Faculty Senate

Draft Meeting Minutes

September 10, 2021

Approved September 21, 2021

1. Call to Order

Chair Williams called the meeting to order at 1:03pm.

2. Roll Call

Present:

Barbour, Barrett, Boumenir, Branyon, Brandenburg, Brown, Carmack, Chambless, Cheng, Corley, DeWeese, Edelman, Elman, Erben, Evans, Fuentes, Gault (Gilles sub.), Gordon, Graffius, Green, Hadley, Hester, Ivory, Jara-Pazmino, Kellison, Khan, Kimbrel, Kniess, Lee, Ly, MacKinnon, Mason, Mitchell, McClenny, McLean, Nickell, Noori, Olivieri, Pazzani, Pencoe, Richter, Scullin, Self, Skott-Myhre, Shoemake, Snipes, Swift, Sykes, Talbot, Towhidi, Wei, Williams, Wofford, and Yoder

Absent: none

3. Minutes

A) The June 11, 2021 Meeting Minutes were approved electronically on June 18, 2021.

4. Administrator Reports

A) Report from the President

- *President Kelly provided the body with an update on the Humanities Building Renovation Schedule. The design schematic is nearly finalized, and it will be a beautiful, highly functional building once completed. It is estimated that the renovation will take the next two academic years to complete.*
- *UWG celebrated a new sculpture and mural designed by UWG Art students Trinity Dendy and Ariana Culver on the UWG Newnan Campus on Tuesday, August 31, 2021. He encouraged everyone to visit the Newnan campus to see these pieces. In his praise for these students and their work, President Kelly highlighted the faculty mentorship noted by each student as they talked about their experiences creating those pieces.*

- *Saturday, September 11, 2021 marks the first home football game in over 660 days and President Kelly encouraged everyone to attend the game and support the student athletes, marching band, and cheerleaders who will take the field.*
- *UWG's Cheerleaders not only won two national championships last year, but they were just chosen to be the 2021 All Girl US National Team and will represent the USA at the 2021 International Cheer Union Virtual World Championships in October.*
- *With regards to President Biden's executive order mandating vaccinations across large employers, President Kelly stated that he had no additional information from the state or the USG at this time as to how this mandate will impact UWG, if at all. He will update the university community as soon as more information becomes available.*
- *Enrollment is down across the country, and President Kelly approximates a 4% decrease in undergraduate enrollment and a 2% increase in graduate enrollment. (See September 10, 2021 Zoom Meeting, beginning at 21:34 and again at 55:47) President Kelly stated that we have less of a decline than many of our sister institutions in the USG and he pointed to the reinstatement of the SAT/ACT, dramatic shifts in the marketplace, the pandemic, and students viewing college as a risk as reasons behind the decrease. However, the significant work that we have done in the areas of enrollment, recruitment, and improving student success have mitigated those factors. Our census date is in October, and President Kelly stated that he hopes to be able to share those numbers with us at the next Senate Meeting.*

B) Report from the Provost

- *The Provost welcomed Vice-Provost Dr. Ralitsa Aikens and Dr. Daryush Ila, Vice President of Innovation and Research, to UWG. They joined the University this July, and will be meeting with faculty and programs in the next coming months.*
- *The offices of Academic Affairs and Student Affairs and Enrollment Management participated in a joint Leadership Retreat in mid-July that focused on improving how we collaboratively support student success, how we can best serve students, and advance the university as a whole. Also discussed were the QEP post-graduation outcomes and other strategic improvements that they will be working on this academic year.*
- *The Office of Academic Affairs worked closely with the Deans this summer, primarily focusing on the comprehensive analysis of programs that will take place this academic*

year. These reviews will be completed on a program by program basis, and will identify areas in need of improvement as well as identify what successes can be enhanced. By focusing on those scorecard elements, we can focus our 90-day sprints on achievable outcomes to help improve the entire university. The Provost stated that he was looking forward to the robust conversations that will take place within academic programs this fall, and taking action on some of those recommendations this coming spring. He provided additional information about these program reviews, how they will be conducted, what will be done with the information, the role of the outside consultants in this process, and the estimated timetable for the process beginning at the 58 minute mark. (See September 10, 2021 Zoom Meeting, beginning at 58:38) The Provost reiterated that this will be a faculty driven process that will look at the health and vitality of our programs on a per program basis. The academic scorecard for this process will be made available in WorkWest.

- *UWG is constantly examining the ways in which recruitment efforts can be improved upon and they have reimagined Preview Day as a result. While we will still have the browsing fair where potential students can explore academic programs and campus life and activities, we have added breakout sessions for a Q&A on a per program basis to create a more engaging experience for potential students that spotlights academic programs and the experiences we offer on campus. The Provost hopes that this will be one of the most impactful ways that we can improve admissions and enrollment management and create earlier, stronger connections between potential students and our academic programs.*
- *UWG is planning faculty and student led Summer Camps for Summer 2022 for middle and high school students. These weeklong camps will not only provide more community engagement, but they will provide great opportunities for recruitment by introducing potential students to UWG much earlier. We hope to begin advertising those in the next two months.*
- *UWG is also revising the application process for admissions to create a more simplified process that still maintains that rigor of our current admission standards. Some points of discussion are the addition of a QR code that will take students to a particular program of interest.*

