

Faculty Senate Meeting Minutes

December 3, 2021

Approved Electronically on December 9, 2021

1. Call to Order

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

2. Roll Call

Present:

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

Absent:

Erben, Khan, Penco, and Wofford

3. Minutes

A) The November 12, 2021 Meeting Minutes were approved electronically on November 19, 2021.

4. Committee Reports

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

Action Items:

A) College of Arts, Culture and Scientific Inquiry

1) Department of Art, History and Philosophy

a) [Ethics Certificate](#)

Request: Add

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

b) [PHIL 3300 - Biomedical Ethics](#)

Request: Add

c) [PHIL 3310 - Philosophy, Ethics, and the Environment](#)

Request: Add

Items b-c were taken as a block and approved with 46 in favor, 0 opposed, and 1 abstention.

- d) [Philosophy, B.A.](#)

Request: Modify

- e) [Philosophy, Law, Justice and Society Track, B.A.](#)

Request: Modify

- f) [Philosophy, Religion, Track, B.A.](#)

Request: Modify

Items d-f were taken as a block and approved with 47 in favor, 0 opposed, and 1 abstention.

- g) [Art, Art History Option, B.A.](#)

Request: Modify

- h) [History, B.A.](#)

Request: Modify

- i) [History Secondary Education Certificate, B.A.](#)

Request: Modify

Items g-i were taken with items 2.a-e as a block and approved with 44 in favor, 0 opposed, and 1 abstention.

2) Department of English, Film, Languages, and Performing Arts

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

Request: Modify

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

Request: Modify

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

Request: Modify

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

Request: Modify

- e) [Theater B.A.](#)

Request: Modify

Items a-3 were taken with items 1.g-1 as a block and approved with 44 in favor, 0 opposed, and 1 abstention.

- f) [Theater with Concentrations in Acting and Design/Technology, B.F.A.](#)

Request: Modify

Item unanimously approved.

- g) [FORL 2100 - Language and Identity](#)

Request: Add

Item approved with 46 in favor, 0 opposed, and 1 abstention.

3) Department of Computing and Mathematics

- a) [Mathematics, UTeach Secondary Education Track, B.S.](#)

Request: Delete

Item approved with 46 in favor, 1 opposed, and 0 abstentions.

4) Department of Natural Sciences

- a) [CHEM 3100 - Current Topics in Chemistry](#)

Request: Add

- b) [CHEM 3201A - Special Topics in Chemistry A](#)

Request: Add

- c) [CHEM 3201B - Special Topics in Chemistry B](#)

Request: Add

- d) [CHEM 3201C - Special Topics in Chemistry C](#)

Request: Add

- e) [CHEM 4908L - Tools in Chemical Research](#)

Request: Add

- f) [CHEM 4909L - Chemistry Senior Capstone Project](#)

Request: Add

Items a-f were taken as a block and approved unanimously.

- g) [Chemistry Minor](#)

Request: Modify

Item approved with 46 in favor, 0 opposed, and 1 abstention.

- h) [Chemistry, Non-ACS Track - Business Option, B.S.](#)

Request: Modify

- i) [Chemistry, Non-ACS Track - General Option, B.S.](#)

Request: Modify

- j) [Chemistry, Non-ACS Track, Professional Preparation Option, B.S.](#)

Request: Modify

Items h-j were taken as a block and approved with 46 in favor, 0 opposed, and 1 abstention.

- k) [Geography, B.S.](#)

Request: Modify

Item approved with 45 in favor, 0 opposed, and 1 abstention.

- l) [GEOL 2523 - Age of Dinosaurs](#)

Request: Add

Item unanimously approved.

B) College of Education

1) Department of Early Childhood Through Secondary Education

- a) [ECED 4251L - Assessment and Correction Clinical Lab](#)

Request: Modify

- b) [ECED 4283 - Practicum II](#)

Request: Modify

- c) [ECED 4286 - Teaching Internship](#)

Request: Modify

- d) [ECED 4289 - Teaching Internship Seminar](#)

Request: Modify

- e) [ECSE 4789 - Teaching Internship Seminar](#)

Request: Modify

Items a-e were taken as a block and approved with 43 in favor, 0 opposed, and 2 abstentions.

- f) [Elementary Education - B.S.ED.](#)

Request: Modify

Item approved with 43 in favor, 0 opposed, and 2 abstentions.

2) Department of Educational Technology and Foundations

- a) [MEDT 2501 - Multiple Literacies for Ed](#)

Request: Add

Item unanimously approved.

3) Department of Literacy and Special Education

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

Request: Modify

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

- b) [SPED 3750 - Diverse Experiences Practicum](#)

Request: Modify

Item approved with 45 in favor, 1 opposed and 1 abstention.

C) School of Communication, Film, and Media

- 1) [Mass Communications, B.S.](#)

Request: Modify

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

- 2) [COMM 4456 - Digital Content Creation](#)

Request: Add

Item approved with 46 in favor, 1 opposed and 0 abstentions.

