

2021 Fall General Faculty Meeting Minutes

August 5, 2021

Approved April 29, 2022

I. Welcome and Call to Order, Dr. Jon Preston

Dr. Preston called the meeting to order at 9:03am before soliciting the approval of the minutes from the Spring 2021 General Faculty Meeting held on April 30, 2021. The minutes were unanimously approved by voice vote.

II. Faculty Senate Business and Introduction of the 2021-2022 Faculty Senators, Dr. Dan Williams, Dr. Jeff Reber, and Dr. Colleen Vasconcellos

A) Modification to the UWG Policies and Procedures Manual for Article IV, Section 2.J.
Faculty Senate Organization: Standing Committee Membership and Purpose
Item approved unanimously by voice vote.

III. A Day for West Georgia, Dr. Jill Drake and Shawn Isaacs

Over the past eight years, the impact of A Day giving has increased exponentially:

- *Annual scholarship dollars awarded have increased by 95% to \$1,790, 598*
- *Our Study Abroad Scholarships have increased by 500%*
- *Giving to Athletic Scholarships have increased 3101% to \$2,283,530*
- *UWG's Economic Impact has increased 43% to \$632M*
- *UWG's Social Mobility Ranking is #48 in the nation as of October 2020 according to US News and World Report.*

A-Day donations are incredibly important to our students and have a lasting impact. Our students need our support and our engagement, especially during this most critical time. Visit [their website](#) and follow their social media pages to learn more about this program, read Student Impact Stories, and find out how you can support this 38-year tradition by donating and/or volunteering your time.

IV. Introduction and Priorities for the Year, Dr. Jon Preston

Provost Preston highlighted several faculty achievements and successes such as the reopening of the 2nd and 3rd floor of the library, the return of Study Abroad and growing

international recruitment, doubled enrollment in the College of Education's leadership programs, a 1/3 increase in Nursing students, collaborative funding projects with Georgia State University, the expansion of the Public History program and Digital Humanities Project, the Honors College's hosting of the Georgia Undergraduate Research Conference in November and the broad range of programs and degrees at both the graduate and undergraduate level. While noting the challenges of enrollment, the Provost discussed several programs meant to address these challenges and refocus our recruiting efforts such as the comprehensive list of stories provided by our current students and alumni that showcase a rich and meaningful student body experience. The Provost also discussed Summer 2022's Summer Camps for elementary and middle school students, activating the Newnan and Douglasville spaces to make UWG a premier partner for dual enrollment. Upgrading our classrooms and technological infrastructure, and the importance of our upcoming Comprehensive Program Reviews in pinpointing what we can both in and outside of the classroom to help poise our students for success.

V. The Essential Role of a Regional, Multi-Campus Comprehensive Institution in the 21st Century, Dr. Ralitsa Akins

UWG is one of four comprehensive universities in the state of Georgia alongside Georgia Southern University, Kennesaw State University, and Valdosta State University. The Vice-Provost noted that our role as a comprehensive university is to provide both undergraduate and graduate programs, doctoral degrees and research activities, contribute to and engage with our service areas, and to both provide and enrich intellectual resources. UWG has received the SACSCOC's highest accreditation level of VI, which is reserved for universities granting four or more doctoral programs. As such, we have several opportunities at each of our campuses to reach diverse student audiences, provide flexible scheduling, respond to student and family residential needs and preferences, and respond to the service and education needs of local employers and communities by serving as a pipeline for the regional workforce. Dr. Akins also discussed upcoming searches for a faculty representative to the UWG SACSCOC Reaffirmation Leadership Team, and the Director of the Office of Education

Abroad. Lastly, the Vice-Provost spoke briefly about the QEP and the SACSCOC reaffirmation processes to take place this academic year.

