

Faculty Senate Meeting Minutes

November 14, 2025

Approved November 20, 2025

1. Call to Order

Called to order at 1:00pm by Chair McLean.

2. Roll Call

Present:

Allen, Belim, Bergiel, Boyd, Brock, Bryan, Buzon, Chen, Colley, Council, Dyar, Elias, Ellison, Elman, Fleming, Green, Griffin, Hadley, Harte, Hildebrandt, Hopper, Ivory, Janzen, Kazeem, Khan, Kimbrel, Koczkas, Maggiano, Matthews, Mendes, Moon, Ofoe, Peralta, Riker, Ruffin, Schoon, Seong, Shelnutt, Sicignano, Swift, Talbot, Viswanath, Webb, Yang, Yarbrough, Yeh, Zot

3. *Absent:*

Faucette, Wentz

4. Minutes

A) The October 17, 2025 Faculty Senate Meeting Minutes were approved electronically on November 5, 2025.

5. Discussion with Leadership

A) Note: The President and Provost were unable to attend this meeting.

6. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

- *Chair McLean encouraged faculty to engage with the President and participate in discussions with upper administration. Faculty can also send information to Chair McLean if there are any questions; the President and Provost will be at the November Executive Committee and December meetings as usual if faculty have any items to address.*
- *Attended Faculty Council in Atlanta recently, comprised of senate chairs at all USG institutions. Meet monthly virtually as needed and in person twice per year.*

- *Challenges faced at UWG are similar to those faced at other institutions, including enrollment (up at most USG institutions). USG set up in a hierarchy, we are in the comprehensive sector (below are state colleges and universities). As you move down the sectors, problems of balance become more common.*
- *Salary concerns are widespread and the Chancellor is aware. Mission creep is an issue, particularly at comprehensives like Kennesaw and Southern (increasing research productivity, for example).*
- *Accreditation updates. New accrediting option was initially framed as a political issue when mentioned in Florida: that framing may not have accurately portrayed the mission and goals of the potential changes. Good faith effort to bring competition to the accreditation space, not ideologically focused. Update yesterday by Executive Vice Chancellor Monga to the effect that it is a constructive alternative to SACS. SACS has made substantive changes in the past few months. Chancellor said that no institution will be forced to switch accreditors – it will be a choice based on the product. Upcoming pilot of ten institutions including Southern and Columbus from Georgia, unsure of how choice was made, but they were not compelled to do that by the USG.*
- *Post tenure review. Executive Vice Chancellor Monga gave a presentation to the BoR: last year only 3% of PTRs were unsuccessful, current round only 1.2% were unsuccessful. Presentation message was to expect low numbers because when individuals are going through PTR they have already been through multiple gatekeeping reviews and they are expected to perform at a high level.*

- *Artificial Intelligence. The BoR will be funding the roll out of Turnitin Clarity, which is to help determine AI usage in student assignments.*
- *President Trump's Compact. Chancellor said that they will not be signing the Compact.*
- *Merit and salary. USG has heard and understood faculty issues regarding merit pay and salary problems in general. The Chancellor has limited tools to solve this problem at present given budgets. He cannot give a COLA increase unless the state legislature is on board; anything he can do has to be framed as merit. The USG Human Resources department acknowledged that the recent merit pay allocation was a learning process. Chancellor made comments to the effect that more merit pay will be passed down to institutions in small quantities, while changing the system of how this pay is allocated. Inconsistency in annual review ratings across the system may lead to more rigorous training regarding how supervisors should be assigning ratings. A balance between guidance and freedom in determinations still needs to be present. Inconsistent merit including year definitions and parameters can be detrimental: a more uniform process needs to be established. Chancellor said to look for an announcement soon. USG faculty have made it clear that a 2% merit raise will not solve the problem as salary inequity is so pervasive. A system-wide salary study of faculty and staff will be conducted in the next year, with an end goal to develop a system-wide salary structure that will factor in discipline, sector, and location around the state. Final step is to secure money to fund these adjustments.*
- *Questions and Comments.*
 - *C: Merit pay process is not new and was not so top down in the past.*

- *A: Predictability and turnover at the top level may have impacted historical knowledge of these processes. Will be an ongoing conversation.*

2) Committee Chair General Updates

- *None.*

Committee I: Undergraduate Programs Committee (Charles Sicignano, Chair)

Action Items:

Items were taken as a block vote and approved unanimously.

