with the program name. Change in CIP from the current 16.99 Foreign Languages, Literatures, and Linguistics, Other to 16.01.

2. Field of Study no longer requires three 1000 or 2000 credits from HIST. The new requirements can include any 1001 or 2000 course from ANTH, ART, COMM, ECON, ENGL, GEOG, HIST, PHIL, POLS, PSYC, SOCI, THEA allowing more flexibility.

3. Required hours are reduced from 28 to 25. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. The change reduces bottlenecks related to scheduling and allows students to enter content-based courses earlier in their degree.

4. In addition to specific and elective language courses integral to a BA in FREN/ GRMN/SPAN, the 25 credit hours for the degree require FORL 3000 Global Lang. & Cult. Colloquium + 1 credit hour capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts.

f) [International Languages and Cultures, German Track, B.A.](#)

Request: Revise

Rationale is the same as for item e above.

g) [International Languages and Cultures, Spanish Track, B.A.](#)

Request: Revise

Rationale is the same as for item e above.

h) [International Languages and Cultures, Certification Track \(French or Spanish\), B.A.](#)

Request: Revise

Rationale is the same as for item e above.

i) [International Languages and Cultures, Minor in French, German, Spanish](#)

Request: Revise

The following changes are proposed (the credit hours remain unchanged at 18):

1. Change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with the program name.

2. Include FREN/GRMN/SPAN 1002 as a course that counts towards a FREN/GRMN/SPAN minor. The inclusion of this course recognizes the crucial role foundational language skills have in building linguistic and cultural competencies.
3. Rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. The change reduces bottlenecks related to scheduling and allows students to enter content-based courses earlier in their degree.
4. The course FORL 3000 Global Lang. & Cult. Colloquium is proposed as a new requirement for the FREN/GRMN/SPAN minor. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts.

j) [International Languages and Cultures, Applied French Track, BA](#)

Request: Revise

This revision to the program creates a new concentration available exclusively to students completing a second major or degree. This proposal aligns with the increase in integrated programs that prepare students for the globalized workforce, creates additional pathways for students to earn two degrees within 120 hours (by leveraging electives and courses that are accepted in the Field of Study), and strengthens the disciplinary affiliations between ILC and existing programs by anchoring the Global Languages and Cultures Colloquium (FORL 3000) as a bridge course in which students reflect on and build connections between their majors in ILC and their Second Major/Degree and by reconfiguring the Senior Capstone around a culminating research project that draws from both majors.

k) [International Languages and Cultures, Applied German Track, B.A.](#)

Request: Revise

Rationale is the same as for item j above.

l) [International Languages and Cultures, Applied Spanish Track, B.A.](#)

Request: Revise



Rationale is the same as for item j above.

2) School of Social Sciences

a) [SOCI - 4293 - Families, Foster Care, and Adoption](#)

Request: Add

Foster care and adoption are career fields that many UWG undergraduates are interested in pursuing. The related career fields of child and family social workers and social/community service managers are expected to grow rapidly over the next several years. Adding this course to the Sociology curriculum will align with both student interest and job market demands. This course has been previously offered as a special topics course (SOCI 4999) in Spring 2024.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [Computing, B.S.](#)

Request: Revise

This proposal adds PHIL 3320 Technology and Human Values as an alternative course to PHIL 4120 Professional Ethics (currently required for the program). This will give students more flexibility, especially considering that PHIL 3320 has no prerequisites while PHIL 4120 has prerequisites.

C) University College

1) Department of Civic Engagement and Public Service

a) [Certificate of Less than One Year in Victim Services](#)

Request: Add

This certificate was approved at the March 28, 2024, UPC meeting and the April Senate meeting during the last academic year, but a change was requested when reviewed by USG. It is being resubmitted to increase the credit hours from 15 to 18 as requested by the USG. The additional three hours are due to the addition of CRIM 1100 to the certificate because the original 15 hours all had that class as a prerequisite. The certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of

victimization service providers encounter and will also learn detailed information about the job of a victim advocate and techniques to assist victims facing a variety of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime.

