

Faculty Senate Meeting Minutes

April 10, 2026 Approved

April 24, 2026

1. Call to Order

The meeting was called to order by Chair McLean at 1:05pm.

2. Roll Call

Present:

Allen, Belim, Boyd, Bryan, Buzon, Chen, Colley, Council, Dyar, Ellison, Elman, Fleming, Green, Griffin, Hadley, Harte, Hopper, Ivory, Janzen, Kazeem, Khan, Koczkas, Maggiano, Moon, Ofoe, Peralta, Riker, Roberts, Ruffin, Schoon, Seong, Shelnut, Sicignano, Talbot, Webb, Wentz, Yang, Yeh, Zot

Absent:

Bergiel, Brock, Elias, Faucette, Hildebrandt, Kimbrel, Matthews, Mendes, Swift, Viswanath, Yarbrough

3. Minutes

A) The March 13, 2026 Faculty Senate Meeting Minutes were approved electronically on March 31, 2026.

4. Discussion with Leadership

A) President

a) *Congressman Jack provided storm drain funding for Love Valley: tax dollars are coming back to local infrastructure. Some of the first funding received, and he seems to be a champion for the university.*

b) *Legislative session ended last Thursday and approved budget items are waiting to be signed by the Governor. Received 5 million dollar small cap for TLC infrastructure. Dream scholarship was funded at 325 million dollars for all USG institutions. Application will be broad, including options such as being an athlete, just need to be a working student (employed). Governor's proposed \$2000 state employee one time payment was approved. Monthly employees will see this in next month's pay; biweekly on April 17. Appropriations from the state are based*

on previous two year lag enrollments. We projected 12 million unencumbered dollars for items. The legislature has recently stated that online instruction is less costly than face to face instruction. Current payment is paid 1.1, reduce to 1 (ten percent reduction) or 123 million dollar USG budget hit for all online instruction. We represent about 7.5 million of that amount. To take this cut we countered that it may have unintended consequences such as having to raise tuition. Passed the Senate and appropriation committee, which indicates that is the intended direction. Resulted in straight 32 million dollar cut to the USG budget (no online parameters were mentioned). Our possible cut may be around 2 million dollars: how this happens has not yet been decided. The USG may decide to absorb it or provide alternate scenarios. Board meeting next week and this will likely be a point of discussion. Online education is on the minds of legislators: will be a continued conversation. About half of instruction is online so we need to be flexible in how to manage potential budget cuts. All SCH gets paid the same; foreign national payments are also being evaluated. We only have about 212 international students, so that is less applicable to UWG. Right now, we are in roughly the same place as we were in January: worst case is a cut of around 2 million dollars and we may be able to absorb that if enrollment remains strong (we need about 3% growth each year). Regarding equity salary adjustments, this situation may impact future phases because the overall financial situation needs to remain sustainable. We make money through local tuition, state appropriations (based on formula funding), research, philanthropy, and auxiliaries. Universities cannot control state appropriations or tuition. The USG controls tuition. Legislature also said we can have a 3% reserve (which would be about 2 million dollars). For example, an international graduate student who gets a waiver means that UWG does not see any money from that student.

c) Questions:

- Q: What about the endowment?*
- A: Endowments can only be distributed per the donor's stipulations when making the gift. More philanthropic giving is important to provide more flexible funding options.*

- *Q: As we prepare for the fall semester are there programs that will need to switch teaching modalities?*
- *A: Need to not do a knee-jerk reaction. Need to see what other institutions do so that we do not lose enrollment if we cut online options and another university did not (students may just go to that school instead). When we talk about graduation rates and other factors, we have to consider the types of students that we attract. To fill past gaps, we took a diverse range of students who may not prove to be the most successful students. Distribution of traditional versus non-traditional student composition represents two different paths to success (and time to graduation may be different): cohort admittance considering time to degree may be an option. Are we unintentionally creating an environment where students negatively impact our overall graduation rate because they are taking semesters at part-time status? Caps to online enrollment and limiting the proportion of online versus face-to-face courses allowed in a degree may also be a discussion. The University of Georgia has a similar plan already. The legislature does not want us to be an online school. Faculty costs are irrespective of modality currently. Tides are changing and we should get ahead.*
- *Q: What about unintended consequences for faculty teaching online thus needing to teach more credit hours?*
- *A: Workload should already be set, so it would not change. Faculty salaries are by rank and type of instruction: need to consider return on investment possibly by increasing cap or choosing a less expensive faculty member to teach an online course. eCampus is also being scrutinized: if they are lower cost and not part of the university budget, maybe they should just teach the online courses. A certain number of online classes is necessary and expected: there is a cost to doing business. The campus seems quite empty after 5pm, reasons why should also be considered. Need to define "online:" does hy-flex fall into a different threshold? Hybrid? Who establishes definitions, the USG?*

- *Q: For programs that offer lower-level Core classes online, will they be going away? Online courses fill seats faster than in person sections.*
- *A: Discussion for the Provost's expertise. Need to consider the totality of online offerings and decisions for the number of classes. Will certainly consider faculty involvement in decisions. Students indicate that they want more face-to-face classes, so we should consider this in future decisions. If students go to eCore then we still make money, but we will lose credit hour generation.*
- *Q: Can you speak to recent vote regarding the proposal to not have activity fees for online courses?*
- *A: That was brought up. When face-to-face students pay fees for the recreation center, online students pay less in certain categories and more in others to balance out. Tuition and fees to help to offset other budgetary categories. International and out-of-state students are where we make money. Discussion over online versus any face-to-face courses.*
- *Q: So we do not make money on graduate international students? Will we have to decide how many online courses students can take in a program?*
- *A: Somewhat for the first point. Possibly for the second point: perhaps only allow a percentage online. 83% of students in the USG take some form of online instruction at some point before graduation. In some areas, online courses help to offset crowding or parking issues to reduce pressure on the campus infrastructure.*
- *Q: If tuition has not been raised in several years, is that something to look at?*
- *A: Yes, but that is up to the Board, who are appointed by the Governor. The last time tuition increased was before COVID. Georgia is still well-funded by the state legislature, but we are still funded below pre-recession levels.*

B) Provost

- a) *The Provost was unable to attend and sent his announcements via an all Academic Affairs email shared with Chair McLean (below).*

- b) *There are a lot of questions on the state budget and the local impact of the legislature's cut to USG's allocation. Examples: What will the impact be here? What are our plans for online vs in-person courses? Any changes stemming from this? Any impact on planned future phases of the salary market adjustments?*
- *Separate from the budget discussions about online v F2F, I continue to emphasize that we have two separate markets of students: 1) students who want to be on campus and engage in F2F course, and 2) students who have constraints that require them to build fully or mostly online schedules. We still have unmet need for F2F (type 1 above) and should be leaning into offering more F2F courses and encouraging the rich, on-campus experience. We are working to delineate more clearly these markets and have students declare F2F or online as their choice when applying to attend at UWG. From this, we can schedule and plan better to meet their needs. People have correctly pointed out that first-year students' fully-on-campus experience might evolve into a mix of F2F and online courses at the third/fourth year, and we can certainly be flexible as they crossfade into their post-graduate careers.*
- c) *What is the latest update on Pafford's completion timeline? Also, any changes on utilization plans when the project is done?*
- *The latest that I've heard from Facilities on Pafford is that we will be able to move in late fall and begin using the space for classes in Spring 2027.*
- d) *When does the federal provision go into effect about federal financial aid only covering classes that specifically count in a student's program of study? What should programs be looking at in their course maps, etc. to determine which courses will be affected? For example, how do electives count in this new funding approach?*
- *CPOS defines what qualifies for federal financial aid. Any course that is listed as required as part of a plan of study qualifies; anything that counts as a choice (ex., HIST2111 vs HIST2112 to fulfill a GenEd requirement) means either is qualified (but not both, except if one is a free elective). Anything that can fulfill a free elective is qualified (so if a POS*

allows for 9 SCH of free electives, then any course that slots into those spaces qualifies). Academic programs should look to ensure that their plans of study are clear and allow for flexibility to maximize students' ability to graduate in a timely manner and maximize federal financial aid eligibility.

