

Faculty Senate Meeting Minutes

March 14, 2025

Approved April 1, 2025

1. Call to Order

The meeting was called to order by Chair McLean at 1:02pm.

2. Roll Call

Present:

Allen, Boyd, Brock, Buzon, Cheng, Colley, Council, Cuomo, Dahms, Davis, Dutt, Dyar, Elias, Ellison, Green, Griffin (proxy), Hadley (proxy), Hildebrandt, Janzen, Jara-Pazmino, Kazeem, Khan, Maggiano (proxy), Matthews, Mendes, Moon, Morales, Ofoe, Peralta, Seong, Sheppard, Shelnett (proxy), Shin, Swift, Talbot, Wentz, Yarbrough

Absent:

Banford, Bergiel, Caramanica, Hampton, Harte, Lee, Perry, Riker, Roberts, Ruffin, Viswanath, Webb, Yang

3. Minutes

A) The February 14, 2025 Faculty Senate Meeting Minutes were approved electronically on March 7, 2025.

4. Administrator Reports

A) President

- *Increasing engagement and campus presence.*
 - *Has received positive feedback from faculty regarding this initiative and he is encouraged by senate discussions about this topic, but he is discouraged that most comments relate to perceptions about what administration should do to fix the problem. Senate's role is to advise the President and he had hoped for at least some ideas that were faculty-focused.*
 - *After reviewing feedback from a survey that was sent out through senate, there seems to be the presumption that being on campus is optional and that is not the case. Being on campus is expected from everyone and these expectations are clear from the federal, USG, to UWG protocol. Faculty are here to teach, research, and serve, with student success being an encompassing over-arching*

umbrella to all these areas. That being said, there are always exceptions and flexibility provided in certain cases. The President visits all campus buildings every week and the buildings are basically empty: when he sees empty buildings and then sees faculty comments about the need for more administrative presence, there is no validity to these statements. The President is sympathetic to the thoughts, feelings, and concerns of faculty alongside the growing costs of living expenses in the local area in relationship to salaries, but the USG has been generous in the past few years regarding COLA increases. For raises and promotions, administration looks for faculty that consistently go above and beyond and makes decisions accordingly.

- *Compensation and housing. The university has a budget, and it must be in line with institutional priorities. There are limited resources to address CUPA discrepancies; the goal is to not lose people, and that has happened to both faculty and staff. The administration is doing work in this regard.*
- *Campus jobs for students. Jobs on campus build memories and experiences that students take with them into the future both personally and professionally. There appear to be some barriers to access on a surface level including a difficult to navigate HR website. He met with the SGA President, and it was noted that many off-campus businesses hire more easily than jobs here at the university. Over the last few years, on campus jobs have gone up over minimum wage levels. Students will take jobs for less pay if they have a more understanding employer such as those at the university.*
- *Communication via applications. We have at least four applications that are used on campus: faculty and students should be sure to download these from the main website to improve communication.*
- *Streamlining processes and improving campus experiences. Student complaints have been reduced since the President started thanks to campus improvements and more in-person course options.*
- *Engagement facilitation. Student organizations need faculty advisors. There are at least forty organizations without an advisor right now. If faculty need to speak to the President or collaborate, they should connect with him or his office*

directly. The administration does not want anyone who just wants a carrot: those who go above and beyond get credit. Engagement is part of student success and service. Faculty often do not keep track of everything they do: faculty should take notes and share with the department chairs to prove that value is added. Communication is important.

- *Lists of incentives. These are not acceptable: part of the faculty role is to be on campus. Faculty already receive numerous benefits such as discounted dining rates at campus dining halls, reduced charges at the Student Health Center, free athletic tickets, UWG Outfitter discounts, and many more. Faculty pay significantly lower per year than students for parking. State money must be used wisely.*
- *Hosting events. Look to campus calendars to find opportunities: we do a lot with the community. For example, there is an upcoming 5k race, there were Martin Luther King Jr. events, auctions, and other opportunities to provide availability for the local community to come to campus. The university has built strong relationships with the local Chamber and larger community: the President spends at least fifty-percent of his time in the community to promote and cultivate success.*
- *Offices. The most money that the President has spent so far during his time here is in facilities: the campus works incredibly hard to maintain buildings. It is a large financial drain if we do not use offices and buildings. We have plenty of spaces for people to meet, but the campus is under-utilized. Use ReserveWest for meeting space requests.*
- *Administration and faculty. The President is always happy to meet with and work with faculty whenever asked: if he is busy, he will have another staff member help. If faculty feel that administrators are not showing up to events or meetings, it is usually simply because they were not informed.*
- *Incentives for students. Face to face classes are most important right now: we do not have enough in person classes for students who live on campus or need in person classes to take them and consequently be on campus and part of campus life.*

- *Communication, broadly. Communication across campus and units can be a struggle here, resulting in people not knowing about opportunities. There are multiple modes of communication from around campus, making sure that everyone has the chance to talk to one another. The President looks forward to future senate discussions on this topic. It is important that communication does not get cluttered: if faculty make their own channels of communication using university email, ensure that these channels stay on topic. Everything sent or said can be searched and reported even if someone reads a message and does not act upon it or does anything in response.*
- *ROTC. The President is looking into this possibility for campus, but it is very expensive. We do have the National Guard on campus: students receive tuition benefits; can be found in the Parker Building. We also have a program with the university police where students with a relevant major can serve.*
- *Pet-friendly campus housing. All housing is already pet friendly.*
- *Student/faculty interest groups or meetings. Use the registered student organization list to connect.*
- *The administration is paying attention to faculty comments and concerns.*
- *The President recently met with the Chancellor and brought up the issue from last senate regarding the potential of losing funding in the sciences; he is well aware. The meeting focused on undergraduate presence: the budget plans were well-received by the Chancellor. Engagement and on-campus presence will continue to be priorities even with a new President: it is critical for long-term sustainability of this institution.*
- *Questions.*
 - *Q: Regarding communication, students receive many notices about activities, but there is a need to make people more aware of discounts and opportunities.*
 - *A: The best universities have good applications: this is an important piece, but the question is how to integrate these platforms. Students leave because of perceived issues on campus, so it is critical to bring everyone into this conversation.*

- *Q: The MeetUp application may be helpful because it can connect people with similar interests, but UWG does not show up in any searches.*
 - *A: We do not need more applications. We are working on a chatbot that can direct people to services (e.g. renting bikes from Athletics), but we should look to low-tech options as well, especially for now. Word of mouth is also important.*
- *Q: Regarding student salaries, in a recent discussion with sophomores many said that even if an on-campus wage was \$15 per hour, they can go off campus and already make more.*
 - *A: Once students realize that employers on campus are more flexible (for schedules, if a student has a test, etc.) and that career links are present, they will take less pay.*
- *Q: SRAP proposals were recently received and are always excellent, but the university is constrained by money for faculty and student opportunities in this area. SRAP payments go directly to student opportunities and salaries: an increased budget would allow more opportunities. Based on an informal survey, most students work, with around 43% working more than sixteen hours per week outside of the university (for a higher salary). We may also be neglecting students who do not live on campus.*
 - *A: We need more opportunities but need to advertise flexibility for students while paying enough for these experiences to be worthwhile. Jobs will be more meaningful and will connect to campus engagement if they are on campus: this should be the focus.*

