Faculty Senate Meeting Minutes
April 11, 2025
Approved May 12, 2025

1. Call to Order

   Meeting was called to order by Chair McLean at 1pm.

2. Roll Call

   Present:

   Banford, Brock, Buzon, Caramanica, Colley, Council (proxy), Cuomo, Dahms, Davis, Dutt, Dyar, Elias, Ellison, Green, Griffin, Hadley, Hampton, Hildebrandt, Janzen, Kazeem, Khan, Lee (proxy), Maggiano, Matthews, Moon, Morales, Ofoe, Peralta, Riker, Roberts, Ruffin, Seong, Sheppard, Shelnutt, Swift, Talbot, Viswanath

   Absent:

   Allen, Bergiel, Boyd, Cheng, Harte, Jara-Pazmino, Mendes, Perry, Shin, Sicignano, Webb, Wentz, Yang, Yarbrough

3. Minutes

   A) The March 14, 2025 Faculty Senate Meeting Minutes were approved electronically on April 2, 2025.

4. Administrator Reports

   A) President

   a) *USG budget is in good shape including items for maintenance, repairs, etc. from the state. Chancellor and Dean presented case on behalf of UWG; budget for the USG is then distributed to individual universities. There are significant maintenance needs on this campus: buildings are expensive in terms of heating and cooling. It is a liability if buildings are empty. Pafford: $1.8 million phase of the project approved – good news, we will see what comes to UWG from the USG.*

   b) *COE in US News ranked 7th in nation and 3rd largest in public universities. Significant for Georgia since it provides quality teachers across the state: will have an effect for years to come. Revenue growth because of this college.*

   c) *Fundraising going well, on track; successful recent gala resulted in $250k raised that evening: great support from the community.*

d) *Enrollment doing well for the spring and for the fall, good signs based on Admitted Students Day and other indicators. This year's students are applying to multiple institutions, so ultimately, we will have to wait and see how many actually enroll. Not just about getting students to come here, we need students who will succeed.*

e) *Survey comments from last time, follow-up. Looking at items that were mentioned and discussions have occurred:*

- *Regarding the need to find out more about why students are leaving (most students do not follow up), need to craft delicate questions including working with the National Institute of Student Success to gauge student satisfaction to prevent them from leaving (e.g. is UWG helping you to pursue your goals, what is working well, what is not working for you that we could improve upon, etc. - keep it open ended), financial aid is a big reason (we used to have around 1500 students drop at tuition payment time, now it is only around 300, but many come with a HOPE scholarship which comes with GPA requirements), faculty should keep talking with community to help encourage donations and prevent students from dropping out.*

- *Student employment. Employing students on campus helps to build positive memories and helps students succeed in graduation. Rates are $10, $12, and $15 for different tiers of positions, but we can discuss going beyond that as well. We have fixed websites to assist students in finding jobs on campus. Next week (4/14) is national student employee week: the President will post a video on social media channels.*

- *Research and students unable to continue during the summer because of funding. Working with the Provost to help provide funds, adding $10k so that students who are working on research at the undergraduate level can continue working in the summer. Honors College students have research and mentors, will add $6k to further that agenda.*

- *Face-to-face student presence campaign. Will continue to take care of online students and graduate students. For face-to-face, we need a core group, we have a marketing firm (Crawford) to see how we can focus on*

the in-person experience, less about individuals and more about what this place has to offer (experiences are one of our strongest points).

- *Communication on events. Provost has already added to the weekly newsletter to increase awareness. The President encourages faculty to join as much as possible.*
- *Student organizations need faculty mentors. Starting in the fall with the revised class schedules: on Tuesdays and Thursdays it is open to everyone from 11am-12pm, may be a possibility to facilitate meetings.*
- *Remote classes and remote working. The President sent an email recently after the Chancellor requested that all Presidents impress on faculty and staff the importance of being in-person on campus. Faculty presence matters so that students see that they have the support. Class enrollment in face-to-face has increased for the fall semester (remote down from 40 to 28 percent from last year). Try to get more undergraduate students in person, but this will take time.*
- *Given limited energy, we need to explore how to coordinate events (e.g. on Admitted Students Day, have many other events and opportunities for new students to attend including incorporating outdoor spaces, Science Fairs, SCFM Media Day, Townsend events, etc.). The President and Provost visited the Carroll County school district: they are happy with dual enrollment, but they want experiences starting from middle school to encourage students to start thinking about going to college. We need to ensure that faculty opportunities are promoted such as the recent grants that encourage undergraduate participation in national conferences or research: students will spread the word. Coordinating events and concentrating space can also help to make an impression on students. QEP and career-readiness moving forward and doing well. Energy needs to be conveyed to our current students as well as future or potential students.*

