

# Faculty Senate Meeting Minutes

## September 6, 2024

### Approved October 8, 2024

1. Call to Order

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

2. Roll Call

*Present: Allen, Boyd, Brock, Buzon, Caramanica, Cheng, Council, Cuomo, Tweraser (for Dahms), Davis, Dutt, Dyar, Elias, Ellison, (Hansen for Fujita), Green, Griffin, Hadley, Harte, Janzen, Jara-Pazmino, Kazeem, Lee, Maggiano, Matthews, McLean, Morales, Ofoe, Riker, Roberts, Ruffin, Sheppard, Shin, Sicignano, Swift, Talbot, Viswanath, Yang, Yarbrough*

*Absent: Banford, Hampton, Mendes, Moon, Perry, Seong, Shelnut, Wentz*

3. Minutes

A) The May 10, 2024 Faculty Senate Meeting Minutes were approved electronically on May 14, 2024.

4. Administrator Reports

A) President

a) *Dr. Ashwani Monga. Prefers to be referred to by his first name. Here as interim president because he was asked by the Chancellor. As Executive Vice Chancellor and Chief Academic Officer, he is focused on academic success including approving programs. Momentum, study abroad, accreditation, ecampus, and athletics all fall under purview of the Vice Chancellor position. The office is also in charge of numerous operations including libraries and archiving/record-keeping, affordable learning Georgia, etc. and involves 26 institutions, the Georgia Film Academy, public libraries, and more. Because of all of this involvement, he has been working with West Georgia for quite a while and is familiar with the university; he feels he can add value here and when he returns to the system office he will have a better understanding of West Georgia's processes. It is unpredictable as to when the new president will be hired. Probably by next July, but could be earlier depending on future candidate availability.*

- b) *Will not make significant changes during his time here so that he does not potentially get in the way of the goals of the future president; does not intend to be passive, but will take actions that are not controversial. Graduation rates and improvement in this area is something that we can all agree on; will be transparent and work on collective agreement. UWG is lagging behind in the state in terms of graduation: only 42% of undergraduates graduate in six years, nation is about 3 in 5 (we are 2 in 5). Still below even pre-COVID rates. Low or slow graduation rates are bad for students, their families, and the state of Georgia. When students leave West Georgia without a degree, the negative word of mouth spreads a problematic message for the university which can impact enrollment, philanthropic dollars, etc.*
- *Open communication is important:*
    - *First ask to faculty senate is to spread the word to other faculty. Second is to try and determine what to do; momentum approach, efforts to retain and graduate students, etc.*
    - *Growth mindset for both faculty and students: excellence in everything we do is part of D1. All faculty must help students reach goals from the outset while also considering faculty purpose: finding meaning, having a fulfilled life and intellectual experiences – we need to convey these aspects to students. Faculty can impart this inspiration to both students and fellow faculty members. Faculty should further endeavor to articulate meaning in addition to quality teaching, especially during difficult times so that students have an understanding. AI is a good example because it has the potential to transform education in a very short amount of time. Khan Academy has an AI tutor component that probes student engagement and interests to increase engagement and motivation: faculty need to take this approach and make those connections. When we discuss graduation declines, students may go through a difficult time and then there is a final straw moment: having a positive effect could change a student's mindset and help them want to persist.*

- *Pathways: not enough to have a goal, need to know realistic ways to achieve results such as program maps and course gateways. Build these during teaching as well, particularly in the Core to link to career competencies. Make learning connections to careers explicit and clear even in diverse content (e.g. history courses teaching students persuasion). Learning outcomes, career-ready competencies, mentees, student interactions: make conversations make a difference. Faculty may not realize student experience and probability of success; when multiplied out through a full course load, chance of success may drop from 90% to 60%.*

c) *Questions:*

- *Q: How does negative word of mouth impact campus branding, community view of the value of the university, etc.?*
  - *A: As a marketing professor, he realizes that brand is important. We need more connectivity in terms of communication: not just words, but through the comprehensive aspects of the university. Will take same approach in other areas including finance. Goal to create unified image and impression: with what we have, create the right networks without burning out.*
- *Q: Regarding graduation rates, is there anything that we are seeing in terms of themes for those who do not graduate in a timely matter or at all?*
  - *A: Some things are outside of our control such as financial aid, but in some cases students may just not know who to talk to in order to resolve problems or issues: we can help make those links. Telling stories regarding the value of education (purpose/meaning and lifetime earnings) and facilitating connections to help students may also have a positive impact. What happens in the classroom is also important: how students felt in the classroom with their experiences; second chances can help students succeed. Comes back to growth mindset, changing one life at a time.*