2) Honors College

a) [HONR - 4103 - Honors Capstone Seminar II](#)

Request: Add

This course is being added to create a two-course capstone course sequence (HONR 4102, which already exists, followed by HONR 4103) during the Honors student's final 30 hours. The 4103 course (two credit hours) provides support for students working on an Honors College project, including implementing the plan developed in prerequisite course HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes.

**Information Item:**

A) [XIDS - 2001 - What do you really know about Japan?](#)

UPC approved a new XIDS 2001 course topic to support study abroad in Japan for the Center for Interdisciplinary Studies.

**Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)**

**Action Items:**

*Items below were taken as a block and were approved unanimously.*

A) College of Education

1) [Post-Baccalaureate Initial Non-Degree Certification Early Childhood Education](#)

Request: Delete Program Request

Rationale: Since we now have the Master of Arts in Teaching (MAT) Elementary program, which leads to initial teacher certification in Georgia in grades PK-5, the non-degree initial certification program in elementary education should be deleted. There are no active students currently enrolled in the program.

2) [Reading Instruction M.Ed.](#)

Request: Graduate Revise Program Request

Rationale: The Georgia Professional Standards Commission rules state that non-degree granting certification-only Tier I Educational Leadership programs may be taken only by those who already hold a master's degree. In compliance with this policy, we have removed all Tier I EDLE courses from our Program of Study, including Option 3 (Educational Leadership) in Area III (Area of Specialization).

- 3) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science](#)

Request: Graduate Revise Program Request

Rationale: The Educational Leadership Department revised their program and created new class numbers and our program needs to reflect that. We are also creating a new course SEED 8100 that will take the place of EDRS 6342, which will provide a greater focus on research literature and project preparation for students.

- 4) [SEED 8100 Reading and Research in Secondary Education](#)

Request: Graduate New Course Request

Rationale: Our students need an additional semester to read and review literature in order to have appropriate background knowledge to develop and carry out a practice-based investigative project or professional development. We have found that an extra semester of support will result in better outcomes for students.

- 5) [SPED - 7700 - Dyslexia: Advanced Methods and Instructional Strategies](#)

Request: Graduate New Course Request

Rationale: This course is being created to replace SPED 6500, which is a part of the Dyslexia Endorsement sequence. Currently, SPED 6500 is the only course in the Dyslexia Endorsement sequence that is a 6000-level course. This creates a barrier for Ed.S. students who may want to add the Dyslexia Endorsement as an elective because the current 6000 level course cannot be applied to their program of study. To remove this barrier, the Special Education Department is creating this course as a 7000 level.

- 6) [Sport Management, M.,S. Concentrations in Intercollegiate Athletics Administration, Sports Analytics](#)

Request: Graduate Revise Program Request

Rationale: Rationale: Eliminate recommendation letters from the application process. We aim to streamline the application process to make it more efficient for both applicants and the admissions team. The majority of our prospective students consistently meet all the requirements, and we have found that additional layers of support are not required for making informed admissions decisions. By simplifying the process, we can reduce unnecessary steps while maintaining the integrity and thoroughness of our evaluations, allowing us to focus on assessing the most critical aspects of each application.

B) College of Humanities, Arts, and Social Sciences

1) [Master of Music with Concentrations in Music Education and Music Performance](#)

Request: Graduate Revise Program Request

Rationale: Most doctoral programs in music do not require the completion of a master's thesis for admission; many doctoral programs in music education allow students to submit other writing samples in lieu of a master's thesis for admission. Although one may argue that any removal of a thesis option is a "significant departure" for a program, historically fewer than 5% of UWG MM completers have chosen the thesis option and multiple UWG MM holders have completed doctoral work without a UWG thesis. The music program believes removing the thesis option will help it better align its musical expertise and resources to student music learning overall; for these reasons, the music program requests the deletion of the thesis option from its MM program.