f) *Questions:*

- *Q: Students give presentations at national conferences; Scholar's Day and University College conferences will be happening soon, but the energy*

dissipates quickly. Could we dedicate a space where students who are visiting could go and see exemplary presentations (videos, posters, etc.)?

- *A: Showcasing with posters does help, but we do not have to wait for the events to end: we can go and send that information to city and county districts so that outside individuals can come and see those events. If faculty have events, we can proactively advertise those events and around those spaces we can encourage more showcasing.*
- *Q: Student volunteers who have presented and practiced, could have a follow-up event.*
  - *A: Good to consider for events. We do need to do more to improve student confidence in speaking and engaging with others. System Office is having debate camp, which is only a few students, but helps to spread energy.*

B) Provost

   a) *Echoes the President's comments with thanks for all of the events that are going on, likes idea of capturing posters and showcasing student work. Putting posters and other items around buildings will help students feel validated and will create a positive atmosphere for visiting students. There were 288 events that occurred just this spring semester that were posted: tremendous amount of activity. Local businesses are interested, our challenge is keeping pace. Increasing on-campus seats, increasing events, dual enrollment all help. Keeping students after dual enrollment can be a challenge, particularly in terms of encouraging students to experience all of campus, not just the course experiences. Increasing activities on campus on Fridays: working with Student Affairs to keep this energy and help students visit labs or offices and see what faculty and students are doing. Beyond campus tours, this will encourage enrollment and engagement. Talking with a faculty member can be one of the strongest ways to help students choose to go to UWG. QEP, research, experiential learning all embody the spirit of why Go West; we excel in these areas and provide exemplary and unique experiences. Reach out to the Provost, Chair, and Deans if faculty have ideas. BoR agenda next week: TCSG and USG articulation where students can take general education community*

college courses and then continue into universities: we have some courses in this partnership. AI policy added; we are connecting to West Georgia Technical College, business, computing, and healthcare pathways to help students continue to UWG. We are ahead of the curve in terms of AI, still having AI Busters workshops: we have good policy discussions, and we will be fully compliant out of the gate. Continue to connect to IFE and the Provost to share best practices.

b) *Renovation of Pafford. Phase 3 funding heading in the right direction. Will ensure that faculty move will progress smoothly before, during, and moving back.*

c) *Implementing Principal Lecturer Rank. Willing to coordinate with system office, faculty affairs may want to take this on in the future.*

d) *Shifting from calendar year to academic year cycle for annual reviews. Came up in Regent's Academic Affairs meetings earlier this semester, seems to have a mismatch between academic and calendar year progression. Policy on merit raises must be done in the year in which they occur, which is one of the reasons why reviews are conducted in this way. We can ensure that we are still in compliance, but will review how to make this change if desired by the faculty.*

e) *Student success. How do we ensure that we are holding onto students: we did a lot of work to comply with USG standards of student success and we embedded it across all faculty work aspects. Many items already articulated as exemplars are already taking place, challenge is capturing energy and condensing it so that prospective students and others can see work. Let Chairs, Deans, and Provost know if websites or other areas need to be updated to stay relevant.*

f) *General Faculty Meeting on May 2nd. Will recognize promotion and tenure activities, celebrate colleagues, and conduct business.*

g) *Questions:*
   - *Q: Humanities. ITS and AV have been amazing working around what remains from the contractors: what steps are being taken to fix these issues? Impacts quality of experiences and learning. Shared frustration between Art and Music.*
      - *A: Anything that is not Crestron, ITS can work on; contractor for the building needs to fulfill the contract. Beyond the scope of academic*

affairs at present, but is being actively pursued by Facilities. The building has evolved considerably since initial plans and needs have changed: some items that were initially to be purchased fell off as value needs changed or expectations. Dean Samples should have the latest details: if he cannot provide updates then reach back out to the Provost. WIC ticketing system: vast majority of smaller items have been solved, technology still an issue. Realizes that lack of proper resources can impact student experience. Low-tech solutions can be implemented as a stop-gap. It was noted that completed WIC tickets often just indicate that an item was acknowledged as not being able to be resolved: does not necessarily mean that the issue was actual resolved and closed.

