

Fall 2017

General Faculty Meeting

Wednesday August 2, 2017

Approved April 25, 2018

- ❖ Provost Micheal Crafton called the meeting to order at 9:08 a.m.
 - Dr. Crafton indicated that viewing glasses for the upcoming eclipse were available for all.
 - Spring 2017 General Faculty minutes were approved unanimously.

- ❖ The Provost introduced President Marrero who provided the General Faculty with the following updates:
 - Dr. Marrero began with a recapitulation of the University of West Georgia's (UWG) journey over the last four years before discussing the vision for the coming academic year.
 - During 2014-15, "A Learning Year," the overarching goal was to "build the toolkit" by observing and gathering data. To assemble the best toolkit, the following measures were created and/or put into place:
 - Engage West survey
 - A university-wide vision
 - Defined institutional goals
 - Statement of direction and expectation
 - Key Performance Indicators (KPI's)
 - Systems of accountability
 - During year two 2015-16, the "Living Year," the goal was to use the tools in the toolkit. In this academic year, Engage West Staff and Faculty edition was conceived, the Best of the West program began, and we began to align our Strategic Plan to all divisions with the goal to assess and continue improvement that would impact others.

- The third year—AY 2016-17—was the “Leading Year,” a year in which UWG faculty, staff, and administrators were fully engaged. Departments aligned to institutional goals. Leadership sustained and embedded expectations. All were fully engaged in the vocation of transcending the “uncomfortable gap,” which is stress point created when the culture of high performance has created an obvious “gap” of performance expectation and outcome.
- Our ongoing efforts, President Marrero specified, have produced results:
 - The FY18 budget marks the largest total budget increase in Institutional history
 - Faculty and Staff merit/equity salary increases: \$7.3M + \$2.75M (FY18) = \$10.05M
 - 99 new full-time Faculty and Staff in the past three years and 82 new FTE’s for FY18 total 181 new employees (Dine West adds another 150+ to this total)
 - Institutional records were achieved in enrollment; the four and five-year graduation rates; the number of degrees conferred; the highest average incoming first-year student GPA; number of scholarships awarded; funds raised; and UWG’s regional annual economic impact
 - Last year’s Engage West survey had an 80% participation rate (1,368 respondents) and evinced a 3.9 employee engagement score
 - UWG’s collaboration with the community increase via avenues like the Carrollton/Carroll County Education Collaborative (CCEC); Protect Our Pack; inclusiveness and diversity programs; and our BikeShare program
 - We saw improved Retention, Progression, Graduation (RPG) rates—73% retention and 41-42% six year graduation rate (projecting six-year record graduation next summer)
 - We further defined our UWG 2020 vision and desired outcomes
- After outlining UWG’s three-year path and highlighting these positive results, Dr. Marrero characterized the phases of organizational change we have experienced and now seek to achieve: the honeymoon phase; when realities set in; recognizing the uncomfortable gap; and, during ensuing years, striving for consistency. To move forward, he indicated, we must move into and past the “uncomfortable gap,” a period in which performance gaps are evident; tougher decisions may need to be made; and

process improvement increases due to accountability and rising skill level. To those in any organization undergoing change, rampant inconsistencies make it obvious that, if not fixed, progress will halt and the organization will slip backwards. The gap that was once merely uncomfortable during improvement phases often becomes intolerable – in order to continue our improvement and to sustain growth the organization must come together and push “over the wall.”

- With these ideas in mind, Dr. Marrero turned to this academic year, which he called our “Legacy Year,” during which we seek to hardwire our future. He spoke of actions and outcomes and to internal and external priorities for the Institution as we seek to advance further:
 - Actions we will take include:
 - Continuing to focus on developmental work with multiple constituency levels, including, for instance, the Department Chair Academy
 - Identifying and developing future leaders with programs like EW Fellows and EW Emerging Leaders
 - Operationalizing Excellence with balanced scorecards in institutional leadership; in hiring processes; in onboarding and orientation for new employees; and in annual performance evaluations
 - 100% participation in EW Survey Roll Outs and Action Plans
 - Continuing to expand cross-divisional collaboration
 - Continuing to enact “Learning, Living, and Leading” behaviors and actions
 - The outcomes we seek include:
 - Clearly defined alignment of individual, departmental, divisional goals to institutional outcomes
 - Sustained, embedded, and accounted for expectations of excellence
 - Cultural transformation that evinces an attitude of fully involved engagement that becomes second nature
- Internal priorities that lead towards Institutional outcomes mentioned above include:
 - The largest budget allocation in history of the Institution

- Hiring/searching for up to 82 new Faculty/Staff
- Conducting critical searches (Police Chief, AVP Enrollment Management, Associated Vice President of Academic Affairs [now occupied by David Newton], Legal Counsel, and Dean of Libraries)
- Growth of the University (our Fall 2017 enrollment projections are 13,650-13,700)
- P3 Housing and Opportunities to Redirect M&O
- Campus Carry Implementation and continued communication
- Facilities—new buildings, renovations, and office space
- Expanded Leadership Training—EW Fellows, Emerging Leaders, Department Leaders
- External factors to consider as we move towards our desired goals include the following:
 - Comprehensive Administrative Review (CAR) going on at the USG level (UWG is in Phase I)
 - E-Tuition Taskforce
 - Legislative priorities in a lame-duck session
 - Political Unrest, Campus Safety, Protest, Activism
- Thus, during this fourth legacy year, UWG leadership challenges itself to model and actively communicate how internal and external factors can work to achieve desired outcomes for the Institution and live up to our fullest potential, ***“Making UWG the best placed to work, learn, and succeed!”***

❖ A-Day Presentation, Armani Hansell and T.J. Mills

- A-Day is in its 35th year and will be held on October 19th.
- Ms. Hansell and Mr. Mills indicated that donations can be made on a [giving website](#) and that donors could also set up electronic deductions from their paychecks as a mode of giving.
- The pair reminded the General Faculty that donors can choose where their money will go.