A) College of Humanities, Arts, and Social Sciences

1) School of the Humanities

a) [Certificate of Professional Writing and Editing](#)

Request: Add

This four-course certificate prepares students to be able to analyze, compose, edit, design, translate, and/or promote texts from diverse genres and media in diverse venues. Learning the fundamentals of the relationships between the ethical use of technology and content development, editing and effective communication, and language and comprehension will help ready students to find careers in many fields, including but not limited to: • Writing and Content Creation • Editing and Copyediting • Publishing • Technical Communication • Marketing and Advertising • Public Relations • Print and Digital Design • Professional Translation and Interpretation • AI Consultation

RATIONALE: We seek to make the current 12-hour Publishing and Editing Certificate embedded within the English Program a standalone certificate that would appeal to students from a wide variety of majors and career aspirations. To do this, we will be changing the Internship requirement to an open elective that will allow students to supplement the certificate's unique focus on the relationship between reading, writing, language, and technology with diverse interests. The certificate addresses workplace needs in multiple ways. First, it encourages students to develop many of the professional abilities current employers suggest that they lack. According to an August 2024 Intelligent.com survey of 966 business leaders involved in hiring, for

instance, “75% of companies report that some or all of the recent college graduates they hired this year were unsatisfactory,” “6 in 10 companies fired a recent college graduate they hired this year,” and “1 in 7 companies may refrain from hiring recent college graduates next year [2025].” The most frequently mentioned reasons for these difficulties were “a lack of motivation or initiative (50%), poor communication skills (39%), and a lack of professionalism (46%).” In a similar study from 2023, forty percent of 1,243 surveyed business leaders think that students who graduated between 2020 and 2023 are unprepared for the workforce: “Of the business leaders who said that recent grads were unprepared, 88% said it was more true now than three years ago and 94% admitted that they even avoided hiring recent grads.” The main reasons for this unpreparedness were, according seventy percent of those surveyed, “work ethic and communication skills,” with “technological skills” also being listed. Second, it helps students see how what they do in the classroom applies to their future careers, thereby increasing their confidence in their ability to transition from student to employee. According to a Cengage Group 2022 Graduate Employability Report, forty-nine percent of the 1000 surveyed recently graduated students did not apply for an entry level job because “they felt unqualified or unsure of their skills.” More specifically still, graduates “are confused about how to weigh their skills and credentials against job descriptions,” which led to skepticism about the usefulness of their degrees to “career readiness.” The sequence of the Professional Writing and Editing Certificate alleviates much of this anxiety by focusing on skill development and professional application.

b) [International Language and Cultures](#)

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages

and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: International Languages and Cultures' modifications to the Certification Tracks in French and Spanish promote UWG's initiative to improve retention and graduation rates by providing clearly outlined sequencing in this professional degree pathway. To reinforce the division between the stand-alone B.A. and the Teaching Certification, we propose a 30 credit Professional Courses area of study that will house education and second language pedagogy courses specific to the professional outcome of the degree, in addition to the 25 major requirements of the stand-alone B.A. This Professional Course area also delineates the point at which students are required to apply for admission into the Teacher Education program in the College of Education. The changes to the undergraduate teacher certification tracks in French and Spanish are mostly organizational, with slight updates in courses. The organizational modifications clarify student's progression in the program and align with equivalent certification tracks in other disciplines at UWG. Both tracks continue to offer content-specific pedagogical training and field experience in the concentration language within 120 credit hours. The course modifications are informed by current course offerings within the College of Education, our partner in this degree through which we offer field experiences, process certifications, and maintain teacher education program accreditation. These changes are also informed by updates to the state requirements and recommendations for teacher education in French and Spanish. Course selection and organization is sequenced and designed to meet the Georgia Professional Standards Commission's (GaPSC) recommendations as well as to promote successful completion of the Georgia Assessment for Certified Educators. The modifications represent updated guidance from the GaPSC and data-informed decisions that leverage enrollment trends. Providing a clearly sequenced and updated degree pathway responds to the current critical need for language teachers in Georgia. The American Council on the Teaching of Foreign Languages recognizes the current shortage of