D) Richard's College of Business

- 1) Department of Marketing and Real Estate

- a) [Embedded Certificate in Real Estate Appraisal](#)

Request: Add

- b) [Embedded Certificate in Real Estate Brokerage](#)

Request: Add

Items a-b were taken as a block and approved with 43 in favor, 1 opposed, and 1 abstention.

E) University College

- 1) Department of General Education

- a) [DATA 1501 - Introduction to Data Science](#)

Request: Add

Item approved with 43 in favor, 1 opposed and 3 abstentions.

- 2) Center for Interdisciplinary Studies

- a) [XIDS 2300 - Pirates of the Caribbean](#)

Request: Add New Course Topic

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

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

Action Items:

A) College of Education

1) Department of Literacy and Special Education

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

Request: Modify

Item approved with 43 in favor, 0 opposed and 2 abstentions.

B) Richards College of Business

1) Department of Management

- a) [Combined Master of Professional Accounting, MPAcc and Master of Business Administration, MBA](#)

Request: Modify

Item unanimously approved.

Information Items:

- A) GPC Subcommittee working on Graduate Faculty Status Policy revision due to SACSCOC compliance

Dean Ziglar recently notified the GPC that UWG's Graduate Faculty Status Policy was not in compliance with the SACSCOC policy, so a subcommittee has been created to revise our policy and bring it into compliance. They hope to present drafts in spring 2022.

- B) Patrick Hadley will serve as Chair of the Graduate Programs Committee for the 2022-2023 Academic Year.

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

Information Item: (Figure 1)

- A) High Impact Practices (HIPs) Committee: Undergraduate Research Designation for Courses

Undergraduate Research (UR) is the first of the High Impact Practices (HIPs) drafted by the campus HIPs (LEAP West) Steering Committee and approved by the APC. The criteria (Figure 1) will be used to assign an undergraduate research attribute to courses in Banner. Courses that meet the criteria will be sent to the Faculty Senate Undergraduate Programs Committee for review and approval. The campus HIPs Steering Committee will communicate to faculty and departments, beginning in the spring

2022 semester, the process for submitting courses to receive an UR attribute. Dr. David Newton added that a website housed in Academic Affairs is currently in development to provide information on HIPs criteria and processes.

Committee VI: Facilities and Information Technology Committee (Yvonne Fuentes, Chair)

Information Item: (Figure 2)

- A) Campus Bookstore Course Material Affordability and Accessibility, Elizabeth Smith
- Elizabeth Smith recently spoke with the FITC on the various ways in which the bookstore is trying to improve accessibility and affordability for our students while protecting their privacy, and the FITC asked her to share those findings with the Senate. (See [December 3, 2021 Faculty Senate Zoom Meeting](#), starting at 00:56:13) A national survey indicated that 59% of students reported skipping course materials, with 41% of those students considered dropping out of school. 1 out of 5 students skip course materials on some level. The good news is that 56% of our courses at UWG participated in some sort of affordability initiative, whether it is Day 1 Access or designating classes as low or no cost. This presentation discussed these options and their impact on our students' financial aid and academic success.*

Committee VII: Student Affairs and Intercollegiate Activities (Kathleen Barrett, Chair)

Information Item:

- A) Georgina DeWeese will serve as Chair of the Student Affairs and Intercollegiate Activities Committee for the 2022-2023 Academic Year.

Committee VIII: Budget Committee (Laurie Kimbrel, Chair)

Information Item:

- A) Budget Committee Update
- Chair Kimbrel stated that the Budget Committee had an informative meeting with VP John Haven, Vice President of Business and Finance, and she wanted to provide the body with an update. (See [December 3, 2021 Faculty Senate Zoom Meeting](#), starting at 01:18:12) This year's budget deficit is being backfilled by our Cares Act allocation of \$16 million. While our deficit was created by a decline in enrollment that was exacerbated by the pandemic, they expect that impact to continue into the next financial year as this year's freshmen class works their way through the system in the next academic year. Consequently, the administration has expressed a goal of prepaying*

expenses for FY23 out of this year's budget when possible in an effort to maximize that Cares Act allocation. Chair Kimbrel noted that VP Haven has some creative ideas regarding various ways to generate revenue for the university moving forward, such as the potential for faculty housing on campus, athletic sponsorships, and potential outside advertising on campus. An analysis of the condition of the facilities on campus is also underway in an effort to identify short and long term maintenance costs. While our budget shortfall is approximately \$4 million, the state of Georgia's revenue is up 16% from this time last year and hopefully that will translate to good news for us. A request has been submitted by the university for the system to backfill our deficits in order to create a more stable environment for us. The Budget Committee has asked to be kept abreast of the progress on that front and will meet with the Provost and VP Haven in January to discuss how input was solicited for that request as well as how UWG administration will address the shortfall if the USG does not fully fund our budget requests. The committee intends to remain active through the spring and summer, and Chair Kimbrel will provide the body with updates as more information becomes available.