- ❖ Dr. Scot Lingrell spoke about Educational Activities Board's (EAB) student-centered application, "Journeys," which is designed to communicate with students in a mode that reaches them—via Smartphone. EAB's application is customized for each student. It defines educational pathways, provides self-service tools, and sends alerts to students in real time. Such a system is additionally useful for financial aid, housing, and registration. Faculty may seek to make use of this application to send "Early Alerts" to students regarding academic performance. The detailed slides for use of EAB's "Journeys" guide will be sent to faculty soon, Dr. Lingrell said.

- ❖ Provost Crafton provided the following annual goals from Academic Affairs.
 - To affirm UWG's academic mission
 - Continue campus efforts to promote work/life balance
 - Increase student success
 - Optimize our academic programs
 - Implement Liberal Education America's Promise (LEAP)
 - Improve communication

To achieve these goals, several initiatives are in place and continuing development:

- ONE UWG, currently in its nascent phase, will strive to engage faculty and create community. Its first program, the 1130 ONE UWG assistance fund, will help faculty in financial need from time to time. These monies will not need to be paid back.
- LEAP West will push forward, striving to build on LEAP fundamentals:
 - Value of Liberal Education
 - Essential Learning Outcomes, including knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning
 - High Impact Practices, including first-year seminars and experiences; common intellectual experiences; learning communities; writing intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; service learning/community-based learning; internships; and capstone courses/projects

- Principles of Excellence
- Purposeful Pathways

All fundamentals of LEAP, once implemented, are designed to improve student learning; create deeper engagement; increase retention and graduation; provide better job placement; and offer better tools to UWG for recruitment. Currently, Provost Crafton explained, there are the first-year experience seminars that begin this fall, and a comprehensive LEAP Plan is to be completed this year. To aid in this process, more faculty are needed to discuss capstone experiences and high impact practices already ongoing. All such work requires that we also work in tandem with Student Affairs on Career Services, service learning, and academic support systems.

- Dr. Crafton spoke next about the Quality Enhancement Program (QEP), outlining five original components of the program and explaining recommended changes from Dr. Nadya Williams’s team that will now be implemented. The five objectives of the original QEP plan included Wolf Video; on-campus writing support; faculty development; online writing support; and writing in the Core Curriculum. All have worked well, save for the last. Thus, faculty no longer must grade with the template and upload it.
- Existing initiatives and programs—Complete College Georgia, a focus on retention, progression, and graduation, Gateways to Completion, mid-term grading reporting; the creation of a first-year faculty program; and the desire to investigate creating a university college—connect to one overarching goal: ***the demonstrated learning and resulting appropriate progression for our students.***
- On HB280, “Campus Carry,” Provost Crafton provided the following brief recommendations:
 - Some would say it is wise to act as if the bill doesn’t exist; that is, adopting a “business as usual” attitude is best for our students and classroom spaces.
 - Link syllabi to the common language, where an up-to-date hyperlink to HB280 information is provided.

- Remember that the responsibility for compliance is on the student not faculty.
- Call the police if someone is in violation.

Micheal pointed to two existing associations in which important discussions about HB280, campus activism, and political unrest might occur in the coming year: the American Democracy Project and the American Association of State Colleges and Universities.

- Next in the meeting was the discussion of some of the Engage West results for Academic Affairs. As communication is a key goal for amelioration in the coming year, Micheal asked those present to discuss with tablemates potential ways to enhance communication on campus. After this collaborative discussion, several faculty shared ideas, which ranged from better website functionality to email digests to the use of video to answer questions/discuss concerns.
- ❖ Prior to lunch, there were Engage West table discussions. Those in attendance had the opportunity to choose from two of the following tables, each helmed by facilitators, also listed below:
1. First-Year Seminars, Ryan Bronkema
 2. High Impact Practices, Markesha Henderson
 3. Mid-Career Faculty Support, Muriel Cormican
 4. Diversity and Inclusion in Teaching, Yves-Rose Porcena
 5. Sustainability, Hannes Gerhardt
 6. Faculty Writing Groups, Katy Green and Stacy Britton
 7. Safe Zone Training, Beth Thompson
 8. National Fellowships and Honors College, Kate Theobald
 9. Grant Funding Opportunities, Julie Hawk and Ashley Miller
 10. ONE UWG, Micheal Crafton
 11. The QEP: Change is in the Air, Nadya Williams
 12. Contemplative Practices: Classroom, Dawn Neely
 13. Contemplative Practices: Work/Life, Alison Umminger
 14. Scholarship of Teaching and Learning, Julia Whisenhunt

15. Study Abroad Opportunities, Maria Doyle
16. Community Engagement, Melanie McClellan
17. Service Learning, Amber Smallwood
18. Center for Learning and Teaching, Rod McRae
19. Governor's Teaching Fellows, Brad Yates
20. Burning Daylight: Course Den's New Look, Meg Tucker and David Lloyd
21. Increasing Online Engagement, BethRené Roepnack
22. New Faculty Support, Tami Ogletree
23. Interdisciplinary Studies, Andy Walter
24. Supplemental Instruction, Carrie Carmack and Carrie Ziglar
25. Campus Carry (HB280) Legislation, Ned Watson
26. School of the Arts, Chad Davidson
27. Faculty with Children, Lara Willox and Melanie Hildebrandt
28. Working with Student Athletes, David Haase and Kim Holder
29. UWC and Successful Student Writing!, Duane Theobald
30. Options for Supporting Students, Lisa Adams and Christie Williams