B) Provost

- *Wished everyone a Happy Pi Day: pie is available in Sanford Hall if interested.*
- *The Provost acknowledged that while spring break is approaching, faculty are always working; he hoped that the break would be refreshing to all.*
- *Momentum year. Online content has been available and there was a recent event on campus. Initiative is connected to the QEP and student engagement. UWG has gotten system-level accolades regarding our efforts to help instill a growth-mindset mentality. Part of experiential learning and career readiness: we prepare*

students with curricular content but also experiences and connections to real-life problems in the workplace. The Provost has been in discussions with Dr. Reber regarding creating research clusters and increasing exposure between undergraduate and graduate students. This may also be a good link for Admissions and Preview Days. We connect with students from day one.

- *Strategic priorities. Retention, graduation, and common course components still remain top priorities. Reminder of the current reminder pilot program for undergraduates and faculty: contact the Provost or Mandi Campbell to be involved. So far, there has been a reduction from 17% missed assignments to just 10%: will hopefully result in lower DFW rates and faster graduation. The USG is impressed by this project and common course components.*
- *Fireside Chat. There was good attendance at this event, including students and local business leaders, to connect to future opportunities. Redoubling efforts to increase communication and will add a link about these opportunities and student activities in the weekly newsletter.*
- *Fall 2025. Appreciates faculty and advisor work to get students registered and prepared. Using the modified schedule, there are more classes earlier and later to increase engagement and decrease the need for as many buses on campus. The Provost appreciated the deeper conversations into the schedule from campus and senate and believes we have arrived at a better outcome. Online course offerings for fall dropped from 40% in March 2024 to 28% for the fall (including graduate level). The campus will pivot if/as needed for a more vibrant on-campus experience.*
- *Facilities. The renovation of Pafford will happen later this year. Facilities are working to ensure that disruption is minimal. Humanities has ongoing technological issues: still working with contractors. ITS can solve the majority of cases. Some furniture still needs to be delivered. Talk with Clint Samples and the Provost if there are problems: a ticket system is in place.*
- *AI Busters. Work continues in this area including interdisciplinary connections across campus. Let the Provost know if he can help or assist.*
- *Questions.*

- *Q: The Fireside Chat was great. What is the timeline for the installation of more permanent administration (e.g. Deans) in CMCS: this is needed for stability.*
- *A: This issue has been raised, with the intent to form committees in late spring, run openings and make decisions by August. Appreciates the difficulty of the situation and agrees that permanent Deans will help with strategic priorities.*

5. Committee Reports

Executive Committee (Laura Wolfe, Executive Secretary)

Action Item (Figure 1):

A) Revisions to Senate Committee Structures

Request: Revise

Rationale: These changes are meant to improve how the faculty senate's committee system functions. While some existing committee functions are consolidated, this proposal does not eliminate any existing functions or otherwise narrow the scope of the senate's purview at all. The revised charges of the committees update and contemporize functions, responsibilities, and membership while addressing some areas of overlap in the current system. The proposed revisions address equity in workload and increase available expertise within the committees. These changes also significantly reduce the number of committee assignments academic units need to designate representatives to fill.

These changes are being driven by your current Faculty Senate leadership, not the administration, an external entity, or current events. The Senate Executive Committee, composed primarily of current committee chairs, has been working on this since last fall. Discussing the need for these changes dates to at least the previous academic year.

This is a complete revision to the faculty senate's committee system. Every committee's charge and membership has been revised. It is therefore essential to review this proposal beyond the structural overview provided below. No committee responsibilities, duties or functions are eliminated or lost in this proposal.

Laura Wolfe: Attached you will find the documentation outlining the proposed restructuring of senate committees: this reduces the overall service burden by the faculty while retaining all

of the same aspects as previous committee structures. All senate committees have reviewed this information for several months and made their constituents aware. The info-graphic and descriptions help to make the retention of priorities clear. Chair McLean then invited discussion and questions.

Chair McLean: What is voted on in senate today is the recommendation to move this to a general faculty vote in May. As a reminder, proxies are not allowed to vote.

Questions:

- *Q: When does voting start?*
 - *A: It starts right after the spring General Faculty Meeting and the vote stays open for ten business days.*
- *Q: How much brainstorming went into this plan? Not inclined to vote to move it forward because faculty seem to be being asked to react instead of trying to see what governance should truly look like. All other USG institutions have a library committee, for example, should we have committee structures that reflect what faculty research is actually doing? Other institutions also have rotating committee representation and more creative means or structures: perhaps we could build something new from the ground up.*
 - *A: This was started last year in discussions in senate and in taskforces regarding faculty workload. The senate Executive Committee was also asked to take the proposal back to committees, drafts were circulated across faculty and senate committees for discussion and feedback. The version proposed today has been changed and worked on for many months.*
- *Q: Rules appears to have less representation: is more participation desired?*
 - *A: The logic of the Rules Committee is closer to a legislative approach so that the senate can exercise control over itself; the proposed structure allows it to function in a narrower role.*
- *Q: Does this respond specifically to workload concerns raised in taskforces last year? (Not just to overall workload issues, but specifically regarding workload as it relates to senate participation.)*

- *A: Yes, and it also stems from the persistent difficulties faced by the senate to get faculty to serve. Dr. Reber added that in some previous years committees either went without enough representatives or individuals had to be assigned.*
- *Q: Is there a reduction in student presence on committees?*
 - *A: There are fewer students, but the numbers are still proportional. Dr. Reber noted that student participation has historically been quite variable, often due to the composition and priorities of the student government.*
- *Q: Is there a committee that handles student success related concerns?*
 - *A: Student success is addressed in many committees, particularly in the Teaching, Learning, and Assessment Committee. Issues of teaching, learning, instructional technology, and athletics are all also part of student success: it is a part of what is currently in place and that does not change.*
- *Q: Comment that the Faculty Development Committee modified handbook language to include aspects of student success throughout teaching as well as in service and professional development.*

Vote: The proposal was approved with thirty-one in favor, eleven abstentions, and zero rejections; it will now move to a general faculty vote.

