

Faculty Senate Meeting Minutes

February 17, 2023

Approved March 2, 2023

1. Called to Order by Chair Reber at 1:04pm.
2. Roll Call

Present:

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

Absent:

Banford, Barrett, Jara-Pazmino, Lew Yan Voon, Skott-Myhre, Wofford

3. Minutes
 - A) The January 20, 2023 Faculty Senate Meeting Minutes were approved electronically on January 27, 2023.
4. Administrator Reports
 - A) President Kelly was at an academic affairs advisory council meeting and could not be in attendance.
 - B) Provost
 - *Present with the Provost was Dr. Arlena Stanley, Director of Admissions at South Georgia State College. She is taking part in a leadership program where she shadows administrators at Georgia universities. The Provost noted that the USG has many programs available to assist those interested in leadership opportunities and encourages interested faculty to apply.*
 - *ChatGPT. This is a powerful emerging technology, but it will not irrevocably change or be detrimental to education: the relationship between faculty and*

student is of paramount importance. Caution from inserting language that prohibits this technology: treat it as any other technology or academic dishonesty issue where applicable. Talk with colleagues and chairs if there are questions. The Provost noted that it does appear to produce accurate code, but that does not replace paper writing or other qualitative assignments, which remains the work between the faculty member and student. The IFE has also done research into this and other technology.

- *Workforce development and connecting academic programs to the state. Not a new theme, but reminder that degrees should be relevant and competitive; connected to the workforce. This is in line with UWG being a critical player in a competitive marketplace and the university QEP initiatives.*
- *Enrollment declines are challenges that the as a whole USG has been facing for some time, but UWG is committed to meeting these challenges. Cobb county school district created a partnership with UWG for five hundred COE students: existing teachers in the district will be able to pursue further degrees and credentials at UWG. Tremendous business to business opportunity and is a four percent increase in enrollment just from this announcement.*
- *Carroll County hosted two open houses at Villa Rica high school for the purpose of expanding dual enrollment. Approximately one hundred students may take advantage of this opportunity: buses will be going to the high school between nine in the morning and noon for those taking classes. Students can take up to four courses in general education such as English I, US History, college algebra, etc. Fall 23 start. Dual enrollment has historically presented a challenge in regards to retaining students after high school graduation, but this is a good start connecting students to faculty, disciplines, and the campus in general to make a strong impression. The Provost expressed thanks to the strategic enrollment management team.*
- *Regent's award for teaching innovation went to the ILC. The Provost commends ILC and IFE. Third UWG award in two years, representing a strong record in achievement and is a testament to faculty and staff, especially the faculty that worked on these proposals. A new cycle will begin soon and the IFE will be*

looking at proposals which will then be reviewed by Deans. There is the potential for a stipend to revise proposals over the summer: the Provost recognizes the work needed to be competitive.

- *Graduate Assistantships. Graduate enrollment will comprise forty percent of overall enrollment within the next few years. Dr. Varga could not be here, but faculty can reach out to him or Deans if an assistantship was not funded and questions remain. Funding was made in alignment with potential outcomes appropriate to a multimillion investment on the part of the university. Outcomes for teaching and research linked to level of impact return on investment. The university could not fund all proposals: faculty are encouraged to look to the past to see if assistantships were previously successful and revisit if outcomes were not achieved.*
 - *Q: Who made funding determinations?*
 - *A: Proposals were vetted through the Graduate Faculty Council, Dean Varga, and finally the Provost.*
 - *Q: A potential area of improvement could be an explanatory feedback system. Faculty would like the GPC to possibly investigate this as well. One journal assistantship was proposed in English, with significant potential impact for work experience and student publication, but the proposal was not funded. For programs in this situation, it would be helpful to have feedback or explanation. Is there enough expertise on the council to understand proposals outside of their own disciplines?*
 - *A: Will take these comments back to Dr. Varga. The Provost appreciates comment and feedback. Perhaps impact was not understood or was not strong enough as compared to other proposals. Council should be able to articulate feedback.*
 - *Q: Is there a statistical analysis of what was funded?*
 - *A: This information was shared with Deans, but faculty can also contact Dr. Varga.*
- *Changes in Academic Affairs, particularly Honors and Research. ORSP is a service unit and interim director will be working to this end. Dr. Moser was one of*