VI. Supporting and Expanding Innovation, Research, Scholarship, and Creative Activity across UWG, Dr. Daryush Ila

Dr. Ila spoke at length about the resources available to faculty for sponsored innovation, scholarship, research, and creative through his office including customized notices of opportunities emailed directly to faculty, assistance and support for proposal development, building an inventory of existing resources, and mentoring for both students and junior faculty. His plans for the academic year also include the expansion of internal and external partnerships, as well as expedited service-oriented support faculty, staff, and students. Further plans include the initiation of annual lecture series and innovation competitions. The ultimate goal is the expanded visibility of the innovation, research and scholarly work at UWG through regular workshops, professional development, and support services provided through his office.

VII. Pedagogical Benefits of Flexible Learning Environments, Modalities, and Approaches, Dr. Rod McRae

Dr. McRae shared recent data from the Counseling Center's CCAPS changes in reported severity from AY20 to AY21 reported a 56.8% increase in of students finding difficulty in staying motivated, a 39.78% increase in students feeling helpless, a 10.7% increase in students feeling isolated and alone, and a 9% increase in students who were unable to keep up with schoolwork. He discussed the importance of emphasizing care in our communications as a means of fostering inclusivity, transparency, and trust as well as encouraging help-seeking behaviors. Dr. McRae also discussed a Fall 2020 study that reported that an increase in technology and flexibility in modalities led to greater positivity for frequent student-faculty interactions, and he discussed various options through several features in CourseDen, video-conferencing, in-class recordings, remote learning, and programs like Gradescope.

VIII. The Foundational Value of General Education Courses and Assessment, Dr. Angela Insenga

Dr. Insenga provided an executive summary of the General Education Assessment (GEA) over the last academic year. With regards to baseline collection, GEAC onboarded Core Area

Program (CAP) sections B.1, C.1, and D.1, with faculty scoring eight CAP sections. Faculty in CAPs A.1 and A.2 analyzed data, planned collaboratively, and composed improvement plans. Faculty in CAP E.4 analyzed data and began thinking through it to create improvement plans in their discipline-specific areas. Faculty in CAPs A.1, A.2, and half of CAP E planned for the fall semester, and will implement their completed improvement plans and prepare for the second round of artifact collection in October. GEAC asks faculty to participate in Concourse Core Course “Notes” suggestions when planning, and continue to use their assessment assignments across all sections regardless of their position in the assessment cycle. Faculty will continue to collect and score artifacts in accordance with the staggered plan, and implement improvements if scheduled to do so. Deans and Chairs will receive a memo from GEAC including GSU’s presentation on General Education Redesign, links to the Tools/Rubrics folder, the GEA Staggered Plan, and a spreadsheet that pinpoints each Core Course’s assessment schedule.

IX. Supporting Student Success: Momentum Year, Complete College Georgia, High Impact Practices, Dr. Jill Drake and Dr. David Newton

Drs. Drake and Newton gave a brief overview of the Momentum approach. Momentum was implemented in 2018 as part of the Complete College Georgia Initiative (CCG) with Momentum Year being designated as a student’s transition to college and their Freshman year. This year implements strategies designed to help students during this crucial first year by working with them on a path to achieve their educational goals, including successful degree completion and on-time graduation. The momentum approach shifts that year to encompass the remaining years at the university by integrating tools such as Early Alert, financial literacy, professional and career inventories, alignment of advising across academic units, and the implementation of High Impact Practices (HIP). Drs. Drake and Newton then discussed the various types of HIPs as well as the criteria needed for high quality HIPs. During the 2021-2022 academic year, UWG will not only work to develop campus criteria for high quality HIPs with Faculty Senate, Campus HIP Committees, students, and academic units, but we will develop a process to assign HIP attributes in Banner for Undergraduate Research, Service Learning, Global and Diversity Learning, and Capstone Courses. Thanks to the Spring

2021 HIPs Faculty: Morris Council, Aimee Genell, Alison Hollingsworth, Chapman Rackaway, Shanna Smith, and Michelle Venn.

X. Closing Remarks, Dr. Jon Preston

Dr. Preston thanked everyone for their attendance and wished everyone a productive academic year. The informational roundtables that have been hosted in past years will be implemented via brown bag events throughout the fall semester. The meeting adjourned at 11:23am.

Respectfully Submitted by Dr. Colleen Vasconcellos, Executive Secretary