Information Items (Dylan McLean, Chair):

1) General Information Updates

- *Call for senate chair-elect: senators are in a good position to serve in this role. The chair-elect would serve alongside Chair McLean next year and then would take over the following year. Dr. Reber clarified that in practice, the chair-elect would serve the first year alongside the current chair, two years as independent chair, and then serves one additional year as past chair. Senate benefits from this process and while it was not the practice in the last term, it would be beneficial to get back into this rotation. The chair-elect cannot be a past chair and must have been a senator for the past three years. Nominations can be sent to Chair McLean or Executive Secretary Wolfe.*

- *Regarding the presidential search, the Chancellor would like the process to be concluded by summer, with a new president in place for the next academic year. This timeline roughly aligns with sister universities.*

2) Committee Chair General Updates

a) Academic Policies Committee (Ericka Wentz and Clifford Davis, co-Chairs)

- i) Information Item: 2027-2029 university calendars (Figure 2).

b) Rules Committee (Marian Buzon, Chair-Elect)

- i) Information Item, seeking feedback on office hours policy: Should every academic unit on campus define a policy regarding office hours?

- *Rules is considering a request to change section 208 of the faculty handbook to be more descriptive regarding office hour expectations, this is in response to the discussion of on campus presence and engagement. The current policy does not push faculty to have set office hours. Many units do not have a policy so the question is should there be a clearer overall policy? Rules committee members were encouraged to disseminate this question to their constituents for feedback.*
- *Q: How are office hours currently defined?*
 - *A: They are not defined, per the agenda item terminology mentioned. In practice, expectations have been unit-based. The Provost noted that lack of policy clarity could become an issue, and in the future if language is specified it would be enforced in annual review and promotion/tenure/renewal processes. The current ambiguity is not a concern for the vast majority of faculty, but this could add clarifying language for an academic unit as a possibility.*
- *Q: A senator noted that the faculty handbook used to say ten hours. Is there BoR language?*
 - *A: Dr. Reber stated that the BoR does not have a set number of hours required for office hours. He suggested that UWG should not have more restrictive rules than the USG. Another senator noted that we should not solve a problem that does not exist.*

- *Q: A comment was made that instructional workload should be considered: different faculty ranks and positions automatically involve more or less student contact hours and there could be additional challenges with non-tenure track faculty.*
 - *A: Chair McLean noted that the conversation has come up due to the need for increased engagement on campus: contact Rules with additional feedback. Dr. Reber added that number of office hours should not be the measure – office hours help ensure that student know their grades, have had adequate faculty feedback, and have had time for conferences or meetings to help them succeed.*

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

Action Items:

UPC items were taken as a block and approved unanimously.

A) College of Education

1) Department of Special Education

a) [Special Education, B.S.Ed.](#)

Request: Revise

This program has previously been approved for the ABM option within general and adapted tracks under the Special Education B.S.Ed. program. The changes will add the ABM option to the dual track, allowing all students in the Special Education undergraduate program to take advantage of this opportunity.

Additionally, the track has been altered by replacing the graduate assessment course with a graduate behavior management course to align more effectively with the new Special Education Masters of Education program. Specific changes are listed below:

- SPED 3704 (Adapted)- Assessment of Students with Severe Disabilities and SPED 3702 (general and dual)- Education Evaluation of Children with Disabilities was moved from Block 3 to Block 2 to allow a new course option for the ABM program.

- SPED 6716 and SPED 7721 were removed from the ABM program due to no longer being compatible with the new M.Ed. program plan.
- SPED 3703 (Adapted) - Behavior Modification and SPED 3714 (general and dual)- Behavior and Classroom Management were moved from Block 2 to Block 3 to be integrated in the new ABM program.
- SPED 7750 (Adapted, general, and dual)- Introduction to Applied Behavior Analysis was added as an ABM option across all three tracks in place of SPED 3703 (adapted) and SPED 3714 (general and dual).

B) College of Humanities, Arts, and Social Sciences

1) Revision of Bachelor of Arts degree

Request: Revise

This proposal is submitted outside of the Curriculog curriculum management system because it applies to all B.A. degrees in general. This change allows current BA programs to set language requirements individually rather than having a language requirement that applies to all BA programs. There is no University System of Georgia requirement for a BA degree. UWG recognizes the authority of faculty in individual programs to set their degree requirements (see the definition of the BS), and this change would bring the BA into alignment with the BS, which does not have any requirements on specific course content aside from university-wide requirements. The full explanation is included in the appendix.

2) School of Humanities

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

Request: Revise

The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the

required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time. Currently, English majors must take a sequence of four foreign language courses (1001, 1002, 2001, and 2002). For students who declare or switch majors late, who fail or withdraw from these courses, or who do not begin the sequence until their junior year, this requirement can cause graduation delays. Reducing the requirement to two courses (1001 and 1002) ensures that English majors will continue to gain the skills and knowledge of language study without the time commitment of having to take a full four-course sequence. This proposed change will also give English majors the option to count the popular ENGL 2060, Intro to Creative Writing, as part of their Area F requirements, allowing us to accommodate diverse student interests in Area F and creating more pathways to graduation. Students may elect to count one (1) 2001 Foreign Language course or XIDS 2300--Intro to Linguistics in Area F if they desire to pursue more advanced competency in a language other than English.

b) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) Track\)](#)

Request: Revise

See rationale above for English, B.A.

c) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) in English Education Track\)](#)

Request: Revise

See rationale above for English, B.A.

d) [English, B.A. \(Secondary Education Track\)](#)

Request: Revise

See rationale above for English, B.A.

e) [ENGL - 4425 - Dynamic Writing](#)

Request: Add

This course replaces and updates ENGL 3415 (Multimodal Composition). The undergraduate offering will be crosslisted with ENGL 5415, which is part of our

proposed Graduate Certificate in Professional Writing. Enrollment will be split between the graduate and undergraduate sections.

f) [ENGL - 4430 - Ethics and Writing with AI](#)

Request: Add

This course addresses crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing. Will be crosslisted with ENGL 5430.

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

Request: Revise

These proposed modifications follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F. We are also responding to changes in our class offerings following multiple tenure-track faculty departures. The modifications emphasize flexibility and options as well as removing potential barriers to timely degree completion. We are making several modifications: 1) making the Foreign Language classes in FOS options rather than requirements; 2) listing English as one of the disciplines from which students may select FOS electives; 3) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 4) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850.

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

Request: Revise

These proposed modifications respond to changes in course requirements for Secondary Education Certification students, changes in History course offerings following faculty departures, and follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F. The modifications emphasize flexibility, remove potential barriers to degree completion, and bring the History Program's Secondary Education Certification program into conformity with others on campus in terms of total credits hours in the degree program. Our

current program comprises 124 credit hours. We are making several modifications: 1) transforming the three EDUC classes (2110, 2120, 2130) from requirements to Field of Study options. That will remove 9 credit hours from the program; 2) to bring the program to 120 credit hours, we are adding 5 credit hours of General Elective courses to the degree track; 3) making the Foreign Language classes in FOS options rather than requirements; 4) listing English and EDUC as disciplines from which students may select FOS electives; 5) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 6) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850. As for the transformation of the three EDUC classes from requirements to options, although History doesn't currently offer a single teacher-specific pedagogy class in History, professors in the Program do add pedagogy into our classes. This is particularly true in the intro 2302 course as well as the capstone 4484 class. Professors in the History Program appreciate the large number of majors pursuing a teaching career and incorporate pedagogical issues and approaches into upper-levels as well, on a class-by-class basis.

i) [Philosophy Minor](#)

Request: Revise

(1) While keeping the minor at 18 hours, we have streamlined and simplified the curriculum to allow for flexibility of the courses taken.