the most vocal faculty/leaders to point out deficiencies, so ORSP is working from within to address concerns. The unit will be very responsive to programmatic pre-work for external funding, and office will be responsive and supportive. Honors is now aligned with UC: funding will be increased for undergraduate research, Scholar's Day, etc. as aligned with the QEP. Opportunity to grow and expand in terms of scholarship. This new alignment enhances and does not diminish Honors. UC provides a strong foundation for student support and this is now another facet. Engagement in Honors has been in decline for a number of years so this will grow and enhance participation in Honors by articulating benefit to students more clearly and heightening funding and outcomes.

- *Q: Had we not done all of this before?*
 - *A: Not entirely.*
- *Q: How will this vision move forward; how far will Honors faculty and committees be involved in a new academic vision for Honors?*
 - *A: Charge to Dean Owen is to engage and talk with Honors faculty. Dean Owen and met with congressional leaders recently and encourages faculty to be part of this conversation. It is still a college within UC. Administrative title is being analyzed in regards to resources and input.*
- *Q: With a shift of this type, shared governance will need to be involved moving forward. Faculty Senate could help with how to increase student engagement and how faculty could be part of this process.*
 - *A: There is an Honors Council and the Provost encourages that group to be active in the conversation. Currently, colleges get a payment transfer from Honors if faculty are teaching in that unit. Part-time faculty support is then covered through academic affairs. Credit hours are not lost if part-time faculty are hired to teach: the Council should explore what are departments doing in that regard.*
 - *Dr. Reber: Councils are not the same as the Senate: to ensure diverse representation is of value and use, the Senate may need to have a more explicit role in this process.*

- *The Provost agreed with this statement.*
- *Q: Conversations are needed regarding decisions made concerning programs, faculty, and students: Honors allows for recruitment that might otherwise be lost to other institutions. Appropriate committees of the Senate, Honors faculty should be brought into the conversation.*
 - *A: Yes, this would be a good charge to the graduate faculty and Honors faculty. In particular, what are potential budget recommendations? As enrollment increases, where should those revenues be placed for most impact? As an example, the Provost supports undergraduates being able to attend conferences and we have an obligation to continue this for future students.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

- *The revised mission statement, values, and options moving forward from the President should have been discussed by faculty within Senate committees. If that has not happened, faculty should contact their committee chairs and provide feedback. This feedback will be collected for a qualitative report with common themes provided to the President along with suggestions regarding how faculty find those options fitting the mission of the university. Feedback is needed by Feb. 27. Faculty can provide comments to committees or give to Chair Reber directly.*
 - *Q: This seems to be a different way to provide feedback than the past: should the faculty have voted on these materials?*
 - *A: The President specifically asked the Senate to look at options: general faculty will likely be able to provide feedback in the future. Chair Reber anticipates that further conversations and consultation will happen.*

2) Committee Chair General Updates

- *Committee IV: Faculty Development Committee (FDC). The FDC is voting on revisions to the faculty handbook and is approximately two meetings away from a final draft. The committee has incorporated BoR language into the faculty handbook and serves as a conduit whereby colleges can share their rubrics, and the FDC can then share those with others areas. The FDC plays no formal evaluative role in critiquing or creating these rubrics, but will ensure that rubrics are not too aberrant from what is used across campus. The rubrics should ensure internal fairness as evaluative tools for faculty because they will be used for every level. The FDC is ready to help as needed while acknowledging that autonomy is important because of fields: to not try and do a one-size-fits-all model for the rubrics. Each unit needs to have a strong conversation as to what makes sense in their area so that guidance can be meaningful.*
 - *Chair Reber: Deans are charged with facilitating this process through programs. There is language that does need to be worked out, for example how to value in-progress work for a publication so that faculty are working on an agreeable standard despite differences in academic discipline.*

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

Action Items:

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Computing and Mathematics
 - a) [CS 1302 Computer Science II](#)

Request: Revise

This revision adds a second choice to fulfill the prerequisite requirement. The course "COMP 2320 Minimum Grade: B" will be available as an alternative to the current prerequisite of "CS1301 Minimum Grade: B." COMP 2320 (Principles of Programming) is a course that was recently designed for the new Computing major, and it covers all concepts needed for CS1302.