world language teachers as critical and estimates a hiring gap of 100,000 teachers annually (ACTFL). The modifications will contribute to workforce development in the state as the historical turnover rate for teachers in Georgia is higher than the national average (Flamini and Steed, 2022), with attrition rates highest in world languages and math (Stephens, et al, 2015). In sum, the proposed modifications to the Certification Track in French and Spanish will: Solidify scaffolded teacher education at UWG; Produce knowledgeable and experienced graduates ready to enter today's workforce; Empower UWG students in their degree completion by clearly defining areas of studies, including Professional Courses.

c) International Language and Cultures, French Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply

the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

d) International Languages and Cultures, German Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communications and research.

RATIONALE: We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in

prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

e) International Language and Cultures, Spanish Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, and Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International

Languages and Cultures to align with our program name and our principles. That request was approved by the USG. We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

2) School of the Social Sciences

a) [Social & Behavioral Health 4613 – Interviews and Observations](#)

Request: Add

This course introduces students to foundational qualitative research methods used in sociology, with special attention to interviewing and observation studies.

RATIONALE: Other sociology courses (SOCI 4000 and SOCI 4003) have Social and Behavioral Health equivalents (SABH 4000 and SABH 4003), which ensures that Social & Behavioral Health majors will be able to get seats in the course (we always offer them cross-listed). Now that the Sociology program plans to offer SOCI 4613 more regularly, we would like to do the same with SABH 4613, which counts in the same area of the Social & Behavioral Health major as the other cross-listed courses.

b) [Sociology 4453 – Sociology of Education](#)

Request: Add

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

RATIONALE: We have offered this course multiple times as a special-topics course and it is of great interest to students. Sociology of Education will be relevant to students' future careers, particularly those who may be working as school social workers or as health or counseling professionals in schools.

B) School of Communications, Film, and Media

1) Mass Communications

a) [COMM 3300 – Introduction to A.I. in Media](#)

Request: Add

This course teaches how to use AI in practical ways for business and communication. Students will practice writing clear instructions, called prompts, to get the best results from AI tools—skills that matter for journalists, public relations practitioners, marketers, social media managers, and creators. By the end, students will know how to ask AI the right questions, sharpen their writing and editing, turn data into charts, create images, and save

time by automating their work. This course helps students work more efficiently, communicate clearly, and succeed in an AI-powered world.

RATIONALE: The rapid rise of artificial intelligence is transforming how media is created, distributed, and consumed. For mass communication students, understanding AI is no longer optional—it is essential for career readiness. This course has already been offered once as a special topics course. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

b) [COMM 3304 – Data Storytelling and Visualization](#)

Request: Add

Data Storytelling & Visualization identifies stories inferred by datasets and presents key ideas in visual contexts using Tableau and Excel. As data-driven business reports, news stories, and public presentations become increasingly prevalent, students will learn how to make these reports, stories, and presentations more accessible and persuasive by creating visually appealing charts, maps, infographics, and other visual elements. This course will expand students' knowledge and skill set in data storytelling and visualization, and improve their career readiness for any media-related field.