2) [Sociology M.A.](#)

Request: Delete Program

Rationale: The provost deactivated this program in March 2024 (please see attached letter) and admissions were stopped at that time. All students in the program have been informed of this change and the teach out plan (please see attached) is being enacted.

6. Old Business

A) None

7. New Business

A) Discussion with the Provost on Leadership in Academic Affairs

- a) *Chair McLean: The remaining time for the meeting was devoted to allowing time for the Provost to speak. Today was not about the letter that has been circulating.*
- b) *Provost: The Provost appreciated the opportunity to talk and understand faculty concerns. He recalled a past professional development course that addressed the negative impact of apathy; he appreciated that this discussion can take place and that UWG faculty are not apathetic. Encourages faculty to reach out to him directly or reach out to the President if there are concerns as well. The Provost is deeply passionate about the mission of UWG, has been in the area for two decades and in higher education for many years.*
- c) *Address policy and practice issues regarding leave. [BOR policies can be found here regarding](#) faculty. The Provost took time to address the perception that there is not flexibility for faculty regarding leave. The Provost understands this and recognizes unique needs of faculty, but leave needs to be carried out in a way that does not feed into public criticism that faculty are not present. Focus on modified workloads to allow people to do important work. Talk with chairs, deans, and Provost to find ways to accommodate leave requests based on circumstances. Reach out with questions.*
- d) *Hiring. Works with campus organization such as OHR to ensure that searches follow regulations and that any questions can be worked through with OHR and Legal. Excellence of faculty and new administration is second to none and worthy of UWG and its value.*
- e) *New initiatives. It is reasonable that across the institution not all initiatives are successful: is a part of learning and should continue. Growing international enrollment and other ways of recruiting had been successful elsewhere, but was not here. Investment was not large and we are not moving on with this endeavor. VR and tech, hope to move forward; pivot as needed. The Provost encouraged faculty to reach out and physically check out these spaces and items to consider their potential in course use. Modality can be a complex issue to manage. Douglasville and Newnan: still determining market demand in the ever-changing post-COVID environment to determine what students want. Admissions and*

*Academic Affairs have tried to enhance the pipeline, particularly with dual-enrollment. Go West Early has grown enrollment in degree programs and expanded student access to college. It does put strain on timing and when and where we are offering classes, but helps to improve on-campus opportunity and hopefully get students to come to UWG; has been successful. Talk with chairs and deans along with Provost if there questions or concerns.*

- f) Diversity of class offerings. Looking at schedules to determine how to work within senate and student feedback, hoping to launch changes in fall of 2025. Questions about auxiliary and facility use still remain.*
- g) Faculty Executive Assistant. Role exists at other institutions to enhance and augment faculty voice. Intent was to enhance continuity and increase faculty input following the successes in the previous senate term.*
- h) Met with faculty senate budget committee last month. Happy to attend and join any faculty senate committee: Chair McLean has encouraged faculty to reach out to administration and the Provost welcomes this initiative.*
- i) Vitality of academic programs. The USG has established metrics that must be met for academic programs. Some programs are trending up or down; The Provost is continually championing UWG to have time to revise numbers. Welcomes discussions to help programs remain vital and to grow, including meeting needs or advertising. This charge is primarily to deans, but the Provost is happy to meet with faculty as well. Neverending work of continuous improvement; cuts and changes have not been easy, but he is happy to meet with anyone who has concern or to clarify misunderstandings: offered broadly and to anyone, shares cellphone liberally.*
- j) Chair McLean shared context for this discussion and provided the general results of the survey sent to faculty last week.*
  - There used to be a campuswide survey called Engage West that provided the opportunity to do an annual critique and provide feedback for every aspect of administration. It also sought to track collective engagement across many levels such as the overall institutional climate, benefits, workload, etc. and then the results were shared back by deans and units.*

*This model encouraged constructive criticism across campus and helped us engage with one another.*

