

Faculty Senate Meeting Minutes

April 12, 2024

Approved May 9, 2024

1. Call to Order

Called to order by Chair Reber at 1:00pm.

2. Roll Call

Present:

Boyd, Caramanica, Carmack, Cheng, Cuomo, Dahms, Davis, Dutt, Edelman, Evans, Green, Griffin, Hadley, Hampton, Khan, Lee (Gavin), Lee (Sungwoong), Mason, Matthews, McLean, Moon, Morales, Olivieri Parker, Perry, Phillips, Poole (for Allen), Riker, Roberts, Rollins, Sawyer (for Council), Seong, Sheppard, Shin, Swift, Sykes, Talbot, Wei, Wentz, Yang

Absent:

Banford, Bellon, Brandenburg, Dyar, Elias, Hester, Janzen, Jara-Pazmino, Koczaks, Maggiano, Waters, Weber, Wofford.

3. Minutes

A) The March 15, 2024 Faculty Senate Meeting Minutes were approved electronically on April 8, 2024.

4. Administrator Reports

A) President

- *Legislative session is over. Raises with \$3000 cap (4%) are on the governor's desk. Finished money for the demolition of the Anthropology Building. Priority of the state legislature to decrease the number of state buildings that are out of date: Anthropology is the largest energy vacuum on our campus. Tyus will be demolished first, then Anthropology. Pafford renovation money was also secured; there will be a fall semester transition. Humanities experienced delays, not expected for Pafford since supplies have been ordered already. \$1.6 million budget restoration for us (not the same amount that we were reduced, but that is typical for legislative sessions).*
- *Questions:*

- *Q: NPR item yesterday morning regarding FAFSA glitches, half a million fewer students potentially going to college in the fall. What is the impact for UWG? Many colleges nationwide are providing assistance to students regarding the FAFSA: what can we do in this region?*
- *A: Congress passed legislation that forced the simplification of the FAFSA. We knew last July or August that deadline of the end of last year was improbable. Our financial aid office has done a remarkable job, but the FAFSA does not correlate with real student need (financial data does not match up to their FAFSA profile). Packaging an award incorrectly will incur liability for us later. We are one instance of Banner in the USG and they are patching Banner, but that will not be available for us to make packages for about a week. We are currently testing our systems with FAFSAs that have been held out and we are ahead of most institutions, yet still around 32% behind versus a normal year. First week of May is a more realistic package date. NPR and The Atlantic both had provocative articles about this topic recently, but they put all universities into one bucket. A state university student is different from a private university student, not all needs and situations are the same. Leigh Ann Hussey in Financial Aid has worked in Washington on this particular subject and we have further meetings next week as well. The President serves on one of the six boards of education, Washington Post called yesterday and we provided responses which were supplied to the White House this morning. We have resources to help people fill out the FAFSA and we will walk individuals through it. Part of the Momentum Center is directly engaged in helping students during these sorts of processes.*

B) Provost

- *Looking forward to celebrating student graduations next month.*
- *The agenda captures the work of the year including robust curricular and committee items. Thanks to all faculty senators talking and working through great work this past year.*

- *Faculty should keep doing good work and investing in students as they help those working through the FAFSA.*
- *SACSCOC. Fantastic multi-year effort documenting that we are meeting all of our standards. Answered elements that were addressed and everyone received tremendous compliments last week during the onsite visit. Still waiting on official response, but optimistic for a happy result. Unofficial results were “no recommendations.” This means that the board will meet in December and vote to officially ratify the onsite committee’s decision, we will receive word in 2025. Kudos to everyone involved in this process.*
- *Graduate funding and assistantships. Funding remains consistent, but where it remains has been shifted. Need to be invested in spaces that are growing while giving others time to grow and sustain. Amount around \$800,000 now.*
- *Library. No recommendations or deficiencies in our standard given SACSCOC, but if faculty have any problems accessing areas, contact Dr. CJ Ivory in the Library or to the Provost for assistance. Particularly if new access is providing delays in research, grant writing, etc.*
- *Academic program viability. About a month ago the Provost sent out letters to Deans regarding programs not meeting USG standards. Three year rolling hours; the number of degrees needed to be produced are: 3 at doctoral level, 5 at master’s, 10 at undergraduate. There have been informal discussions about raising standard (6, 10, 20 in their respective categories), but this has not been put into place. There are a number of programs that have been below the current levels for many years and good work has been done to programs such as Mathematics, Accounting, Geology, and Geography among others to help gain more students. Goal to be market friendly, be distinct, drive students to these areas. Programs need to be constantly evolving. We do not wait for ten years for accreditation, we do it consistently. Program cuts were in sustained areas of loss. Plans potentially to merge programs (e.g. three economics degree or the B.A. vs. B.F.A. in Art). Charge letters to Deans mean that degrees were not meeting thresholds for two or more years, those that are trending down are being addressed locally. The Provost will share this information with the Senate.*

Teachout plans and discussions do not happen overnight; any student currently here in a program will absolutely be able to graduate with the degree sought: it is only the trend that needs to be addressed.

- *College of Mathematics, Computing and Science, Institute for Mental Health and Wellness, and CACSI changes. Summary will be shared shortly and a newer version will be shared at the General Faculty meeting at the end of the month. No surprises: will not change substantively from what is presented at 2pm on April 26th.*
- *Up year over year, in enrollment we up by 4.5% over last year.*
- *Questions:*
 - *Q: New science college structure. Clarify maker space manager role. What about the biological or chemical aspects of inventions?*
 - *A: Two sides, safer area to use 3D printers, laser cutters, etc. and the other is the more industrial side that requires training. Interdisciplinary, for all students and faculty to use. Potentially connecting it to the Stone Center. Also looking to the VAB and 3D printers and ways that students and staff should be able to connect with those. Regarding the second point and intellectual property, the university is looking to provide more clarity regarding inventions and help revenue that is invented. This includes creating potential legal structures. President: there is not just on maker space, there is no reason why we cannot have many more.*
 - *Q: Center for student success and experiential learning specialists in biology, computing and math, and chemistry, geosciences, and physics. Responsibility to reach out to employers such as the government or specialists to see what knowledge and skills students need post-graduation for a career. These individuals should share this information with all faculty. If students create in a lab, they need background first, which comes from coursework. We need to have an interdisciplinary STEM curriculum in place and cross-talk among different programs. A meeting across faculty is encouraged.*
 - *A: Supporting interdisciplinary connections across campus is an important facet of our work. Embedded centers across campus are*

designed for larger student use. UWG has a rich history in interdisciplinary studies. We should potentially lean in to interdisciplinary workloads, responsibilities, crafting what we want to project into the future and which colleagues to work with across disciplines. Multiple perspectives and multiple disciplines set students apart. Curricula is the purview of the faculty: these are conversations we need to have.

President: agrees with interdisciplinary conversation. This is a starting point, not an end point for the college, no reason why changes cannot happen at any time. Provost: curricula conversations do happen across bodies before they are proposed and approved. Chair Reber: interdisciplinary cross-talk and curricula came through clearly in background discussions and an organization chart needs to be articulated, but that does not mean that faculty cannot work together and build curricula that allow students to work and be prepared in this area are important. The Chair encouraged letting the steering committee know of any questions.

- *Q: Faculty members are involved in the QEP and faculty time, interacting one-on-one, and there are many disciplines needed to make this happen. As we talk about workload, let us build in time to truly make progress on the QEP. Also allow time to write grants. Please restore money into supplies and materials to help faculty do work with students per the QEP.*
- *A: Rich experiences students have because of faculty are essential. Student to faculty ratio is critical and is a point of distinction. Resources, time, and money also needed. The QEP as presented is part of what is distinctive at UWG across all disciplines. Bringing in external voices corroborates faculty content, internships, externships, etc. but all of this does take time. Asked recently to do an inventory of committees: how many person hours are we asking of faculty in service? Doing the same with course sections to determine faculty loads. What is essential and what could we sunset, which courses need to be consolidated? Dollars will*

continue to come in after FY 26 and the Provost appreciates faculty advocacy.

- *Q: A graduate student mentioned goal to increase competitiveness. UWG also has commitment to diversity, equity, and inclusion. Since Psychology was denied much graduate student funding, how can the program survive without funding when incoming students are already burdened by debt and other items?*
 - *A: Request for funding was taken in totality and a number of conversations have been had across the university to increase funding in the future. Looking to put resources to maximize efforts, but the Provost is open to having individual conversations.*
- *Q: Incoming PhD students are not receiving any funding in Psychology. Which other institutions do not fund PhD students and what is the justification?*
 - *A: Let us continue the conversation: internal funding is not the only source. Strength of the program dictates demand.*

C) Dr. AnneMarie Reed, UWG Cares Team and Student Conduct Due Process

- *Postponed to the fall semester.*

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates
 - a) Dr. Beth Sheppard and Dr. Brian Mosier
 - i. UWG Institutional Repository (**Figure 1**)
 - *Legal comments and feedback will go live next week. Work is not yet finished. Many universities have open access policies. At UWG there is a new repository, policy will go to Rules then to senate in the fall. One is campus wide through legal, the other is open access that will run through senate. Documents in policy have open links outside of the OpenAthens netid system and anyone can share*

and access them. Professional cataloguing and metadata will be available. Students can post items as well. Customizable for special fields and searches.