Committee IX: Rules Committee (Angela Branyon, Chair)

Information Item:

A) Faculty Handbook PolicyStat Transition

Chair Branyon reported that the Faculty Handbook will begin transitioning to Policy Stat this month. It should be completely online by January, and a full PDF version of both the Faculty Handbook and the Policies and Procedures Manual will be available there as well. PolicyStat can be accessed directly through the [UWG PolicyStat Website](#), and faculty can use their UWG login credentials.

Committee XI: Teaching, Learning, and Assessment Committee (Jason Swift, Chair)

Information Item:

A) TLA Committee proposed revision of SEI's and process engaged

Chair Swift provided the body with an update on the current revisions of the Student Evaluation Instruments (SEI). (See [December 3, 2021 Faculty Senate Zoom Meeting](#), starting at 01:38:21) The proposed revisions in development are based upon feedback collected from both students and faculty and will include a three to five-year cycle for

ongoing revisions to prevent the 10 to 15-year gap that we have previously seen. Chair Swift confirmed that SEIs will remain permanently online. After some discussion over concerns regarding low student response rates for online SEIs, the conversation turned to the ethics behind incentivizing student completion of SEIs. While it was reported that Georgia State does not release final grades until a student has completed their SEIs, the TLA committee has discussed this strategy and others in meetings. Dr. McRae recalled Dr. Jenks citing policy language that prevented incentivizing SEI completion and agreed to contact him for confirmation.

6. Old Business

7. New Business

8. Announcements

A) Executive Secretary Nominations (**Figure 3**)

The Chair of the Faculty Senate is now accepting nominations for the position of Executive Secretary of the Faculty Senate and of the General Faculty. The Executive Secretary should be a full-time member of the General Faculty. This is a three year term, and the current Executive Secretary will serve as a mentor during your first year of service. Please contact Dr. Vasconcellos if you would like to discuss the position.

B) In Memoriam: Dr. James Murphy, Dr. Michael Sinkey (**Figure 4**)

C) A Note of Thanks, Dr. Faye McIntyre (**Figure 5**)

9. Adjournment

The meeting adjourned at 2:49pm

Respectfully submitted by

Dr. Colleen Vasconcellos, Executive Secretary

Course Attributes for High Impact Practices (HIPs) Undergraduate Research Attributes October 2021

HIPs Attributes Process

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found [HERE](#).

[The LEAP West Committee](#) is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as LEAP West! In 2015, the Faculty Senate endorsed a [resolution](#) to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the Association of American Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the [LEAP State Georgia Consortium](#), which is affiliated with the [University System of Georgia's](#) initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found [HERE](#).

In Fall 2021, the LEAP West Committee submitted a [proposal](#) to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

- 1) The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.
- 2) Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

How Course Attributes Benefit Students, Faculty, and Academic Programs

Undergraduate Research (UR) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in undergraduate research. The UR course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research component. The attributes would also enable faculty to list courses that have received an UR or other HIPs designation as an evidentiary source in their teaching portfolios.

Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to Undergraduate Research or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

Undergraduate Research Definition:

The [Council on Undergraduate Research](#) has defined undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”¹ The University of West Georgia defines undergraduate research as an inquiry, investigation, or creative endeavor by an undergraduate student that enhances the student’s knowledge or advances the student’s creative abilities and contributes in a meaningful way to the student’s chosen discipline.

Identifying Undergraduate Research

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution’s criteria for Undergraduate Research and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix C).

Acknowledging that the kind of research that a student does in a 2000-level course might be very different from the kind of research a student does in a 4000-level course, we would have different codes indicating different levels and complexity of research process and outcomes (UR1, UR2, UR3, UR4).

Initially, faculty/programs would need to submit their courses to receive the designation of an UR1, UR2, UR3 or UR4 course. Once a course has been approved for that designation, it would be listed in the schedule of courses with that designation in a similar way that CACSI designates Discipline Specific Writing courses.

Process for Having a Course Designated as a UR Level course:

The campus LEAP West Faculty Committee will periodically throughout the year issue invitations for faculty to submit courses to receive the UR designation. As part of this process, faculty would submit an electronic application form (see appendix B) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to a matrix (see appendix C), recommend changes to the syllabus to fully meet the criteria, and recommend a UR level designation. All courses submitted and the committee’s recommendations would be sent to the Undergraduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

¹ Hensel, N. ed. *Characteristics of Excellence in Undergraduate Research*, CUR Publications, 2012, p. 2.