- *Additional information from Leigh Ann Hussey: Yes, Dr. Preston is correct in his answer re: Course Program of Study. As long as the course is either listed explicitly in the program of study or fills an empty elective spot, the course can count for federal financial aid.*

e) *There still seems to be inconsistency around campus with budget sweeps. Colleges are setting deadlines much earlier than the provosts. Also, while the provost says there can be flexibility meeting spending needs that arise after the sweep, this doesn't seem to bear out in practice.*

- *Anything encumbered will not be swept (we have a "do not sweep" list with each college/school). Like we have done in the past, requests will be reviewed in the Office of the Provost on a weekly basis as needs occur in colleges/schools, and we will authorize critical need spends throughout the fiscal year until funds are swept at an institutional level (historically done on 6/1). Anything that I receive is reviewed for need and supported, if possible, but I would encourage people to review spending locally and review why purchases were not done earlier if there is a problem with the workflow. The Office of the Provost has provided "burn reports" to each unit in AA since January, so each dean knows what has been spent and what remains in their budgets, and they have been encouraged to spend strategically throughout the year and not wait until late in the fiscal year (and certainly not wait until after sweeps begin). I cannot speak about approaches colleges/schools take locally, so please have people reach out to their deans for further details. I'm including Lucretia on this reply, as she can correct/clarify.*
- *Additional information sent by Lucretia Gibbs: I agree with Dr. Preston on Item #4. We share the balances from October-February with each of the*

deans and other AA's areas. I am aware of some of the colleges setting deadlines in March (for the dean to review and expense) to meet our April deadline, but should not be earlier than this. We do have a significant number of items on the Do Not Sweep that were approved to remain in the colleges. If there are outliers or any concerns the AAFP & A team needs to address, please let me know.

f) Chair McLean shared the full membership of the committee composition for workload. FAC helped to lead the composition of the committee. Dr. Ofoe said that his committee members were aware of the possibility of this issue coming up this year. Members that attended a past meeting were asked to voluntarily represent their areas. It is not an exclusive group: meetings will be open to all faculty, and anyone can attend if desired. It is not a closed committee. Chair McLean noted that the main goal of the committee is to revise the Faculty Handbook and changes will need to follow the standard process to make any changes and receive general faculty vote. Faculty were encouraged to take part.

- Dr. Buzon noted that it does not appear that anyone who teaches labs is currently on the committee. Would someone interested in representing that area of teaching be able to join? Drs. Ofoe and Newton said yes, and this would go through Provost Preston.*

5. Committee Reports

Information Items (Dylan McLean, Chair):

1) General Information Updates

a) Yesterday there was a USG faculty council meeting with the Chancellor. He noted that our funding formula has not been updated since 1983. The Board has been advocating for change, and they were able to get the legislature to start looking at that formula. It is important to understand the “why” when asked to do tasks: will be looking at what it truly costs to run universities. Using this as an opportunity to revisit something that should have happened a long time ago.

- b) *Senate still needs Chair replacement: two nominees are required. There is one nominee who is qualified at present, but we need another to have an election. Can self-nominate or nominate a colleague.*

2) Committee Chair General Updates

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

Action Items:

Items taken as a block vote (with the exception of SPMG 4001) and were approved unanimously.

Dr. Hadley provided an update on page 4: new course for SPMG 4001, there have been subsequent discussions in the department, and the proposal has been withdrawn. Proposed to remove the item from the vote. Item was seconded and unanimously approved. Chair McLean noted that it will be sent back to the committee at a later date.

A) College of Humanities, Arts, and Social Sciences

1) School of Visual and Performing Arts

a) [Art 1017 Studio Impacts I](#)

Request: New Course

To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

b) [Art 1018 Studio Impacts II](#)

Request: New Course

To improve ARTs freshmen retention and progression, and to support UWG's back to campus initiatives, ART is introducing Studio Impacts I (ART 1017) and II (ART 1018). These two, zero credit hour classes will be taken as a sequence and listed as corequisites for ART 1007 and ART 1008. The courses are designed to develop student understanding of what it means to think, work, and grow as a

contemporary artist. Students will develop essential skills that prepare them for all disciplines in the visual arts, while exposing them to interdisciplinary connections between academics, research, and artistic practice and engagement.

c) Art, Art Education, B.F.A.

Request: Revise Program

As Art prepares for our upcoming national accreditation review and our corresponding self-study report and evaluators visit spring 2027, we have been tasked to review and update all concentrations within the BFA in Art and our corresponding course offerings against national standards as established by the NASAD (our national accreditation body) and to bring several items UpToDate, and/or to be more aligned with current disciplinary practices and vernacular. These actions will not only ensure alignment with national standards, but will also enhance the overall curriculum, enrich classroom experiences, and offer increased flexibility to support diverse student learning needs within each concentration within the BFA in Art degree at UWG. As a result, changes are being made to the curriculum (structure) and subsequent courses through the following applicable modifications to AIDA, Art Education, Ceramics, Graphic Design, Painting, Printmaking and Sculpture: - New course development - Updating current course titles - Addressing the course prerequisites (which have impacted RPG, created enrollment bottlenecks for student majors and/or created prior scheduling issues) - Updating and/or consolidating select SLOs to better address national standards and current disciplinary practices and language Additionally in fulfilling the USG initiative to have all undergraduate programs meeting the standard of 120 credit hours to graduation, ART is reducing its current required credit hours for all of its BFA in Art concentrations (AIDA, Art Education*, Ceramics, General Fine Arts, Graphic Design, Painting, Photography, Printmaking, and Sculpture) from 126 to 120 credit hours. We are accomplishing this by reducing the required art studio elective hours from a current total of 21 hours to 18 and by converting ART 4998 and ART 4999 from a current combined 3 credit hours to zero credit hours.

*Please note the teaching certification track in Art Education will be reduced to 123 hours due to the NASAD's accreditation standards for the BFA and the

teacher certification requirements currently stipulated by the College of Education.

d) Art, B.A.

Request: Delete Program

Due to USG and Academic Affairs stipulations regarding program low productivity, the Bachelor of Arts in Art. (B.A.-Art) will need to be deactivated. A teach out plan has been attached.

B) College of Education

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

a) PHED - 3750 - Curriculum Design and Planning in Health and Physical Education

Request: New Course

The department proposes removing PHED 3725 – Human Movement Studies from the undergraduate program map and replacing it with PHED 3750: Curriculum Design and Planning in Health and Physical Education. PHED 3725 currently combines content from motor development and biomechanics. Upon review of the program sequence, the faculty determined that much of the course content is already addressed in other required coursework, including: PHED 4603 Skills and Strategies sequence courses Methods courses Additional pedagogical coursework within the major As a result, there is significant content overlap and redundancy within the program. Removing PHED 3725 strengthens curricular coherence, reduces duplication, and allows for more intentional scaffolding of movement science concepts across existing courses. Rationale for Adding the New Curriculum Course Currently, undergraduate students in the Physical Education program do not receive a dedicated introductory experience in curriculum development. While elements of planning and lesson design are addressed within methods courses, students lack a structured foundation in: Curriculum theory and models Standards alignment (e.g., SHAPE America and state standards) Scope and sequence development Vertical alignment and grade-span progression Unit mapping and long-range planning Curriculum evaluation and revision The proposed curriculum course will fill this gap by providing

foundational knowledge and applied practice in curriculum design. This addition strengthens candidates' readiness for clinical practice, enhances program alignment with professional standards, and supports continuous improvement expectations tied to accreditation and state certification requirements. Distinction from Graduate-Level Curriculum Course While the new undergraduate course shares a thematic connection to the graduate-level course, Curriculum Development in Health and Physical Education, it is substantially different in scope, depth, and rigor. The graduate course emphasizes advanced analysis, leadership, policy interpretation, and systemic curriculum reform. In contrast, the proposed undergraduate course will focus on foundational concepts and applied practice appropriate for initial teacher preparation. Programmatic Impact This revision improves program quality by: Eliminating content redundancy Addressing a curricular gap in undergraduate preparation Strengthening alignment with professional standards Enhancing teacher candidate readiness for curriculum implementation Supporting program coherence and scaffolding.

b) [SPMG - 4001 - Digital Broadcast](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

c) [SPMG - 4011 - Mega-Event Management in Sport](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class. Additionally, by offering this class permanently, we will be adding to the focus on Facility and Event Management, which is an area of the sports industry.

d) [SPMG - 4002 - Creative Content for Sport](#)

Request: New Course

We have been offering this course for more than three semesters and have had good enrollment from the students. We would like to continue offering the class.