- Details: Instead of requiring each of PHIL 2010, 2020, and 2030 (totaling 9 hours) plus any three upper level courses (totaling 9 hours), we will allow students to take any any 6 PHIL courses (summing to 18 hours), at least 3 of which must be at the 3/4xxx level.

- Benefits: This model allows for students to be flexible in which courses they count for the minor versus which they count for IMPACTS (since courses cannot count both for the Minor and IMPACTS) and it also allows them to apply up to 6 upper-level classes to the Minor, instead of only allowing 3. Lastly, this change

parallels changes PHIL has made to FOS, which now allows upper-level substitute options for PHIL 2xxx-level courses (per the new USG rules). This change ensures consistency between the Major and the Minor.

(2) A program description for the Philosophy Minor was missing from the catalog, so we added one, which accords with the curriculum changes we are introducing.

j) [Certificate of Less than One Year in Ethics](#)

Request: Revise

We have added two new ethics courses to the Ethics Certificate options. These courses were new to our curriculum in AY25: PHIL 3315 Contemporary Moral Problems and PHIL 3320 Technology and Human Values. These new additions accord with Philosophy's recent push in the Applied Ethics direction, emphasizing today's career and everyday life-relevant questions.

3) School of Social Sciences

a) [Embedded Certificate in Social Services](#)

Request: Revise

This modification is adding Sociology's new course (SOCI 4293: Families, Foster Care, and Adoption) to this certificate. Foster care and adoption are subfields of the Social Services/helping professions that this certificate focuses on preparing students for. As such, it is appropriate for a course on those topics to count toward this certificate.

b) [SOCI - 4002 - Case Management](#)

Request: Add

Case management is a key part of social service professions, which many Sociology majors plan to pursue after graduation. The field of Sociology is also essential to case management in terms of preparing case managers to work with diverse populations and to understand the structural factors that bring people in to contact with social/human services. Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the Victim Advocacy Certificate.

c) [SOCI - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

The field of Sociology is an essential part of understanding how other social factors, such as race, gender, socio-economic status, religion, sexuality, etc, are related to victim identities. This course will help prepare Sociology majors for careers in victim advocacy, as well as social work and other social service careers. Adding this course will also allow Sociology to collaborate with Criminology and Political Science on the Victim Advocacy certificate.

d) [SOCI - 4006 - Victim Advocacy](#)

Request: Add

Victim advocacy is a common career path for Sociology majors and much of the research that informs the field of victim advocacy comes out of Sociology. A background in Sociology is also critical for working with people from diverse populations and for understanding the social and institutional contexts in which victimization occurs. Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the certificate in Victim Advocacy.

C) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [BIOL - 1016 - Biology of Human Reproduction](#)

Request: Add

This course currently exists; the request is to add it to count in the core. Biology of Human Reproduction was a Core Area D course for non-science majors when listed as 1011. When the 1011 number was assigned to eCore, the Human Reproduction course was assigned a new number (BIOL 1016). A New Undergraduate Course Proposal for BIOL 1016 was never submitted through Curriculog and doesn't show up in the course catalog as being an option in Core Area D (IMPACTS "T"). We would like to correct this oversight and establish BIOL 1016-Biology of Human Reproduction as a Core IMPACTS (Area T) course for non-science majors.

b) [PHYS - 2130 - Sophomore Physics Seminar](#)

Request: Add

This course is designed to help students transition from introductory courses into upper-level courses, which tend to be mathematically more challenging and more technical. This course is also designed to help the students envision future opportunities and how to build the academic experience needed to be competitive in the job market.

D) Richards College of Business

1) Department of Accounting and Finance

a) [Accounting, 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.

b) [Finance, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change will be made in the Finance Major and each of the finance concentrations: (1) the Traditional finance track; (2) the Financial Analytics Concentration; (3) the Investment Analytics Concentration; and (4) the Corporate Analytics Concentration.

2) Department of Economics

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

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda.

b) [ECON - 3406 - Statistics for Business II](#)

Request: Revise

This proposal removes MATH 1413 as a prerequisite for this course. This change aligns with the program revisions to remove MATH 1413 as a program requirement. Because ECON 3406 is a required course in all BBA programs, any prerequisites for this course need to align with the program requirements.

3) Department of Management and Management Information Systems

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

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change applies to the Management Major and each of the management concentrations: (1) the Traditional Management track; (2) the Human Resource Management concentration; (3) the Project Management concentration; (4) the Small Business Management and Entrepreneurship concentration; and (5) the Supply Chain Management Concentration.

b) [Management Information Systems, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change applies to the Management Information Systems (MIS) major and the MIS concentrations: (1) the traditional MIS track; (2) the Business Systems and Analytics concentration; and (3) the Cybersecurity and Networking concentration.

4) Department of Marketing

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

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda.

E) University College

1) Center for Interdisciplinary Studies

a) [Social Entrepreneurship](#)

Request: Add

This new interdisciplinary pathway creates a program in which students apply principles from the social sciences and business to analyze and address social problems. The academic departments that offer courses in the pathway are Anthropology, Criminology, Economics, English, Geography, Management, Marketing, Political Science, Sociology.

Information Items:

UPC approved two requests to delete programs.

A) Richards College of Business

1) Department of Marketing

a) [Major in Real Estate](#)

Delete program

This program was deactivated in 2020, and the program is being formally terminated. SACSCOC approved the program closure on 6/19/2020. There are no students currently enrolled in the program.

B) University College

1) Department of Civic Engagement and Public Service

a) [Bachelor of Arts in Political Science](#)

Delete program

This program was deactivated in 2020, and SACSCOC approved the Program Closure and Teach-Out plan on 3/12/2021. The program has no students.

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

Action Items:

GPC items were taken as a block and approved unanimously.

A) College of Education

1) [Special Education, Ed.S.](#)

Graduate Revise Program Request

Rationale: It is to the student's advantage to fully complete the Tier I program within the Ed.S. program under current certification policies. Tracking is straightforward as the student counts as both degree and certification completer.