- *Three new advising positions have been added to the Center for Academic Success to help decrease the ratio of students to advisors so that our students can have a more robust advising experience.*
- *Many improvements have been made to campus classrooms, including new seating, podiums, and added support for faculty. The AV improvements in the areas of technology and equipment are there to help improve student learning and to add important flexibility and innovation for our faculty.*
- *There is a multi-divisional working group focused on eSports, which has made impressive improvements in the areas of gaming and academic research on sports management. Not only have we created more recreational spaces for students who participate in eSports, but we are increasing UWG's presence in regional and statewide competitions. UWG now has an eSports learning community. These increased efforts help raise the profile of our university in the minds of potential students.*

C) Report from the Vice-Provost

- *Dr. Akins provided an update on the open position for Director of the Office of Education Abroad, which is an internal search among UWG faculty. Interested faculty should apply through HR.*
- *A new search is beginning for the Executive Director of the Office of Institutional Effectiveness and Assessment led by Dale Driver. More information to follow.*
- *Dr. Akins thanked the Faculty Senate Executive Committee for their nominations for a faculty representative to the UWG SACSCOC Reaffirmation Leadership Team. A decision will be made by the end of September.*
- *Dr. Akins mentioned the Push to Graduation Project, which is part of the 90-Day Sprints discussed by the Provost earlier. This initiative helps to identify students who may have some challenges or blocks standing between them and graduation, by exploring ways to incentivize students to register for those last several courses needed to graduate.*
- *Dr. Akins noted that she has begun meeting with colleges and departments to learn more about UWG's programs, and she is excited to speak with faculty and administrators about their work and programs.*

Q&A:

- *With regards to the recent visit by street preachers on campus outside the UCC who directed racist, homophobic, and misogynistic speech to our students, what can be done to define this as hate speech and have such speakers removed from campus? (See September 10, 2021 Zoom Meeting, beginning at 47:45) President Kelly stated that he has met with the President of the UWG Chapter of the NAACP and he discussed this with them and with other students since the incident occurred. While instances like these are not unique to our campus, university campuses have designated free speech zones. Anyone who comes on campus to utilize one of those zones has to follow every policy and procedure that we have, and we deploy people who are trained to discern when these lines are crossed and to make sure our students are guarded as much as possible. Our ability to respond is limited by the rules and perimeters related to freedom of speech laws, cases, and policies. The important thing is that we be here for our students who are impacted by these words given the limits that we are faced with. In individual conversations, President Kelly has stressed that he does not condone this distasteful speech or behavior, and administration is reviewing whether a broader based statement can be made consistent with state law.*
- *With regards to USG guidelines concerning mask wearing, one pre-submitted question asked why many UWG administrators are not modeling the USG's guidance on mask wearing when in indoor gatherings and meetings. (See September 10, 2021 Zoom Meeting, beginning at 1:16:01) President Kelly stated that he believed that everyone is following the USG guidance, as it is our job to do so.*
- *With regards to recent changes in protocol for contact tracing, quarantines, and the event that a student tests positive for Covid, why is Health Services no longer gathering information about student attendance and classroom contacts for faculty and why were faculty not informed of that change in procedure? (See September 10, 2021 Zoom Meeting, beginning at 1:16:01) President Kelly stated that he does not control these procedures, as we are under the authority of the Department of Public Health and the policies of the Board of Regents, all of which are provided on our website. The Provost added that there was some confusion around an email that faculty received in the event that a student needed accommodation while in quarantine, and that language has been clarified and updated.*

- *With regards to recent changes in graduate student assistantship allocations, many are concerned about both a loss of control of graduate positions that are central to the recruitment and retention of our graduate students as well as an erosion of shared governance. (See September 10, 2021 Zoom Meeting, beginning at 1:21:24) The Provost stated that the intent was to create equity across units. After asking the Budget Office in Academic Affairs to conduct an analysis of graduate assistantships and spending over the past few years, they discovered unspent dollars allocated towards graduate assistantship had been used in other ways through budget amendments. Best practices suggests that we have a common pool of funding to support graduate assistants and that faculty highlight the benefits to the student, their programs, and the institution, as well as to their research, creativity, and scholarship in order to afford opportunities when new needs arise across the university. The Provost charged Dean Ziglar and Dr. Ila with creating an equitable, robust competitive process that supports all of our graduate programs by centralizing the funds to make it easier to allocate assistantships. He stated further that while the allocation was the same or nearly the same as it has been historically, the official process is still being developed. GPC Chair Dena Kniess added that this came through GPC as well as the Graduate School Advisory Council, and there were concerns that the process as outlined in the proposal does not allow for multi-year awards and this would cause students to go to a competing institution. Other concerns were whether all interested parties were part of the decision-making process. The Provost stated that it was difficult for the institution to make a multi-year financial commitment, and that the intent was to allow for faculty to make a compelling case equitably across UWG that they have benefits to themselves and their scholarship as well as the graduate assistant. He assured the body that the process was still under review.*
- *There are a number of concerns regarding the Board of Regent's new guidelines on tenure. More specifically, their policy states: "If an institution is not carrying out an appropriately rigorous review process the BOR may move the ability to award tenure to the board level until institutional processes have been remediated." How is an appropriately rigorous review process defined and is our current tenure review process sufficient? Is there a metric regarding how many faculty members are denied tenure and/or promotion, and is this a step toward USG controlling all tenure decisions? (See September 10, 2021 Zoom Meeting,*

beginning at 1:28:44) The Provost stated that they would like to have a working group across Academic Affairs that addresses this proactively, and the intent would be to ensure that we do have an appropriately rigorous process that begins with peer review. He is confident that we can meet and exceed this expectation that the BOR has created for us.