- *Brian Mosier. Potential for interdisciplinary work and community collaborations. Archiving and reaching out to other communities that may need support in collecting data is important. Experiential learning for students helping nonprofits, community collaborators, etc. to store data.*
- *Beth Sheppard. Authorship stays with the author. Can catalog and make it nonvisible to everyone if published work is not to be public because of a publisher. Will be linking to the Georgia Knowledge Repository.*
- *Questions:*
 - *Q: Are we required to upload to this repository?*
 - *A: Not required, but materials are welcomed. Once open access comes into effect, please try. Can write to publishers on behalf of faculty, can work with legal to negotiate licenses as well.*
 - *Q: Biology already has open access journals.*
 - *A: If something is already in an open access repository, you do not have to deposit it here.*
 - *Q: Can the Digital Commons system be used to post journals, not just serve as a repository? Kennesaw has Digital Commons.*
 - *A: This platform is limited, cannot do new publications, but if something is already published then it can be added. Kennesaw uses a different platform; ours was funded through a grant and used consortium pricing. Can transfer eventually if possible.*

b) *Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)*

i. Faculty Workspace Utilization Survey Summary

1. *Survey finished and results will be compiled. Hotelling concept was overwhelmingly unsupported, most said they need a traditional office. Qualitative data mentioned student meetings, counseling, storing or using chemicals, and the need for private space to conduct research and write as critical needs for individual offices. Most who responded were full professors. The Provost noted that he will follow up on the data and thanked those who*

participated. If it was a representative set then it will be used in advising on this issue.

c) **Committee VII: Student Affairs and Intercollegiate Activities (Dylan McLean, Chair)**

i. Information Items:

1. *Course Schedule Opinion Survey Results (Figure 2)*

a. *Taskforce investigated best practices in scheduling, looking at other institutions (only able to find one institution that used a campus wide pause); largest guidance was preferences of students. Strong student response rate (10%), clear patterns of response, SAIA felt need to publicize these in the public record so that future changes can be informed by this data.*

2. *Committee Chair for next year will be Dr. Kelly Dyar.*

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items:

All items below were approved unanimously as a block vote.

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Natural Sciences

a) [Geology Minor](#)

Request: Revise

Currently the geology minor requires 15 credit hours at the 3000- or 4000-level. This proposal is designed to make the minor more accessible and attractive to students by allowing 6 of those 15 credits to be taken at the 2000-level. The geology program currently offers three courses at the 2000-level (GEOL2503, GEOL2523, and GEOL2553) which are offered annually. These three courses are online and two are offered during the summer. Therefore, this change will make the completion of a geology minor much easier for students while retaining the rigor of the program.

B) Richards College of Business

1) Department of Marketing and Real Estate

a) [MKTG - 3845 - AI Essentials for Business](#)

Request: Add

This course will introduce students to the current state of AI applications in various aspects of business as well as have them recognize the potential of AI for responsible business growth. The course explores the rapid adoption of generative AI tools in business that have helped streamline business processes and decision-making and provides students with the necessary knowledge and skills to navigate the applications and ethical considerations related to AI.

b) [MKTG - 4815 - Digital Marketing Strategy](#)

Request: Add

Companies are increasingly shifting marketing efforts from traditional media to digital media and it is important for marketing managers to understand digital strategies and the technologies underlying them. This course provides students with an introduction to digital marketing. Students will have an opportunity to earn a digital marketing certificate from a professional organization.

C) School of Communications, Film, and Media

1) [GFA - 3030 - Motion Picture Gripping](#)

Request: Add

This is a new class created by the Georgia Film Academy, and we are adding it to the catalog so our students can take advantage of this offering. The course introduces the practice of rigging and supporting grip equipment for lighting, cameras, dollies, vehicles, and other physical/mechanical devices; explores the mindset required to be a safe and effective grip on a film set; and illuminates the thought processes needed to interpret artistic ideals into actionable tasks.

2) [Certificate of less than one year in Communication in the Workplace](#)

Request: Revise

This proposal adds the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide students with an additional elective option and to make the certificate more attractive to those in STEM majors.

3) [Certificate of less than one year in Health Communication](#)

Request: Revise

This proposal adds the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide students with an additional elective option and to make the certificate more attractive to those in STEM majors.

D) Tanner Health System School of Nursing

1) [NURS - 3197 - Professional Nursing Practice](#)

Request: Add

The rationale for the five courses submitted by Nursing (items 1 – 5 in this section of the agenda) is the same. The courses are currently offered through the e-Major compact to allow students to take virtually all RN-BSN program courses and graduation requirements. They were previously entered into Curriculog but needed to be reentered due to an omission in the initial submission. The original request occurred when the School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses (the five courses listed in this agenda) in e-Major that students enrolled in participating institutions must take for degree completion.

2) [NURS - 3297 - Nursing Research Application](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

3) [NURS - 3397 - Health Assessment](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

4) [NURS - 4497 - Community Health Nursing](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

5) [NURS - 4597 - Leadership and Management](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

E) University College

1) Center for Interdisciplinary Studies

a) [Music and Industry interdisciplinary pathway](#)

Request: Add

This Bachelor of Interdisciplinary Studies (BIS) track integrates studies of music and industry, approximating a commercial music or music business program and including entrepreneurial music ventures and possible “add-ons” such as a stand-alone arts management certificate and a stand-alone jazz certificate. “Music Industry” is understood as a comprehensive set of business areas and enterprises associated with the development and promotion, and sale of services and products, including their management. Participating academic units are Department of English, Film, Languages, and Performing Arts and Richards College of Business.

b) [Music and Wellness interdisciplinary pathway](#)

Request: Add

This proposal creates a new interdisciplinary pathway that offers a good option for students interested in graduate studies in fields such as occupational therapy (which can be a means for incorporating music into therapeutic health as an alternative to study to become a board-certified music therapist) and for students interested in the social and emotional learning of a music program. The pathway supports the learning objective for students to design a plan to sustainably integrate music into 21st-century society by achieving learning in music and the discipline of wellness studies. The departments participating in the pathway committee are Music and Health and Community Wellness.

2) Department of Civic Engagement and Public Service

a) [CRIM - 4002 - Case Management](#)

Request: Add

This course will be an elective in the newly proposed Certificate in Victim Services. Professionals who work with victims of crime are often involved in managing or coordinating services to these clients for a period of time. This class will be relevant to those wanting to go into many human services fields, not just victim advocacy. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, termination, and ethical principles of

diversity issues directly related to effective case management. Cross-listed as POLS 4002.

b) [CRIM - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

This course will be a required course in the newly proposed Certificate in Victim Services. The course covers information that will be essential to students who want to work with victims of crime in any capacity, including as a victim advocate. This course will demonstrate how different identities and characteristics a victim has may impact their experience of victimization and their interactions with the criminal justice system. The course will emphasize cultural competence in interactions with victims, which will prepare students for careers that serve victims' needs. Cross-listed as POLS 4005.

c) [CRIM - 4006 - Victim Advocacy](#)

Request: Add

This course will be a required course in the newly proposed Certificate in Victim Services. This course will give students the skills needed to enter the career of victim advocacy. It will cover the role of an advocate, techniques for interacting with victims of crime, ethics and obligations associated with advocacy, and criminal justice policies that impact victims. It explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy, covering topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner. The field of victim advocacy needs educated advocates. Cross-listed as POLS 4006.

d) [POLS - 4002 - Case Management](#)

Request: Add

Cross-listed as CRIM 4002. See explanation for CRIM 4002.

e) [POLS - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

Cross-listed as CRIM 4005. See explanation for CRIM 4005.

f) [POLS - 4006 - Victim Advocacy](#)

Request: Add

Cross-listed as CRIM 4006. See explanation for CRIM 4006.

g) [Certificate of Less than One Year in Victim Services](#)

Request: Add

This certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of victimization service providers encounter and will also learn detailed information about the job of a victim advocate and techniques to assist victims facing a number of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime. A recent survey of current Criminology students found that approximately 10% were interested in becoming victim advocates when they completed their degree (a number equal to those who were interested in entering law enforcement, which has specialized programming). It was decided that specialized programming should be offered for victim advocacy to provide career ready skills. In designing this certificate, agency partnerships were developed which indicate that such a certificate is also desirable to those already working in the field. The field of victim advocacy needs educated professionals, so students who complete this certificate will be well equipped to enter an in-demand field.

Information Items:

- A) UPC approved additional courses to receive the undergraduate research HIP designation. The list of these courses is included in the appendix. ([Figure 3](#))
- B) UPC approved the XIDS course topics for the Cornerstone/First-year Seminar courses for the 2024 – 2025 academic year. The list of these courses is included in the appendix. ([Figure 4](#)).

Committee II: Graduate Programs Committee (Georgia Evans, Chair)

Action Items:

All items below were approved unanimously as a block vote.

- A) Richards College of Business
 - 1) Department of Management

a) [CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: New Course

Rationale: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management. Originally it was submitted as CISM 6470. Subsequently, the decision was made to cross-list it as CISM 4470 for our undergraduate students. Thus, we are now deleting the 6000-level course and submitting this 5000-level course as a new proposal.

b) [CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: Revise Course

Rationale: This course needs to change from CISM 6470 to CISM 5470. The department planned to cross-list this course with CISM 4470 (new course).

c) [Strategic Cybersecurity and Information Management, M.S.](#)

Request: Revise Program

Rationale: The course number was changed from CISM 6470 to CISM 5470 so that the course could be cross-listed with our undergraduate course (CISM 4470).

There were no substantive changes to course.