Additionally, by offering this class permanently, we will be adding to the focus on Sport Media and Production, which is an area of the Sport Industry.

C) School of Communication, Film, and Media

1) Mass Communications, B.S.

Revise Program Request

(1) RATIONALE for Audio Production & Studio Recording Concentration

(rationales for changes in FVP Concentration and change in Field of Study re:

COMM 1121 are presented below): The School of Communication, Film, & Media

proposes a new Audio Production & Studio Recording concentration within the

existing B.S. in Mass Communications, effective Fall 2026. The concentration

requires 27 credit hours within the current major and does not increase total degree

hours. It responds to strong student interest and to growing industry demand for

graduates skilled in recording, editing, mixing, mastering, and delivering professional

audio content across broadcast, streaming, podcasting, film, digital media, gaming,

and branded communication. Audio has become a foundational component of

contemporary storytelling, and employers increasingly expect proficiency with

Digital Audio Workstations (DAWs), studio workflows, and collaborative production

practices. The concentration aligns with SCFM's mission to provide experiential,

production-centered learning and supports UWG's strategic priorities for high-impact

practices, workforce preparation, and community engagement. It also connects

directly to Georgia's CTAE Arts, Audio-Video Technology & Communications

pathway by offering a university-level continuation for students who enter with

foundational audio production skills. The program introduces a previously taught

special topics course—COMM 3500: Digital Broadcasting & Streaming—along with

two new studio recording courses: COMM 3501: Fundamentals of Studio Recording

and COMM 4501: Advanced Studio Recording. Specifically, the studio recording

courses build competency in studio safety, signal flow, microphone techniques,

multitrack recording, editing and comping, mixing, mastering, and professional

deliverables. They integrate seamlessly with existing offerings in radio/audio

production, digital broadcasting, sound design, and practicum/internship experiences,

enabling students to produce portfolio-ready artifacts suited for careers in audio

engineering, podcasting, broadcasting, media production, and digital content creation. The concentration is resource-responsible, utilizing existing SCFM studios, software (Pro Tools, Adobe Audition, Logic Pro), and current faculty expertise. No new full-time faculty lines are required at this time, but as the program grows, an additional faculty member with expertise in studio recording will be proposed. Near-term costs will focus on software management and minor equipment upgrades, while long-term enhancements, such as developing a dedicated recording studio, can be scaled through grants, donor support, and project-based revenue. Benefits include stronger student portfolios, increased internship and job readiness, and expanded cross-course collaboration. The initiative also enhances UWG's competitive position relative to regional programs at institutions such as GSU and MTSU by providing a media-integrated audio curriculum with earlier hands-on access and lower cost barriers. Implementation will begin in Fall 2026 with existing courses followed by adding COMM 3500 and COMM 3501 in Spring 2027, and adding COMM 4501 in Fall 2027. Assessment measures will include portfolio artifacts, technical skill evaluations, professionalism indicators, and external feedback to support continuous improvement.:

(2) RATIONALE for changes to FVP Concentration COMM 4425 and COMM 4426 are being removed from the list of advanced course options. The only remaining advanced-level course, COMM 4452, will now be required for all students in their final semester. The structure and learning outcomes of 4425 and 4426 have not changed, but the barrier to entry for them has, so students can now complete these classes at the intermediate level to better prepare them for the Advanced class (COMM 4452). COMM 4425 is a regular offering, but we have learned that it is better suited as a preparatory class for a capstone experience and not a substitution. COMM 4426 has been shelved for several years due to similar concerns, and along with the capacity to run it as intended, we have found a more effective place for it within our curriculum. We are also adding COMM 4305 - Intermediate Short-Form Screenwriting to our FVP Concentration as an intermediate-level course. This course was approved in Spring 2025 but has not yet been added to the FVP Concentration as originally intended.

(3) RATIONALE for change to Field of Study regarding COMM 1121: Experiential Learning Lab The faculty of the B.S.

in Mass Communications program has developed COMM 1121 – Experiential Learning Lab to provide early and intentional engagement with the professional practices central to the School of Communication, Film, and Media (SCFM). This course is designed to introduce students, from the outset of their academic program, to the School’s diverse experiential learning environments. Students may enroll in COMM 1121 multiple times to accumulate the required three credit hours through one- or two-credit experiential modules. These modules include participation in the bluestone Public Relations Firm, Debate, the Digital Journalism Innovation Lab (including The West Georgian and WUTV), Film and Video Production activities (e.g., film races, equipment management), WOLF Radio, and WOLF Sports Network. Collectively, these experiences allow students to explore a range of professional pathways while developing foundational competencies in communication, media production, and collaborative practice. This course aligns directly with the University of West Georgia’s Quality Enhancement Plan (QEP), Career Readiness through Experiential Learning, by embedding structured, career-focused learning opportunities early in the curriculum. SCFM offers a broad array of courses that include high-impact practices and work-based learning experiences, positioning the School to advance the QEP’s objectives in measurable and meaningful ways. Through COMM 1121, students are introduced to professional environments at the beginning of their academic careers, enabling them to integrate career preparation deliberately into their long-term educational trajectories. Moreover, early engagement in experiential learning is strongly correlated with increased student retention and persistence. COMM 1121 facilitates the development of academic and social belonging by encouraging students to interact with peers who share similar interests, collaborate in applied settings, and begin cultivating a professional identity. As SCFM promotes the message “Your Career Starts Here,” the inclusion of COMM 1121 as a required course within the Field of Study provides students with an intentional, structured introduction to career development in their discipline. Finally, while COMM 1121 strengthens the program’s career-preparation framework, students maintain access to humanities and social sciences coursework through

guided electives and selected minors, ensuring a balanced and well-rounded academic experience.

2) [COMM - 3500 - Digital Broadcasting & Streaming](#)

New Course Request

Audio has become a foundational component of contemporary storytelling, and employers increasingly expect proficiency with Digital Audio Workstations (DAWs), studio workflows, and collaborative production practices. This required course will be a critical pillar for our new Audio Production & Studio Recording concentration. This course was previously taught in Spring 2025 as COMM 4485: Special Topics.

3) [COMM - 3501 - Fundamentals of Studio Recording](#)

New Course Request

The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

4) [COMM - 4501 - Advanced Studio Recording](#)

New Course Request

The studio recording courses build competency in studio safety, signal flow, microphone techniques, multitrack recording, editing and comping, mixing, mastering, and professional deliverables. They integrate seamlessly with existing offerings in radio/audio production, digital broadcasting, sound design, and practicum/internship experiences, enabling students to produce portfolio-ready artifacts suited for careers in audio engineering, podcasting, broadcasting, media production, and digital content creation.