Possible Learning Outcomes for Courses to be designated as Undergraduate Research courses:

To receive the UR attribute for any level, a course must include at least one learning outcome that defines how UR is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the UR objective. Below are *examples* of learning outcomes for each UR level:

UR1: The second learning objective for the XIDS 2002 course lends itself to undergraduate research preparation. "Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem." This would mean that all students who take this course could receive an undergraduate research designation in being prepared through the course to undertake an extended project.

UR2: Students will demonstrate an understanding of the application of a research method to a real-world issue or problem.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Specific to course project and iterative
Extensive, specific, and iterative

The student is required to engage in a literature review or with the work of other scholars in the field:

Not at all
limitedly
moderately
extensively

The student will provide written evidence of understanding of disciplinary method:

Not at all
Limitedly
Moderately
Extensively

The student will provide explanation of clear real-world application of research:

Not at all
Limitedly
Moderately
Extensively

Does the course include any of the following Learning Outcomes:

UR1: Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.

UR2: Students will demonstrate and understanding of the real-world application of a research method.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix B
Undergraduate Research Designation Matrix

	Investment of Time	Dissemination of resulting project	Required student reflection	Faculty feedback	Learning Outcome
Designation					
UR-1	Fewer than 30	Shared with small group	Yes	some	Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.
UR-2	31-50	Shared in class	Yes	Specific to course project	Students will demonstrate an understanding of the real-world application of a research method.
UR-3	51-100	Publicly Shared	Yes	Specific to course project and iterative	Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.
UR-4	101 or more	Publicly Shared	Yes	Extensive, specific and iterative	Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix C
University System of Georgia
Undergraduate Research Criteria and Coding Guidelines
Identifying Undergraduate Research Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

Guidelines for Qualifying an Undergraduate Research Course as a High Impact Practice

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether an Undergraduate Research course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Undergraduate Research courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Undergraduate Research Courses as a High Impact Practice

- Key concepts and questions in the course are connected to students' early and active involvement in systematic investigation and research.
- Students are involved in actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Undergraduate Research Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Undergraduate Research courses to determine if they qualify as a High Impact Practice. The USG does not make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve

course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for an Undergraduate Research course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving an Undergraduate Research Course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Undergraduate Research Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZURP	Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research

Contact Hour Codes: Include code indicating number of hours student is engaged in Undergraduate Research, if applicable

Code	Description
ZUR1	Research or creative project requires 30 or less contact hours
ZUR2	Research or creative project requires 31-50 contact hours
ZUR3	Research or creative project requires 51-100 contact hours
ZUR4	Research or creative project requires 101 or more contact hours

Required Course Codes: For each course section that meets the following institution criteria

	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.

- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Undergraduate Research experience courses.

Primary Code

Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Code

Number of hours student is engaged in Undergraduate Research activities as defined by the institution.

Required Course Code

Course section meets a High Impact Practice requirement established by institution.

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

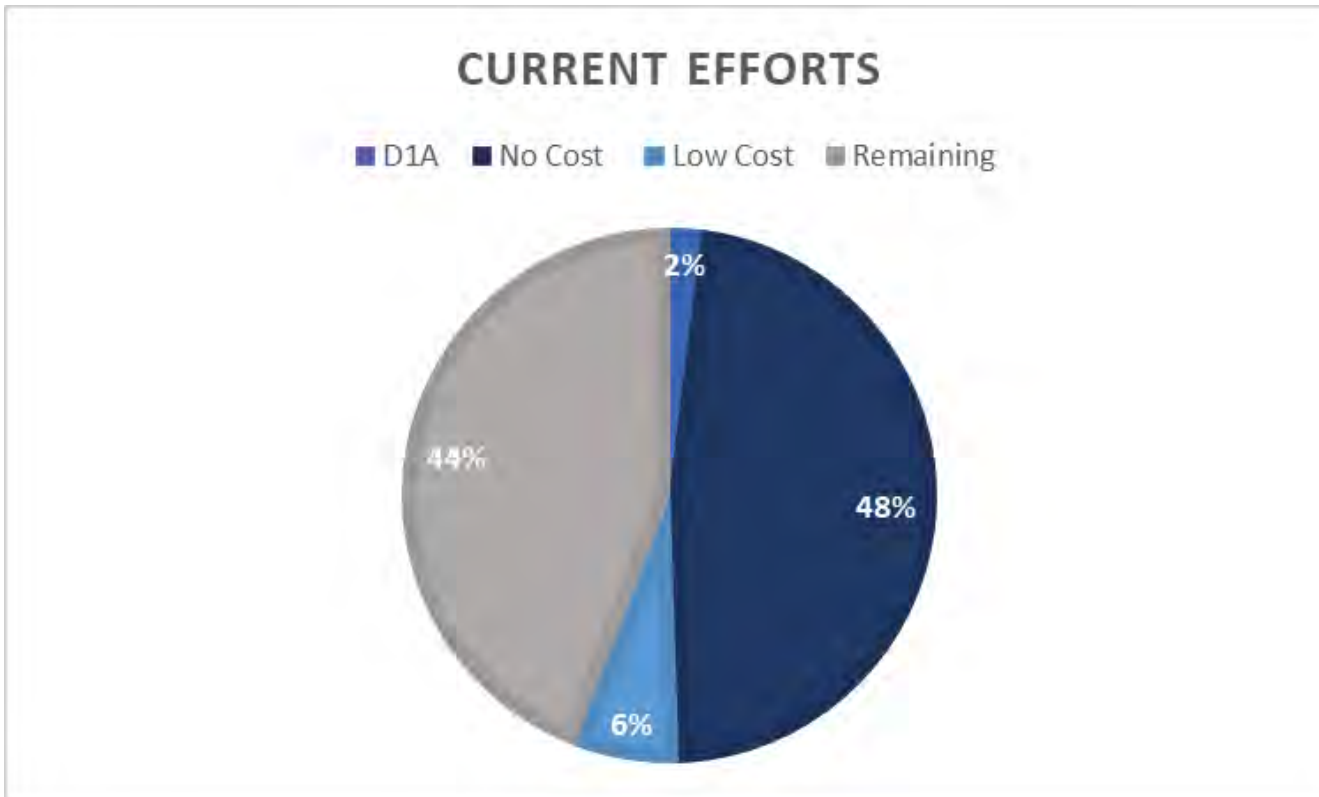
The USG may add additional codes, as necessary.