B) College of Arts, Culture, and Scientific Inquiry

1) Department of Computing and Mathematics

a) [Applied Computer Science, M.S.](#)

Request: Revise Program

Rationale: The updates to the Program Curriculum will allow us to continue to offer advanced material for students with no background in Computer Science as before. However, the inclusion of the different Tracks will give us the ability to meet the needs of students who do have a CS background and offer them material to match current trends in technology. The inclusion of the Tracks and realignment of the coursework will also allow us to grow in the future by potentially offering new courses / tracks to meet industry needs.

b) [CS - 5251 - Web Technologies I](#)

Request: New Course

Rationale: This course is an introduction to software development for graduate students with no prior experience

- c) [CS - 5275 - Foundations of Machine Learning](#)
Request: New Course
Rationale: This course will be the foundational course for the new MS ACS, Data Science Track.
- d) [CS - 5311 - Program Construction I](#)
Request: New Course
Rationale: This course is an introduction to software development for graduate students with no prior experience.
- e) [CS - 5500 – Cybersecurity](#)
Request: New Course
Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.
- f) [CS - 6250 - Artificial Intelligence for Security](#)
Request: New Course
Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.
- g) [CS - 6253 - Web Technologies III](#)
Request: New Course
Rationale: This course will be part of the updated Software Development Track for the MC ACS.
- h) [CS - 6271 - Advanced Networking](#)
Request: New Course
Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.
- i) [CS - 6800 - Data Analytics](#)
Request: New Course
Rationale: This course will be included in the new Data Science Track for the MC ACS.
- j) [CS - 6810 - Intelligence and Analytics Tools](#)
Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

k) [CS - 6820 - Generative AI for Data Scientists](#)

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

l) [CS - 6983 - Directed Research](#)

Request: New Course

Rationale: With the growth of the MS in Applied Computer Science, we anticipate additional opportunities for students to collaborate with faculty on independent research and this course would allow for credit toward the degree.

C) College of Education

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

a) [Higher Education Administration, M.Ed.](#)

Request: Revise Program

Rationale: To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-Language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37 students). In the attached rationale, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.

b) [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Request: Revise Program

Rationale: The proposed program revision adds an optional internship (SLPA 5792) to the post-baccalaureate certificate program in speech-language pathology which satisfies the requirement for students to apply for certification as a speech language associate under a newly approved GaPSC rule. This will provide a pathway for students who complete the post-baccalaureate certificate

to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

c) [SLPA - 5792 - Internship in Speech Language Pathology](#)

Request: New Course

Rationale: This course is being added as an optional course for students admitted to the post- baccalaureate certificate program in speech-language pathology. Completion of this course satisfies requirements for a newly approved Georgia PSC rule for the creation of a Speech Language Associate Program. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

d) [School Improvement, Ed.D.](#)

Request: Revise Program

Rationale: To address student needs, affordability, and pathways for professional and academic success, the Department of Leadership, Research, and School Improvement faculty proposes an alternative program of study option for students who hold a Specialist (Ed.S.) degree beginning fall 2024. The Ed.D. in School Improvement program will continue requiring a masters degree for admission, and permit an Ed.S. degree with an area of concentration in a GaPSC-approved teaching field, service field, or Tier II leadership to serve as a basis for program admission. Students entering the program with a masters degree will complete the full 60 credit hour program of study. Students with an Ed.S. degree will be eligible for the proposed 33 credit hour program of study (see program map attached). The new track will not require new courses. There is also no change in modality (fully online).

The faculty opted to change the EDSI program level outcomes to better align with the needs of our professional students, the school districts they serve, and the UWG strategic priorities related to relevance, competitiveness, and placemaking. The new program level outcomes will also be changed with the 60 credit hour EDSI track.

D) University College

1) Department of Civic Engagement and Public Service

a) [CRIM - 5002 - GIS, Planning, and Public Service](#)

Request: New Course

Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

b) [POLS - 5002 - GIS, Planning, and Public Service](#)

Request: New Course

Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

Information Items

A) The completed Secondary Ed.S. program review was emailed on March 16, 2024, to GPC committee members for comment. On March 30, 2024, the GPC members approved via an electronic vote the Secondary Ed.S. Program Review.

B) Dean Matt Varga presented a new policy, Transfer Credit Policy. The GPC reviewed and approved the policy.

6. Old Business

A) Chair-Elect nomination.

- i. *Two nominations will be presented in the April 26th General Faculty meeting. Will need nomination statements from the candidates (sent to Laura Wolfe).*

7. New Business

A) College of Mathematics, Computing, and Sciences; School of Mental Health and Wellness; College of Arts, Humanities, and Social Sciences Updates (breakout sessions) ([**Figure 5**](#))

- *Provost. Commends working groups and those who provided input. The document that is attached is the most current. This is general summary of working group members: this will evolve and change over time. The name of the College will require naming and is a BoR decision. Feedback will be presented at the General Faculty meeting and will then be put forth to the President and then in effect July 1. Interdisciplinary work was an ongoing theme that facilitates big questions. If*

faculty are not in these areas, the Provost encouraged consideration of how you can still work with and contribute to these areas; faculty should see selves broadly and discover interdisciplinary opportunities. Taskforces sought to find areas where we can be a vanguard and create change. Centers can stand out as we have faculty to be part of and support them. Partnership, community outreach, working externally are important facets.

- *Current proposal has three structures in Arts, Humanities, and Social Sciences. There has been discussion of schools instead of departments to allow us to grow and potentially have joint appointments. Faculty handbook spirit will be preserved regarding discipline and chair especially for annual review and promotion and tenure. Work on improving language based on what is decided upon in the next year. No one will be disadvantaged in review or promotion. Centers and clusters do not represent target Carnegie change, but our goal to be the best regional comprehensive university that we can be. Student success and experiential learning are connected with academic success to help students. Seed grants and startups may be needed to get centers going. Two schools focusing on programs, student success and experiential learning, and the scholarship and research elements. Looking to appoint interim dean July 1 then nationwide search. Also looking to expand in the future.*
- *Institute allows it to be an umbrella organization, but does not change one's academic home. An institute can also grant credit. Create best practices that we can share nationally, charge for expertise, etc. Student athlete health, mental health, students at academic risk are of main importance. Investing in caretakers, ourselves, and student wellbeing. Target of grants, philanthropic support, and clusters that could also emerge in the future. Kudos to the working groups, grassroots efforts in finding what matters.*
- *Questions:*
 - *Q: It is exciting to have centers and these will hopefully connect students with more opportunities. Regarding the number of evaluations that chairs are doing, please reduce the evaluative burden upon who will do them in the mega departments.*

- *A: As a former chair, it does take diligence to do these effectively. The Provost is mindful of this consideration.*
 - *Q: Cluster vs. center: are they synonymous or is a cluster in a center?*
 - *A: Evolutionary. Can start from group of faculty to a center, then a cluster. Centers are responsible for outcomes reporting different from faculty who just want to come together. Interested in creating flexibility. Sponsorship because of collaboration, even internationally is welcomed.*
 - *Q: What research has been done regarding the successes or challenges regarding the term cluster?*
 - *A: Sharmistha Basu-Dutt: in the sciences, interdisciplinarity moves programs and research forward. Work often happens in silos. Faculty requested opportunities to work with existing expertise and have access to equipment. Georgia Tech has faculty working together, but we have to work with what we have here, but we can still collaborate. Historically, collaboration even in chemistry and biology has led to successful student experiences. Farooq Khan: joint appointments between physics and chemistry should be considered because collaboration in materials in these areas is strong. Chair Reber: steering groups have not looked at the extent these things exist. There is flexibility for evolution. Ways to do this effectively work now needs to be considered. Steering groups mentioned looking at some other universities and success is often because of support.*
 - *Q: Opportunity in clusters to incentivize as well, negotiate workloads.*
 - *Guidelines for roles and responsibilities should be created to help facilitate the creation of centers.*
 - *Provost: Brian Mosier previously provided information to the senate on how to establish a center. Many centers evolve from clusters.*
- *Chair Reber: We, as a senate, have practiced a lot of this collaboration already. When you bring people together around a topic, you never know what will happen. As a relational psychologist, his background shows him that out of these relationships new projects can blossom and grow. Faculty willingness to engage*

with all of our expertise and training will ensure success. Thanks to all for their effort for this year on behalf of the shared governance of this university.

Willingness to engage and faculty efforts will continue this work, even if it is sometimes uncomfortable or difficult. Chair Reber will be in the role of former senate chair in coming year, thank you for effort in next years.

- *Farooq Khan: After representing chemistry for three years and as former chair of FDC, he complement Chair Reber for handling the turbulence of recent years very well. Ability to bring ideas together and sort through complexities was outstanding.*

8. Announcements

A) May 10, 2024 Senate Meeting for Curricular Approvals (Zoom)

- i. *Likely need a virtual meeting or an electronic vote. Will try to have it early enough in May before faculty are able to be present or at least vote.*

9. Adjourn

Adjourned by Chair Reber at 3:02pm.

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

Introducing the UWG Institutional Repository

Drs Beth M. Sheppard and Brian Mosier



Search the repository ...



The UWG Institutional Repository is designed to house the scholarly and creative output of the University, its organizational history, and digital collections from the Ingram Library's Special Collections.

Recent Submissions



Item

Ravenna, Italy: Battistero Degli Ariani: Interior View 1

(5/21/2017) Sheppard, Beth M.



Item

Ravenna, Italy: Basilica Spirito Santo

(5/21/2017) Sheppard, Beth M.



Item

Ravenna, Italy: Battistero Degli Ariani: Outer View 2

Value Added for Faculty

- Share scholarship with colleagues and community
 - Permalinks (Handle system)
 - Doesn't require NetID, so accessible beyond UWG
 - Professional cataloging and metadata
 - Free
 - Statistics (basic)
- Promote Student Success by highlighting student work
- Archive for UWG publications and serials
- Meets Open Access requirements for some grantors



Customizable

- Create custom collections and communities for campus units, special programs, or projects.
- Ability for library to add specialized metadata fields to enhance searching and usability.