Item approved unanimously.

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

a) [MUSC - 3850 - Conducting](#)

Request: Revise

This proposal reduces the hours for this course from 3 to 2. This change is part of a set of program modifications that are working their way through the approval process. One of those changes came through the January meeting when the Senate approved a new two-hour course MUSC 3860 Advanced Conducting, creating a two-course sequence that all of the concentrations (Education, Composition, and Performance) take. Having two conducting courses is consistent with other music programs across the state. Reducing this MUSC 3850 course to two hours will help to keep the total required hours for the program down as all of the program modifications are implemented.

Item approved with 42 in favor, 1 abstention, and zero opposed.

3) Department of Natural Sciences

These first two proposals for Biology programs (here items a and b) have the same rationale and will be combined into one vote.

a) [Biology, General Biology Track, B.S.](#)

Request: Revise

b) [Biology, Professional Preparation Track, B.S.](#)

Request: Revise

These proposals create Accelerated Bachelor's to Master's (ABM) Pathways allowing students to count 6 hours of courses for both the undergraduate degree and the M.S. in Biology (Non-Thesis Track).

Items taken as a block and approved unanimously.

c) [Embedded Certificate in Microbiology](#)

Request: Revise

This proposal reduces the hours required to complete the certificate from 16 to 14 by reducing the hours required at 4000 level from 12 to 10. The change will align with other embedded certificates within the Biology program. Lowering the credit hours for completing the certificate will provide students more flexibility for elective choices within their Biology degree.

Item approved unanimously.

B) College of Education

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

a) [Health and Community Wellness, B.S.](#)

Request: Revise

The Principles of Organic Chemistry course and lab (CHEM 2455/2455L) that were required for this program are being phased out by the Chemistry Department. The program revision for Health and Community Wellness is that the professional dietetics pathway will now require Organic Chemistry CHEM 2411/2411L instead. While the course description indicates that organic chemistry is a two-course sequence, the professional dietetics students will need to take only the first course and lab to meet the program requirements and qualify for the Georgia State Graduate Coordinated Program in Dietetics.

Item approved unanimously.

C) School of Communication, Film, and Media

1) [Mass Communications, B.S.](#)

Request: Revise

There are four modifications proposed:

1. Give students the option to replace their minor with an 18-credit hour Georgia Film Academy Certification (requirement stated as “Minor or GFA Certification: 15-18 hrs). This provision already exists for the B.S. in Film & Video Production degree and with the advent of additional certifications in ESports, Post-Production and Audio Production, we are aiming to create consistency across the programs. This modification will also allow students who are completing Nexus degrees in both eSports and Film to convert their 2 year degrees into 4 year degrees without losing credits.

2. Core F requirement changes from “Humanities or Social Science Electives (3)” to “Humanities or Social Science Electives or COMM 1121 (3).” COMM 1121 is being proposed to give first- and second-year students credit in experiential learning labs of the school.

3. The revision is updating the wording about electives to create greater flexibility in the guidelines about students’ choice of major electives. In response to changes made by the accrediting body, the Accrediting Council on Education in Journalism, Media and Communication (ACEJMC), the program is no longer required to be prescriptive about the

number of upper level electives a student should take. Flexibility is the goal and the wording about electives is being changed to allow for a larger set of choices.

4. In the Digital Media and Entertainment Concentration, the writing requirement is modified from “COMM 3305” to “COMM 3301 or COMM 3305” to include both creative writing and journalistic writing as options.

Item approved with 42 in favor, 1 abstention, and zero opposed.

Information Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Art, History, and Philosophy

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

The program will be offered more than 50 but less than 95 percent online.

b) [History, Secondary Education Certification, B.A.](#)

The program will be offered more than 50 but less than 95 percent online.

In accordance with the Shared Governance Procedures, it is being reported as information that the History B.A. program and the History, Secondary Education Certification, B.A. program will now be offered more than 50 percent but less than 95 percent online. The face-to-face modality will continue, but the online modality will also now be offered. This change responds to increasing student demand for online classes.

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

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

a) [Master of Music with a Concentration in Music Performance, M.M.](#)

Request: Revise

Change to admissions criteria to reduce challenges for nontraditional students so that recommenders can type into a field rather than providing a more traditional written letter. Parallels the change already approved for the Master of Music, Music Education concentration.