2) [SPED - 6700 - Special Education MAT Program - First Semester Seminar](#)

Graduate New Course Request

Rationale: Department feedback from student surveys, advisors, and faculty strongly supports the need for the SPED 6700 Special Education MAT Program - First Semester Seminar to orient students to key program resources, policies, procedures, and in-field protocol. SPED 6700 is a critical foundational course designed to enhance the success of candidates entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to program standards, ethical frameworks, and essential practices while equipping them with tools to navigate graduate-level study and professional expectations. By integrating orientation activities with practical knowledge acquisition, the course establishes a solid foundation in key areas, including program expectations, CAPS and PBDA evaluation tools, required observation hours, in-field experience protocols, and high-leverage practices. The seminar's targeted focus on professional ethics, self-assessment through the PBDA framework, and initial understanding of evidence-based practices such as the science of reading prepares students for the rigorous demands of the program and their future roles as special education teachers. As a prerequisite for second-semester registration, SPED 6700 ensures students begin their graduate program with clarity, competence, and a strong understanding of program expectations, aligning their preparation with state standards and certification requirements.

3) [SPED - 7793 - Experiential Learning in Applied Behavior Analysis](#)

Graduate New Course Request

Rationale: Students who do not have access to a BCBA within their school district are adversely impacted by a lack of opportunity to accrue the 1500 required supervised fieldwork hours in order to be eligible to sit for the BCBA exam upon program completion. These students will have the opportunity to accrue these hours under the virtual supervision of a credentialed BCBA employed by UWG as a part of their program coursework. This will allow all students with equitable access to supervision as they complete their coursework. Maximum enrollment for this course will be set at 10 students in accordance with requirements issued by the Behavior Analysis Certification Board for providing supervision.

4) [Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum](#)

Graduate Revise Program Request

Rationale: Raising the admission GPA requirement for the Special Education MAT program from 2.7 to 3.0 ensures the selection of candidates who demonstrate a stronger academic foundation and are better prepared for the rigorous demands of graduate-level coursework. A 3.0 GPA reflects a commitment to maintaining program quality and producing highly competent educators. A zero credit seminar course has also been added to the program of study to help orient students to the program and the profession.

B) College of Humanities, Arts, and Social Sciences

1) [College English Teaching Certificate](#)

Graduate New Program Request

Rationale: The English program's long history of training teachers in the West Georgia area speaks to the sort of community connections called for in both the University's strategic plan and its mission statement. The College English Teaching Certificate (CETC) will supplement our current M.A. program: students would be eligible to take the same classes as M.A. students but would not be required to complete the research component (either thesis or capstone paper) that is the culminating project of the M.A. This certificate will create a more consistent program for those seeking advanced discipline-specific teaching certification and thus will be attractive to those who are already teaching but looking to enhance their skill-set to meet the SACS 18-hour graduate-level requirement for core-level college teaching or specialized secondary teaching. Our offerings in pedagogical, literary, and creative classes will give students greater range and marketability as teachers. Further, the College English Teaching Certificate allows for salary growth for those already in the teaching profession. It is possible for students to complete the program in three semesters through a blend of online and in-person classes; students also have the flexibility to spread out their coursework to fit their schedules.

2) [ENGL - 6301 - Seminar in English Pedagogy](#)

Graduate New Course Request

Rationale: Currently, pedagogical topics are included in our special topics seminar (ENGL 6385). To streamline advising in our proposed Graduate Certificate in College English Teaching, which required that students take two seminars in English pedagogy, we are moving this subject into its own course number.

3) [Graduate Certificate in Creative Writing](#)

Graduate New Program Request

Rationale: We believe that the Graduate Certificate in Creative Writing will create a space for baccalaureate students who would like to continue their work here after graduation and creative writers looking for a space to polish their craft as well as business professionals looking to explore the way that creative writing strategies may be applied to the workplace. The program leverages strong faculty credentials in creative writing to meet interest from current and prospective graduate students in a wider array of creative writing options at the graduate level. The program's foundation course, ENGL 6405: Telling and Selling Your Story, will provide students with an understanding of approaches to narrative, both in the development of creative work and in the promotion of that work to potential audiences. Students have flexibility within the program to develop their writing in one or more genres and to pursue advanced questions of creative writing practice. Students also have the option to count one professional writing course as part of their program, which allows students the flexibility to determine what options will best fit their professional goals and needs. A blend of online and in-person courses creates flexibility while also fostering a sense of students as part of a writing community, and students may complete the program in as little as two semesters or spread out coursework to fit their schedules.

4) [ENGL - 6200 - Creative Writing Practice](#)

Graduate New Course Request

Rationale: This course allows us to offer advanced, specialized options for creative writers beyond our current genre offerings in ENGL 5210. This course is part of our new Graduate Certificate in Creative Writing.

5) [Graduate Certificate in Professional Writing](#)

Graduate New Program Request

Rationale: The program leverages student interest in training for careers in publishing and business as well as continued employer demand for strong writing skills across professions to deliver a flexible certificate that participants can use to showcase their abilities for the job market. Designed for recent graduates and working professionals who wish to increase their potential for career advancement, this certificate responds to larger business trends by providing a flexible credential, which can be completed in one calendar year, that strengthens participants' skills in written communication for business audiences, with an eye to ethics, applications of new technology and an awareness of how narrative strategies contribute to successful communication.

Writing is an in-demand business skill. According to a January 2024 NACE study(1), written communication skills remain one of the top three skills employers are seeking, with nearly 73% of respondents citing good writing as an essential workplace skill. Indeed.com(2) lists communication (including written communication) as the top skill that applicants need to highlight for the current job market. Workers also increasingly perceive the value of highlighting in-demand skills as part of the job application process: LinkedIn's Skills-First report for 2023(3) notes a 40% increase in members who listed specific skills on their profiles, as well as an increase in members adding certifications to their profiles that illustrated that skill development. The Georgia Department of Labor's Hot Careers to 2032 chart (4) includes written expression as a key skill required for higher-level medical, environmental, media and business careers. This credential can also broaden the reach of graduate offerings in English. A survey of UWG business students indicated strong interest in such a credential with 49% of respondents indicating that they would be interested in such a program and 31% indicating potential interest, depending on delivery and time to completion; ensuring that courses in business writing are offered online responds to the strong preference in this group for a fully online program, and building a 12-hour program ensures that students have the opportunity (but not the obligation) to complete within a calendar year. (1) <https://www.nacweb.org/talent-acquisition/candidate-selection/what-are-employers-looking-for-when-reviewing-college-students-resumes> (2) <https://www.indeed.com/career-advice/resumes-cover->

letters/skills-employers-look-for (3)

<https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/PDF/skills-first-report-2023.pdf> (4)

https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf

6) [ENGL - 5425 - Dynamic Writing](#)

Graduate New Course Request

Rationale: This course focuses on multimodal composition and writing for the evolving spheres of social media, web platforms and digital presentation. The undergraduate version replaces ENGL 3415 (Multimodal composition), and the development of a new, cross-listed class allows us to expand options for students in our proposed Graduate Certificate in Professional Writing.