Figure 2

Course Material Collaboration

In national student survey data of 11,800+ students

- **21%** Reported not obtaining some of their course materials for class
- **59%** Of those reported that skipping the materials impacted their class performance
- **41%** Of those who skipped materials considered dropping out of school this year



Currently **56%** of courses participate in an affordability initiative. **44%** of our courses are an open opportunity to increase savings and access to course content!

Every course is different and there is no single solution that will address course material equity for all students.

By leveraging **all** options we can significantly impact student access to the material they need to succeed!

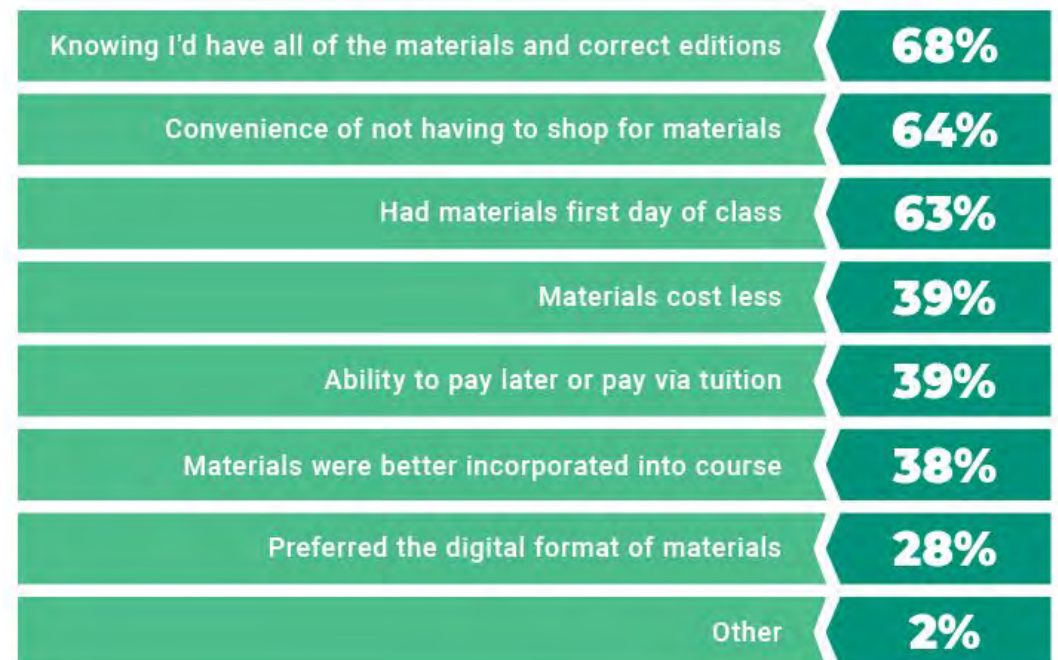
*** These numbers exclude UWG eCore sections. UWG eCore is 100% OER*

No Cost - Open Educational Resources (OER) – FREE

- Current grant funded OER usage at UWG saves students **\$755,463** annually
- Faculty can receive up to \$30,000 in grant funding to convert to Low Cost or No Cost materials
- Your subject Librarian can help you! Contact civory@westga.edu to get started

Day One Access (D1A)

- Saved students **\$482,076** in the first year
- Lowest cost guaranteed
- Materials in CourseDen on the first day of class
- Direct billing to BanWeb account
- Most materials have a low cost **print** upgrade available
- **Access** is actually the top three reasons students like it!
 - Lower cost ranks 4th!
 - DayOne@westga.edu
 - <https://bookstore.westga.edu/d1a.asp>