- *With regards to faculty morale, how administration would rate morale, and whether there is need for improvement, President Kelly stated that we should look beyond the boundaries of the university because we are living in a very complicated time and have lived in this complicated time for the past 18 months. (See September 10, 2021 Zoom Meeting, beginning at 1:33:54) He stated further that the substance of an employee's experience at the university is important, he appreciates everyone's resilience and patience, and he hopes that we will be living in a less complicated time soon.*

5. Committee Reports

Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Mathematics, Sciences, and Technology

a) Mathematics Minor

Request: Modify

Item approved unanimously.

b) Computing, B.S.

Request: Add

Item approved with 43 in favor, 1 opposed, and 1 abstention.

c) Computing, Nexus

Request: Add

Item approved with 44 in favor, 1 opposed, and 1 abstention.

d) COMP 2200 – Introduction to Databases

Request: Add

e) COMP 2300 – Fundamentals of Computing

Request: Add

f) COMP 2320 – Principles of Programming

Request: Add

g) COMP 2350 – Introduction to Digital Media

Request: Add

h) COMP 2360 – Physical Computing

Request: Add

i) COMP 2500 – Intro to Computer Security

Request: Add

j) COMP 3300 – Application Development I

Request: Add

k) COMP 3310 – Mobile Development

Request: Add

l) COMP 3350 – Game Development I

Request: Add

m) COMP 3400 – System and Network Admin I

Request: Add

n) COMP 3500 Cybersecurity

Request: Add

o) COMP 3600 User-Centric Computing I

Request: Add

p) COMP 3800 Data Analytics

Request: Add

q) COMP 4200 Advanced Database Systems

Request: Add

r) COMP 4300 Application Development II

Request: Add

s) COMP 4350 Game Development II

Request: Add

t) COMP 4400 System and Network Admin II

Request: Add

u) COMP 4420 DevOps

Request: Add

v) COMP 4500 Computer Forensics

Request: Add

w) COMP 4600 – User-Centric Computing II

Request: Add

x) COMP 4982 – Capstone Project

Request: Add

y) COMP 4985 – Special Topics in Computing

Request: Add

z) COMP 4986 – Internship

Request: Add

Items d-z taken as a block and approved with 44 in favor, 1 opposed, and 2 abstentions.

Committee II: Graduate Programs Committee (Dena Kniess, Chair)

Action Items:

A) College of Education

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

a) Integrative Health and Wellness, M.S.

Request: Add

Item approved with 47 in favor, 0 opposed, and 1 abstention.

b) CMWL 6100 – Lifestyle Medicine and Integrative Health

Request: Add

c) CMWL 6200 – Behavior Change Models, Methods and Theories

Request: Add

d) CMWL 6300 – Mind Body Medicine

Request: Add

e) CMWL 6400 – Exercise and Nutrition for Health and Healing

Request: Add

f) CMWL 6500 – Health Technologies

Request: Add

g) CMWL 6600 – Wellness Law & Entrepreneurship

Request: Add

h) CMWL 6700 – Personal and Professional Development for the Health and Wellness Coach

Request: Add

i) CMWL 7000 – Advanced Health and Wellness Coaching

Request: Add

j) CMWL 7100 – Capstone (Culminating Experience)

Request: Add

Items b-j approved as a block with 45 in favor, 0 opposed, and 1 abstention.

B) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) SOCI 5015 – Analyzing and Visualizing Data

Request: Add

Item approved unanimously.

Information Items:

A) College of Education

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

a) Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling

Request: Modify Admissions Criteria

These modifications remove the GRE requirement for admission into the program.

b) Professional Counseling, Ed.S.

Request: Modify Admissions Criteria

These modifications remove the GRE requirement for admission into the program.

Committee III: Academic Policies Committee (Jennifer Edelman, Chair)

Action Item:

A) Georgia History and Georgia Constitution Proficiency Exam Policy (**Figure 1**)

Request: Modify

Item approved with 43 in favor, 3 opposed, and 2 abstentions.

Information Item:

A) High Impact Practices (HIPs) Designations (**Figure 2**)

The USG is requesting that every institution develop a campus-wide process and criteria for assigning attributes in Banner for all courses identified as High Impact Practices (HIPs). In Spring 2021, six UWG faculty—including one APC member—were selected to serve as

USG HIPs Implementation Fellows to serve as campus liaisons to support this work. They will continue to advise and support this work as members of the Campus HIPs Committee, which is comprised of faculty representatives from each academic college, school, and unit. The Campus HIPs Committee will draft recommendations for the process and criteria for assigning attributes in Banner for courses identified as HIPs, which then will be submitted the APC for revision and approval before being sent to the Faculty Senate for final approval. Once this the process and criteria for assigning HIPs attributes to courses have been approved, the curricular approval of courses receiving a HIPs attribute will be processed through UPC and the Faculty Senate on a course by course basis before being sent to the Registrar, who will assign the attributes to courses in Banner. The Provost supports this work and has identified funding to support faculty in course design or course redesign related to HIPs.