7) [ENGL - 5430 - Ethics and Writing with AI](#)

Graduate New Course Request

Rationale: This course addresses crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing at the graduate level and is included in our proposed Graduate Certificate in Professional Writing. Will be crosslisted with ENGL 4430.

8) [ENGL - 6400 - Professional Writing Practice](#)

Graduate New Course Request

Rationale: This course is part of our proposed Graduate Certificate in Professional Writing. It allows for the development of specialized courses in the field beyond what is covered in our 5000-level options or in ENGL 6405.

9) [ENGL - 6405 - Telling and Selling Your Story](#)

Graduate New Course Request

Rationale: This course is the foundation for our two proposed Graduate Writing Certificates: it will be taken by students in both the Professional Writing Certificate and the Creative Writing Certificate and is designed to introduce students from both focus areas to key concepts in writing and presentation that apply to across these fields.

C) School of Nursing

1) [NURS - 6212 - Nurse Educator Practicum II](#)

Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

D) Graduate School

1) [Post-Baccalaureate Professional Development Certificate](#)

Graduate New Program Request

Rationale: The rationale for offering the post-baccalaureate professional development certificate is the following: Skills enhancement – Improving and increasing an individual's skillset helps bridge gaps employers are experiencing with their workforce. Common gap areas include communication, management (of people and projects), critical thinking, and digital literacy. Elevates knowledge - Building upon existing knowledge allows individuals to develop a broader range of expertise to address complex, multifaceted problems in their fields and meet evolving industry needs. Increases career opportunities - By enhancing skills and elevating knowledge, individuals are equipped to be more adaptable and open to a wider variety of career opportunities, including advancement. Promotes lifelong learning – From newly earned bachelor's degree recipients to individuals who earned their bachelor's degree twenty-five years ago or more, this certificate fosters a growth mindset by motivating individuals to enhance their skills, improve their knowledge, and expand career opportunities. Encourages graduate degree attainability – Allowing eligible students to use all the credit hours required for this certificate to count towards a UWG graduate degree supports increased enrollment and graduation rates.

2) Accelerated Bachelor's to Master's Policy

3) Multiple Graduate Degrees Policy

6. Old Business

a. None

7. New Business

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

Chair McLean made the suggestion to table the group discussion on engagement to the next meeting: a motion and approval was provided. He encouraged faculty to continue to have larger discussions regarding engagement suggestions, with a goal of efficiency in mind.

8. Announcements

9. Adjourn

Adjourned by Chair McLean at 2:58pm.

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

Figure 1

PROPOSED REVISION TO THE FACULTY SENATE STANDING COMMITTEE SYSTEM

This proposal would revise subsection “J. Standing Committee, Membership and Purpose” of “Section 2. *Faculty Senate Organization*” of “ARTICLE IV. FACULTIES OF THE UNIVERSITY” of the “**POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA.**”

Rationale:

These changes are meant to improve how the faculty senate’s committee system functions. While some existing committee functions are consolidated, this proposal does not eliminate any existing functions or otherwise narrow the scope of the senate’s purview at all. The revised charges of the committees update and contemporize functions, responsibilities, and membership while addressing some areas of overlap in the current system. The proposed revisions address equity in workload and increase available expertise within the committees. These changes also significantly reduce the number of committee assignments academic units need to designate representatives to fill.

These changes are being driven by your current Faculty Senate leadership, not the administration, an external entity, or current events. The Senate Executive Committee, composed primarily of current committee chairs, has been working on this since last fall. Discussing the need for these changes dates to at least the previous academic year.

This is a complete revision to the faculty senate’s committee system. Every committee’s charge and membership has been revised. It is therefore essential to review this proposal beyond the structural overview provided below. **No committee responsibilities, duties or functions are eliminated or lost in this proposal.**

Overview:

Current:

1. Undergraduate Programs Committee
2. Graduate Programs Committee
3. Academic Programs Committee
4. Faculty Development Committee
5. Institutional Planning Committee
6. Facilities and Information
Technology Committee
7. Student Affairs and Intercollegiate
Activities
8. Budget Committee
9. Rules Committee
10. Diversity and Internationalization
Committee
11. Teaching, Learning, and Assessment
Committee

Proposed:

1. Undergraduate Programs Committee
2. Graduate Programs Committee
3. Academic Policies Committee
4. Faculty Affairs Committee
5. Student Affairs Committee
6. Teaching and Learning Committee
7. Strategic and Fiscal Advisory
Committee
8. Rules Committee

Proposed Policy Language:

POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA

ARTICLE IV. FACULTIES OF THE UNIVERSITY

Section 2. Faculty Senate Organization

J. Standing Committee, Membership and Purpose

Each Faculty Senate Committee shall be assigned senators to its membership. Such assignments will be made by the Senate Executive Committee and Faculty Executive Secretary in consultation with the expressed preferences of each Senator.

1. Undergraduate Programs Committee

Purpose: to receive, review, consider, and make recommendations about requests for modifications to undergraduate curricula as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to conduct comprehensive program reviews.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators or their designated appointee: the Provost, the Registrar, the Dean of the Honors College, and the Executive Director of Interdisciplinary Programs; one student, appointed by SGA. (Total: 20)

2. Graduate Programs Committee

Purpose: to receive, review, consider, and make recommendations about requests for modifications to graduate curricula as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to conduct comprehensive program reviews.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators or their designated appointee: the Provost, the Registrar, and the Dean of the Graduate School; one graduate student, appointed by SGA. (Total: 19)

3. Academic Policies Committee

Purpose: to provide advice, review and recommend policy and procedures concerning undergraduate and graduate academic policies, including, but not limited to: advising, admissions, transfers, retention, progression, candidacy, graduation, appeals, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement and other programs regarding dual enrolled students, commencement, and catalog; to consider student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; to review the impact of current academic policies and procedures. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above

items. The chair of the Academic Policies Committee, or their designee, will represent the Senate on the university calendar committee.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators or their designated appointee: the Provost, the Registrar, the Dean of the Graduate School; one undergraduate and one graduate student appointed by the SGA. (Total: 20)

4. Faculty Affairs Committee

Purpose: to provide advice, review and recommend policy and procedures for all aspects of faculty affairs, including, but not limited to: appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to review the impact of current policies and procedures related to faculty affairs; to serve in an advisory capacity on faculty and institutional research, inclusion, diversity, equity, sponsored projects, and other faculty development issues as may be requested by administration. The committee serves in a facilitative and advisory capacity to the Provost and other administrative leaders as appropriate to fulfill its purpose. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators or their designated appointee: the Provost appointee and the University Counsel. (Total: 17)