Low Cost

- Total cost of **all** materials for a class under \$40
- Sent to Registrar from Bookstore adoption information each month
- Listed under "Attributes" in BanWeb

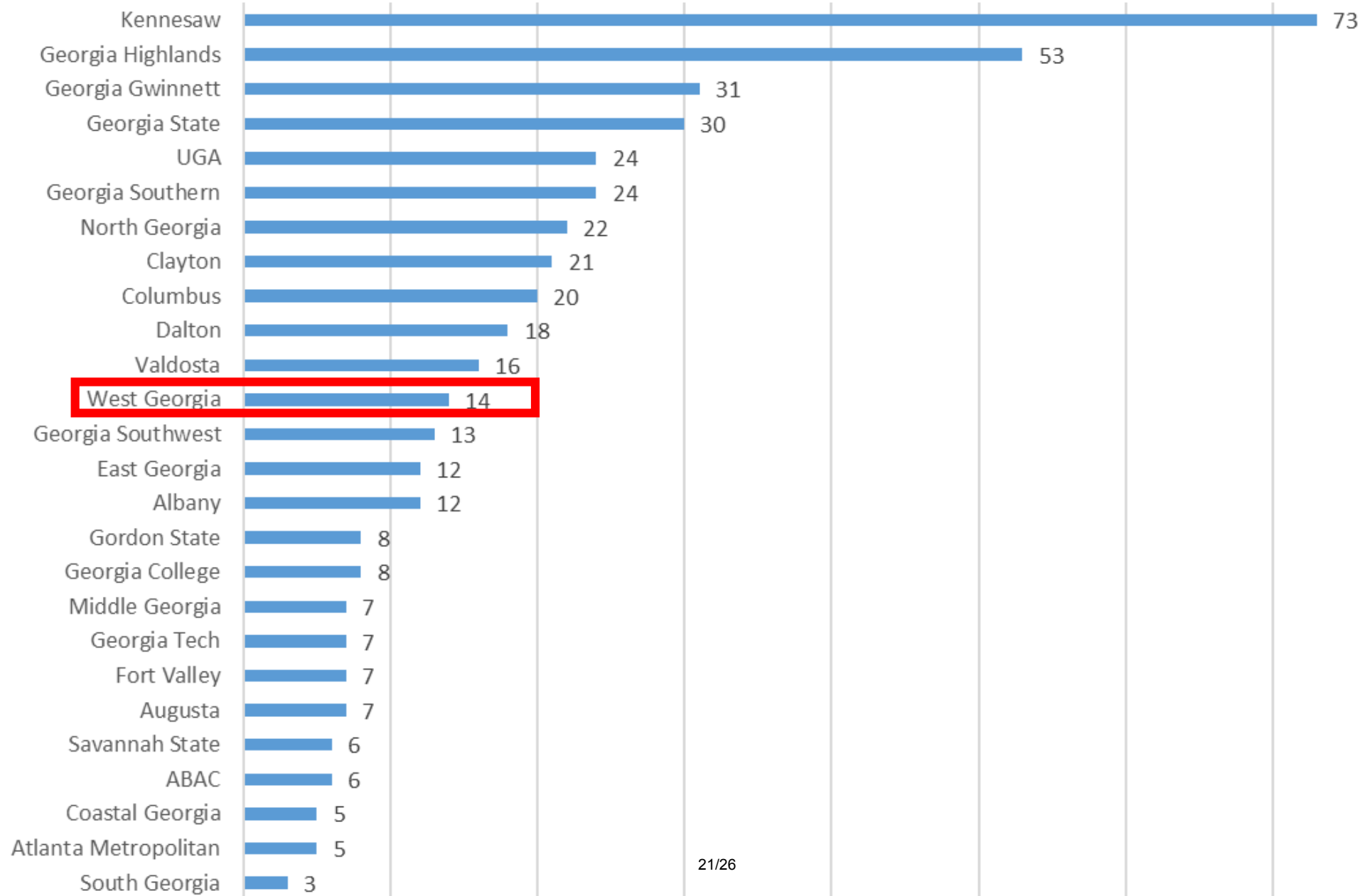
Meeting Times	Campus	Status	Attribute	Linked Sections	
S M T W T F S 02:00 PM - 03:15 PM Typ	Carr...	15 of 15 seats... 10 of 10 waitli...	Lowcost \$40 or undr req txbks Creative Project 30 or less hr		Add
					Records: 1