D) Richards College of Business

1) Department of Management

a) [Artificial Intelligence \(AI\)](#)

Request: New Program

A minor in Artificial Intelligence (AI) is important for several reasons. First, AI skills are in high demand across nearly every industry and demand for employees with knowledge and experience in using AI will increase dramatically over the next ten years. Second, an AI minor will teach students not just how to use AI tools, but how they work, when they fail, and how to improve them. Third, a minor in AI will teach students the responsible and ethical use of technology. Given the widespread use of AI, it is hoped that this minor will be attractive to students across many different disciplines. The Management Department is creating an embedded concentration in AI in the BBA in Management Information Systems. Thus, this minor simply opens this option to others who may be interested.

b) CISM - 3500 - Foundations of AI Systems in Business

Request: New Course

Artificial intelligence has become a central driver of innovation, efficiency, and competitive advantage across nearly every area of business. Organizations increasingly rely on AI to inform decision-making, improve operations, personalize customer experiences, and manage risk. As a result, AI literacy is no longer a specialized skill limited to technical roles, but a core competency expected of today's business graduates regardless of their functional focus. CISM 3500: AI Foundations for Business is proposed to address this critical need by providing undergraduate students with an accessible, business-focused introduction to artificial intelligence. Unlike technically oriented AI courses, this course is designed specifically for students with no programming background and emphasizes conceptual understanding, practical application, and strategic evaluation of AI technologies. Students will learn to interpret AI capabilities, assess business value, and communicate effectively with technical and non-technical stakeholders. The course also fills an important gap in the current curriculum by offering a cross-functional perspective on AI that complements existing courses in marketing, finance, operations, and management. In addition to exploring how AI is applied across business domains, students will critically examine ethical, legal, and societal implications of AI adoption, preparing them to

support responsible and informed use of emerging technologies. Through hands-on tool exploration, case-based learning, and a team-based capstone project, the course directly supports the Richards College of Business Assurance of Learning goals, including critical thinking, digital technology competence, communication, teamwork, and leadership. Overall, this course represents a timely and impactful addition to the MIS curriculum, equipping graduates with essential AI literacy and strategic insight needed to succeed in an AI-enabled business environment.

c) [CISM - 3520 - Role of Machine Learning in AI and Business](#)

Request: New Course

Machine learning is the foundational capability that enables modern artificial intelligence systems and has become a critical driver of data-driven decision-making in today's organizations. Businesses across all functional areas—including marketing, finance, operations, human resources, and strategy—increasingly rely on machine learning models to identify patterns in data, generate predictions, manage risk, and optimize performance. As AI adoption continues to accelerate, employers seek graduates who not only understand AI conceptually but can also apply machine learning techniques to solve practical business problems and communicate analytical insights effectively. CISM 3520: Role of Machine Learning in AI and Business is proposed to meet this growing demand by providing undergraduate business students with an applied, hands-on introduction to machine learning from a managerial and analytical perspective. The course fills an important gap between introductory AI literacy and technically advanced analytics courses by focusing on model application, evaluation, interpretation, and business impact rather than programming or algorithm design. Students learn how to translate business questions into analytical tasks, assess model performance in terms of business cost and value, and interpret results to support managerial decision-making. The course also directly supports the Richards College of Business Assurance of Learning goals by emphasizing critical thinking, digital technology proficiency, teamwork, communication, and leadership. Through hands-on exercises using industry-relevant tools and a

team-based capstone project, students gain practical experience managing the full machine learning lifecycle in a business context. Overall, this course equips graduates with essential AI-related analytical skills and prepares them to contribute meaningfully to data-driven and AI-enabled organizations, making it a timely and high-value addition to the MIS curriculum.

d) [CISM - 3540 - Big Data & AI in Business](#)

Request: New Course

Artificial intelligence initiatives in modern organizations increasingly succeed or fail based on the quality, scale, and governance of the underlying data infrastructure. While many AI courses focus on models and algorithms, industry experience consistently shows that the greatest challenges in deploying AI at scale stem from data integration, architecture, feature management, and operationalization rather than from modeling techniques alone. As businesses move toward enterprise-wide AI adoption, there is a growing need for graduates who understand how Big Data platforms enable, constrain, and shape AI capabilities in real-world environments. CISM 3540: Big Data & AI in Business is proposed to address this critical gap by focusing on the data foundations that power artificial intelligence systems. Building on earlier coursework in AI and machine learning, this course prepares students to design and evaluate end-to-end data-AI pipelines that transform raw, large-scale data into production-ready AI solutions. Students learn how data architecture choices—such as data lakes, feature stores, and vector databases—directly affect scalability, performance, cost, and ethical outcomes of AI systems, ensuring that technical decisions remain aligned with business strategy. The course also strengthens the Richards College of Business Assurance of Learning goals by emphasizing applied problem solving, digital technology proficiency, teamwork, communication, and leadership. Through a project-based, cloud-centric approach, students gain experience navigating the full AI lifecycle, from data ingestion and governance to model deployment and value realization. As a capstone-level course within the AI concentration, CISM 3540 prepares graduates to lead data-driven AI initiatives,

bridge communication gaps between technical and business teams, and contribute meaningfully to enterprise-scale AI and analytics projects.

e) Management Information Systems, B.B.A.

Request: Revise Program

Artificial Intelligence (AI) skills are in high demand in today's work environment. Job trends in AI are exceptionally strong, characterized by high demand, rapidly growing salaries, and widespread adoption across sectors such as finance, healthcare, and manufacturing. The concentration in AI will be characterized by skills such as machine learning, generative AI, prompt engineering, and AI deployment.

2) Department of Marketing and Real Estate

a) MKTG - 4835 - Digital Marketing Analytics

Request: New Course

Digital applications have been growing rapidly in all aspects of Marketing and along with this the availability of digital marketing data. This course will focus on the concepts, tools, and techniques used to collect, analyze, and interpret digital marketing data.

Information Items:

A) High Impact Practices, Writing Intensive Course Designations: Approved by the committee.

B) High Impact Practices: Undergraduate Research Designations: Approved by the committee.

C) Comprehensive Program Reviews: Approved by the committee.

1) Bachelor of Arts with a Major in International Economic Affairs

2) Bachelor of Business Administration with a Major in Accounting

3) Bachelor of Business Administration with a Major in Economics

4) Bachelor of Business Administration with a Major in Finance

5) Bachelor of Business Administration with a Major in Management

6) Bachelor of Business Administration with a Major in Management Information Systems

7) Bachelor of Business Administration with a Major in Marketing

- 8) [Bachelor of Science with a Major in Economics, General](#)
- 9) [Bachelor of Interdisciplinary Studies](#)

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

Action Items:

Items were taken as a block vote and were approved unanimously.

A) College of Education

1) Department of Early Childhood through Secondary Education

a) [Elementary Education, M.Ed.](#)

Request: Revise

We are adding existing courses to the program curriculum to support CPoS regarding federal financial aid compliance. These course options were previously approved through Wolf Watch petitions. Building these course options into Wolf Watch will avoid petitions and notification to students that courses are not aid eligible.

2) Department of Educational Technology and Foundations

a) [Post-Baccalaureate Certificate in Online Teaching](#)

Request: Revise

This proposal reflects improvements that program faculty have enacted to keep pace with changes in the field of online teaching and learning over the past 5-6 years. In the proposed revision to this program, candidates will still be advised to take the course pre-requisite of MEDT 7464 or MEDT 7461 for an introduction to instructional design, as they will need to have met this by the time they enroll in MEDT 7489 (see below).

--The first OTC course will be MEDT 7472: Introduction to Online Learning, which offers an introduction to the principles, practices, and issues involved in online teaching and learning. Changes to this existing course have been proposed via Curriculog in 2026-2027 to make it less intensive in terms of online course design and broader in offering a survey of principles, practices, and issues.

--The second OTC course will be MEDT 7489: Asynchronous Online Course design (new course has been proposed via Curriculog in 2026-2027). In this course, candidates will engage in in-depth online design of high-quality

asynchronous online instruction using instructional design models, Universal Design for Learning, and best practices in online course design. For this reason, this course will have pre-requisites that ensure some instructional design experience (Pre-requisite: MEDT 7464 or MEDT 7461) and some basic knowledge of the field of online learning (Pre-requisite: MEDT 7472).

--The third and final OTC course will be MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning. Through this course, candidates will facilitate their designed instruction, and they will assess learning and evaluate impact for improving the design for future use. This course will require the pre-requisite of MEDT 7489, as candidates will need to have a strong background in online course design. MEDT 7491 is an existing course, and it has been slightly modified in Curriculog in 2026-2027 to remove an irrelevant statement from the course description.