5. Student Affairs Committee

Purpose: to provide advice, review and recommend policy and procedures for all aspects of student affairs and co-curricular experience, including, but not limited to: campus student life experience and services, student-community engagement, athletics, inclusion, diversity, equity, e-Sports, and campus safety. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Chief of Police, Director of Athletics and other administrative leaders as appropriate to fulfill its purpose. It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the Provost, the Vice President for Student Affairs, the Vice President for Strategic Enrollment Management, Chief of Police, and the Director of Athletics; and two students: one appointed by SGA and one student-athlete. (Total: 21)

6. Teaching and Learning Committee

Purpose: to provide advice, review and recommend policy and procedures for all matters related to pedagogy, including, but not limited to: teaching, learning, assessment, inclusion, diversity, equity, accessibility, and any technology impacting the academic mission. The committee serves in a facilitative and advisory capacity to the Provost, the Chief Information Officer, Director of the Institute for Faculty Excellence, Director of UWG Online, Executive

Director of Institutional Effectiveness and Assessment, and other administrative leaders as appropriate to fulfill its purpose. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committees, and any committees dealing with the QEP or SACSCOC.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the Provost, the Chief Information Officer, the Director of UWG Online, the Director of the Institute for Faculty Excellence, and the Executive Director of Institutional Effectiveness and Assessment; one student, appointed by SGA. (Total: 20)

7. Strategic and Fiscal Advisory Committee

Purpose: to provide advice, review, make recommendations, advance faculty perspectives, and promote accountability and transparency for all matters related to university purposes, goals, and strategic direction, including, but not limited to: the university budget and resource allocation; the institution's direction, long-term strategy, and related matters, such as recruitment efforts; campus planning, development, and facilities; the university's strategic plan. The committee serves in a facilitative and advisory capacity to the President, the Provost, the Vice President for Business and Financial Services, the Vice President for Administrative Services, the Vice President for Strategic Enrollment Management, and other administrative leaders as appropriate to fulfill its purpose. SFAC senators should represent the Senate and the Faculty on related university committees, such as the Strategic Plan.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the President, the Provost, the Vice President for Business and Financial Services, the Vice President for Administrative Services, and the Vice President for Strategic Enrollment Management; one student, appointed by SGA. (Total: 19)

8. Rules Committee

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to coordinate revisions and updates to the UWG Faculty Handbook, Statutes, Bylaws, Policies, and Procedures, and any operating protocols the Senate establishes.

Membership: five senators; two administrators or their designated appointee: the Provost and the University General Counsel. (Total: 7)

Current Policy Language:

POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA

ARTICLE IV. FACULTIES OF THE UNIVERSITY

Section 2. Faculty Senate Organization

J. Standing Committee, Membership and Purpose

Each Faculty Senate Committee shall be assigned senators to its membership. Such assignments will be made by the Senate Executive Committee in consultation with the expressed preferences of each Senator.

1. Undergraduate Programs Committee

Purpose: to receive and consider requests for modifications to the undergraduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to review comprehensive program reviews.

Membership: ten senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: the Registrar, a Provost appointee, the Dean of the Honors College, and the Executive Director of Interdisciplinary Programs; one student, appointed by SGA. (Total: 22)

2. Graduate Programs Committee

Purpose: to receive and consider requests for modifications to the graduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews, and to develop policies regarding graduate faculty.

Membership: five Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the Dean of the Graduate School and one appointed by the Provost; the Registrar; one student, appointed by the Dean of the Graduate School. (Total: 16)

3. Academic Programs Committee

Purpose: to recommend policy and procedures concerning advising, undergraduate admissions, retention, progression and graduation, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement and other programs regarding dual enrolled students, commencement, and catalog-- including catalog content; to consider undergraduate student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; and to advise with respect to Admissions, Enrollment Management, Learning Support, Testing, Registrar, Registration and Records. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above items. The chair of the Academic Policies Committee will represent the Senate on the university calendar committee.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators: the Registrar, one appointed by the Provost, and one appointed by the liaison for diversity, equity, and inclusion appointed by the Provost's Office; one student appointed by the SGA. (Total: 15)

4. Faculty Development Committee

Purpose: to recommend policy concerning appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to serve in an advisory capacity on faculty and institutional research, institutional diversity, sponsored projects, and other faculty development issues as may be requested by administration. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

Membership: five senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators: one appointed by the Provost and Vice President for Academic Affairs; one appointed by the liaison for diversity, equity, and inclusion appointed by the Provost's Office; and the University Counsel. (Total: 15)

5. Institutional Planning Committee

Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. IPC senators also represent the Senate and the Faculty on university committees that deal with SACSCOC, QEP, and the Strategic Plan.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the Associate Vice President for Institutional Effectiveness and Assessment and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA. (Total: 14)

6. Facilities and Information Technology Committee

Purpose: to serve in an advisory capacity to the Vice President for Business and Financial Services and the Vice President and Chief Operating Officer for Administrative Services; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities and services such as network, telephone, server, other IT systems, mail services, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the library); five administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President for Business and Financial Services; one by the Vice President and Chief Operating Officer for Administrative Services; one by the Senior Associate Vice President for Auxiliary Enterprises and Business Services; one by the Assistant Vice President for Information Technology; one by the Police Department; and the Chair of the Staff Advisory Council; one student, appointed by SGA. (Total: 22)

7. Student Affairs and Intercollegiate Activities

Purpose: To foster a collaborative environment between faculty and students in co-curricular affairs and activities that ensures student success and a positive student experience across campus and within the community. As a result, the committee has two relationships with the administration. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Director of Athletics, and e-Sports Coach regarding policy and procedures and other student matters referred to the committee to ensure positive student experience, relevance, placemaking, and academic success. It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA, athletic budget, recruitment, and graduation ceremony planning committee. The Student Athletics sub-committee serves in a facilitative and advisory capacity to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction, membership in associations; and to support the enforcement of conference, association, and accreditation rules and regulations. The sub-committee will foster a collaborative effort with Athletics and University Advancement to ensure student-athlete success across campus. The members of this sub-committee will be chosen by the committee as a whole and will consist of 3 Senators and 3 Representatives.