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

    a) *Gauging interest in transitioning annual reviews to academic year from calendar year.*

        a. *Came from Provost's Council, which has been dramatically reinvigorated in the past year. Some policies would need to change in the Faculty Handbook: no time left this year, but could move forward in the future. Will be an agenda item for the fall working with FDC or other committees to help make that transition. Provost: staff must be evaluated annually, can coordinate with HR. Comment: we used to be evaluated based on the academic calendar, but staff never was, they were on the calendar year, may be one of the reasons that it was changed.*

        b. *Comments:*

            i. *Comment: move forward with exploring this idea.*

            ii. *Comment: there was a salary compression study and the transition happened at that time. Reviews are one of the most difficult times of the semester, it make more sense to do it in the summer, submit*

evaluations at the end of the spring. Logistically, makes sense. Annual evaluations for staff in December spreads the workload for Chairs.

      iii. *Comment: it can be intimidating to get evaluated after one semester.*

      iv. *Comment: staff just changed to fiscal year evaluation in the last few years.*

b) General information updates.

    a. *Big picture view. Thanks to all for everything that faculty do for colleagues, students, and for serving in the Senate. Started many positive transitions in the past year, there is still work to do, but there has been progress. We are doing a good job engaging with administrators in constructive ways. Having leaders join us every Senate provides value, there has been much greater positivity engaging with administrators including the Provost. Hope to continue to move in this positive direction.*

    b. *Presidential search. Very busy this month, Chancellor has goal to have it wrapped up by the summer, confident that this goal will be met. Role as a committee is to convey three to five possibilities that reflect the profile and faculty needs.*

    c. *Chair-elect reminder. Still need chair-elect individuals, we have one nominee now, but we need two to have an election. Must be tenured and have served on the senate within the past three years. Can self-nominate or nominate someone else.*

2) Committee Chair General Updates

   None.

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

Action Items:

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

  A) College of Humanities, Arts, and Social Sciences

    1) School of Visual and Performing Arts

      a) [ART - 3050 - Introduction to Jewelry](#)

      Request: Add

Intro to Jewelry will introduce a new technique/process to broaden student skills beyond our current offerings, Jewelry incorporates both traditional and technology-based craft work that will expand the course offerings in the art department. This course also provides a professional and marketable craft for art students to explore.

b) ART - 3310 - Pottery Techniques

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "Pottery Techniques" offers students the option to strengthen their proficiencies in the production of high-fire utilitarian ceramics should they choose to either pursue individual / entrepreneurial ceramics production or seek employment in the industry. A range of wheel-throwing techniques will be presented, allowing students to both learn new skills and hone techniques most applicable to their own artwork. The summer session format best suits a course of this type due to its extended class meeting times and its compressed 5 day a week schedule.

c) ART - 3311 - High Fire Glazing

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "High Fire Glazing" is a technical course focusing on the formulation and firing of utility-oriented high temp glazes. This course offers students the opportunity to enhance their proficiencies to either undergird their own pottery production or seek field-oriented employment. Familiarity with formulation techniques and materials testing strategies and the operation and maintenance of firing equipment offers students a significant measure of fiscal independence from more cost prohibitive commercially available solutions.

d) ART - 3312 - Post-Fire: Raku, Pit, & Obvara

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "Post-Fire: Raku, Pit, & Obvara" offers students invaluable technical processes that are not only becoming more visible in the field but are processes that have less financial and facility restraints allowing students greater flexibility and productivity in their practice. These processes also are more accessible to Art Education students seeking employment in a K-12 art environment.