3) Department of Leadership, Research, and School Improvement

a) [EDLE - 6391 - Strategic Communication, Collaboration, and Coaching in Educational Leadership](#)

Request: Add

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence and capacity building, candidates practice aligning stakeholders to vision, leading coaching conversations, and using data to guide reflective dialogue. Coaching is framed as a strategic, ethical approach that builds trust, collective efficacy, and sustainable improvement.

b) [EDLE - 6392 - Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture](#)

Request: Add

This course, embedded in the new M.Ed. in Educational Leadership Strategic Leadership track, prepares candidates to lead safe, healthy, and supportive school environments as a core organizational priority. Emphasizing safety and well-being

as foundational to learning and workforce stability, candidates align culture, data, and systems to mission and vision, design strategic action plans, and lead high-stakes conversations. Safety and well-being are framed as strategic levers for ethical leadership, capacity building, and sustainable improvement.

c) [EDLE - 6393 - Leading Impactful Change and Strategic Improvement](#)

Request: Add

This course, embedded in the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead sustainable change through systems thinking, data-informed decision-making, and program evaluation. Candidates analyze schools as interconnected systems, evaluate initiatives using multiple data sources, and develop strategic improvement recommendations. The course emphasizes ethical leadership, initiative alignment, and collective ownership for continuous improvement focused on student success.

d) [EDLE - 6394 - Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth](#)

Request: Add

This course, embedded in the Strategic Leadership track of the new M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness and long-term impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates develop reflective leadership growth plans aligned to organizational priorities. Leader well-being is positioned as a strategic responsibility that strengthens culture, ethical decision-making, and sustainable improvement across schools and districts.

e) [EDLE - 7600 - Foundations of Teacher Leadership and Distributed Leadership](#)

Request: Add

This course is developed to support teacher retention and leadership sustainability in Georgia by providing experienced educators with structured opportunities to lead without leaving the classroom. As Georgia schools face ongoing challenges related to retaining high-quality teachers, research shows that teachers are more likely to remain in the profession when they experience professional agency,

leadership voice, and meaningful collaboration. Grounded in distributed and shared leadership models, the course develops leadership identity, ethical responsibility, and collaborative influence while preparing candidates for roles such as instructional coach, department leader, and PLC facilitator. By examining teacher leadership frameworks and organizational leadership models, candidates build the capacity to contribute to shared decision-making and instructional improvement, strengthening school culture and effectiveness while creating viable leadership pathways that support long-term teacher engagement and retention.

f) [EDLE - 7700 - Instructional Coaching and Mentoring for Teacher Leaders](#)

Request: Add

This course is developed to strengthen teacher retention and instructional capacity in Georgia by preparing teacher leaders to serve as instructional coaches and mentors who support professional growth without requiring teachers to exit the classroom. As schools seek sustainable approaches to improving teaching and learning, instructional coaching has emerged as a high-impact strategy for building teacher confidence, efficacy, and long-term commitment to the profession. Grounded in adult learning theory, the course equips candidates with research-based coaching and mentoring models and practical skills in observation, feedback, reflective dialogue, and instructional support, with particular emphasis on culturally responsive and equitable practices. Through applied coaching cycles, candidates learn to build professional trust, support teachers across career stages, and contribute to continuous instructional improvement, key conditions for improving teacher satisfaction, effectiveness, and retention.

g) [EDLE - 7800 - Curriculum, Instruction, and Assessment Leadership](#)

Request: Add

This course is developed to support teacher retention and school improvement in Georgia by preparing teacher leaders to guide coherent alignment of curriculum, instruction, and assessment in ways that strengthen instructional clarity and reduce professional fragmentation. When teachers experience inconsistent expectations and misaligned curriculum systems, job-related stress and burnout increase, contributing to attrition. By developing expertise in standards-aligned

curriculum mapping, assessment literacy, and instructional alignment frameworks, candidates are equipped to lead collaborative curriculum review processes and instructional improvement cycles at the team or school level. The course prepares teacher leaders to support colleagues in translating standards into effective classroom practice, fostering instructional coherence, shared understanding, and collective efficacy, conditions that enhance teaching effectiveness, professional satisfaction, and long-term retention.

h) [EDLE - 7900 - Data-Informed Decision Making and School Improvement for Teacher Leaders](#)

Request: Add

This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

i) [EDLE - 8000 - Professional Learning Design and Facilitation](#)

Request: Add

This course is developed to support teacher retention and instructional improvement in Georgia by preparing teacher leaders to design and facilitate sustained, job-embedded professional learning that is responsive to teacher and student needs. When professional learning is disconnected from classroom practice, teachers are more likely to disengage and experience burnout. Grounded in adult learning theory, the course equips candidates with skills to lead teacher-driven professional development, design effective PLC structures, and facilitate collaborative learning experiences that promote collective responsibility and instructional growth. By learning to evaluate the impact of professional learning on instructional practice and student outcomes, candidates strengthen schoolwide cultures of continuous improvement, professional trust, and shared leadership,

which are key conditions for improving teacher satisfaction, effectiveness, and long-term retention.

j) [EDLE - 8100 - Teacher Leadership Capstone](#)

Request: Add

This culminating course is developed to strengthen teacher retention and leadership sustainability in Georgia by providing candidates with an authentic, school-based opportunity to apply teacher leadership knowledge in ways that create meaningful impact. By engaging in a Teacher Leadership Capstone Project grounded in practitioner inquiry or action research, candidates address real instructional or organizational needs within their school contexts, increasing relevance and professional ownership. Emphasizing collaboration and systems thinking, the course prepares teacher leaders to design, implement, and reflect on improvement initiatives that support students, educators, and school communities. This applied leadership experience reinforces professional efficacy, validates teacher expertise, and fosters long-term commitment to the profession by positioning teachers as change agents within their own schools.

k) [Teacher Leadership Certificate Program](#)

Request: Add

The Teacher Leadership Certificate Program prepares experienced educators to lead instructional improvement, professional learning, and school culture while remaining in the classroom. Aligned to GaPSC Rule 505-3-.72, the program responds to the growing need for formal and informal teacher leadership, supports continuous improvement and increases student outcomes, and promotes teacher retention through meaningful leadership pathways.

B) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) [History, M.A.](#)

Request: Revise

Our primary aim with these proposed History M.A. Program modifications is to streamline the graduate program so as to emphasize flexibility for students and to remove potential barriers to timely degree completion. We are also responding to

changes in the numbers of graduate courses we can offer following multiple tenure-track faculty departures. We are proposing three modifications: 1) reducing the number of tracks within the History M.A. from the current five to three: Thesis, Non-Thesis, Public History; 2) moving from rigidly defined fields to a more flexible elective approach. The number of electives would vary depending on track. At least one elective must be focused on a U.S. History topic, at least one elective must be focused on a non-U.S. History topic, and at least one elective must be focused on a Public History topic; 3) removing the digital portfolio as a capstone option for the Non-Thesis track, focusing that track on a comp exam plus research paper capstone. The digital portfolio will remain a capstone option in the Public History track.

C) Richards College of Business

1) Department of Economics

a) [Embedded Certificate in Applied Data Analytics](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Data Analytics while in the MBA program. Students learn how to analyze large data sets and apply modern statistical techniques to solve real-world business problems. The certificate requires nine total credit hours including one required course (ECON 5208 Intro to Business Programming) and two electives chosen from four available (ECON 5408, ECON 5475, MKTG 6868, and ECON 6430). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

2) Department of Management and Management Information Systems

a) [Embedded Certificate in Cyber Security](#)

Request: Add

This certificate offers graduate students the option to gain a specialty in Cybersecurity while in the MBA program. Students learn the advanced technical skills and strategic insight needed to safeguard computer systems, networks, and sensitive data against cyber threats that are growing in complexity and frequency.

The certificate requires nine total credit hours including one required course (CISM 5355 Cybersecurity Operations) and two electives chosen from four available (CISM 6410, CISM 6420, CISM 6440, and CISM 6460). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

3) Department of Marketing

a) [Embedded Certificate in Digital Marketing](#)

Request: Add

This certificate offers students the option to gain a specialty in Digital Marketing while in the MBA program. Students learn essential knowledge and practical skills in digital strategy, analytics, content creation, and campaign management. The certificate requires nine total credit hours including one required course (MKTG 6850 Analytical Methods in Marketing) and two electives chosen from three available (MKTG 5810, MKTG 5818, and MKTG 6815). Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

b) [Embedded Certificate in Sales and Consumer Research](#)

Request: Add

This certificate offers students the option to gain a specialty in Sales and Consumer Research while in the MBA (Master of Business Administration) program. Students develop strategic and technical expertise in sales management, consumer behavior, and engagement. The certificate requires nine total credit hours from MKTG 6850, MKTG 5864, MKTG 5805 OR MKTG 6815. Students can complete the program in two semesters through a blend of online and in-person classes, or they have the flexibility to spread out the coursework to fit their schedules.