Committee IV: Faculty Development Committee (Patrick Erben, Chair)

Information Item:

A) BOR Post-Tenure and Annual Review Recommendations (**Figure 3**)

The FDC wanted to bring everyone's attention to ongoing changes made by the Board of Regents to 10-year annual evaluations and faculty evaluations in general, which will probably affect pre-tenure, tenure and promotion, and post-tenure review applications. There will be a good bit of work that will need to be done by institutions as the board moves to approve these changes, and much of it will rely on institutions to craft actual policy changes, especially with regard to different review levels and at the program level. Specific things noted were a focus on student success activities outside of teaching such as mentoring or undergraduate research, and changes in the post tenure review timeline and process. Discussion then focused on concerns over how this may change the nature of academic freedom post tenure, and whether the BOR is attempting to ensure that faculty are maintaining productivity throughout their career through their increased control and centralization of the promotion and tenure process. See Figure 3 for a summary and flow chart of changes to the post tenure review timeline. (See also September 10, 2021 Zoom Meeting, beginning at 1:56:20)

Committee VIII: Budget Committee (Laurie Kimbrel, Chair)

Information Item:

A) David Nickell will serve as Chair of the Budget Committee for the 2022-2023 Academic Year.

Chair Kimbrel also provided a quick update regarding an upcoming Budget Workshop scheduled for September 21, 2021, with the Provost and Vice President of Business and Financial Services John Haven. She will share the slides from that workshop at the October Senate Meeting.

Chair Kimbrel also stated that the Budget Committee has formed a subcommittee that is currently working on the 12-month pay option for ten month employees that is allowed by policy but has not been put into practice. The Budget Committee is also collaborating with the Facilities and Information Technology Committee to create a faculty parking fee subcommittee comprised of members from both Budget and FITC.

6. Old Business

7. New Business

A) QEP, Dr. Ralitsa Akins

Dr. Akins stated that she is in contact with Faculty Senate Committees to which she is serving as a liaison, as well as UWG's liaison with the SACSCOC, about the best way to approach the QEP process in order to be as productive as possible as we move forward. Not only is it clear that we will have to base this process on data, but we also need broad faculty participation. Dr. Akins will be meeting with the Institutional Planning Committee soon to discuss the initial process further, and she will report back to this body when more information becomes available.

B) New Advising Procedure (**Figure 4**)

Chair Williams gave some background information regarding the recent transfer of undergraduate advising from programs to the Advising Center and the proposed resolution found in Figure 4, and the rationale behind that resolution. (See September 10, 2021 Zoom Meeting, beginning at 2:12:07) He stressed that this resolution was not a criticism of the excellent work done by our professional advisors or of the Advising Center. Some concerns that were raised by faculty in attendance were the importance of advising and student success activities within the promotion and tenure process, the role that mentoring and career planning plays in advising, the importance of prerequisites within curriculum paths, how this may affect student letters of recommendation, the nuanced conversations that take place between faculty and their advisees, further erosion in shared governance, and changes to program websites that now directs students to the Advising Center rather than a program-specific disciplinary advisor.

Provost Preston clarified that faculty have not been removed from the advising process. There were about 900 students in very specific academic programs who did not have the opportunity to receive general advising as part of the Center for Academic Success and Advising, so the action taken was to add three advisors to that Center so that students could have more access to advising. He stressed that he values the disciplinary advising that faculty give, and the addition of these three advisors allows faculty to focus more on that disciplinary advising while augmenting and adding to the resources already available to students.

Chair Williams stated that it was his understanding that, according to Carrie Ziglar, faculty will no longer review student schedules or remove advising holds, but will play a role alongside professional advisors as a mentor to students. The Provost stated that no student will be advised exclusively by faculty and faculty are not removed from the process as they are central to mentorship and advising. Instead, this adds to the resources for student success and advising already in place. With regards to website changes that direct students to the Advising Center rather than a program-specific disciplinary advisor, the Provost stated that he would be happy to work with the Center for Academic Success and Advising to clarify that.

APC Chair Jennifer Edelman stated that this resolution came through APC, and she reached out to a number of people to find out more information and they all stated that faculty would no longer advise students. She asked the Provost to clarify whether student advising would begin in the Advising Center and be transferred to an advisor within their program after a certain point in their progress or whether student advising would remain within the Advising Center during the entirety of that students progression through their program. The Provost stated that after he learned of the 900 students who needed advising, concerns arose about faculty workload, especially over the summer when faculty may not be on contract. Rather than put student in limbo, three new advisors were added to the Advising Center in order to support our students' advising needs. He added that his main focus is student success, but we also need to make sure that we are respecting faculty workload, particularly in the summer, and make sure that we have the appropriate number of advisors to support the number of students that we have. The Provost stated that he was happy to get together and have a conversation about this in order to clarify any confusion, and APC Chair Edelman invited him to attend the next APC meeting.

Chair Williams stressed that there was no objection to the addition of the three new advisors, but it would have been useful to have program and faculty input in the decision making process.

After calling the question, the resolution passed with 31 in favor, 6 opposed, and 5 abstentions.

C) Resolutions on COVID Protocols (**Figure 5**)

Chair Williams began by stating that both of these resolutions were written before President Biden's executive orders regarding mandating vaccinations across large employers. (See September 10, 2021 Zoom Meeting, beginning at 2:32:39) That said, faculty at a number of institutions across the USG have been concerned about what they view as inadequate safety measures on campus to reduce the spread of Covid among all members of the university community. We are still operating under USG guidance that encourages individuals to wear masks and to get vaccinated, but there is no mandate, and a number of Faculty Senates across the state including UNG, UGA, and GSU have passed similar resolutions to what we are proposing in Figure 5. When Chair Williams polled the General Faculty to comment on potential resolutions our Senate could offer, 75% of the 283 responses supported Senate action on the matter, and among that 75%, 80 faculty used the comments section of the survey to write in a request for a mask and/or vaccine mandate.