Item approved unanimously.

b) [MUSC 6086 Advanced Music Teaching](#)

Request: Add

The program has several graduate students who would be eligible for a full classroom responsibility at UWG and to do so they need training. As the program has an increasing number of applicants to the master of music program for the purpose of achieving sufficient credentials to teach at the post-secondary level, the program anticipates that those enrolled in this course will be networking with other graduate students in the program.

Item approved unanimously.

B) College of Education

1) [EDUC 7001 National Board Portfolio – Differentiation of Instruction](#)

Request: Add

Competency-based credit graduate course, all work should be previously completed. Students should send board verification status and a link to certification to UWG to receive credit.

Item approved with 38 in favor, 2 abstentions, and zero opposed.

2) [EDUC 7002 National Board Portfolio – Teaching Practice and Learning Environment](#)

Request: Add

Similar to EDUC 7001, this is a competency-based credit graduate course for those who previously achieved national teaching board certification status.

Q: Is there any differentiation in content area in the national board? Can it be any content area or just within their field?

A: Programs make the determination on area.

Item approved with 37 in favor, 3 abstentions, and zero opposed.

3) Department of Counseling, Higher Education, and Speech Language Pathology

a) [Speech Language Pathology, M.Ed.](#)

Request: Revise (*Item tabled at January 20 meeting*)

Friendly amendment was not included in Curriculog. Item moved and seconded to be brought forth from tabled status.

Vote: 39 in favor, 5 abstentions, zero opposed.

Proposal now includes friendly amendment: two revisions that program no longer requires specific graduate testing requirements; corrected language is in

Curriculum. Further changes included that two letters of recommendation were required for admission instead of three.

Item approved with 40 in favor, 4 abstentions, and zero opposed.

- 4) Department of Early Childhood through Secondary Education
 - a) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)

Request: Revise

The program is removing 2 criteria for admission. First, the Georgia assessments for the certification of educators. Assessment requirement is redundant because passing it is required for certification. Second, the program is also removing the requirement for 3 years of teaching experience at the Post Masters level.

Item approved with 39 in favor, 2 abstentions, and zero opposed.

- 5) Department of Educational Technology and Foundations
 - a) [Instructional Technology, Media and Design, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Revise

Two changes to Ed.S. in Instructional Technology including adding course options to the elective list and creating new tracks. The program is requesting to split or create a new track within the concentration establishing two tracks: Ed.S. in Instructional Technology Concentration, with certification through GA professional standards commission; the second will be for students who already possess it certification or are not pursuing it through the GA professional standards commission.

Item approved with 40 in favor, 1 abstention, and zero opposed.

- b) [Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Revise

IT concentration credit reduction from 36 to 30 credit hours by removing electives. Matches competitors and USG recommendations. Degree concentrations

are also being made consistent across all programs in regards to instructional technology standards.

Item approved with 40 in favor, 1 abstention, and zero opposed.

6) Department of Leadership, Research, and School Improvement

a) [EDRS 7000 Data Analytics](#)

Request: Add

New course that is a capstone for post-baccalaureate in data analysis and evaluation methods. Only class that all students must complete to obtain certificate: to obtain the certificate they must complete an applied data analysis project.

Item approved with 37 in favor, 3 abstentions, and zero opposed.

b) [Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods](#)

Request: Revise

Revisions to increase student enrollment by addressing market demand through additional discipline, specific options such as educational research courses in the program of study. Reduces required credit hours from 15 to 12 (one elective removed). Capstone also now included. Revised wording regarding outcomes will increase measurability and assessment.

Item approved with 39 in favor, 1 abstention, and zero opposed.

7) Department of Literacy and Special Education

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

Request: Revise

Modifying catalog description to emphasize that candidates will learn research, based strategies aligned with structured literacy, the science of reading, and balanced literacy as complementary approaches to effective language and literacy instruction. Aligned with latest terminology in the field. New area of concentration to area three, for dyslexia. New courses and course changes also included in the program such as EDUC 7240 exposes candidates to TESOL competencies even if they do not complete area three in full. Further, the inclusion

of the previously approved noncredit comprehensive exam course will avoid problems with students who did not register for the exam on time.