2) School of Social Sciences

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

Request: Revise

We are allowing our majors the option of taking SOCI 4003 Applied Stats for Sociology or SOCI 4613 Qualitative Research (NOTE: there is a concurrent Curriculog proposal for changing the name of the latter to "Interviews and Observations"). Qualitative and quantitative research methods are both widely used in sociology. Students receive foundations in both methodological approaches in SOCI 4000 (Research Methodology). This proposed change allows students to choose which specialized methodological course to take to develop their skills. In addition, job descriptions in social science research and social services fields indicate that skills in interpreting needs of interviewees and writing reports are valued. Thus, allowing students to choose either a focused quantitative course (stats) or a focused qualitative course allows them to better prepare for their desired fields. Students who choose to pursue graduate programs can be advised to take both courses to better prepare.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [COMP - 2910 - Sophomore Computing Seminar](#)

Request: Add

Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked

every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. (A future proposal will add the sophomore seminar as required course to the B.S. in Computing.).

C) Richards College of Business

1) Department of Economics

a) Data Intelligence and Business Analytics, B.B.A.

Request: Revise

This revision removes MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it.

2) Department of Management and Management Information Systems

a) Business Administration Minor

Request: Revise

Originally, the note for the 3-hour business select course read "above the 3000 level." This could be interpreted as a requirement to take a 4000 level course. This was never the intent. The language has now been changed to read, "One three (3) hour course in business at the 3000 or 4000 level." Chances are the original language was put in place 20+ years ago and has never been revised. Also, the program description was not available, so one was added for the catalog.

b) Management Minor

Request: Revise

Originally, the course requirements read "9 hours of MGNT courses above the 3000 level" - implying all courses should be at the 4000 level. This was never the intent. The requirements now read, "Plus 9 hours of courses in the Management

Department at the 3000 or 4000 level." Additionally, a program description was added (there was not a description previously).

D) University College

1) Center for Interdisciplinary Studies

a) [XIDS - 2100 - Hip-Hop in Europe](#)

Request: Add

This course uses hip-hop to explore connections among language, art, music, history, sociology, and current events. Hip-hop is an ideal medium for these conversations: its popularity within the United States makes the course content accessible to students and encourages immediate real-world applications of the analytical tools learned in the course. The relative shortness of music videos allows for pedagogical flexibility: several can be watched in quick succession to identify a common visual language, or a single sequence can be thoroughly analyzed to understand each of its constituent parts. The multicultural nature of course content—drawn from several regions and languages within Europe—encourages students to discover how hip-hop reflects and responds to specific social conditions. The interdisciplinary approach to this content will appeal to students in the fields of language, literature, film, history, music, art, sociology, and communication studies, who can expand their existing knowledge and apply it to a variety of new contexts.

2) Department of Civic Engagement and Public Service

a) [POLS - 4216 - Gun Policy](#)

Request: Add

This class has been taught several times as a special topics class and is very well received by students. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

b) Organizational Leadership, B.S.

Request: Revise

We only offer this program via eMajor. The USG has decided to stop offering the social justice classes (SJUS prefix) via eMajor due to low enrollment. Since the classes necessary to fulfill the concentration won't be available to our students, we are asking to remove the social justice concentration from this program and the associated classes from our catalog.

Information Items:

A) UPC approved the XIDS Cornerstone (First-year seminar) course topics for 2025 – 2026. The list of topics is included in the appendix.

B) UPC completed its component of the Comprehensive Program Reviews for three programs: BSED Physical Education, BS Sport Management, BS Health and Community Wellness.

C) UPC chair for 2025 – 2026 academic year will be Charlie Sicignano.

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

Action Items:

Information item that four comprehensive reviews were completed.

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

A) College of Education

1) CMWL - 6800 - Research and Grants in Integrative Health and Wellness

Request: Add

Rationale: To ensure that students are learning research methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

2) Elementary Education, Ed.S.