The screenshot displays the University of West Georgia Institutional Repository interface. At the top, the university logo and name are visible, along with a search bar and a 'Log In' link. Below the header, the page title is 'Scholars' Day Undergraduate Research Conference'. A permanent URI is provided: <https://hdl.handle.net/20.500.14312/2012>. The main content area contains a detailed description of the conference, highlighting its support for the university's strategic plan and its focus on showcasing student research and creative projects. Below the text, there is a 'Browse' section with tabs for 'Recent Submissions', 'By Issue Date', 'By Author', 'By Title', and 'By Subject'. The 'Recent Submissions' tab is active, showing one item: 'UWG Scholars' Day Undergraduate Research Conference Program (Draft) 2024.' (2024-03-29) by Zamostny, Jeffrey. The item description includes the program's purpose for the 8th Annual Undergraduate Research Conference, mentioning session schedules, participants, and sponsors. A small thumbnail image of the program cover is visible to the left of the text.



Potential for Use with Community

Collaborators

- Archive significant collections of collaborating partners (provides access to novel source material for teaching and learning)
- Potential for UWG/partner digitization efforts (possibly sponsor funded)
- Innovative student internships beyond UWG



IP

- Non-exclusive license granted by contributor to UWG
- Authors (or organization if work for hire) retain copyright
- If published work and publisher has concerns, can embargo
 - IP Task Force – Faculty article open access policy (would come to Faculty Senate in Sept.)



Searching & Access

Search Protocols

- Author
- Title
- Keyword
- Date
- In-text searching of documents and metadata abstracts

Future Linking Possibilities

- Georgia Knowledge Repository
- Ingram Library Catalog (OPAC)



Where to find it

<https://repository.westga.edu/home>

The screenshot shows the Ingram Library website. At the top left is the 'GO WEST UWG' logo. To the right are links for 'Sign In' and 'Search'. Below these are navigation links: 'Apply', 'Visit', 'Give', and 'Menu'. The main heading is 'Ingram Library'. Underneath is the 'Explore Library Resources' section, which includes buttons for 'Discover All' (with a checkmark), 'Books', and 'Journals'. A search bar with a magnifying glass icon is present, with a link to 'Advanced Search' below it. On the right side, there is a blue sidebar with links for 'Research Guides' and 'Start Live Chat'. The bottom section is divided into three columns: 'Our Resources' (listing Catalog, Course Materials, Databases & GALILEO, Library Accounts, Library DIY, Research Guides, Special Collections, and UWG Institutional Repository), 'Our Communities' (listing Undergraduate Students, Graduate Students, Distance Learners, Faculty & Staff, and Alumni, Retirees, & Visitors), and 'Our Services' (listing Research Help, Subject Librarians, Borrowing, Library Instruction, and Career Readiness). A red star is placed over the 'UWG Institutional Repository' link in the 'Our Resources' column.



How to contribute

- Library can upload for you
- Self-upload (Library will create a log in for you)

Contact:

bsheppar@westga.edu



Questions?



UNIVERSITY³¹ OF WEST GEORGIA

Figure 2.

Results of Scheduling Survey

The survey was distributed on March 13, 2024 and data collection was paused on March 27, 2024 as sufficient responses had been collected and the number of responses received per day was declining. An email invitation was sent to 12,473 individuals who were students at UWG¹, and in that time period, 1,188 valid responses were collected, which represents a response rate of 9.5%. This response rate is on par with expectations, and would be considered high for an online survey.

The results for each question on the survey are presented below, along with some brief analyses.

Question 1: Would you consider yourself an “online only” student? Note: If you ever take even one in-person class, please select “no.”

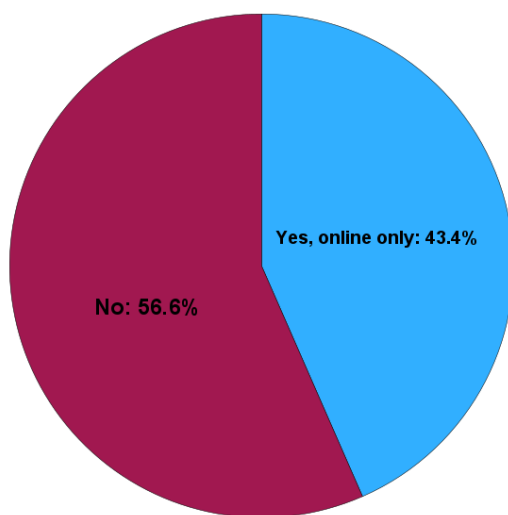
Out of 1,188 valid responses, 516 (43.4%) selected “yes” and 672 (56.6%) selected “no.”

Of note: a possibly higher percentage of students than expected consider themselves “online only.”

Table 1. Would you consider yourself an “online-only” student?

	Frequency	Percent
Yes	516	43.4
No	672	56.6
Total	1,188	100

Figure 1. Would you consider yourself an “online-only” student?



¹ A non-systematic review of the responses indicates that some @westga.edu email addresses were included, rather than @my.westga.edu address, suggesting the survey may have gone to a small number of faculty and/or staff.

For the remainder of the survey, only the 672 students who ever take face to face classes were asked to respond.

Question 2: What days of the week would you NOT want to have classes scheduled?

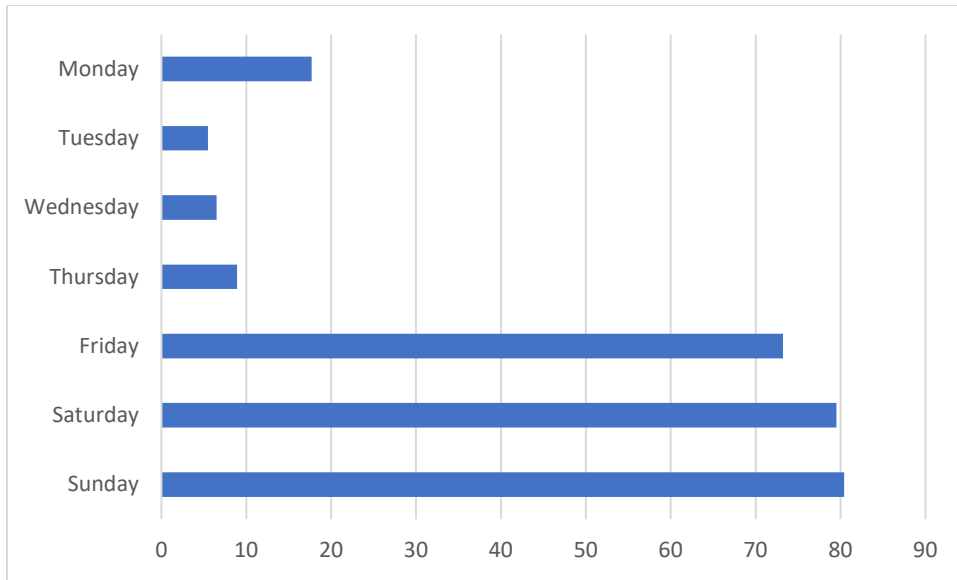
Out of 672 eligible students, 119 (17.7%) did not want to have classes scheduled on Mondays, 37 (5.5%) did not want to have classes scheduled on Tuesdays, 44 (6.5%) did not want to have classes scheduled on Wednesdays, 60 (8.9%) did not want to have classes scheduled on Thursdays, 492 (73.2%) did not want to have classes scheduled on Fridays, 534 (79.5%) did not want to have classes scheduled on Saturdays, and 540 (80.4%) did not want to have classes scheduled on Sundays. It should be noted that 672 is the maximum number of possible respondents. At this point in the survey, it is not possible to determine how many face to face students stopped answering the survey. There is a small number of non-respondents (63) in the next question, so the percentages represented here may be slightly lower than the true number as the denominator may be artificially high. The percentages presented are out of the possible 672 respondents.

Of note: A vast majority of students do not want to have classes on Fridays, which would suggest they would not like the three days per week class schedule.

Table 2. Number and percent of face to face students who do not want classes scheduled on each day

	Number	Percent
Sunday	540	80.4
Saturday	535	79.5
Friday	492	73.2
Thursday	60	8.9
Wednesday	44	6.5
Tuesday	37	5.5
Monday	119	17.7

Figure 2. Percent of face to face students who do not want classes scheduled on each day



Question 3: What is the earliest time you would want to attend a class?

Respondents were asked to indicate the earliest time they would want to attend a class, starting at 6:00 am and ending at 8:30 pm, in 15-minute intervals. There were 609 respondents. The modal answer was 9:00 am, with 22% of respondents indicating this would be the earliest time they would want to attend a class. Less than a quarter of students indicated they would want to start class earlier than 9:00 am, and only 5.9% indicated they would want to start at 7:30 am or earlier, the earliest start time in the new block schedule proposal. Other high frequency responses for the earliest desirable start time included 9:30 am (16.6%), 10:00 am (13.6%) and 11:00 am (11%).

Of note: Students do not seem to want classes that would start as early as in the block schedule proposal.

Figure 3. Histogram of “what is the earliest time you would want to attend a class?”