RATIONALE: In today's media and business environments, professionals are increasingly expected not only to gather and interpret data but also to communicate insights effectively to diverse audiences. Data storytelling and visualization bridge this gap by transforming complex datasets into clear, compelling narratives through visuals such as charts, maps, and infographics. This course has already been successfully offered as a special topics course, drawing strong student interest and demonstrating its value. To better serve students' career readiness and ensure consistent access, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

c) COMM 3306 – Creating Immersive Media with AR/VR/XR Technologies

Request: Add

This course introduces students to the foundations of extended reality (XR) technologies, with a focus on virtual reality (VR) and augmented reality (AR) as tools for digital media content creation. Designed for students without prior coding or design experience, the course emphasizes hands-on learning with intuitive, accessible platforms such as online and mobile applications.

Students will explore how XR can be applied to create engaging content for various forms of digital media, such as social media, websites, digital advertising, and immersive entertainment, while gaining an understanding of the creative and technical possibilities XR brings to the professional media environments. Through practical projects, students will develop skills in creating immersive XR digital media content.

RATIONALE: Extended reality (XR) technologies, including virtual reality (VR) and augmented reality (AR), are increasingly adopted across digital and professional media fields to create more engaging and immersive audience experiences. In this course, students will learn how to use accessible, low-barrier XR tools, including smartphone applications and online platforms, that make it possible to design and produce immersive content without requiring prior coding or design expertise. As the demand for innovative media experiences continues to grow, providing students with hands-on XR knowledge and skills will prepare them to meet emerging industry expectations and align their learning with current practices in digital media production. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

C) University College

1) Department of Civic Engagement and Public Service

a) Criminology and Criminal Justice, B.S.

Request: Revision

RATIONALE: There are 2 curriculum changes being made: 1) streamlining the way students complete 12 credit hours of 22XX courses and 2) removing the policing concentration.

The first change to the program is done to improve flexibility for students and to allow them to progress towards graduation more easily. Last year we removed the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper level Criminology classes. This current change removes the requirement that students take our 22XX courses in a similar manner. Previously it was required that students complete CRIM 2272, CRIM 2273 OR CRIM 2274, CRIM 2275 OR CRIM 2245, CRIM 2276. By removing the OR, students will now be able to take any combination of 4 of the 6 22XX courses in order to meet the 12 credit hour requirement.

The second change is the removal of the policing concentration. It was originally thought that this concentration would be required for ALETE students when it was created in 2022. Other, more streamlined avenues ended up being used instead. Further, a policing concentration for our students is redundant now that we have eliminated areas and allowed students to more easily focus on courses of interest to them. If students wish to concentrate their studies by taking policing related courses, they may easily do so. It has been confirmed with the registrar that there are 0 students in this concentration, so no teach out plan is necessary.

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

Action Items:

Items were taken as a block vote and approved unanimously.

A) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) English M.A.

Request: Revise

This proposal reduces the number of required letters of recommendation from three to two to streamline the process for students while still providing insight

from faculty who know the student and can vouch for their ability to do graduate level work.

2) School of Social Sciences

a) [Psychology M.A.](#)

Request: Revise

This proposal simplifies the application process. Instead of compulsory interviews we will ask applicants to record themselves answering several questions designed to assess their fit and interest in our specific program. We will use Vid-recruiter to capture their answers.

3) School of Visual and Performing Arts

a) [Post-Baccalaureate Certificate in Conducting](#)

Request: Revise

This program revision has two components:

1. Change modality of the Post-Bac Certificate in Conducting to completely online from the hybrid certificate initially approved. In summer 2025, in response to student need, we successfully taught MUSC 6300 100% online. We will continue to offer it 100% online, which allows us to offer the certificate entirely online.

2. Add the following admissions requirements for the certificate:

Applicants must hold a baccalaureate degree in music or the equivalent. Submit official transcripts from all post-secondary schools attended. An undergraduate GPA of 2.5 or higher.

Personal statement of no fewer than 200 words discussing applicant's goals for musical leadership through conducting.