- *The following discussion relates to overall feedback summarized from the faculty survey, not responding to an anonymous letter. At least 63 people responded (about 15% of the full faculty) and many conveyed thoughts from many people, not just a single response. When compiled, feedback amounted to fifty-three single-spaced pages of comments that are well-intentioned and insightful.*
  - *Q1: Praise for support staff. Received feedback that Chair McLean should have provided more precise language in the wording of questions: he meant feedback specifically for the Provost.*
  - *Majority criticism is for the Provost and not the staff. There is a sense that the Provost is not trusted and does not meaningfully engage with shared governance, there is a lack of transparency, faculty morale issues have not been acknowledged, there are questions regarding personnel issues such as hiring and appointment, and a fear of retaliation is ingrained.*

*k) Questions:*

- *Q: Chair McLean: Regarding lack of trust by faculty. What can he do to help instill an increase in trust?*
  - *A: The Provost is open to speaking with anyone. Does not believe in retaliation and this is encoded in USG policies regarding ethics. If faculty have a question in regards to decisions, he will work to the best of his ability (with the exception of confidential situations) and will answer any question and dive deep into any concern that anyone has.*
- *Q: Chair McLean: There appears to be a pervasive fear to even respond to the recent survey or show up and voice concerns in person. This is largely*

*due to fear of retaliation. What can he do to ameliorate this culture of fear?*

- *A: There are anonymous and confidential ways that people can express their concerns including the USG hotline and ombuds. The Provost is genuinely interested in hearing from people and is concerned with policy and process. The state has an anti-retaliatory process. Even if we disagree, raise the concern, and if there were any inappropriate reprisal, he would never do that himself and if anyone does that we will follow state and university policy.*
- *Q: From faculty. Appreciates sentiment of contact, but trust is earned and words matter: if faculty express an opinion of lack of trust or fear, that may be an issue. A mechanism should be put in place so that people can be comfortable facing the Provost. What is the transparency for hiring or other initiatives? Faculty need a way they can speak openly, like with Engage West. The university also previously also provided translators so that everyone could complete the Engage West survey: hopes that the university come back to something similar to that idea.*
  - *A: The Provost said that he will work more directly to earn that trust, and is open to these comments. He is always willing to speak to the Faculty Senate and the second hour, or speak in a department. If speaking to a group is better than one on one, he is happy to do that as well.*
- *Q: From faculty. It seems like that there is more hierarchy at this university over the past few years. The Provost was invited last year to speak to DCEPS and that helped faculty to understand his perspectives. Feedback was provided for the Provost to reach out instead of waiting for invitation.*
  - *A: Will take this suggestion and will also read survey responses carefully.*



- *Q: From Faculty. When Engage West was discontinued the line of communication was gone, the comment was made to reinstitute Engage West.*
  - *A: Will take this point and will discuss this with the President.*
- *Q: From Faculty. College of Education faculty have expressed concerns regarding low faculty morale and it seems to boil down to the perceived lack of transparency regarding hiring and faculty lines. Student enrollment has increased, but faculty numbers are lower than they have been: can he explain trend and address faculty shortages?*
  - *A: Statistics are overwhelming and he agrees with the concerns of the faculty. Growth in the College of Education has been tremendous: he is committed to filling those lines and other programs that are growing. The budget process and advocacy from academic affairs has been significant. If we look at part-time teaching by section, it has been fairly even across the institution except in COE. Partnering with districts has a part in the increase in part-time, but the halo effect has outpaced; resources need to go into that college. If departmental or college discussion needs to take place, let's make that happen. Reality is that because of that growth, if we do not invest, there will be negative consequences.*
- *Q: From Faculty. Some faculty have had positive results emailing and getting answers from the Provost for the Geology program, but can only speak to that scale. The current management structure appears unsustainable. This may be due to lack of lines of command that are not subject area experts, which makes it difficult for recruitment advocates and difficult to find people to serve because of workload burdens; the link to dean is more diluted. Communication from faculty to provost is not as strong as it could be, which is not the Provost, but the system.*
  - *A: The Provost appreciates the concern, and agrees that proactively meeting with departments could help. At his*