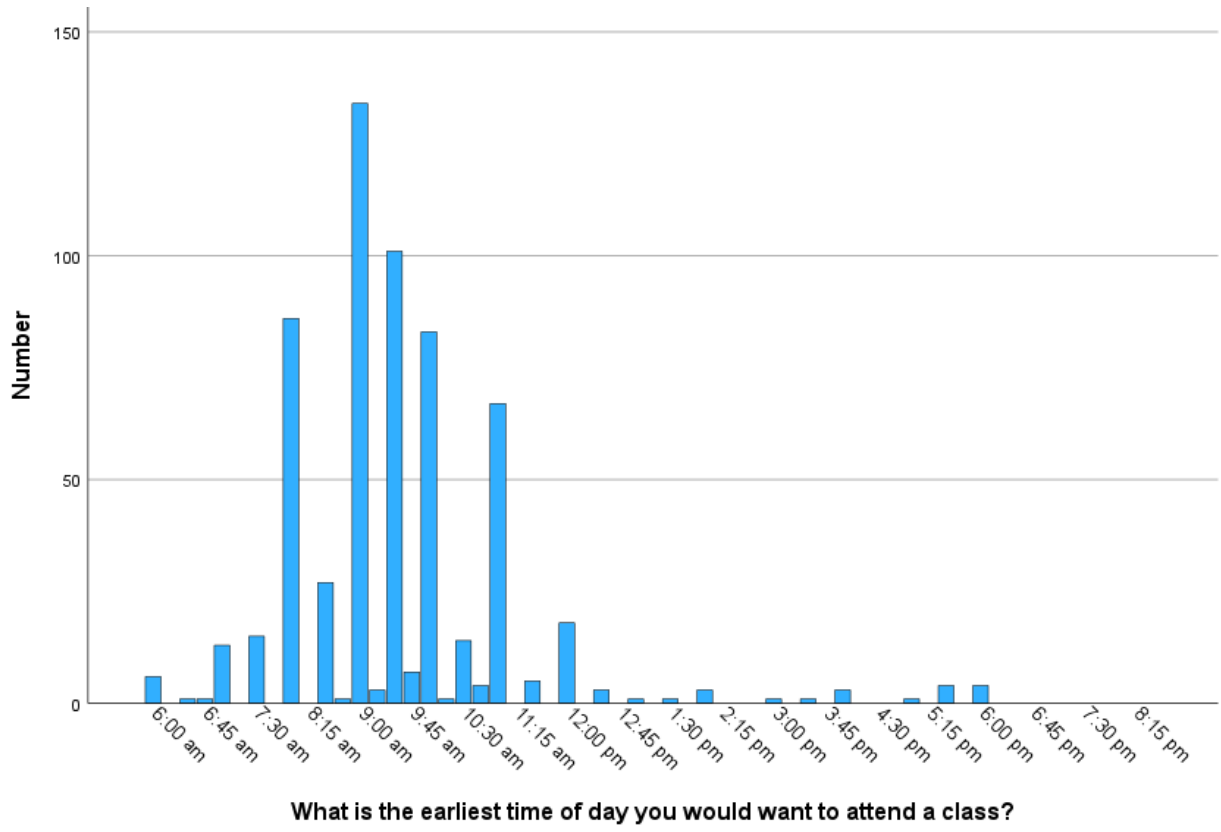


Table 3. What is the earliest time of day you would want to attend a class

Time	Frequency	Percent	Cumulative Percent
6:00 am	6	1.0	1.0
6:30 am	1	0.2	1.1
6:45 am	1	0.2	1.3
7:00 am	13	2.1	3.4
7:30 am	15	2.5	5.9
8:00 am	86	14.1	20.0
8:30 am	27	4.4	24.5
8:45 am	1	0.2	24.6
9:00 am	134	22.0	46.6
9:15 am	3	0.5	47.1
9:30 am	101	16.6	63.7
9:45 am	7	1.1	64.9
10:00 am	83	13.6	78.5
10:15 am	1	0.2	78.7
10:30 am	14	2.3	81.0
10:45 am	4	0.7	81.6
11:00 am	67	11.0	92.6
11:30 am	5	0.8	93.4
12:00 pm	18	3.0	96.4
12:30 pm	3	0.5	96.9
1:00 pm	1	0.2	97.0
1:30 pm	1	0.2	97.2
2:00 pm	3	0.5	97.7
3:00 pm	1	0.2	97.9
3:30 pm	1	0.2	98.0
4:00 pm	3	0.5	98.5
5:00 pm	1	0.2	98.7
5:30 pm	4	0.7	99.3
6:00 pm	4	0.7	100.0
Total	609	100.0	

Question 4: What is the latest time of day you would want a class you attend to end?

Respondents were asked to indicate the latest time of day they would want a class they attend to end, starting with 8:45 am (the ending time for the proposed 7:30 am start time) and ending with 10:00 pm (the ending time for the proposed 8:30 pm start time), in 15-minute intervals. The modal response was 5:00 pm, with 12.8% of students indicating this would be the latest time they would want their class to end. Other common times were 2:00 pm (10.7%), 3:00 pm (10.7%) and 6:00 pm (8.2%). Most students would prefer that classes end by 6:00 pm or earlier,

with 86.5% indicating this stop time or earlier. This leaves only 13.5% of students who would prefer to have a class end at later than 6:00 pm.

Of note: Students do not seem to prefer classes that would end as late as they would in the block schedule proposal.

Figure 4. Histogram of “what is the latest time you would want a class you attend to end?”

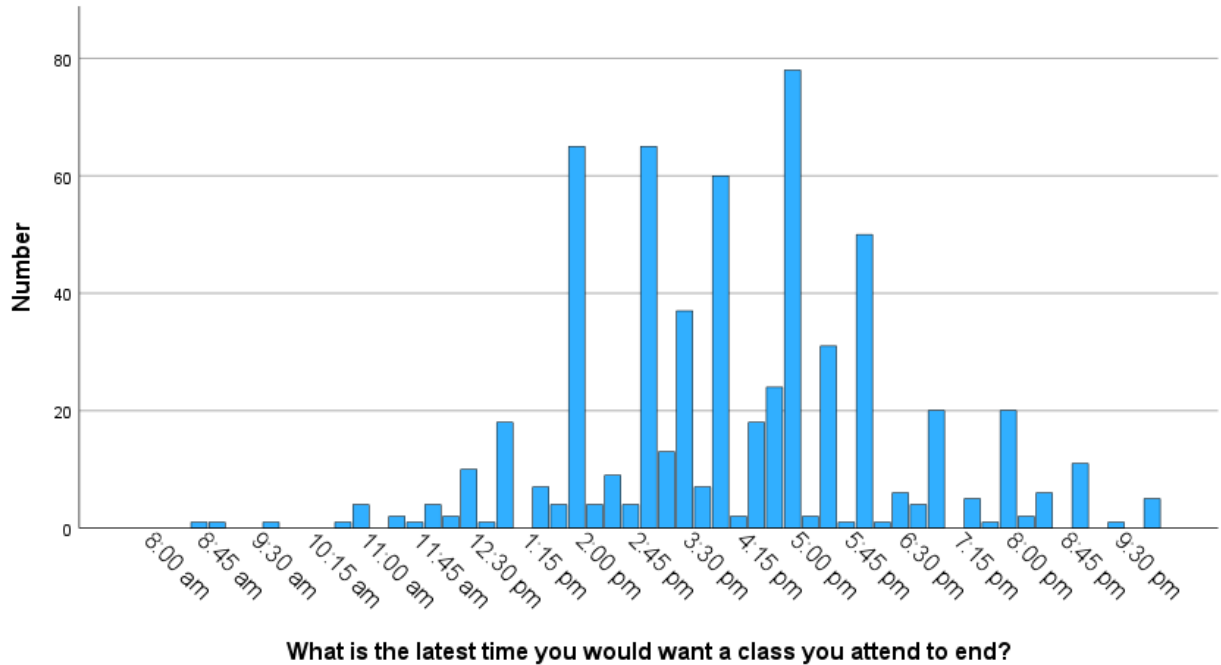


Table 4. What is the latest time you would want a class you attend to end?

	Frequency	Percent	Cumulative Percent
8:45 am	1	0.2	0.2
9:00 am	1	0.2	0.3
9:45 am	1	0.2	0.5
10:45 am	1	0.2	0.7
11:00 am	4	0.7	1.3
11:30 am	2	0.3	1.6
11:45 am	1	0.2	1.8
12:00 pm	4	0.7	2.5
12:15 pm	2	0.3	2.8
12:30 pm	10	1.6	4.4
12:45 pm	1	0.2	4.6
1:00 pm	18	3.0	7.6
1:30 pm	7	1.1	8.7

1:45 pm	4	0.7	9.4
2:00 pm	65	10.7	20.0
2:15 pm	4	0.7	20.7
2:30 pm	9	1.5	22.2
2:45 pm	4	0.7	22.8
3:00 pm	65	10.7	33.5
3:15 pm	13	2.1	35.6
3:30 pm	37	6.1	41.7
3:45 pm	7	1.1	42.9
4:00 pm	60	9.9	52.7
4:15 pm	2	0.3	53.0
4:30 pm	18	3.0	56.0
4:45 pm	24	3.9	59.9
5:00 pm	78	12.8	72.7
5:15 pm	2	0.3	73.1
5:30 pm	31	5.1	78.2
5:45 pm	1	0.2	78.3
6:00 pm	50	8.2	86.5
6:15 pm	1	0.2	86.7
6:30 pm	6	1.0	87.7
6:45 pm	4	0.7	88.3
7:00 pm	20	3.3	91.6
7:30 pm	5	0.8	92.4
7:45 pm	1	0.2	92.6
8:00 pm	20	3.3	95.9
8:15 pm	2	0.3	96.2
8:30 pm	6	1.0	97.2
9:00 pm	11	1.8	99.0
9:30 pm	1	0.2	99.2
10:00 pm	5	0.8	100.0
Total	609	100.0	

Question 5: For a typical, three credit hour, in person class, how many days per week would you prefer to meet?