It was noted that UWG's AAUP chapter Executive Committee has worked with the Georgia state AAUP to organize a series of protests next week that will take place every day at different times to encourage widespread participation for anyone who wants to participate without disrupting classes.

After calling the question, the Petition to the USG for a Change in COVID Policy passed with 40 in favor, 4 opposed, and 0 abstentions. The Resolution on Campus COVID-Related Protocols at UWG passed with 43 in favor, 3 opposed, and 2 abstentions.

8. Announcements

A) Possible Replacement of Academic Video Platform Vendor, Rod McRae (**Figure 6**)

Due to some recent problems with Kaltura's reliability and customer support team, the Center for Teaching and Learning has been looking for an alternative program that will better serve our purposes. They have identified two options, YuJa and Echo360, and will begin a 30-day pilot program for YuJa to test its viability as a replacement. There will be no

impact on any recordings stored on YouTube, Collaborate Ultra, Zoom, Teams, or desktops. If chosen, we will begin the transition to the new program in November or December of this year. While faculty will need to relink their videos in CourseDen, there will be an automatic migration of all Kaltura recordings. The CTL will provide training and support in the form of vendor sessions, tutorials, workshops, and knowledge based articles. Please save any crucial recordings regardless of vendor or platform.

9. Adjournment

The meeting adjourned at 3:43 pm.

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

Figure 1
UWG *Undergraduate Catalog*, p.81
and UWG Academic Support: Academic Testing Services Website
Proposed Modifications to the Georgia History and Georgia Constitution Exam Policy

APPROVED REVISED VERSION

IMPORTANT : The Georgia History and Constitution Proficiency Exams are available to transfer students who have already taken and passed the equivalent of HIST 2111/2112 or POLS 1101/2201/4211 out of state. If you have not fulfilled any history or political science course requirements, you must take the UWG course instead of these exams.

- GA History & GA Constitution Proficiency Exams are offered once a semester. Examinees will be required to show photo ID.
- A $10 testing fee is associated with both the GA History and the GA Constitution exams. Additionally, we will offer individual appointments for testing if you are unable to register for our regularly scheduled exams each semester.
- If you are not sure if you need to take one or both of these exams, please email any questions/concerns to graduation@westga.edu and transfer@westga.edu in the Registrar's Office.

GA History Exam

*** Upcoming Testing Session: Wednesday, September 15th, 2021 at 3:00pm. ***

- Required text: Georgia Odyssey: A Short History of the State by James C. Cobb (2nd ed.) ISBN-10: 0820330507
- The textbook is available via UWG library or online textbook retailers. Please reach out to the Testing Center if you cannot locate a copy of this text, we have books available for loan.
- The exam consists of 20 multiple choice questions.
- Passing requires a score of 60% or better.
- Students are allowed unlimited opportunities to take the exam with no specified wait time between attempts. This exam is administered once per semester.

GA Constitution Exam

*** Upcoming Testing Session: Thursday, September 16th, 2021 at 3:00pm. ***

- Required text: GA State Politics: The Constitutional Foundation (5th Edition) by Lee M. Allen & Richard Saegar. ISBN-13: 978-0757510618 / ISBN-10: 0757510612
- The textbook is available via UWG library or through online textbook retailers. Please reach out to the Testing Center if you cannot locate a copy of this text, we have books available for loan.
- The exam consists of 45 multiple choice questions.
- Passing requires a score of 60% or better.

- Students are allowed unlimited opportunities to take the exam with no specified wait time between attempts. This exam is administered once per semester.

Please note: Students who take AP, CLEP and IB Exams and receive credit for HIST 2111 or 2112 or POLS 1101 will not have satisfied the GA History and Constitution requirements and will need to take the GA History and/or Constitution exam(s).

Figure 2

High Impact Practices (HIPs) Implementation Proposal
Academic Programs Committee, Faculty Senate
University of West Georgia
August 31, 2021

Proposal

The University System of Georgia (USG) is requesting that every institution develop a campus-wide process and criteria for assigning attributes in Banner for all courses identified as High Impact Practices (HIPs). Faculty governance is essential to the success of this curricular work; therefore, we propose this work be guided and approved by the Faculty Senate.

The Campus HIPs Committee (LEAP West) was recognized by the Faculty Senate in 2015. The committee membership includes faculty representatives from each of the academic colleges and schools. A member of the Academic Programs Committee (APC) of the Faculty Senate also serves on this committee. This Campus HIPs Committee will draft recommendations for the process and criteria for assigning attributes in Banner for courses identified as HIPs and submit to the APC for revision and approval before being sent to the Faculty Senate for final approval.

Once the process and criteria for assigning HIPs attributes to courses have been approved, the curricular approval of courses receiving a HIPs attribute will be processed through the Undergraduate Programs Committee (UPC), as it currently is with all undergraduate courses at UWG. The Campus HIPs Committee will coordinate the initial stages of this process: sending out periodic calls for faculty to submit courses for HIPs designation; reviewing courses based on the criteria approved by the Faculty Senate; and submitting recommendations for courses to receive HIPs attributes to the UPC for approval. Once that process is completed and approved by the Faculty Senate, the registrar will assign the attributes to courses in Banner.