*previous university, having the Provost present in such meetings was not common, but it sounds like this more direct communication is desired. The Provost will also be at meetings of the Provost's Council including the meeting a week from Monday.*

- *Q: Chair McLean. Leadership with academic affairs generally should rely more on written communication to help foster two-way dialogue and less hierarchical conveyance of information. Is the Provost willing to embrace this possibility?*
  - *A: Yes, let's have that conversation. Email is a great means of communication and documentation, but he does not want to flood inboxes. He would like to discuss the most meaningful way to people to receive updates, and move forward with that approach. Monday messages are an attempt, maybe have summaries after Provost's Council or meetings with deans. Lack of communication is not to obfuscate, but instead to not overwhelm. If messages are being communicated, but not received, or are misunderstood, he is happy to look at that in detail.*
- *President Monga: Thanks to the Provost for speaking here, thank you for comments, will definitely have a further discussion to hear from faculty: some things can be perceptions, sometimes can be misperceptions on transparency and trust: will move to be better on that moving forward. President has had faculty position, has been in a faculty senate, then been in upper administration and was a provost: these are incredibly hard jobs, sometimes seemingly impossible because of pressures from different directions. USG constantly asking for updates, pressure from board members, chancellor, president, not all of that can be shared; some items are confidential while you respect the process. It is very hard to talk about everything going on in the background. Regarding resources, we have challenges and opportunities as well, trying to move up not just in DI,*

*there will always be a push and pull. Compared to any peer institution, this is not an overstaffed institution. Operations at universities have become more complex as state budget funding has diminished; this leads to hiring people in advancement and then advancement teams, federal regulations, etc. Not to say that we cannot find the right balance, but as the perspective of an outsider, these are very complex jobs with big challenges. Challenges include big technology firms as well as competitive universities. Worried about higher education: that everything that can be digitized will be taken away from higher education and swept into private markets. The on campus experience cannot be replicated by Google. He encourages faculty to talk to colleagues about these things, it is an existential issue for us and it will be very hard to survive this environment. As you give us feedback on what is not working well, say what can be done on the issues being raised here.*

- *Q: From Faculty. Thank you for being here and we understand how complex the jobs are, but there seems to be a disconnect that we have to create these experiences, but we do not feel valued, seen or heard.*
  - *A: Appreciates comment that administrative positions are complex, but additionally, the work of faculty and challenges that students are facing are different than what they have been. Agrees with faculty comment; the asks such as how do we showcase, invest, recruit, and support students are absolutely true in terms of workload. Work-life balance is important, even something simple such as don't email over the weekend, do not expect responses after normal business hours etc., If people are feeling that pressure then we need to find ways forward, not questioning it, but instead figure out how can we make sure people are feeling invested in and supported.*
- *Q: Dr. Reber: As a psychologist, if I were to diagnose faculty, it would be with complex PTSD, especially following the non-renewals that happened in 2019. Retaliation, transparency, and trust are wounds, and it is hard to*

*undo. Modality changes, COVID, reorganizations, in each we had no real control. Faculty want to be included and feel like they need to be included in things that concern us. Being disempowered on multiple occasions when our expertise could have made a difference and then seen retaliation, the faculty come not just as any other faculty, but with the wounds of the past: must be sensitive and work with it. Policy is true, but wounds make it difficult to make that policy seem real. Context is based on history and needs to be considered as we move forward.*

- *A: Appreciates this concern, however regarding retaliation, that policy is an absolute. Without that, how can people be reassured that there will not be? Earning trust and leaning in is not lost on the Provost and he deeply believes in ethics. He believes in process and doing the right thing every time.*
- *Q: From Faculty. Recognition of the importance of faculty expertise is needed: there is the feeling that this is not heard or considered as a foundation for decision making including regarding the administration and student experiences. Students realize that their learning conditions rely on faculty conditions. How does the Provost you plan to include consulting faculty in a structural way (such as during reorganizations). Talking to deans does not take the place of talking to all faculty.*
  - *A: The Provost is considering the question of how can we do things differently and change moving forward. There has been a lot of change in the past five years. Will work with dean and provost council regarding these comments.*
- *Q: From Faculty. Inviting faculty expertise and going beyond just listening will show that the upper administration are trusting what they have to say. It would be interesting to know where we (faculty as a whole) are questioning the trust since it is difficult to put back together once it is broken. Faculty suggests implement faculty recommendations from the survey.*