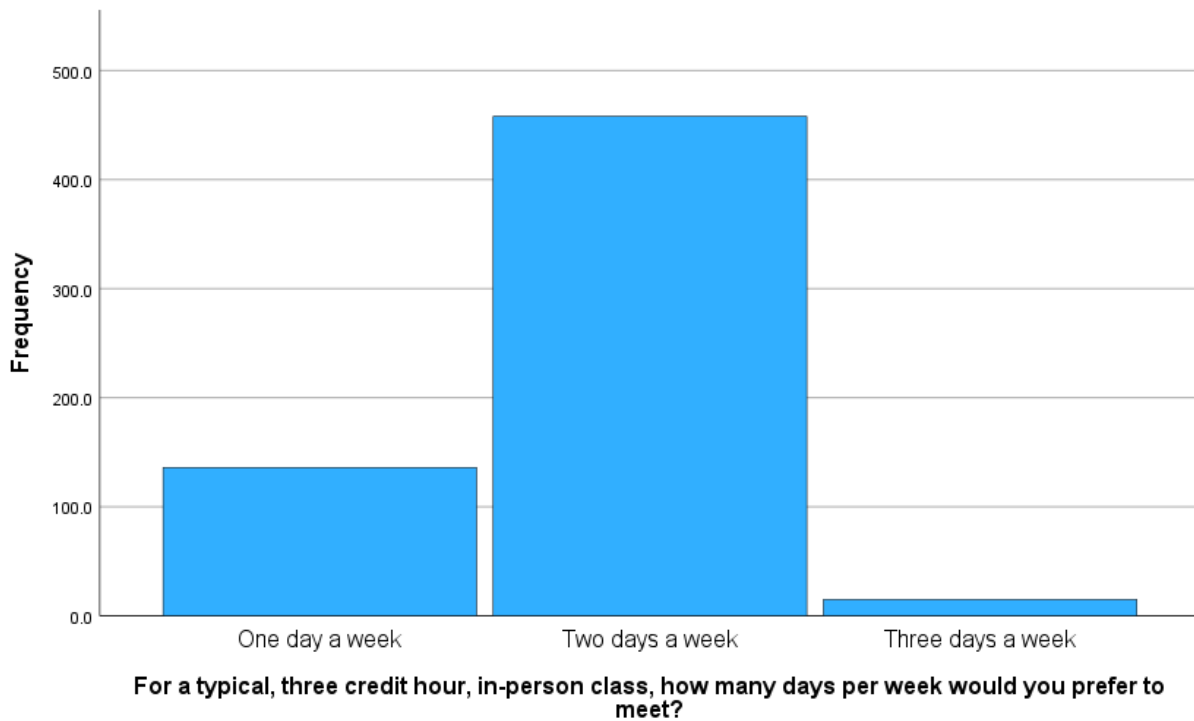
Out of 609 respondents, 136 (22.3%) indicated they would prefer one day per week for 2.5 hours, 458 (75.2) indicated they would prefer two days a week for 1 hour and 15 minutes on Monday and Wednesday or on Tuesday and Thursday, and 15 (2.5%) indicated they would prefer three days a week for 50 minutes on Monday, Wednesday, and Friday.

Of note: Students have a strong preference for two day per week schedules, and the vast majority do not prefer a three day per week schedule.

Table 5. For a typical, three credit hour, in person class, how many days per week would you prefer to meet?

	Frequency	Percent
One day per week	136	22.3
Two days per week	458	75.2
Three days per week	15	2.5
Total	609	100

Figure 5. Bar chart of “for a typical, three credit hour, in person class, how many days per week would you prefer to meet?”



Question 6: How do you like to have your in-person classes scheduled?

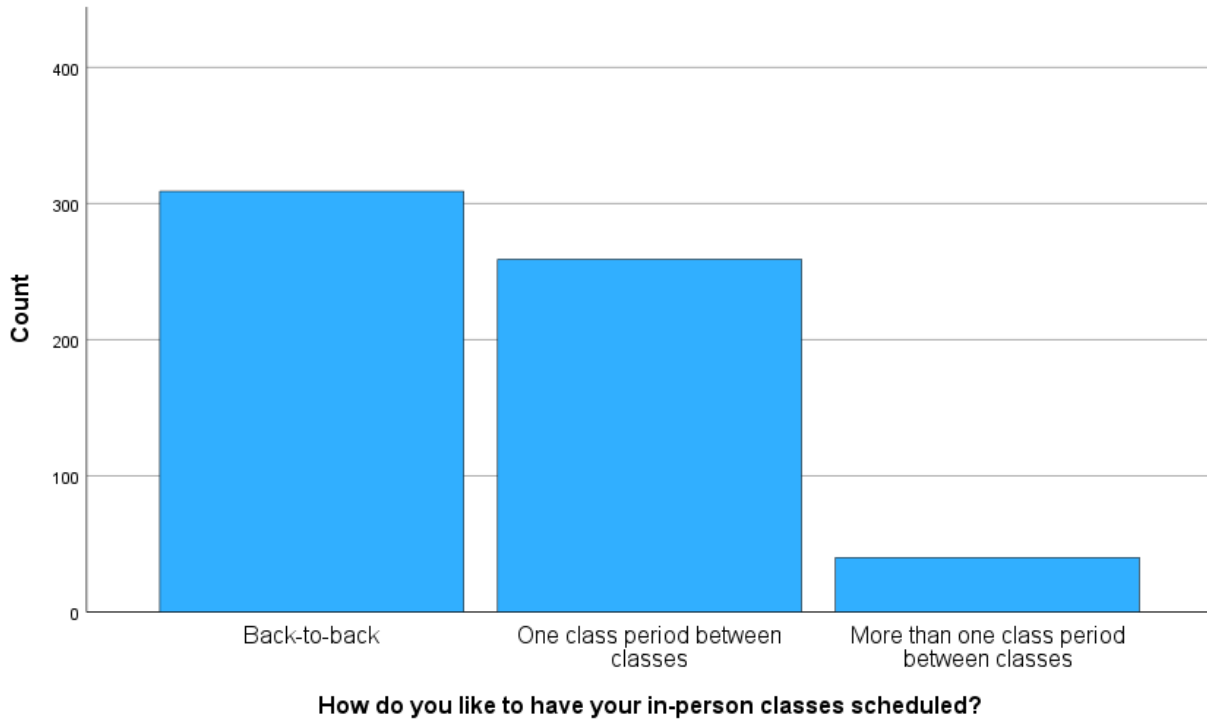
Respondents were asked to indicate whether they preferred to have in person classes scheduled back to back, with a one class period break in between, or with more than one class period in between. Out of 608 respondents, 309 (50.8%) indicated they preferred classes back to back, 259 (42.6%) indicated they preferred one class period between classes, and 40 (6.6%) indicated they preferred more than one class period in between their classes.

Of note: student seem to prefer to not have large breaks between classes, but some prefer small breaks.

Table 6. How do you like to have your in-person classes scheduled?

	Frequency	Percent
Back to back	309	50.8
One class period between classes	259	42.6
More than one class period between classes	40	6.6
Total	608	100

Figure 6. Bar chart of “how do you like to have your in-person classes scheduled?”



Question 7: Have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?

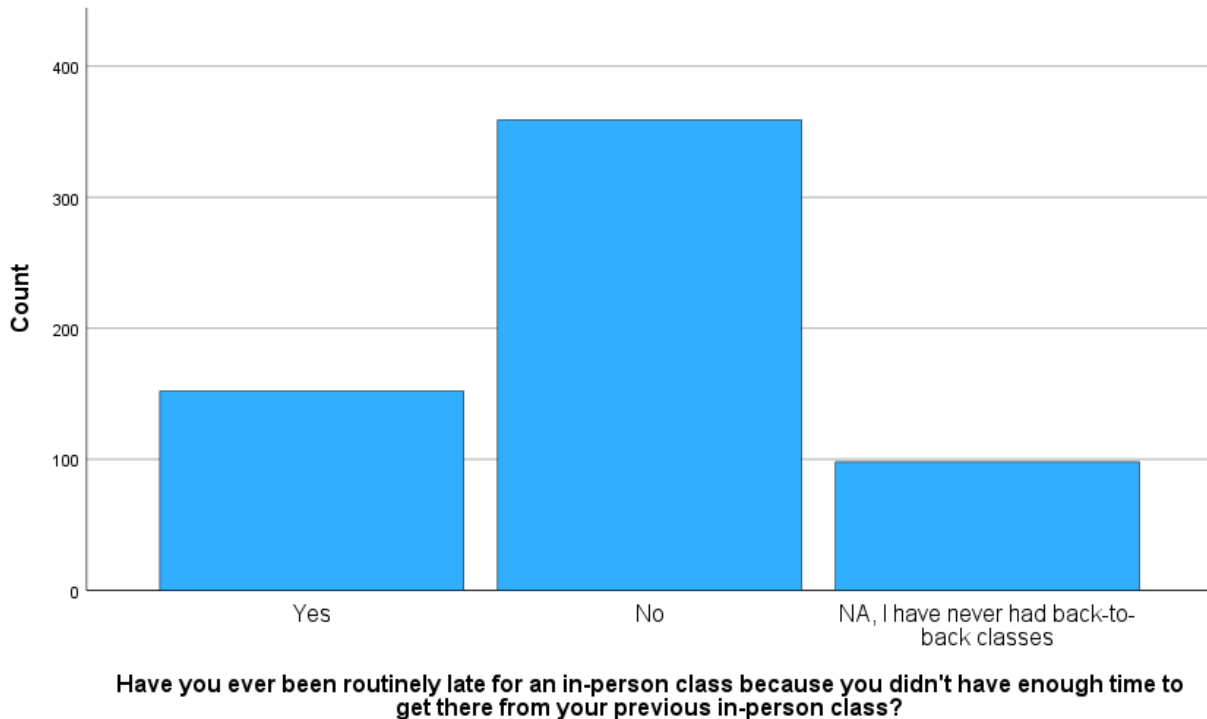
Respondents were asked to indicate whether they had experience being routinely late for an in-person class because they didn't have enough time to get there from another class (yes or no) or whether they had never had back to back in-person classes. Out of 609 respondents, 152 (25%) had been routinely late, 359 (58.9%) had not been routinely late, and 98 (16.1%) had never had back to back in-person classes.