Affordable Learning Georgia

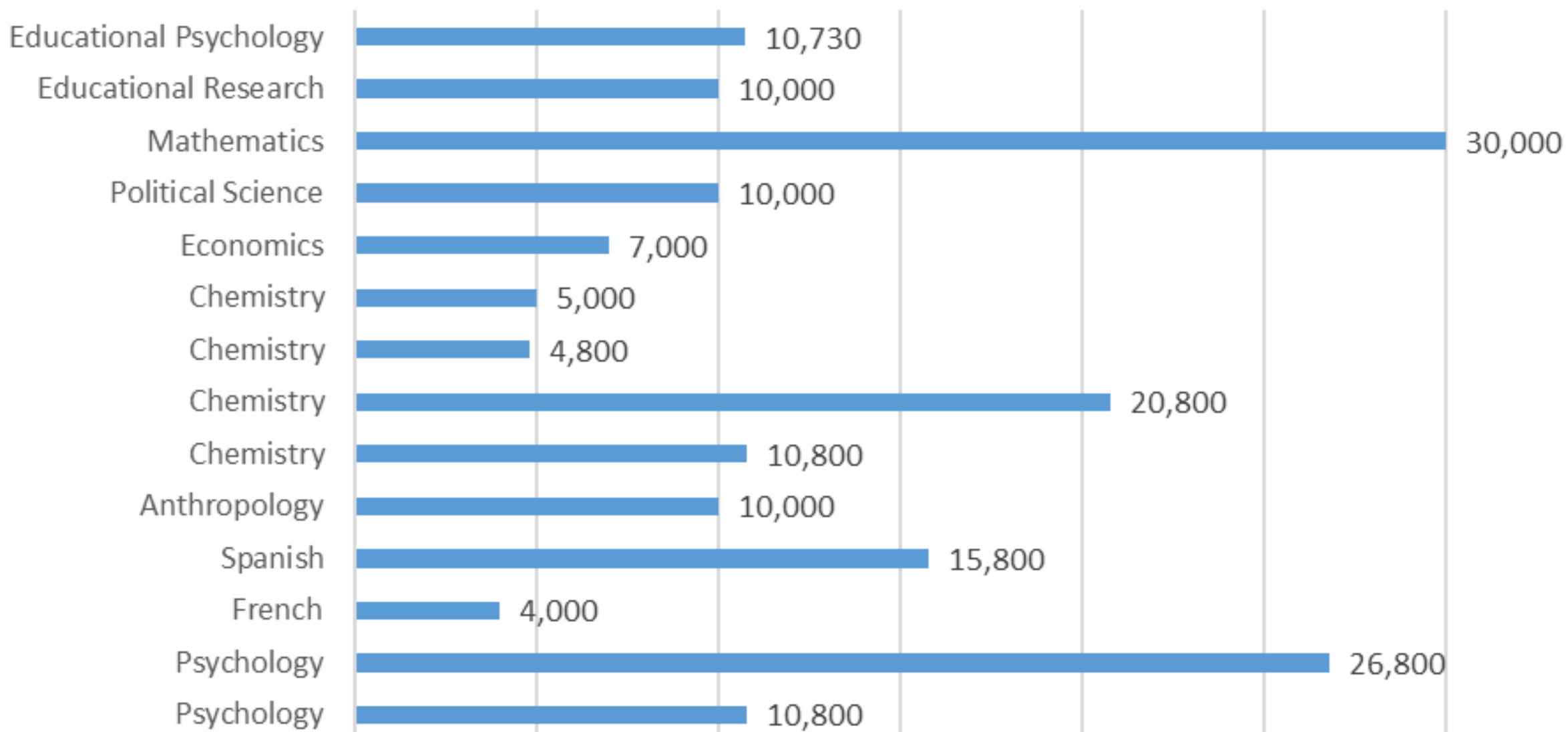
<https://www.affordablelearninggeorgia.org/>