Graduate Revise Program Request

Rationale: We are removing the requirement of holding a master's degree in the specific field of Elementary Education. Holding a level 5 certificate in Elementary Education meets the Content Area Specialization. Current Admissions Standards:

Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office. A Level 5 clear and renewable professional certificate in Elementary Education based on a Master's degree in Elementary Education or Early Childhood Education is required. Any other Master's degree with a Level 5 certification must meet the Content Specialization requirements in the Elementary Education Master's degree program in order to be admitted into the Ed.S. program. A minimum GPA of 3.0 in graduate coursework A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name. New Admissions Standards: Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office. A Level 5 clear and renewable professional certificate in Elementary Education. A minimum GPA of 3.0 in graduate coursework A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

3) [Integrative Health and Wellness, M.S.](#)

Graduate Revise Program Request

Rationale: Removing EDRS 6301 and adding CWML 6800 (new course in Curriculog approval process). To ensure that students are learning research and grant proposal methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

4) [Reading Instruction, M.Ed.](#)

Graduate Revise Program Request

Rationale: The changes to the M.Ed. in Reading Instruction Degree Requirements were made to align with new Georgia Professional Standards Commission (GaPSC) regulations regarding literacy educator proficiency. GaPSC is the agency responsible for setting certification requirements and professional standards for educators in Georgia. The revised requirements now mandate that applicants demonstrate proficiency in the foundations of reading, literacy, and language. This aligns with

GaPSC Rule 505-3-.96, effective July 1, 2023, and upcoming changes to Elementary Education certification effective July 1, 2025. Applicants can meet this requirement through various means, including earning a Reading Endorsement certification under the new rule, holding the Dyslexia Endorsement, passing the GACE Content Assessment in Reading Education after July 1, 2025, or completing recognized structured literacy training such as Lexia LETRS, Cox Campus, or Orton-Gillingham certification. Additionally, the previous requirement for passing the GACE Content Assessment in Reading has been updated to require the specific GACE Literacy Specialist assessment for adding the Literacy Specialist certification field. These revisions ensure that all candidates entering the program have foundational literacy knowledge and meet GaPSC standards for literacy instruction and certification.

5) Secondary Education, M.Ed.

Graduate Delete Program Request

Rationale: This program was deactivated in 2015. It has no students. The USG has requested that we terminate this program at this time. See attachment from 2015.

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

Action Items (Figure 1):

A) **Faculty Emeriti Policy change for the UWG Handbook**

Rationale: The proposed change to the UWG Faculty Emeritus Policy is designed to bring the University of West Georgia into compliance with BOR Changes to Faculty Emeritus policy.

- *Friendly amendment to change "personal" to "personnel" on new version, 4th bullet point. Motioned, seconded, approved.*

- *Comment: What about the requirements for ongoing scholarship?*
    o *A: It was removed.*

Passed unanimously with friendly amendment.

Committee IX: Rules Committee (Marian Buzon, Chair-elect)

Action Items (Figure 2):

A) **Generative Artificial Intelligence Syllabus Policy:** The Rules Committee was charged with creating a generative artificial intelligence (AI) policy for the UWG Faculty Handbook. The Institute for Faculty Excellence provides four policy options for

instructors. Keeping that resource in mind, the Rules Committee simply proposes the attached modification (changes in red) to the Faculty Handbook section 201.01, where other syllabus requirements are listed.

Passed unanimously.

B) **Office Hour Policy:** The Rules Committee was charged with revising the office hours policy in the Faculty Handbook to increase faculty-student engagement. The committee proposes that each academic unit establishes an office hour policy which faculty may use to guide their decisions regarding office hour scheduling and modalities. The requirements of such policies are not being proposed at this time. Further, the committee is not defining "academic unit". For many faculty, "unit" will be synonymous with program (lowest level of organization); exceptions may apply for different organizational structures on campus. The Rules Committee is proposing the attached modification (changes in red) to the Faculty Handbook section 208.

    a. *Questions:*

        i. *Q: Will there be guidance for units or is it just up to units to determine including online or in-person?*

            1. *A: Will fall to administrators. Provost: local decision based on what is appropriate for the course. General guidelines could apply to teaching versus office hours based on load: have debates locally and implement at a local level. Chair McLean: does not define, just moves conversation to the unit.*

        ii. *Q: Does it apply to part-time or full-time faculty?*

            1. *A: Applies to all individuals who are teaching.*

        iii. *Q: Does it require units to establish this in their own policy manuals besides just the syllabus?*

            1. *A: leaving this as to how established or written to the unit. Dr. Reber: leaves it open. "Using existing faculty governance processes," before academic units.*