The first two requirements mirror the most basic requirements for our MM program allowing for a streamlined transition to a master's program. The focused personal statement allows applicants to identify their goals for enrolling in the certificate and allows us to respond to their perceptions as they align with our program.

B) Graduate School

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

Request: Revise

The curriculum was revised in accordance with USG guidelines to ensure that core courses do not require prerequisites and are not restricted to specific graduate programs, since students are expected to take at least one core course during their first semester of enrollment.

The following courses were removed from the original approved program curriculum due to prerequisite or specific graduate program requirements: POLS 5222, ECON 5475, ECON 6450, EDRS 7000.

The following four courses have been added: ENGL 5425, CS 5251, MKTG 5805, MKTG 5818.

6. Old Business

- a. None

7. New Business

- a. Focused discussion on the graduation rate.

- i. Chair McLean noted that the graduation rate was one of the items mentioned by the President as a key initiative to improve at UWG. Faculty have a critical role in guiding this area.*
- ii. Professor Sal Peralta (Political Science) provided a presentation regarding graduation rate data. He encouraged faculty to send him thoughts and questions over email.*
 - 1. Historically, the four year graduation rate was often around the 10-11%. Data provided is from the common data set and reported to the federal government. Cumulative graduation rates have been improving if raw rate numbers are analyzed. Disaggregated, there are fewer students graduating after six years; numbers of four and five year rates have flipped: four year rate improved, while five year rate declined. Something may have happened around 2014 to cause this change in trends: the reasons for this change may be something worth exploring. If we improve the four year graduation rate, the other rates may automatically take care of themselves. Looking at trends since the year 2000, it took us nine years to improve graduation rates by 5%. 2017-2018 there was another 5%*

jump. Another 5% increase happened in 2023. Faculty institutional memory can play a role in trying to determine past reasons for increases: how can we have a similar effect now? What are nuances and intangibles to explain increases?

2. *We seem to lose approximately 30% of students over time. Maximum graduation would then be 70% of initial cohort of freshmen. Increasing graduation with a smaller pool over time will cause constraints.*
3. *Questions and Comments.*
 - a. *How does dual-enrollment factor in?*
 - b. *International Languages and Cultures faculty have been stable for the past few years: perhaps faculty stability has played a role.*
 - c. *Around 2014 there was a new president and salary increases that may have had a positive impact. The president at that time had a lot of energy and encouraged faculty to come up with new ideas and initiatives to improve programs. We need to determine what was happening in departments at this time.*
 - i. *Compete Georgia occurred around 2014 to try and improve mathematics and English DFW rates.*
 - d. *What were the factors regarding student demographics that may have impacted graduation rates? Are there persistent historical themes?*
 - e. *Did centralizing academic advising in the last decade play a role? It may have had a strong impact: were pilot studies and results shared?*
 - f. *Chair McLean encouraged faculty to think historically regarding not just year of increases, but the years immediately preceding.*

iii. *Post-discussion themes and comments.*

1. *Student demographic changes over the past decade.*
2. *Admissions and orientation. Small group orientations versus large orientation parties and groups: SAC recent feedback from students noted that events start strong then fall off as the semester goes on: students may lose or miss out on opportunities for social connection and community building.*

3. *2020 did not have a major dip in the graduation rate despite the pandemic. Did the creation of more online programs help sustain the graduation rate?*
4. *We started focusing on DFW rates and key performance indicators around 2014-2015, which may have had an impact.*
5. *Online teaching and training around 2015: student become more knowledgeable about how to complete online degrees, may have had a positive effect.*
6. *Promotions for limited term faculty and periods of new hires: did hiring pushes correlate to student graduation rate improvement? Less turnover and an increase in new hires may have increased student persistence. Connected to energy and morale.*
7. *Class caps used to be smaller: they have increased since 2015.*
8. *Momentum Council has focused on first year students, but what are we doing for second and later year students? David Newton and QEP Ambassadors may have insight. Regarding the 30% loss of students from the initial cohort, how do we address these losses? What are we doing regarding social connection losses, nonpayment issues or funding impacts? Are we doing the best we can in a humanistic way to help students through times of struggle so that they see faculty as facilitators to help them persevere and graduation? How is the new generation of students since COVID different? How are students picking up on issues of faculty morale in challenging times?*
9. *Faculty are doing more administratively than ever before. Faculty may not have as much time to engage more actively. More support staff are needed. Changing models of department chairs may have an impact. There were more initiatives in the past to encourage students to graduate such as LEAP and Complete Georgia. Directives seem to be mandated now instead of presented as a discussion or allowing for feedback.*
10. *It was agreed that more data is needed overall.*