Data Range: 2016 - 2021

ALG Grants by Institution



UWG Grant Recipient Programs and Funding Amounts



Percent Grants and Funding by College

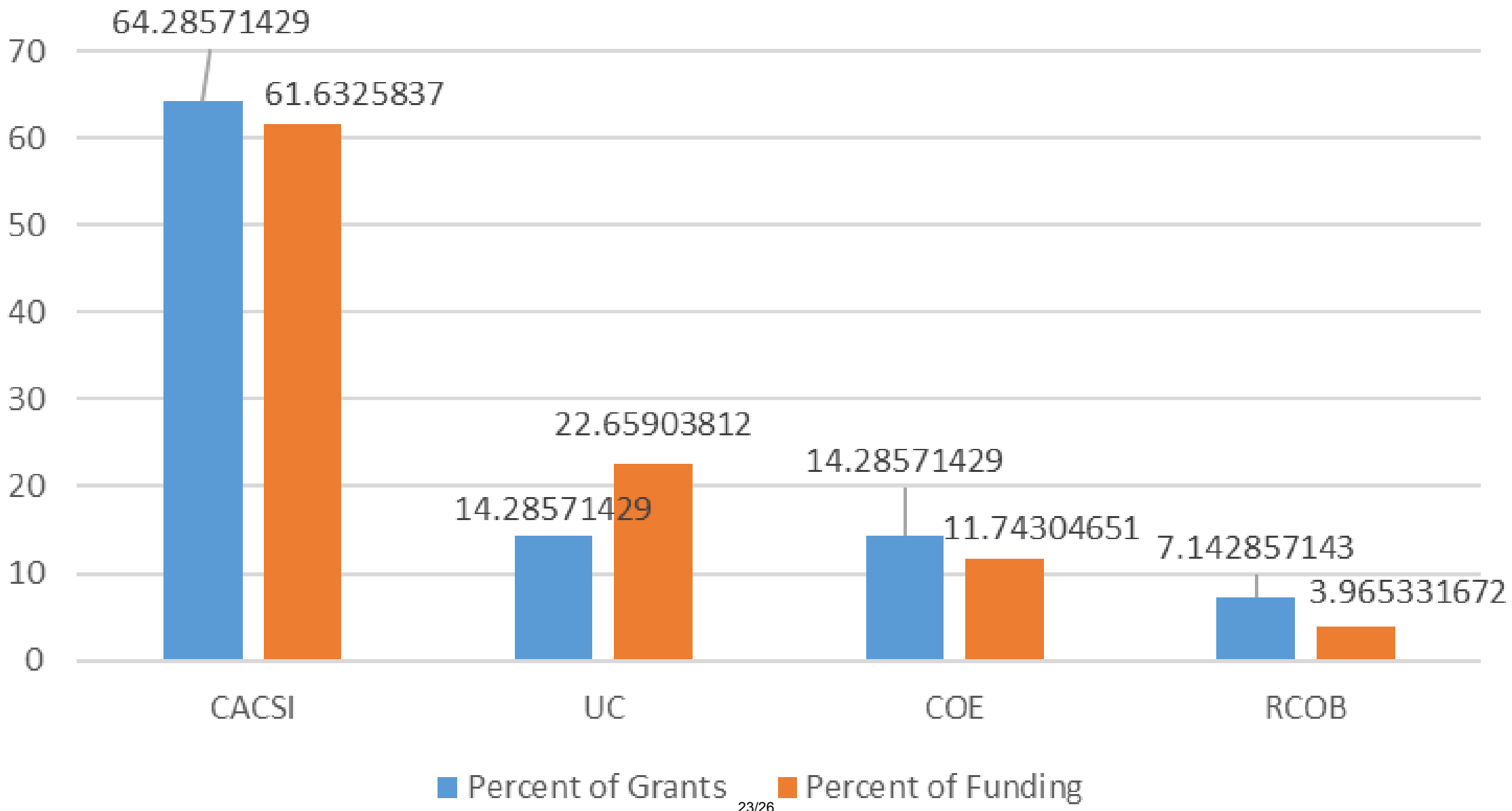


Figure 3


The Chair of the Faculty Senate is now accepting nominations for the position of Executive Secretary of the Faculty Senate and of the General Faculty. The Executive Secretary should be a full-time member of the General Faculty. This is a three year term, and the current Executive Secretary will serve as a mentor during your first year of service.

The Secretary of the General Faculty shall serve as the *ex officio* Executive Secretary of the Senate. Their duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.

To support the effective carrying out of their duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

Please contact Chair Williams (dkwillia@westga.edu) and Executive Secretary Vasconcellos (cvasconc@westga.edu) with questions and/or nominations.

Figure 4



**IN MEMORIAM:
Dr. James Murphy**

The Economics Department was sad to report the death of Dr. James Murphy. James was an Associate Professor in our department and passed away at home on November 20; he will be missed by his wonderful fiancé Natalie and his parents and friends. He was a trusted colleague, a valued friend, loved by students, and loved the academy. He believed in UWG and its mission.

He published strongly in microeconomics and furthered our understanding of the relationship between preferences and demand, particularly via experimental data. To this point, he was working on an Affordable Learning Grant at the time of his death.

James had worked at UWG since 2006 and taught microeconomics, intermediate microeconomics, environmental economics, and managerial economics. He was the Honors College Professor of the Year in 2012 and was slated to teach Honors students in Spring 2022. When not found in class, James was often found at the campus Starbucks, the Campus Center gym, or the Corner Cafe.

James will be missed. He was only 58.

Figure 5



To each member of the UWG Faculty Senate, I say “thank you” for the resolution passed at the November 12 meeting. Special thanks to Dr. David Nickell for making the initial statement and to Dr. Farooq Khan for proposing a formal resolution.

Your acknowledgement of my contributions to a new home for the Richards College of Business is a prime example of the collaborative and supportive culture that has made UWG a place where faculty and staff (in addition to students) can grow and develop to their fullest potential. My sincere hope is that each of us can maintain this spirit as we move into the holiday season and beyond!

Best regards, Faye S. McIntyre