Membership: Six Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); the University's NCAA Faculty Athletics Representative; six administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs, one by the Vice President for Enrollment Management, one by the Dean of the Graduate School, one by the e-Sports Coach, and one by the Director of Athletics; and four students: one appointed by SGA, one student-athlete, one student e-athlete, and one appointed by the Dean of the Graduate School. The University's NCAA Faculty Athletics Representative; the member appointed by the Director of Athletics; and the student-athlete will sit on the Athletics subcommittee. (Total: 28)

8. Budget Committee

Purpose: to serve in an advisory capacity to the Vice President for University Advancement and Vice President of Business and Financial Services; to review the budget of the University and make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University; and to consult on discussions concerning salaries and benefits.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools and the Library); five administrators: the Director of Budget Services and one each appointed by the Provost, the Vice President for Student Affairs and Enrollment Management, the Vice President for Business and Financial Services, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

9. Rules Committee

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the UWG Faculty Handbook, Statutes, Bylaws, Policies, and Procedures, and any operating protocols the Senate establishes.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the University General Counsel; and one appointed by the Provost. (Total: 13)

10. Diversity and Internationalization Committee

Purpose: to advise the liaison for diversity, equity, and inclusion appointed by the Provost's Office; to advise the Center for Diversity and Inclusion; to advise on issues of internationalization; to advise and consult regarding adherence to Title IX requirements; to advise on incorporating diversity and inclusion into curricula as appropriate. One member of the committee will represent Faculty Senate on the Education Abroad Advisory

Council. It is also recommended that a member of this committee serve on other related committees across campus, e.g. Presidential Committee on Campus Inclusion.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: the University General Counsel, one appointed by the Director of International Student Admissions and Programs, one appointed by the Provost, a liaison for diversity, equity, and inclusion appointed by the Provost's Office; and one student, appointed by SGA (Total: 15)

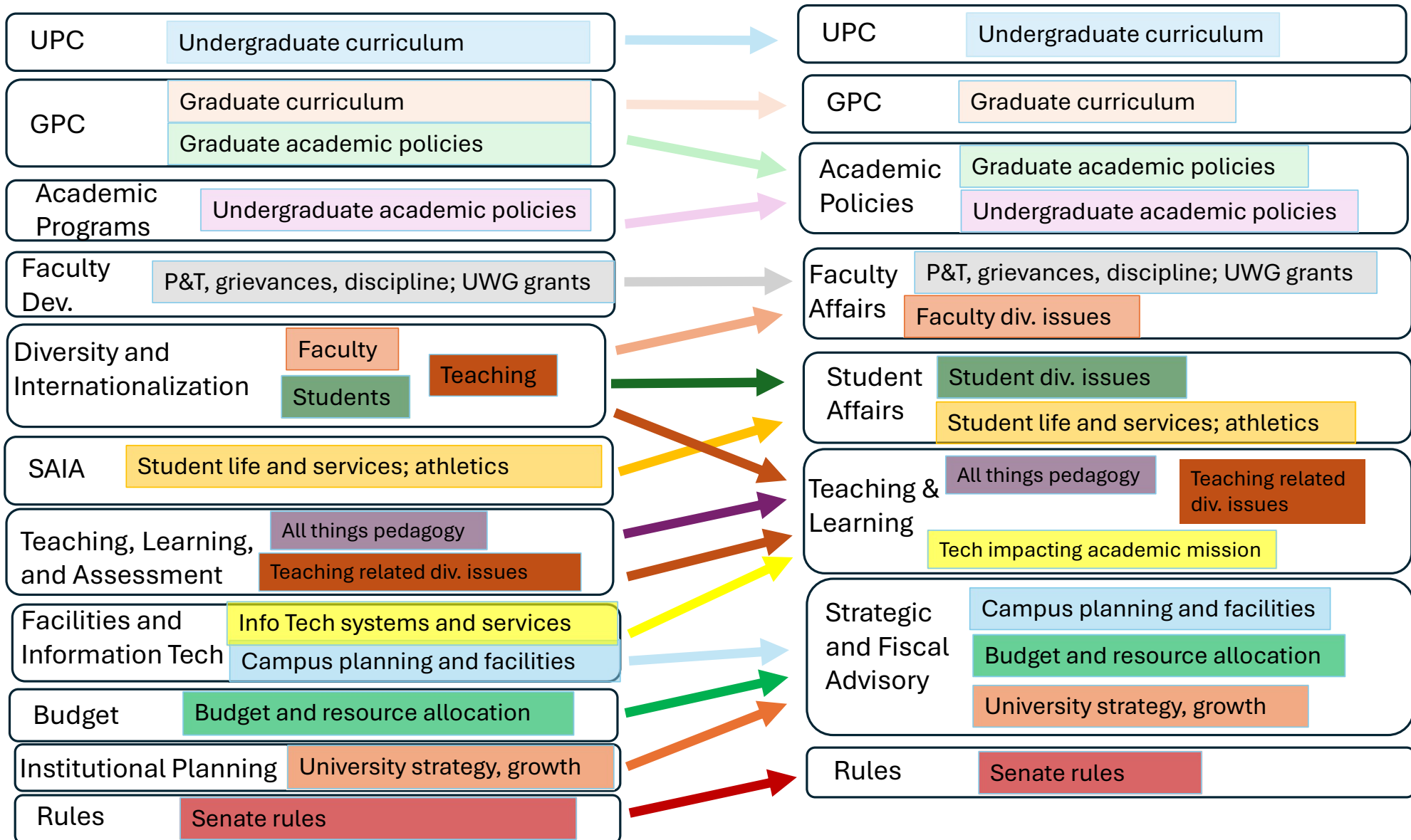
11. Teaching, Learning, and Assessment Committee

Purpose: to advise the following campus entities on teaching, learning, and assessment especially as they relate to diversity, equity, and inclusion:

- the Provost and Vice President for Academic Affairs;
- the Vice President for Information Technology and Chief Information Officer;
- the Center for Teaching and Learning;
- the Executive Director of Extended Learning (eCore, Continuing Education, Distance and Distributed Education, UWG Newnan, and UWG's eCampus affiliations);
- the Office of Institutional Effectiveness and Assessment;
- the QEP Committee.

It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: one appointed by the Provost and Vice President for Academic Affairs, one appointed by the Associate Vice President for Information Technology and Chief Information Officer, one appointed by the Executive Director of Extended Learning, and the Director of Assessment; one student, appointed by SGA. (Total: 15)



UWG Faculty Senate Restructuring Proposal 2025

Committee Size and Composition Comparison

Current Committee Structure:					Proposed New Committee Structure:				
	Senators	Reps*	Admin/ Student	Total		Senators	Reps	Admin/ Student	Total
1 UPC	10	8	5	23	1 UPC	7	8	5	20
2 GPC	5	8	3	16	2 GPC	7	8	4	19
3 APC	4	8	4	16	3 APC	7	8	5	20
4 FDC	5	8	3	16	4 FAC	7	8	2	17
5 IPC	4	8	3	15	5 SAC	6	8	7	21
6 FITC	3	8	7	18	6 TLC	6	8	6	20
7 SAIA	6	8	10	24	7 SFAC	6	8	5	19
8 Budget	4	8	6	18	8 Rules	5	0	2	7
9 Rules	4	8	2	14					
10 D&I	3	8	5	16					
11 TLA	3	8	5	16					
TOTALS	51	88	53	192	TOTALS	51	56	36	143
					Difference	0	(32)	(17)	(49)

** Number of representatives based on 2025 college/school structure including CHASS and Perry College.*