- *Q: Share insight on how other institutions were able to bounce back from COVID.*
  - *A: Mindset, purpose, pathways important and we can do more, coupled with work done by National Association of Student Success. Alert programs, informing people, consulting to tell us what we need to do, but then it comes down to what we actually do. Early warnings, timely grades, extending withdraw date, etc. make a difference. Mix of technology, momentum, and the actual work of faculty.*
- *Q: Regarding units that rely more on part-time faculty or staff, how does that translate because role and expectations are different, but need to still create caring and supportive environment. What oversight will be in place?*
  - *A: Provost: It is important to understand diversity of faculty; consider course templates and outcomes, clear syllabi; mentorship between full-time and part-time faculty in regards to UWG culture as a wise investment. President: The same is true for part-time staff members and the need to quickly make connections and offer support.*

## B) Provost

- a) *Thanks to faculty for all that you do. Appreciates questions based to him from Chair McLean.*
- *Service load working group. Conducted an inventory, outsourced to Deans, department, and college level. Not just service to UWG, but holistic to disciplines as well. Will be working on this topic as the year progresses. Goal to tie in more broadly to workload across all dimensions: use this year to review focus areas and ensure representation.*
  - *Student success. This theme is imbedded across annual reviews and PTR review. Shared example by Cale Self: after a recent marching band performance he encouraged students to invest in themselves and make good decisions. There is a need to follow this example and articulate this including in reviews and engagement reports. Utilize technology and*

*automate so that there are more opportunities to alert students that they need to complete engagement activities.*

- *Faculty leave. From a public perspective, leave means not doing work expected. In academics, it is not leaving, it is continuing work; encourage faculty to think more flexibly. Janet Genz and her work in Brazil is a good example: part of leave, but she enriches the classroom experience and has received a Fulbright this year. Flexible workload is possible based on ROI and opportunity: bring these opportunities forward to chairs, Deans, and the Provost.*
- *Questions:*
- *Q: Workload taskforce data, what are initial findings?*
  - *A: Data needs to be normalized. For example, CACSI had 953 service opportunities; RCOB had 128: discrepancy means there may be variance in how data was interpreted or provided. 1,774 spots of service across campus, individual hours reported were 18,624. Meta takeaway is that an adjustment needs to be made.*
- *Q: Committee work is not only service: will we see data related to service that is required such as teacher certification? There is inequity; overlap between recruitment and service.*
  - *A: Yes, meaning needs to be analyzed. Priority needs to be evaluated as well, always with student success in mind.*
- *Q: Once workload investigation is concluded, what steps will be taken to address workload?*
  - *A: Acknowledgment including resources to ensure equity across colleges and schools.*
- *Q: Update on campus AI?*
  - *A: The university recognize the importance of this issue. Faculty have options in their syllabi, but need to be clear (not allowed, assistive, allowed, etc.). AI workshop is next week, led at the system level by the President. Be clear from day one: faculty need to critically examine student use and consider due process. Shrinking time for grade appeal*

*to allow forward movement for students such as graduation and course progression.*

- *Chair McLean: Legal needs to get involved; will reignite that taskforce.*
- *Library: Offers student literacy workshops including discussing AI.*
- *Provost: IFE also has advice. Pushed guidelines out to faculty to potentially utilize.*
- *Q: Parking situation on academic square regarding insufficient spots.*
  - *A: Will follow up with facilities regarding options. There are ample spots across campus. If there is a specific need or concern, the Provost is happy to discuss.*
- *Q: Course reports – can faculty change markers?*
  - *A: Yes; purpose is to track engagement and identify student risk in terms of advising and retention.*

b) *Thank you for work across institution and determining student success and graduation.*

## 5. Committee Reports

### **Executive Committee (Dylan McLean, Chair)**

#### **Information Items:**

- 1) General Information Updates
  - a. David Newton provided Curriculog updates. **(Figure 1)**
  - b. *Need for Help West volunteer member and electronically approving requests.*
    - i. *Very low time commitment; includes some meetings; voting is required. Let Chair McLean know if you are interested.*
- c. Taskforces.
  - i. *The Senate will need to discuss issues on a regular basis, but needs to be evaluated over time: some taskforces from the last year have met their objectives.*
  - ii. *AI, academic integrity will continue, Jeff Reber has volunteered to help with working groups. If senators want to be involved, get in touch with*