Of note: Lateness due to timing between classes is a concern. Further investigation into the time between classes, distance between classes, and travel methods between classes could be useful.

Table 7. Have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?

	Frequency	Percent
Yes	152	25.0
No	359	58.9
N/A	98	16.1
Total	609	100

Figure 7. Bar chart of “have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?”



Question 8: When registering for classes, have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and that preventing you from registering for one of them?

Out of 608 respondents, 455 (74.8%) indicated they had been prevented from registering from a class due to an overlap in class times, and 153 (25.2%) indicated this had not happened to them.

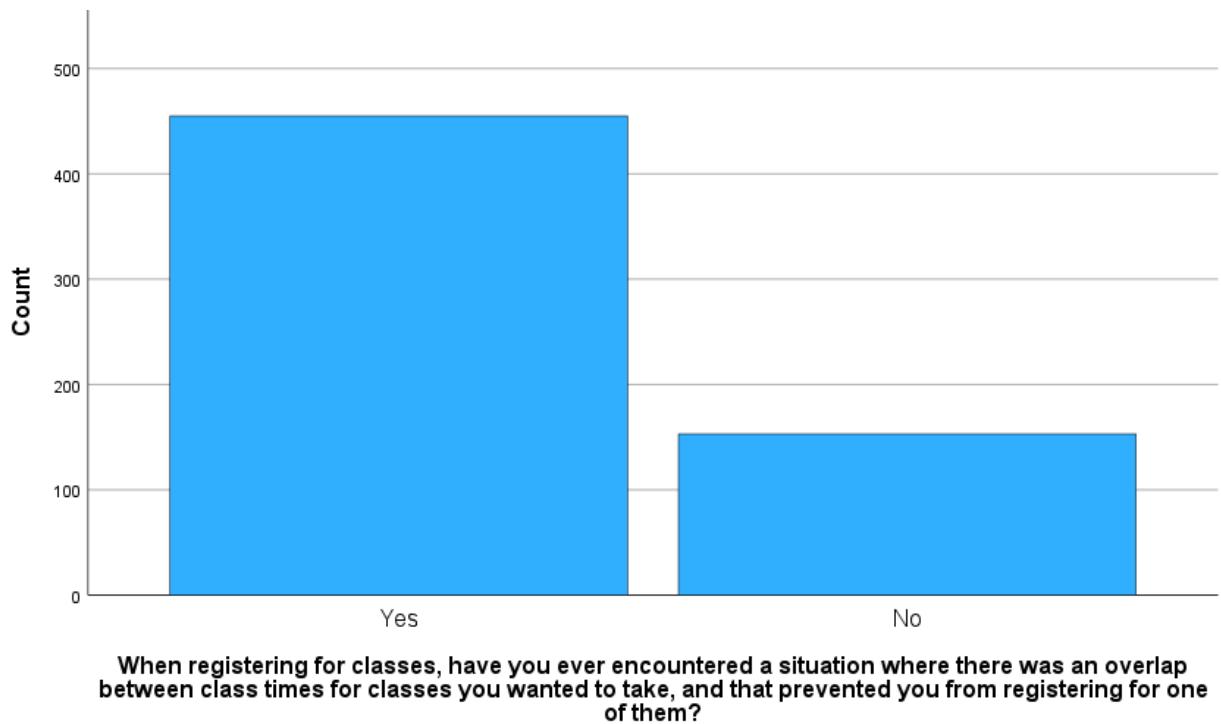
Of note: The initial wording of the question was “...there was a *slight* overlap between class times...” and it was requested that the wording be changed. Here, it seems possible that students have mistaken this question to mean “have you ever wanted to register for two classes that were scheduled at the same time?” While this would be a concern, it is not a concern that would be addressed by block scheduling. The intention of the question was to determine whether differing

class schedules by department or college/school led to situations where students tried to register for a classes that overlapped by a few minutes. Further investigation into this issue is suggested.

Table 8. Have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and it prevented you from registering for one of them?

	Frequency	Percent
Yes	455	74.8
No	153	25.2
Total	608	100

Figure 8. Bar chart for “have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and it prevented you from registering for one of them?”



Question 9: Suppose there were no classes scheduled on campus at all on any day for one hour (for example, between 12 pm and 1pm). What would you do with that time?

This question required respondents to type their response and qualitative data have not yet been thoroughly analyzed. Of non-online-only students who were given this question, 558 of them responded. Some themes that have emerged from these responses are as follows:

- Eat
- Nap
- Do homework
- Sit in my car
- Work out
- Socialize
- Relax
- Run errands

Many students who indicated they would eat also suggested that everyone eating at this time would overwhelm the dining facilities, and some students indicated this would be wasted time.

Of note: These data have not been thoroughly analyzed, so frequencies of each type of response should not be assumed. Additionally, other themes may emerge during further analysis.

Figure 3.

DATE: March 15, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on March 8, 2024 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

The following table indicates the Undergraduate Research Committee’s recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course’s level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means “Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research” (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ACCT 4202	Financial Statement Analysis and Valuation	Michael Yu	All	2	3
ANTH 3188	Ethnographic Field Methods	Marjorie Snipes	All	2	3

ANTH 4170	Myth, Magic, and Religion	Marjorie Snipes	All	3	3
BIOL 3310	Microbiology	Sara Molesworth	All	1	1
BIOL 4241	Entomology	Gregory Payne	All	3	3
COMM 4421P	Practicum: bluestone Public Relations Firm	Taylor Bryant	All	3	3
ECON 3410	Macroeconomic Policy	Hilde Patron-Boenheim	All	2	2
GEOL 4024	Paleontology	Bradley Deline	All	3	2
GEOL 4034	Sedimentation and Stratigraphy	Cody Mason	All	2	1
GEOL 4082	Geological Problems	Cody Mason	All	3	2
MATH 3986	Math Internship	David Leach	All	2	4
MATH 4983	Senior Project	David Leach	All	4	3
MKTG 3808	Business Research	Beheruz Sethna	Fall 2024: 10329, 10330	3	3
MKTG 3809	Advertising in the Digital Age	Agnieszka Chwialkowska	Fall 2024: 80392	2	2
PHIL 3315	Contemporary Moral Problems	Walter Riker	All	2	2
PSYC 4140	Psychology of Gender	Rosa Traversa	Fall 2024: 82098	3	2
SOCI 3543	Sociology of Religion	Emily McKendry-Smith	Fall 2024: 83477	2	1
XIDS 2002	Cross-Cultural Communication	Agnieszka Chwialkowska	Fall 2024: 81822	1	1
XIDS 2100	Introduction to Latin American, Caribbean, and Latinx Studies	Betsy Dahms	Fall 2024: 83278	2	1

Figure 4.

Cornerstone Course Descriptions Fall 2024

CRN	Section	Instructor	Course Title	Course Description
82741	C01	Basu-Dutt, Sharmistha	Dream Big: Engineering & Science	This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you. There will be an experiential component in this course. Each XIDS student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and has the option of writing a final paper tying together these experiences and the theories presented in class and the text. The other option is a project.
81820	C02	Baxter, Brittney Beth	Songbirds: Women Singer/Songwriters	This course will examine the historical, economic, and cultural contributions of women songwriters in a variety of contexts and musical traditions. From ancient examples in Egypt to modern songwriters like Brandi Carlile, we'll take a look at how women have used songwriting, poetry, and music to express, create, and change themselves and others. No music theory needed!
		Bronkema, Ryan	Honors: WDYKA Relationships and Dating in College	Human relationships are complex. To help us understand how we behave in our friendships and relationships, we will brainstorm questions and their potential solutions. When life gets crazy, it is important that we take time to reflect and focus on the things in life that bring us joy. Inspired by John Green's book <i>The Anthropocene Reviewed</i> , we will find people, places, and things, that bring us joy and write a formal review of them. One of the biggest goals of this course is to help you learn more about who you are as a person. To aid in that process, we will each complete three reflections throughout the semester. As a result of taking this course, you will have a better understanding of who you are as a person and your passions.
81821	C03	Chaple, Katie	Creative Writing	This class gives students a creative voice and asks them to take their inner thoughts, emotions and creativity to the page. They'll read and engage with Stephen King's craft book ON WRITING (a student favorite), and across the semester students will write in response to creative prompts in several genres (such as poetry, fiction, creative nonfiction, music lyrics, even screenwriting). Students will read their efforts to the group. Towards the end of the semester, students will workshop short creative pieces. We'll begin connecting how editing, and even publishing intersect with the art of writing, and in what ways and at what stages they influence, transform and even determine (and whether or not they should) literature and the artist.
81822	C04	Chwialkowska, Agnieszka	Business LC: Cross-Cultural Communication	This course focuses on various topics about cross-cultural communication and diversity and implications for a variety of disciplines. This is an activity-based course that helps students understand where their behaviors come from, to encourage them to reflect on their lives and the sources of their deeply held assumptions. This course explores how the way we communicate, perceive the world, behave, and what we believe in is shaped by culture. In-class activities simulate cross-cultural experiences, and short readings and mini cases discussed in class encourage academic exploration of cross-cultural issues such as communication, managing diversity, international negotiations, and conflict resolution. In-class activities encourage students to see the differences among us as a source of synergy rather than a hindrance and introduce the concept of cultural values in a fun and engaging way to help students discover how culture affects our decisions.
		Currier, Ryan	Honors: WDYKA Antarctica?	Antarctica has held the fascination of explorers and scientists since its discovery. It is an ancient landscape, where we can learn about Earth's past, Earth's present, and forecast Earth's future. This course will introduce the geography and geology of Antarctica, the history of humans in Antarctica, and survey some of the ongoing science in Antarctica.
81823	C05	Drammeh, Tijan	WDYKA: USians and Their Government?	Governments have a significant impact on citizens, sometimes positive and sometimes negative. After the events of Summer 2020 and January 2021, many may be asking if there is a better form of government. This course will critically explore various forms of government of government around the world. It will build on the Council on Foreign Relations World 101 Forms of Government model and challenge students to identify what factors make life better for their citizens and why.
82724	C07	Ellison, Amy	The Horror Genre	This course explores fictional aspects of horror and its sub-genres in art, film, and literature. As scholars and audience members, we will examine the metaphorical aspects inherent in horror—and why we flock to such unsettling material. Specific units include critical studies on psychological, supernatural, analog, and body horror framed by an evolving understanding of the monstrous and grotesque. Course expectations include active reading and journaling, participation in discussion and activities, and the completion of a final project and presentation.