Rationale for High Impact Practices to Support Student Academic Success

Research on the positive impact that HIPs can have on student learning--as well as on retention and progression--is well-established, dating back over a decade. Faculty at UWG have been actively engaged in teaching courses that include HIPs for many years, even though the institution has rarely designated them as such. While assigning HIPs attributes in Banner will allow the USG to assess HIPs and their educational impact across institutions, this work also has significant implications for UWG students. Once attributes are assigned, students would be able to make more informed decisions about courses they are taking. For example, if a student wanted to take a service learning course, they would be able to identify those courses in the registration system. They would also be able to identify HIPs-aligned courses for future educational and professional purposes post-graduation. Assigning attributes to courses could also benefit academic programs in recruitment of new students and in establishing milestones for student achievement.

Institutional Background and Support

This process for assigning HIPs attributes to courses is not new to UWG. Over the past several years, the Campus HIPs Committee has worked with the Faculty Senate to approve designations for Service Learning

courses and First-Year Seminar courses. The same faculty governance process will be followed again to meet these new USG expectations.

In Spring 2021, six UWG faculty were selected to serve as USG HIPs Implementation Fellows to serve as campus liaisons to support this work. They will continue to advise and support this work as members of the Campus HIPs Committee.

The initial recommendations for HIPs implementation at UWG were included as part of the institution's 2021-2022 Momentum Plan which was finalized in the spring.

The Provost supports this work and has identified funding to support faculty in course design or course redesign related to HIPs.

Additional information on the USG recommendations, formal definitions of High Impact Practices, and other documents supporting this proposal can be found HERE.

Figure 3

Post-Tenure and Annual Review Recommendations

Executive Summary

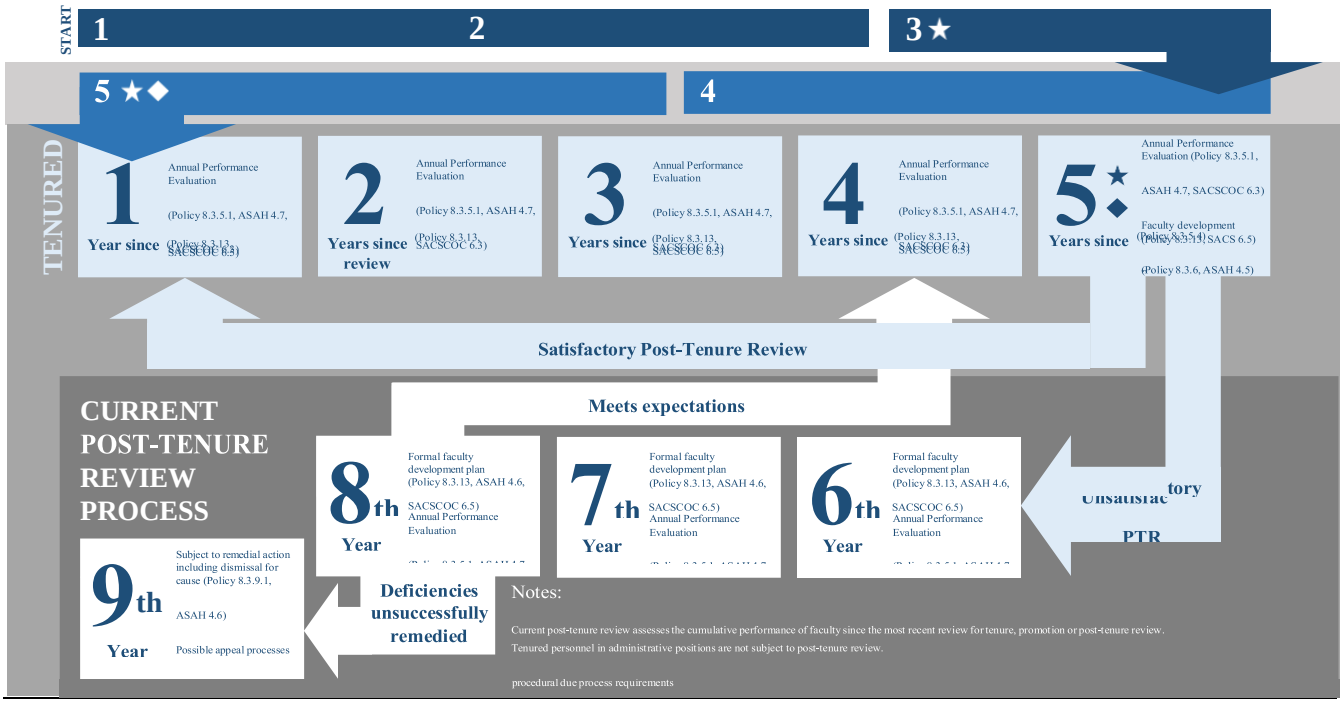
System Framework for Annual, Pre-Tenure, Promotion, Tenure, and Post-Tenure Reviews

- The BOR will enact system level guidelines and standards for all faculty reviews and will ensure that campus policies and standards conform with system requirements.
- BOR standards will require:
    - teaching quality, and student success factors consistent with USG Momentum Approach as success factors in all annual, pre-tenure, tenure, and post-tenure review criteria, in addition to the existing requirements of teaching, research and service;
    - that a deficit in any component of workload performance necessitate an immediate and defined course of corrective action;
    - that while a faculty member may be deemed as "Not Meeting Expectations" for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as "Not Meeting Expectations".
- The USG will regularly review and periodically audit institutional annual, pre-tenure, promotion, tenure, and post-tenure evaluation policies, practices, and outcomes to ensure consistency with BOR guidelines and standards.
- The BOR will receive an annual report providing information about annual, pre-tenure, tenure, and post-tenure review outcomes at each campus.
- System and institutional training will be developed and required for provost office personnel, deans, and department chairs, to ensure that all reviews are conducted according to the established guideline and rubric standards.
- If an institution is not carrying out an appropriately rigorous review process the BOR may move the ability to award tenure to the board level until institutional processes have been remediated.