*Jeff Reber, Laura Wolfe, or Gavin Lee. Senators were reminded that it is important to take a leadership role.*

*iii. Workload will also continue: Jason Swift has been involved as well as Jeff Reber. Includes teaching load, service burden, and all things related. Working collaboratively with Provost. All things should be on the table including Senate structure and demands.*

*iv. If you were involved in a taskforce last semester, get in touch with Chair McLean if you would still like to be involved or want to work with other committees or taskforces. Additional taskforces may also emerge over the year.*

2) Committee Chair General Updates

*a. No updates from committees.*

*b. Reminder that it is a three year appointment for senators. Senators will all be part of a committee. In order to share burden of service, try to chair or be chair-elect on committees. Committee chairs will be asking for successors, put name in earlier rather than later.*

*c. Reminder that the website is still being updated, but the roster is current.*

6. Old Business

A) None.

7. New Business

A) Focused Conversation on Graduation Rates.

*i. Plan to continue past year tradition to have second half of meetings devoted to discussing important campus issues. Within our control, what can we do or what are we doing to address the graduation rate problem. All colleges are represented in senate, what are the micro things that we can do? Dialogue starts with faculty and will be continued and implemented in your own classes to help create positive change.*

*ii. Group Discussion Summary*

*1. Leveraging internships and experiential learning opportunities as required components in course curriculum.*

2. *Would like to have more data from students who are dissatisfied or leave. Do programs currently have exit surveys or might that be a helpful addition?*
3. *Programmatic focus on mentorship relationship, working with advising to ensure that students have the mentor connection. Example: in ANTH 1105, many non-science majors take the course, provide ample opportunities and improvement system if they improve 10 points from one assessment to the next then that equates to overall grade improvement points (extra credit).*
4. *Big-picture advising so that a flexible full roadmap is provided.*
5. *Questions were posed as to whether this is a working-person college (students working) and when does timer start regarding dual enrollment?*
6. *Chair McLean noted that it is important to retain rigor and protect value of the credential.*

8. Announcements

9. Adjourn

A) *Adjourned by Chair McLean at 3:00pm.*

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

## Figure 1

### Curriculog Processes and FAQs AY 2024-2025

#### Curriculum Calendars and Curriculog Resources

##### Curriculog Submission Deadlines

Proposals in Curriculog that require SACSCOC and/or USG notification or approval take significant time to process. To help UWG process these proposals so that they can be included in the catalog for the next academic year, the following deadlines have been set:

**January Faculty Senate Deadline:** For all new programs, some revised programs, and all new stand-alone certificates that require USG or SACSCOC notification or approval, the proposals must be on the faculty senate agenda for the January 2025 meeting or before. Note: to meet this deadline proposals must already be approved by either the Undergraduate Programs Committee (UPC) or the Graduate Programs Committee (GPC).

**March Faculty Senate Deadline:** For any curriculum proposals that require faculty senate notification or approval but do not require USG or SACSCOC notification or approval, the proposals must be on the faculty senate agenda for the March 2025 meeting or before. Note: to meet this deadline, proposals must already be approved by either the Undergraduate Programs Committee (UPC) or the Graduate Programs Committee (GPC).

**April 18, 2024 Deadline:** For any curriculum proposals that only require the provost's approval and not faculty senate notification or approval, the deadline for submission to the Provost in Curriculog is Friday, April 18, 2025. NOTE: This means the proposal must be through the college- or school-level review and approval prior to this date and routed to the provost for review.

Any proposals that are in Curriculog but have not met these deadlines will be returned to the originator so that they can be submitted in August 2025 when Curriculog re-opens. For questions regarding deadlines for specific proposals and whether or not they may require SACSCOC or USG notification or approval, please contact David Newton ([dnewton@westga.edu](mailto:dnewton@westga.edu)) for SACSCOC and USG Notifications and Approvals or Kyle Carter ([kylec@westga.edu](mailto:kylec@westga.edu)) for SACSCOC Notifications and Approvals

#### UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

#### Proposal Form for New Academic Programs and Stand-Alone Certificates

#### Proposal Form for New or Revised Core IMPACTS Areas

##### Course and Program Delivery Modalities (Revised from USG): Course Modality Definitions

Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

### **Program Modalities**

On Campus – A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).

Hybrid – A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center or instructional site.

Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

On Campus or Hybrid

ON Campus or Online

Hybrid or Online

On Campus or Hybrid or Online