Information Item:

A) GPC approved changes in admission standards for the following programs

1) College of Education

a) Teacher Education, M.A.T., Concentration in Elementary Education\

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

b) Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

We are changing admissions criteria to provide the program and graduate school better opportunities to scrutinize applicant materials that may cause concern. We are specifically adding in provisions to include previous graduate coursework as part of the admissions process. Those new admissions standards are as follows:

Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.

A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission

All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted

Pass the GACE Content Assessment in the appropriate field to match the concentration

Submit proof of GACE Ethics for Teachers-Test 351

Students must be able to complete the year-long internship within the State of Georgia.

Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

2) College of Humanities, Arts, and Social Sciences

a) Post-Baccalaureate Certificate in College English Teaching

The certificate is designed for those who want to teach English at the introductory college level, and a candidate's success in the program is partly determined by their preparation for discipline-specific graduate level work in the field. Thus, we are adding the requirement that students wishing to pursue this certificate hold a BA in English with a 3.0 in the major; students without a BA in English may be admitted if they can present comparable coursework (determined by the program's admission committee) with a 3.0 average across those courses. This minimum standard will ensure that incoming students have the background to succeed in graduate level literary analysis courses and the discipline-specific pedagogy courses required as part of the program

B) GPC approved 16 courses for the Writing-intensive course designations (High-Impact Practices HIPs attributes) (List is in appendix)

Committee IV: Faculty Affairs Committee (Levi Ofoe, Chair)

Action Item (Figure 1):

A) UWG Policy on Personnel Action, Post-Tenure Review Procedures, Voluntary Resignation, and Faculty Absence

1) The committee was asked to review this area last year. Updating policies in the handbook.

2) *Questions and Comments:*

i. Q: How can you hold someone to write a letter?

1. A: Exactly how to hold someone accountable is not under the purview of this recommendation.

- ii. *Q: What happens if they do not write a letter?*
 - 1. *A: There is also a provision for faculty absence that may cover that situation. Good faith.*
- iii. *Q: What about if someone gets a severe illness within the required time period?*
 - 1. *A: The absences provision would cover this instance. HR and other areas would also need to address relevant circumstances per institutional and USG policies.*
- iv. *Q: Where did the committee get the language? Did the USG already have a policy?*
 - 1. *A: Referred to USG HR legal policy and experts in those areas. Also consulted with other universities and sent the proposal to the Provost. Many areas looked at the policy before finalization.*
- v. *Q: Does it apply for situations where someone is incapacitated? Does it apply virtually and physically?*
 - 1. *A: That is correct and would fall into a different HR situation. Correct that it applies to both virtual and physical classes. The President mentioned that this refers to previous situations where faculty were located in other parts of the world and abandoned their responsibilities.*
- vi. *Q: If the language directed to the HR policy language, that would be better.*
 - 1. *A: This applies in situations with no communication. Dr. Buzon also clarified that there are further business days provided to reply to situations where it appears that the faculty member has abandoned their post.*
- vii. *Q: At least 60 calendar days in advance?*
 - 1. *A: Correct.*

2. *Friendly amendment to change “60 days in writing” to “60 calendar days in advance in writing” Seconded and unanimously approved.*
- viii. *Q: What if a program does not have a chair?*
 1. *A: Friendly amendment to change instances of the word “chair” to “direct supervisor.” Seconded and unanimously approved.*
- ix. *Vote on provisions vii.2 and viii.1, above: passed unanimously.*
- x. *Final vote on section fully amended policy: approved unanimously.*

Committee VII: Rules Committee (Marian Buzon, Chair)

Action Item (Figure 2):

A) Senate Chair Election Policy

- 1) Discussion and vote on proposed Faculty Senate Chair and Chair-Elect procedures.
 - i. *Follow up regarding what was discussed and presented at the last meeting. Does not have to be voted on by the senate, but its was decided by the committee to ask for this vote to provide more opportunities for feedback. To pass, it will also need to be voted on by the General Faculty.*
 - ii. *Questions and Comments:*
 1. *Q: Why was tenure removed?*
 - a. *A: To expand eligibility for someone who is not tenured, which would be up to the discretion of the individual such as lecturers. Dr. Maggiano mentioned similar discussions in other areas and in some cases language, what was the discussion? Dr. Buzon noted that the committee came to the conclusion that if someone wants to nominate or self-nominate, that is their decision.*
 - b. *Friendly amendment to correct grammar: change “confidende” to “confidence” and remove the “s” on single candidates. Seconded and unanimously approved in section 2 of the document.*
 - iii. *The proposal was voted on in the sections indicated in the document.*
 1. *Vote on section 1: 3 opposed, no abstentions, item passed.*

2. *Vote on section 2 with friendly amendments: passed unanimously.*
3. *Vote on section 3: passed unanimously.*
4. *Vote on section C: passed unanimously.*

Old Business

- a. None

7. New Business

A) *COE senator at large Dr. Griffin proposed a May meeting due to the need to consider a curricular item in Ed.S. There was a change in the accreditation body, and it could not be addressed in time to meet previous curricular deadlines. Chair McLean noted that past May meetings have been curricular only and this will be the case in this situation as well. An in-person meeting at quorum is required. Dr. Newton said that it still has time to be approved and implemented. Dr. Boyd also said that he received items past the deadline. Will that need to be considered? Chair McLean said the committee would need to decide.*

1) *A May senate meeting was proposed and seconded. A May meeting will be held per the vote of 1 opposed, 1 abstention, and 37 approvals.*

B) Focused Discussion: Faculty Perspectives on Trust and Communication

1) *Chair McLean shared information regarding the survey (**Figure 3**). The survey was conducted due to the Executive Committee feeling that there was a concern regarding communication on campus. Results are shared to inform a more comprehensive survey that could be designed by upper administration in the fall. Our strategic planning cycle will only be successful if faculty have trust in leadership and submit feedback. Many feel that the participatory culture at the university has been lost and we need to engage in robust dialogue in the work that we do: recognizing a problem is the first step to moving past this issue.*

2) *Results were sent to senators by Chair McLean in advance. The themes mentioned on the first page were highlighted. The survey indicates we are at an inflection point to communicate with the new leadership on campus. In terms of what is not going well, the survey indicated problems at the middle administration level, particularly in regards to communication. There appears to be a pervasive fear of*

speaking up on campus. There seems to be a breakdown of communication as it makes its way down the administrative hierarchy.

3) *People often do not speak up as noted in the graph, which could be part of fear or perceived lack of efficacy. The majority of respondents said that they were uncomfortable speaking up at the local level as well. Responses were split in terms of those who experienced retaliation. Faculty were asked to provide relatively recent experiences, examples shared were largely from Dr. Kelly's tenure as president. The survey documents fear of retaliation more than evidence of retaliation. We cannot let the past poison the present: we have the opportunity to turn the page. There are problems and challenges identified in the survey that faculty cannot do anything about, but is important for us to understand that we have a role in making the university better. President Johnson previously noted that if someone in your administrative hierarchy stifles your ability to do your job, he needs to be informed. In Chair McLean's perspective, President Johnson always listens and when necessary, takes steps to correct. Faculty are encouraged to reflect on when habits from the past play out in the present, let the President know.*

4) *Discussion:*

i. *Comment: Faculty were encouraged to fill out the survey, but many said they were uncomfortable because they were not sure if it was truly anonymous.*

1. *A: Identities could not be seen, but some people did include possibly identifiable information in their comments.*

ii. *Comment: appreciated the way that President Johnson has addressed the faculty. Worry that if faculty go directly to the President does that step over the chain of command; how would that be perceived?*

iii. *Comment: Fear connected to higher risk and low reward, but if individuals feel that their comments are acknowledged then faculty will be more likely to reach out in the future.*

1. *A: From a political standpoint, if your voice is not part of the conversation, change cannot happen. In recent history, there are many*

examples where our most senior administration is listening and changing course. It will only happen if something is said.