Post-Tenure Review

- The Post-Tenure Review (PTR) process will be modified to provide a better framework for faculty performance development and evaluation across all stages of their career.
- Each tenured faculty member will continue to participate in a PTR at least every five years, but must go through a required *corrective* PTR if they are evaluated as performing unsatisfactorily either overall or in any particular area for two consecutive annual reviews.
- An unfavorable PTR will result in a Performance Improvement Plan which must be satisfactorily completed within one year to avoid corresponding disciplinary action.
- Board policy and procedure will be modified to create a more expedient process that better aligns tenure revocation or other disciplinary action consequences with the modified PTR process.

Current Post-Tenure Review Policy Timeline



Proposed Post-Tenure Review Policy Timeline

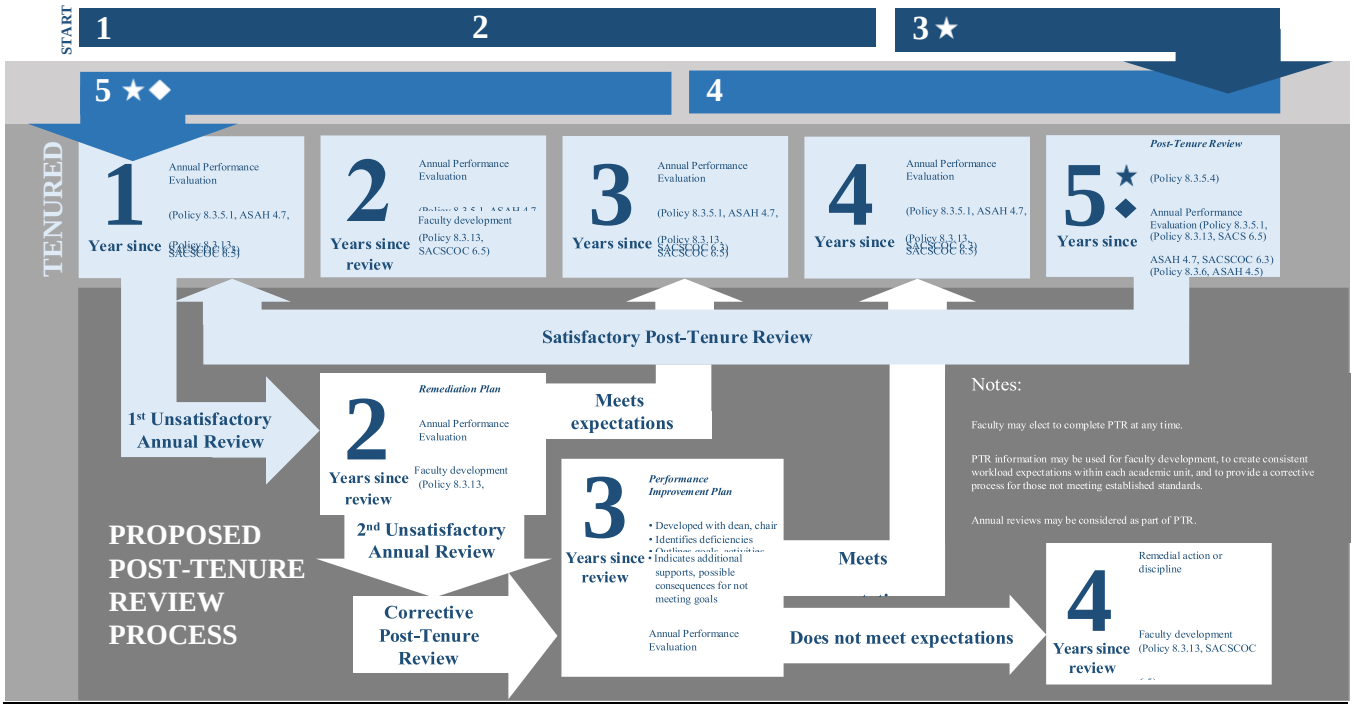


Figure 4

Faculty Senate Resolution on Academic Advising Restructuring

The Reasons for This Resolution:

1. UWG's Office of Academic Affairs (AA) has unilaterally reassigned all academic advising for majors to the Advising Center, which specifically affects programs and majors whose students had been advised (above a specified credit hour threshold) by faculty members in their respective major.

2. AA did not consult or collaborate with the affected programs or program faculty.

3. AA did not conduct a study nor produce any data on how such a change would affect major recruitment and retention in the concerned programs.

4. AA did not consult with the Faculty Senate or the Senate's Academic Policies Committee, even though academic matters are the explicit concern of the Senate.

5. AA has not communicated the new procedure directly and evenly to the affected programs; however, the Advising Center website already reflects the changed procedure and advising responsibilities (https://www.westga.edu/student-services/advising/majors-advising-center.php), thus causing potential confusion among students and their faculty advisors.

6. Although UWG did convene a work group for advising, the group did not recommend removing all faculty advising and assigning students to primary role advisors.

7. NACADA (National Academic Advising Association) completed an external review of UWG's advising structure in 2018 and did not recommend removing all faculty advising and assigning students to primary role advisors.