- A: Chair McLean. All of those issues came up in survey responses. He respects Dr. Preston's time and our time and will allow one or two additional questions.*
- Q: Dr. Khan. He has been at UWG for three decades. As an example, thirty years ago the budget was presented to the chemistry department and the chair said this is what we have, let's divvy up how it will be spent; this model was transparent and appreciated. Restructuring causes losses at departmental levels, now we have mega chairs that write at least sixty faculty evaluations per year. At the grassroots level, each restructuring has come at a corresponding loss. The entire chemistry budget is less than a grant that was recently granted. Faculty request to know how discretionary money at the Provost's level is being spent. When faculty left last year, that put \$200,000 on the table, how was that then spent? Not questioning prerogative of the Provost, but trust that input needs to be received before spending.*

  - A: Congratulations on the grant and the good work that faculty are doing. Reorganization happened before his arrival, but there was a significant budget cut that had to be met. Regarding transparency in the budget, the charter of the faculty senate budget committee is to provide this information. Allocation and distribution follow growth and decline. Budgets have shifted with demand and positions are added or swept, as funds are available, programs should be sustained, redirection will happen in areas that are growing. Operating costs have been reduced significantly because we are trying to sustain people: reductions in force are the last thing that we want to do. Happy to look into how budget information is being shared with faculty. Specific backfilling should not be allocated to other faculty in the department, but instead looking at that program as a whole. Open to revisiting this issue.*

- Q: Dr. Dyar. Considering Dr. Reber's comment regarding dwelling in post-traumatic stress. From a nursing perspective, when you think of what has been mentioned today and all the recent changes, stress scores are high. Even beneficial changes are still change. Faculty are exhausted by the numerous changes in the last five years, starting before COVID. There has been a persistent lack of transparency even in earlier presidential searches and changes that preceded the Provost. Faculty do the work of the university: after reading the letter and listening to faculty concerns, there is no acknowledgement of these traumas and changes. We are a shared governance university and fifty-three pages of feedback shows we are not apathetic, but it feels like instead of decisions made with us, it is being done to us. Nursing didn't even know two people who interviewed were the finalists for the position of Dean. Decisions made that impact faculty personally are not met with a response. If we are doing the complex work of the institution and teaching the students, we need the support to do that work. Other institutions compensate faculty for overloads. If we have enough overloads to equal a faculty member, why can't we have another faculty member? We need to be seen and heard, and that means involving us in the decisions that impact us.*

  - A: We are not an apathetic faculty. The Provost prides himself on replying to email and will have a conversation directly regarding this concern. With respect to overload, the handbook if 4:4, if you are going beyond that it, it is not the institution's policy to overload people without compensation. Appreciates input and is glad the issues are being raised. He appreciates the time, energy, and passion of the faculty.*

## 8. Announcements

- A) *Chair McLean regarding the presidential search. Chair McLean noted that he feels the weight of the responsibility of being the only faculty member on the search committee and he is committed to taking it very seriously. There will be a meeting on Monday for the committee charge from the Chancellor. Chair McLean reached out to the Chancellor*

*when the previous president left and said specifically that faculty need to be involved, recommended faculty and staff to be on the committee and that is unfortunately not the case (staff). Policy has changed regarding faculty input on searches. Albany and Savannah state searches are mirror images of ours. Committed to being a faculty advocate and wants to hear from faculty as much as possible; will convey everything he knows.*

9. Adjourn

A) *Adjourned at 3:00pm by Chair McLean.*

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