- iv. *Comment: From meetings at the Provost Council and other upper administration meetings, never had a fear about losing position as chair. While pressure may be felt at times, never felt that job would be lost.*
- v. *Chair McLean emphasized that we have a role in moving things to a better place, but it is not just us. Only 19% of respondents feel that communication accurately moves from level to level. Issues are also from written versus spoken directives. Requests for input may feel performative.*
- vi. *Q: We had a large number of surveys done when Dr. Marrero was president, where is this information stored? Could we compare the results to that data?*
 - I. *A: Chair McLean has not been able to find this information anywhere and does not know if they are publicly available. Not aware of where these may be located (if at all) institutionally.*
- vii. *Q: Was Engage West the last time faculty were surveyed about material like this?*
 - I. *A: Yes. In the fall of 2024, there was a survey that was specifically focused on the Provost; only remotely comparable instance. There is a need to make sure the upcoming fall survey asks the right questions.*
- viii. *President Johnson commented that he appreciated the value of the survey. He hopes that in the last nine months that he has been at UWG that he has shown that he is open and welcomes conversations; he believes in being honest even in difficult discussion or if not everyone agrees. He will take input and make the decisions to keep the university moving forward and do what is best for the students. In the military, communication is all about ensuring that accurate messages move from one level to the next. If messaging is unclear, he needs to know. Use your chain of command to give them a chance to address issues or legitimate things that he can fix. If that administrative level appears to be the problem then faculty need to be prepared to back that up with evidence. All levels of leadership have to make difficult choices as well. Cannot speak to intentions of choices made by previous leadership. Previous faculty senates*

that he has worked with would echo his commitment to shared governance. If faculty feel that they are not supported or are targeted, a fear environment is not part of his leadership model. Realized when he started that not only does he need to address the direction of the university, he understood there was a morale issue: need to empower leaders to be leaders. Not here to micromanage, here to remove roadblocks to success. Trusts input, but also needs verifiable evidence. We may not always agree, but need to be able to share honest opinions and feel heard. Door is always open.

8. Announcements

9. Adjourn

Adjourned by Chair McLean at 3:01pm.

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

Figure 1

APPROVED FINAL VERSION

Subcommittee Report on the UWG Policy Compliance Report on Personnel Action, Post-Tenure Review Procedures, Voluntary Resignation, and Faculty Absence

128 Resignation/Retirement Letters

Any faculty member employed under written contract for the fiscal or academic year intending to resign or retire should apprise the direct supervisor of their intention at least 60 calendar days in advance in writing. The direct supervisor should apprise the dean.

At the point that plans are certain, faculty should write to the President, stating their decision and the effective date of their retirement/resignation. They should send copies to the direct supervisor, dean, and Provost and Vice President for Academic Affairs.

The direct supervisor, dean, or Provost and Vice President for Academic Affairs should immediately inform the President of any concerns related to a faculty member's retirement/resignation letter.

212 Faculty Absences

a. If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to Section 3.4.4, Board of Regents Policy, University System of Georgia, one credit hour is defined as 750 minutes of instructional time).

b. Any faculty member employed under written contract for the fiscal or academic year who is absent for 10 or more consecutive business days without written approval from the faculty member's direct supervisor may be considered to have abandoned the position and voluntarily resigned from the institution. If the institution determines that the faculty member has done so, the direct supervisor must notify the faculty member in writing and give the faculty member an opportunity to respond in writing within 10 business days.

c. Upon receipt of the faculty member's response, the direct supervisor and applicable dean will review the request and indicate whether they support the request before sending it to the provost for consideration. The provost has the final authority on granting exceptions.

Figure 2

UWG Faculty Senate Chair Policy from [Policies and Procedures](#) (pp. 19-22)

A. Composition of the Senate (Revised June 5, 2025)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;
4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio (nonvoting) member;
5. Duly elected senators will be apportioned to each college, school, and the Library, such that the number of Senators allocated to each of the above-mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Each college, school, or the Library is guaranteed 2 Senators regardless of size. Allocation of apportioned Senators will be determined by a vote of all full-time faculty within the college, school, and the Library. During reapportionment, current Senators will complete the portion of their term that comprises the academic year, and representation within an academic unit will be determined by that academic unit.
6. Executive Secretary

B. The Chair of the Faculty Senate

With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence; and mentoring the current Chair-Elect.

1. Eligibility In order to run for Chair-Elect of the Senate, a person must be a full-time faculty member who has served in the Senate within the prior three years.

2. Election of the Chair of the Faculty Senate

At the March meeting of the Faculty Senate in the current Chair's first year in office, the Senate shall nominate at least one (1) qualified person to stand for election as the next Chair-Elect. In conjunction with the spring General Faculty Meeting the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. In the case of a single candidate, there will be an option to submit a vote of "no confidence". All ballots will specifically include an option for a write-in candidate. While it is preferred that more than one nominee stand, the necessity of ensuring the ongoing work of the Senate with a viable succession plan shall supersede this preference when necessary.

If the newly elected Chair-Elect is currently a member of the Senate, he or she will resign his or her Senate seat (and committee assignments) before assuming the role of the Chair-Elect and will be replaced by an election within the person's respective college or school.

3. Term of Office

The Chair-Elect of the Faculty Senate will begin service on June 1 following his or her election for a one-year term in that position. Consecutively, he or she will automatically serve a two-year term in office as Chair of the Faculty Senate, followed by a one-year term as Past Chair of the Faculty Senate if not re-elected as Faculty Senate Chair.

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate 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 Chair'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.

C. The Responsibilities of the Chair-Elect of the Faculty Senate

The Chair-Elect will serve as an *ex officio* member of the Faculty Senate for one year before taking office as Chair. While serving in the position, the Chair-Elect will learn the responsibilities of the Chair of the Faculty Senate and will be mentored by the current Chair. Responsibilities for the Chair-Elect will include the following: attend monthly Faculty Senate meetings as an *ex officio* member; attend occasional President's Advisory Council (PAC) meetings; attend one state-level meeting for Faculty Senate leaders during the year. Should the

Chair of the Faculty Senate be absent, the Chair-Elect shall preside. Should the position of the Chair of the Faculty Senate become vacant between elections, the Chair-Elect of the Faculty Senate shall fill the vacancy. Should the position of the Chair-Elect become vacant, the Faculty Senate, with the guidance of the Executive Committee shall hold a special election within 30 days of the post becoming vacant following the same requirements of a regular election. If there is no nominee for Chair-Elect, an interim appointment is made at the discretion of the Executive Committee.

D. The Past Chair of the Faculty Senate

After the two-year term in office, the Chair of the Senate will serve a one (1) year term as Past Chair, an ex-officio (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

E. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) 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 web site, 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 year 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

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:

- a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.

- b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
 - c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
 - d. Should the Senate Chair, Senate Executive Secretary, and/or Senate Parliamentarian be scheduled for earned research leave, obtain medical leave, or have family leave during their tenure in the position, the Faculty Senate Executive Committee will convene, discuss, and vote upon a replacement from their ranks or nominate and then vote upon a Candidate from the full Senate. The replacement will receive any reassigned time and/or stipend typical of the office as the temporary-serving Senate officer.
2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the University, and the Provost of the University.

Figure 3

Faculty Perspectives on Trust and Communication
Survey Results
(75 survey responses as of 4/7)

In terms of communication and trust, as a faculty member at UWG, what is going well? What isn't?

Major Themes: What Is Going Well

1. Strong Trust and Communication at the Program / Department Level

- Many respondents report high trust among immediate colleagues.
- Departments are often described as collaborative, collegial, and supportive, with open discussion and shared problem-solving.
- Chairs or directors (in some units) are praised for clear, timely communication.

Examples:

- “Within our program... communication is strong”
- “I trust my colleagues and chair”
- “Department-level leadership is supportive”

2. Commitment to Students and Teaching

- Faculty overwhelmingly express strong dedication to students, student success, and academic quality.
- Even when trust in administration is low, faculty still describe professional pride and mission-driven work.