11. *If we are asked to increase research productivity does that have a negative impact on contact hours and teaching?*
12. *What percentage of our students have to work a significant number of hours to go to school? If students take a minimum number of courses at a time, they may not be able to finish in four years. Online coursework allow students working substantial part-time or full-time jobs to complete programs, but it may take longer.*
 - a. *Dr. Peralta noted that we used to have new students fill out a survey regarding expected number of hours working, but we stopped that practice. A student graduating in four years has more working life ahead of them to be in the workforce.*
13. *Cornerstone first year seminar class started in 2017, but has a 14% retention rate for students who complete these seminar classes. Many other colleges have a second year seminar as well.*
 - a. *Courses preparing students for college like “how to college” may be needed. Could add to or replace first year seminar or be part of orientation. Increasingly, students may face the challenge of how to complete college more acutely.*
 - b. *Look at the Core and consider making it less so that there is room for students to have these sorts of classes as electives.*
 - c. *Do we need to be doing more in non-credit bearing remedial classes? It is a more standard practice further down the USG sectors.*
14. *What data could we get to determine why students are taking longer? Did they change their major, are they working, etc.? Some degrees require internships, but they may receive little to no help securing those internships: is this a common issue that delays graduation?*
15. *Previously, withdrawals were not completed until a response from the faculty was provided; now the withdrawals happen faster without as much input from faculty. What percent of students may have had a hardship withdrawal and it did not stop their graduation time clock?*

16. *How often do people fail or are we losing people with a higher GPA? For the students who leave us, why are they leaving us?*
17. *The amount of money since the 2008 recession that we get per student from the state has never really recovered. Requirements for completion rates for financial assistance also changed around 2011-2012. HOPE funding requirements started changing around 2003.*
18. *Financial insecurity such as food security or other life issues impact many students: destigmatize these struggles and offer assistance.*
19. *How to track successes in terms of graduation: how many people transfer into another USG institution and graduate?*
20. *What happened to patient advocates in Health Services to help them determine next steps when facing significant issues? It was noted that these positions still exist, but maybe under new titles. Scott Benefield is in a similar role as a Student Advocate Lead.*
21. *Is there data and retention rates per discipline in association with the total number of credits for the degree? If the credits are inflated does that correlate to graduating in or not in a timely manner?*
22. *What positive things have happened in the past ten years despite the losses we have undergone in that same time period? If faculty are leaving, students may want to graduate faster to take their courses.*
23. *Availability of access to counseling for students. Students have reported that it is difficult to secure an appointment.*
24. *Data at the very end beyond 2023 was not included because the full data set was not available, but graduation rates have started to decline.*
25. *Note to remind faculty that impacts we have right now may not have a dramatic effect until years in the future. Data suggests that something cyclical may be occurring.*
26. *Who do we compare against and what is the average graduation rate for comprehensive universities in the USG? We may not be as far off average graduation rates for this sector: that can help make our goals more realistic. Chair McLean noted that peer institution comparatives are being*

reconsidered right now. We tend to be on the lower end, but mid-40s to low 50s seems to be typical among standard peer institutions.

27. Chair McLean noted that faculty should send any additional feedback via email.

8. Announcements

None.

9. Adjourn

Adjourned by Chair McLean at 2:29pm.

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