            2. *Comment: use of the term office hours is it to tie to on-campus? A: No, just student success and increased communication. Did not want to restrict language so that students or colleagues could*

contact faculty during an office hour. Chair McLean: policy particulars would be determined by the unit, if they want to discuss modality or faculty status, they could: not what the policy is, just that there should be on.

  iv. *Friendly amendment proposed and seconded – passed unanimously.*

    1. *Friendly amendment: "Using existing faculty governance processes," before "academic units must establish…" (second to last sentence in proposed changes paragraph).*

    2. *Policy was passed with friendly amendment, unanimously.*

6. Old Business

 A) None

7. New Business

 A) Office of Research and Sponsored Projects updates and federal impacts. (Evelyn Bragg, Assistant Director)

  1) *Chair McLean: Ms. Bragg is here in response to questions regarding funding in recent meetings.*

  2) *Evelyn Bragg: faculty have reached to office and sent emails regarding federal government status regarding funding. Monitoring policies, executive orders, and any other orders that are resulting from grant terminations. Continuing to share funding opportunities, at 60% of annual goals, many submissions between $500k and $1.7million: may experience a delay in federal decisions, but working to spend down existing awards especially those at greatest risk of termination. Have been impacted by two terminations. Dept. of State and an ILMS grant, but able to spend down that grant completely. Loss below $200k loss as of today. Billions of funding have been lost since terminations started. Majority of grant terminations are in the Dept. of State, USAID, HHS, international assistance programs, education, HUD, and agriculture. Engaged in a desk audit by a state agency, will encounter this type of activity as grants continue to be scrutinized. Have experienced and anticipate additional changes in future opportunities. Dept. of Justice suspended all grant opportunities: could have an impact on our programs because we have a pass through grant that is funded by the Dept. of Justice. NSF*

not seeing this level of scrutiny, but anticipate changes of priority. Continuing to seek funding from federal, state, and private agencies, and will assist and provide resources to help faculty navigate these changes. The 2025 federal grant writing guide helps faculty work through federal guidance, and must maintain language alongside grant wording. Website will be updated daily if changes occur.

B) Focused discussion on finding a solution to improve faculty peer to peer, horizontal, information sharing.

1) *Need for faculty to communicate in a more peer-to-peer fashion such as an open listserv. Based on recent conversations, advice to move towards a 2025-forward approach instead of trying to get back the same method that was lost. Brainstorm beyond email. Is there a technological solution?*

2) *Discussion:*

   i. *Q: What do students use? May be worthwhile to determine and be able to interact with students directly and without having to go through a formal outward facing marketing approach: these are current barriers. Programmatic calendars can be shared in Microsoft and could feed into outward facing calendars for programs. Calendar of special events could be pulled from by UCM or other groups.*

      1. *A: There used to be an app.*

   ii. *Q: Is there anything like a Discord server and opt-in possibilities for students and faculty? Could have chatrooms as well, with limited users, but may need moderators. Including option to review opportunities and share with others including students.*

      1. *Provost: Likes that we are working with current options like calendars. Teams also allows this in subgroups and working groups. Concern raised by Legal is that anything occurring is FOIA. A working group to look into this may be wise. People could subscribe or remove from different calendars to crowd source events without relying on UCM, discussion could be in Teams.*

      2. *Chair McLean: Newer tools may be less popular because of comfort level. Professional development and training may be*

needed. Provost: if there is value, then IFE and ITS could provide how to.

      3. *Comment: Yes, we need a policy that keeps up with the technology.*

iii. *Q: Perhaps putting items on paper and physically post on campus? Could be seen as a sign of activity on campus without having to get permission.*

iv. *Q: If technology doesn't work for us, could we invent something?*

      1. *Provost: we have screens all over campus, perhaps Teams channel with events could be pulled to a ticker onto screens.*

      2. *Dr. Reber: An additional challenge is that people forget about events; would love to be able to send a reminder: passive calendars need reminding. Access to email more broadly.*

      3. *Dr. Newton: Wolf Connect and Presence are student applications, primarily around student organizations. Does not know if it works with Outlook calendars.*

v. *Q: Hierarchy of events university-wide could be a banner on the blank computer/projector sleep screen.*

vi. *Q: Using EMMA for faculty conversation email threads? Using discussion boards in CourseDen for faculty? Calendars: to add to many calendars, have to post to all instead of streamlining.*