Examples:

- “Faculty are passionate about students”
- “Teaching and mentoring continue despite challenges”
- “Strong professional commitment remains”

3. Improved Tone and Climate Under the Current President (with Caveats)

- Some respondents see improvement compared to prior leadership.
 - President attending Senate other meetings
 - More visible efforts around salary
 - Willingness to listen in one-on-one conversations
- These improvements are often described as tentative, early, or fragile.

Examples:

- “Better than before, but still a low bar”
- “Some hope under the new president”
- “Improved communication compared to prior administration”

In terms of communication and trust, as a faculty member at UWG, what is going well? What isn't?

Major Themes: What Is *Not* Going Well

1. Severe Breakdown in Trust in Upper/Middle Administration Levels

This is the **dominant theme** from this question.

- Widespread lack of trust in Provost and Deans
- Faculty repeatedly describe credibility gaps, broken promises, and fear-driven environments.

Examples:

- “I do not trust upper administration”
- “Culture of fear”
- “Trust is nonexistent above the department level”

2. Fear of Retaliation and Chilling Effect on Speech

One of the most pervasive and serious themes.

- Faculty report:
 - Fear of asking questions
 - Avoidance of Senate or meetings
 - Self-censorship to protect themselves or programs
- Numerous references to actual or perceived retaliation, including:
 - Removal from roles
 - Denied resources
 - Slow-walking support
 - Demotions framed as “reorganization”
 - HR complaints following dissent

Examples:

- “Fear of retaliation”
- “I keep my head down”
- “Speaking up puts a target on you”
- “People are punished, marginalized, or ignored”

3. Inconsistent, Contradictory Messaging (“Telephone Game”)

Extremely frequent and detailed.

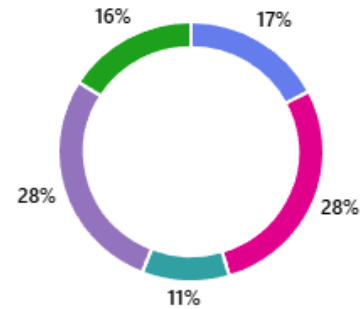
- Messages change as they move from:
 - President → Provost → Dean → Chair → Faculty
- Public statements often conflict with local directives.
- Faculty do not know which message to trust.

Examples:

- “What’s said in Senate isn’t what we’re told later”
- “Contradictory instructions”
- “Telephone game”
- “If it’s not in writing, it can’t be trusted”

During Faculty Senate, or other similar meetings, how comfortable are you asking questions or offering comments?

| | |
|---|----|
| ● Very comfortable | 13 |
| ● Somewhat comfortable | 21 |
| ● Neither comfortable nor uncomfortable | 8 |
| ● Somewhat uncomfortable | 21 |
| ● Very uncomfortable | 12 |



Why aren't you comfortable asking questions or offering comments?

These responses do not reflect confusion or disengagement. They reflect *risk assessment*.

Faculty are:

- Highly aware
- Strategically silent
- Often deeply invested but constrained

A recurring pattern emerges: Faculty care, but speaking up feels unsafe, pointless, or both.

2 key themes:

1. Fear of Retaliation (Direct or Indirect)

This is the **dominant theme**.

Faculty repeatedly describe fear that speaking up will lead to:

- Punishment of themselves or their program
- Loss of opportunities (lines, funding, roles, merit, leave)
- Heightened scrutiny or being “on the radar”
- Career consequences that may not be explicit but are cumulative

Examples:

- “It puts a target on your back”
- “You’re punished later in subtle ways”
- “Silence is safer”
- “Self-preservation”

Many respondents stress that retaliation is not always overt, which makes it harder to challenge.

2. Belief That Speaking Up Is Futile

A large number of responses reflect learned futility, not apathy.

Faculty state that:

- Decisions are already made
- Feedback does not change outcomes
- Being “heard” does not mean being taken seriously

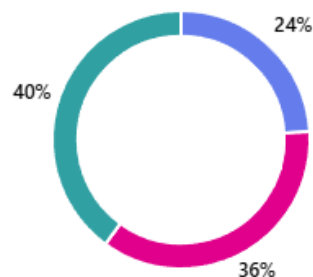
Examples:

- “Why bother?”
- “Nothing changes”
- “It’s performative consultation”

This often coexists with fear: speaking up carries risk with little or no benefit.

How concerned are you that asking questions, or offering feedback, to your departmental/school/college/university leadership could result in negative repercussions for you or your program?

| | |
|----------------------|----|
| ● Not concerned | 18 |
| ● Somewhat concerned | 27 |
| ● Very concerned | 30 |



Why are you concerned about this?

The Primary Barrier

Fear of retaliation combined with the belief that retaliation is real, normalized, and unpunished.

The Secondary Barrier

The sense that *speaking up carries risk but rarely produces meaningful change*.

1. Retaliation Is Expected, Even If It Is Subtle

This is the **dominant theme**.

Faculty describe retaliation not only as overt punishment (demotion, removal, denial) but more often as: subtle, delayed, indirect, plausibly deniable.

2. Past Administrative History Still Shapes Behavior

Many responses explicitly cite:

- Lingering trauma from previous administrations
- Policies or actions that were never repaired
- A belief that leadership culture has not fundamentally changed

Have you witnessed, or personally experienced, any type of retaliation as a result of asking questions, offering feedback, or expressing a criticism?

| | |
|-------|----|
| ● Yes | 34 |
| ● No | 40 |



Examples of retaliation or threat?

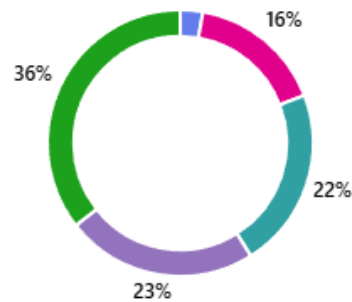
28 responses.

Around 10 arguably include examples of observable actions or threats. They generally all have plausible deniability because they could have non-retaliatory explanations. The more concrete examples provided extend back into President Kelly's time.

Most responses describe fear, reputation, rumors, or general climate without citing a concrete action.

How well do you think public messaging about directives, policies, and procedures (etc.) from senior leadership (i.e. President or Provost) aligns with messaging and implementation about those things from leaders at levels closer to you (i.e. Chair, Director, Dean)?

| | |
|----------------------|----|
| ● Extremely well | 2 |
| ● Somewhat well | 12 |
| ● Neutral | 16 |
| ● Somewhat not well | 17 |
| ● Extremely not well | 26 |



Examples of misalignment between what senior leadership says and what actually happens?

Faculty consistently experience a gap between what senior leadership says publicly and how policies are communicated and enforced locally, with workload and research expectations being cited as a recent example of a long-running problem.

Theme: “Telephone game” distortion (Provost → Deans → Directors/Chairs → Faculty)

This is the single most consistent theme for this question.

Provost says X in Senate or public settings → Deans communicate Y (a stricter or different version) → Chairs/Directors communicate Z (often contradictory)

Key characteristics:

- Messages change as they move downward
- Faculty don’t know who to believe
- Deans sometimes blamed; sometimes Provost is blamed; often both
- Problem works **both ways**: Requests allegedly passed up → senior leadership unaware

Theme: “Spoken but not written” = not real

Faculty repeatedly state:

- If something is said publicly but not put in writing, it later disappears
- When conflicts arise, written directives override spoken assurances
- Spoken assurances are later treated as if they never happened

“If it’s not in writing, you cannot trust it.”

Theme: Research rhetoric vs realistic capacity

- Administration talks about: Moving toward R2/R1-like expectations and increasing grant activity
- Faculty experience: Reduced/centralized staff, higher teaching loads, no lab support, instrumentation, or leave

Faculty are not rejecting ambition. They’re pointing out internal contradiction:

“You can’t demand research growth while simultaneously removing the conditions that make research possible.”

Theme: Decision-making feels predetermined

Faculty describe forums that appear consultative but functionally are not: Input is invited, feedback is given, decision proceeds unchanged