Item approved with 39 in favor, 1 abstention, and zero opposed.

C) Richards College of Business

1) Department of Accounting and Finance

- a) [Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.](#)

Request: Revise

These are two programs that students can take concurrently that are referred to as combined, but they are not a single program of study. Revision reflects changes consistent with these programs in Curriculog for proper administrative accounting.

Item approved with 39 in favor, 1 abstention, and zero opposed.

- b) [Master of Professional Accounting, MPAcc](#)

Request: Revise

Removes some courses to be consistent with the foundations of the MBA program: ACCT 2101 and 2102 are now the only courses in this program that required for the MPAcc.

Item approved with 37 in favor, 3 abstentions, and zero opposed.

2) Department of Management

- a) [Master of Business Administration, M.B.A.](#)

Request: Revise

The MBA program is working with other programs on campus to highlight interdisciplinary opportunities through electives. Two electives can now be taken in other colleges at UWG, selected from an approved list of options on the course program sheet.

Item approved with 38 in favor, 2 abstentions, and zero opposed.

D) Graduate Catalog (2023-24)

1) Transfer Credit Policy ([Figure 1](#))

Request: Modify

The proposed revisions will clarify that acceptance of transfer credit is at the discretion of the faculty, and is approved by the graduate school. In addition, the

proposed policy revisions specify the time period within which transferred credit must have been completed, which is within the 6-to-8-year period allowed for the completion of degree requirements.

Q: What does “discretion of the faculty” mean in terms of definition.

A: Presumes that it is faculty within one’s chosen department when someone is considered and accepted.

Friendly amendment to make change: “acceptance of transfer credit is at the discretion of program faculty and approved by the graduate school.”

Motioned and seconded. Vote: 39 in favor, 2 abstentions, zero opposed.

Proposal approved with 29 in favor, 2 abstentions, and 1 opposed.

Note that both the original non-amended proposal and friendly amendment were both mistakenly passed by faculty. Upon the advice of Chair Reber, the President may decide to reject this passed proposal and return it to Dr. Varga for revision, or Dr. Varga may decide that the wording may stand as-is.

Information Items:

A) Tanner Health System School of Nursing

All of the following items have been approved by GPC for Curriculog processing. No new students have been admitted in the past two years: all students completed and graduated. The programs do not meet certificate requirements for graduate school and the program has no plan to revise.

1) [Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader](#)

Request: Delete

2) [Health Systems Leadership Post-Master's Certificate, Leader/Manager](#)

Request: Delete

3) [Nurse Educator Post-Master's Certificate](#)

Request: Delete

6. Old Business

None reported.

7. New Business

None reported.

8. Announcements

- *Chair Reber: It is election season for Senate and committees of the Senate. Deans have been notified regarding open positions; elections will be forthcoming. The Senate also needs a Senate Chair-Elect and a Parliamentarian. Faculty are reminded that the strength and effectiveness of the Senate depends upon participation. Faculty are encouraged to reach out to members of programs or units to participate in the Senate process.*

9. Adjourn

The meeting was adjourned by Chair Reber at 2:44pm.

*Respectfully submitted by Laura McCloskey Wolfe
Art Program Faculty Member and Executive Secretary*

Figure 1

APPROVED REVISED POLICY

Transfer Credit

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee of the respective program in order to satisfy degree requirements at the University of West Georgia. Transfer credit is at the discretion of faculty and approved by the Graduate School.

Restrictions:

1. Such transfer credit cannot exceed 25% of the total semester hours required for the degree.
2. No grade below B may be accepted.
3. Individual degree programs may have additional specific requirements or limitations for transfer credit.
4. Transfer credit must have been completed within the six to eight-year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information. The period for transfer credit will be calculated from the first date of the semester of entry to the degree program at UWG.
 1. For example, if courses were taken on August 1, 2015 (Fall 2015) and are not transferred before July 31, 2022 (Summer 22) those courses would not be eligible for a program with a six-year or seven-year degree time limit and a Fall 22 entry. A Time Limit Degree extension cannot be applied for credit not currently counting towards a graduate degree.
5. Graduate coursework may not substitute or transfer more than one level (i.e., A 5000-level course may not substitute for an 8000 level course).