      1. *Chair McLean: Calendar process; elevate public events; informal platform for conversations. We can move forward on these to try and expand.*

vii. *Q: ECore has shell class with generic discussion boards, could be applied to CourseDen.*

      1. *Chair McLean: Solves potential training barrier.*

      2. *Q: CourseDen poorly designed, especially for Mobile. Chatting and sharing in Teams may be worthwhile.*

      3. *Chair McLean: If working with ITS, IFE, Provost's office, etc. on how to use these more effectively to provide training.*

      4. *Comment: depends on when offered or recorded virtual option.*

      5. *Dr. Reber: Tuesday and Thursday in fall are options.*

        viii.   *Q: IFE could work with ITS to make an event that gets recorded to help with technological learning curves, there is a lot of information for faculty that should be able to be accessed on their own schedule.*

            1.   *Chair McLean: There appears to be consensus on faculty needing to be brought up to speed on tools that we have at our disposal.*

8. Announcements

    A) *Provost: Changes of archiving in D2L CourseDen: look to the email message that was recently sent. We need to maintain records for at least five years, items will be eliminated after 5 years. Document in message shows you how to preserve that content. Will be announced multiple times so that faculty are aware.*

9. Adjourn

Adjourned by Chair McLean at 2:58.

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

Figure 1. Approved Final Version: Changes to Emeritus Status for Faculty and Administrative Officers

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service.

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon any or all of the following:
  1. Meritorious service to University of West Georgia
  2. Notable career performance at University of West Georgia

125.03 Application and Approval Procedure

The following procedure will be used to develop recommendations:
Self-nomination or nomination by one's colleagues (with the nominee's consent) shall take the form of submitting the "Recommendation for Award of Emeritus/Emerita Status" form to the Dean after official retirement. Process for faculty and academic administrators requesting Emeritus Status:
  1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by
        A one-page description summarizing the faculty member's accomplishments at UWG
        A current vita
        Optional letters of support from colleagues, chairs or supervisors.
  The application and materials of support will be then sent to the Dean of the faculty member's college/school.
  2. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, all supporting materials, the employee's summary of accomplishments, and vita to the Provost.
  3. The Provost will forward all recommendation materials to the President for final action.
  4. The President shall strive to convey their recommendation to the candidate in timely fashion.

125.04. Benefits, Privileges, and Recognitions Associated with the Award of Emeritus/Emerita Status
Upon approval of Emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:
• Inclusion in faculty administrative listings on institutional emeriti web pages and catalogs. Those who are deceased will be noted in a separate "In Memoriam" section.
• UWG Emeritus faculty/administrator photo identification card
• Full library privileges, using Emeritus I.D. card, including borrowing rights and interlibrary loan privileges

• Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personnel.)

• Faculty discount on selected UWG Bookstore purchases

• Admission to campus events the same as an active employee

• An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.

• Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees

• Invitation to march in academic procession at Commencement or other occasions

• Invitation to attend opening of university faculty meetings

• Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited

• Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.

• Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees

• Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair

• All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff

• All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees

• Mail services shall be provided for Emeritus faculty, subject to certain restrictions
In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:

• Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by: (a) sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students; (b) continuing contributions to the department's academic mission and vision; and (c) demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).

• Retention or use of certain pieces of equipment, computers etc. as approved by their supervisor - The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of UWG.

Figure 2. Approved Final Version: Changes to Faculty Handbook, Generative AI and Office Hours

Paragraph 1 of 201.01:

201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), the system of evaluation and grading, and the instructor's policy on student use of generative artificial intelligence.

208:

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with Section 2.18 Academic and Student Affairs Handbook, University System of Georgia, the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. *Using existing faculty governance processes, a*cademic units must establish a policy regarding office hours. Faculty, in turn, must establish office hours in accordance with their academic unit's policy and must note them on the class syllabus. The result must lead to effective and timely communication with students.

Figure 1. Approved Final Version: Changes to Emeritus Status for Faculty and Administrative Officers

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service.

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