Resolution:

1. Student academic advising by faculty in their major is an issue of academic programming. As such, faculty (specifically through the Faculty Senate and its Standing Committees) must be involved in any and all decisions relating to the structure of advising at UWG as per established shared governance practices.

2. Academic advising does not have to be conducted the same way for every program on campus. Individual programs should be able to select the advising model that best fits their students' needs.

3. Any changes to academic advising must be vetted in collaboration among Academic Affairs, the Faculty Senate (specifically APC), and the affected academic programs.

4. The Faculty Senate requests that the Office of Academic Affairs rescind its unilateral changes to academic advisement procedures in order to first engage with relevant

stakeholders, through the established shared governance channels, in formulating a mutually agreed upon solution benefitting the students in the affected programs.

Figure 5

Petition to the USG for a Change in COVID Policy

Because of the urgent priority of protecting the health and lives of all members of our university community – including students, faculty, and staff – the Faculty Senate of the University of West Georgia calls on the University System of Georgia to follow the COVID-19 health guidelines of the Centers for Disease Control and Prevention (CDC) by either:

1) Implementing an indoor mask-wearing requirement and vaccine mandate for all eligible individuals across the university system; or

2) By allowing individual USG institutions, including the University of West Georgia, to do so on their own initiative.

Resolution on Campus COVID-Related Protocols at UWG

Because of the urgent priority of protecting the health and lives of all members of our university community – including students, faculty, and staff – the Faculty Senate of the University of West Georgia calls on the president and other members of the university administrative leadership to:

1) Adopt policies that give faculty who are caregivers for children or other dependents who are quarantining because of COVID or are experiencing illness the option to move their classes online in order to continue serving their students while also meeting their family obligations and protecting the health of everyone.

2) Give faculty the option to move their face-to-face classes online in order to better serve students who are not able to attend class because of illness or quarantine.

3) Give faculty the resources to accommodate students in their classes who are unable to attend a face-to-face or hybrid class because of illness or a COVID quarantine. The Faculty Senate and its committees would welcome the opportunity for further conversation with the administration about revised policies that might help both faculty and students achieve class instructional goals during this pandemic.

4) Gather data on vaccination rates across campus and post this information on the university website, along with up-to-date data on COVID infections.

5) Ensure that all campus meetings include a virtual option, so that risks of COVID exposure will not be unnecessarily exacerbated.

6) Provide free mask dispensers at the entrance to all buildings on campus, and place cleaning supplies, hand sanitizer, and wipes in all classrooms.

7) Update campus signage to reflect current USG policy that facial coverings are encouraged in all indoor areas.

8) Model compliance with the USG's statement that "everyone is encouraged to wear a mask or face covering while inside campus facilities" by wearing facial coverings at all indoor public gatherings and university meetings.

9) Issue statements about the importance of following the COVID prevention guidelines of the CDC – guidelines that include indoor mask-wearing in high-transmission regions, such as our own county and state.

10) Advocate for stronger COVID prevention policies from the USG, as well as funding for COVID testing and other mitigation efforts to reduce COVID community spread.

Figure 6

Center for Teaching & Learning

Bye, Kaltura?

Possible Replacement of UWG's Academic Video Platform Vendor

What Problem Are We Trying to Solve?

- *Looong*-running issues with Kaltura's reliability
- Their substandard support and service for faculty
- Kaltura is expensive, especially for a flawed product.

Plus

- Newly identified needs for features—e.g., automatic transcription (indexed, searchable, editable, accurate)

What Are Our Options?

	Kaltura	Panopto	PlayPosit	Yuja	Echo360	Wistia	Vimeo	Knowmia	Screencast-O-Matic	Bongo
Higher Ed target market	X	X	X	X	X		X-ish	X	X	X
D2L	X	X	X	X	X				X	X
Accessibility	X	X	VPAT only	X	X			X		VPAT only
Analytics	X	X	X	X	X	X	X			
Quizzing	X	X	X	X	X			X		X
Hotspots	X		X			X				
Advanced interactive features	X	X		X	X	X		X		X
Advanced post-production features		X		X					X	
Privacy/Security referenced	X	X	X	X	?				X	
Scalable storage	X	X		X	?		7TB limit		250GB/mo	
Adaptive streaming	X	X		X			X			
Browser compatibility	X	X		X					X	
Device compatibility (lecture capture)	PC/Mac/mobile	ALL		PC/Mac/Browser	X				X	
User Interface (first impression)	Y	Y	Y	~	?					Y
Content Management interface (first impression)	~	Y	Y	Y	?					
Knowledge-base	X	X	Y	X	X		X		X	X
24/7 support	Support portal	8-8EST	email only	Phone/email	Support portal				Tickets	KB tickets

What Do Faculty Need to Know Now?

- **No impact** at all on recordings stored on YouTube, Collaborate Ultra, Zoom, Teams, or desktops.
- CTL-facilitated pilot of YuJa (30 days)
- Continued problematic reliability of Kaltura, especially with uploads, playback, and in-video quizzing

What *Might* Faculty Need to Know Later?

If changing vendors were to be the *best* decision,

- Begin transition Nov./Dec.
- Automatic migration of Kaltura recordings
- Faculty will need to relink videos in CourseDen
- Training and support: vendor sessions and tutorials, CTL workshops, and Knowledge Base articles

Important Takeaway:

Regardless of vendor or platform, save crucial recordings!