Cornerstone Course Descriptions Fall 2024

81819	C08	Green, Kimberly	Business LC: Georgia's Industries	This seminar will explore the unique industries of Georgia. We will examine how clusters of businesses create an ecosystem. Through both activities and discussions, students will have opportunities to explore concepts such as scale, location, and supporting infrastructure for business ecosystems. The state of Georgia is home to a variety of vibrant industries comprised of small and large companies. Just to name a few, we have agriculture (poultry, pecans/peanuts, Vidalia onions), carpets (clustered around Dalton), food and beverage (Coca-Cola, Waffle House), transportation/shipping (world's busiest airport, UPS), automobiles (Kia, Porsche, Mercedes), bioscience and healthcare (CDC), entertainment (movies, music), tourism/convention, and more. In a class project, students will individually collect data about businesses in various industries and we will compile those findings into a class dataset to analyze together as a class. Students will gain practice with spreadsheets and with basic statistics and analytical methods for research.
81825	C09	Haase, David	Leadership through Sport	In any profession or life venture, the attitude and overall culture of a team is a direct reflection of its leadership. In the environment of sport there are many different approaches that have been proven effective. The primary goal of this course is to help current and aspiring leaders gain a better understanding of effective leadership, to provide tools in developing effective leaders, and to provide networking opportunities with individuals across various disciplines. The course is designed to provide the student an opportunity to learn and to apply leadership principles in a variety of settings.
81826	C10	Hansen, John	Origin of Life in the Universe	How life originated on earth has long intrigued people. The first scholarly attempt at answering this question was published in a monograph by the Russian biochemist, A. I. Oparin, during the 1930s. In 1952, Stanley Miller and Harold Urey at the University of Chicago simulated conditions on the early Earth and tested the hypothesis of a chemical origin of life. Within a vessel containing water, ammonia, methane and hydrogen, applying heat and continuous electrical discharges they produced over 20 different amino acids. During the 1960s, meteorites were found containing a vast array of amino acids and nucleotides. Until his death in 1996, the astronomer Carl Sagan was a leading proponent for searching out life in the universe. This course taught by a professor of chemistry (with background in biochemistry and astronomy) will examine planetary conditions, chemistry, and biology thought necessary to foster the abiotic origin of life in the universe.
81827	C11	Hester, Michael	AAMI: Multicultural Achievement	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
81828	C12	Hill, Ariel	Star Search: Talent Connection	Throughout the course, students will explore various aspects of talent acquisition and recruitment, including understanding the hiring process, creating effective resumes and cover letters, and developing strong interview skills. They will also learn about the role of social media and online platforms in job searching and personal branding.
81829	C13	Hollingsworth, Alison	Shark Tank & Beyond: Real World	This course would include the following topics and activities: 1) Workshop on study habits and tips for transitioning into college life including a budget overview and Zero-based Budget project, 2) Introduction to entrepreneurship through viewing Shark Tank episodes and participating in group discussions on each episode. 3) Student electronic portfolios with Resume', cover letter, sample project work, presentations, etc. 4) Participation in mock job interviews with members of UWG Career Services serving as interviewers who would evaluate each student on their interview and provide constructive feedback. 5) Personal Elevator Pitch Presentation 6) Guest speakers (Todd Anduze, etc.) 7) Career coaching 8) Monopoly Project Accounting Cycle Overview 9) Business Plan Challenge 10) Tour of the Burson Center and Tinker's Box 11) How to Prepare for an Internship

Cornerstone Course Descriptions Fall 2024

81830	C14	Hopper, Michael	Business LC: Giving You the Business: An Introduction	Drawing on resources both conventional and otherwise, this course will help the business major begin to develop the skills needed to succeed in a business environment. We will focus on time management and self-organization skills useful in college and afterward. From Buzzword Bingo to actual meaningful terminology, the student will learn to “right-size” his or her business vocabulary. We expect to devote substantial time to developing financial responsibility, touching on topics such as personal debt management and the “time value of money,” all of which will lead to a focus on some aspects of business-appropriate math and an introduction to Excel. Finally, we will spend some group time working on the interpersonal skills necessary to thrive in a world occasionally populated by Accounting Trolls and Pointy-Haired Bosses.
81831	C15	Isaacs, Shawn	The Walking Dead: Surviving College	Students will be placed into a fictional open-world zombie campaign game set on a wasted University of West Georgia campus. These students will face natural and unnatural problems that will help them understand communication and critical thinking to survive. The early days of a zombie apocalypse have exacted its toll, but humanity remains set to rebuild. May they rebuild a settlement upon the grounds of UWG. How you do it, what you experience, and when death approaches is all up to them.
82744	C91	Jackson, Kristopher	The College Experience as Seen Through Movies	We live in a globalized and mediated world where the movies we watch provide insight into the places where we work, eat, study, sleep, communicate, and dream. Analyzing film allows us to take a closer look at the past, present, and future of our country and the environment. This class will examine a broad range of movies, how they define a group of people or society within a specific period, and how they relate to their college experience. We will also craft or select a cinema’s version of today’s society. This course will help students think about how films can help us to understand our positions in space and time. A secondary goal of the class is to introduce you to critical issues in film studies that relate to issues for their generation. Some issues that will be seen and discussed are socio-economic status, gender, ethnicity, sexuality, and race. Thus, we will examine how these issues are viewed in the film and, how they represent a particular decade, and how we view this today. In this class, we will watch movies from different decades. Class time will be devoted to lectures, intensive writing, discussion, and group activities, where we will explore such questions as: What does the movie teach us about the society and culture of that specific period of time? Is the film still relevant today? Movies that may be selected are Pretty Woman, The Matrix, Mean Girls, and Breakfast Club. Warning: some of these films have an adult rating and may be offensive. Throughout the course, students will be asked to think critically and utilize some class lessons in their everyday college experience.
81832	C16	Jett, Bonnie	Happiness Now!	The pursuit of happiness is what ultimately drives us all, yet there is no single answer as to how we can both achieve and sustain it. Over the course of this semester, we will explore texts associated with our collective pursuit of happiness, exploring issues such as how we define happiness (and why) to whether we can, in fact, create our own happiness.
81833	C17	Khan, Farooq	Sources of Energy and the Existential Threat of Climate Change	Climate change, as evidenced by floods, hurricanes and wildfires, poses a global existential threat that impacts habitats and food production. Essential human activities (production of energy and transportation) contribute significantly to climate change. This course will utilize reliable current media (New York Times, PBS and NPR) to discuss sources of energy that include fossil fuels, solar energy, wind energy and nuclear power. Topics include: Sources of energy (locally, in the U.S., and world-wide); Geo-political considerations for fossil fuels; Impact on the environment including climate change; Environmental activism (for example, by Greta Thunberg); and public policy in the United States. The course (taught by a chemist) will also feature a professor of Economics and an entrepreneur active in Carrollton. In large part, students will utilize available resources to give short presentations and discuss various aspects of energy and climate change, from the personal level to a global level.

Cornerstone Course Descriptions Fall 2024

81834	C18	Larson, Julianna	Oh, the Thinks You Can Think!	Think you have out grown Dr. Seuss? Think again! In this course, we revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss). In our analyses, we identify themes relevant to the life of a developing adult. Books are read during class (also accessible in CourseDen) since they are all relatively short and they will provide the prompt for analysis to determine the focus for each week's lesson. Topics for study include diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. Assignments used include class discussion, reflective journaling, literary analysis paper, favorite book presentation, and writing, illustrating, and presenting their own children's book. Additionally, the topics that are covered provide opportunities to highlight several campus resources such as the library, Counseling Center, Center for Diversity and Inclusion, Health Services, and Center for Academic Success.
83497	C19	Lee, Gavin	Honors: WDYKA Jack the Ripper	In 1888, the citizens of London were terrorized by an unknown killer in their midst. This class will examine the murders themselves, the murder victims, the response of the press, the response of the police, and potential suspects. Further, this class will look at the socio-economic conditions in London at the turn of the 19th century, which in many ways are central to the killings themselves. Students will be conducting research using contemporary sources; including articles, eyewitness testimony, autopsy details, and police reports.
81836	C20	Leggett, Ashley	AAMI: Multicultural Achievement	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
81837	C21	Maggiano, Corey	Why Do We Have to Die?	This course uses a biocultural approach to discuss an age-old question: Why must we die? Students will learn in a seminar style discussion and debate setting with guided readings for preparation. The class begins with a strictly scientific approach to injury, aging, senescence, and the physiology of death, but expands our perspectives by considering other much longer-lived lifeforms, explaining why some animals like jelly fish, hydra, and lobsters live long enough to be considered "biologically immortal". The second half of the class explores the cultural side of death, including cross-cultural perspectives on death and dying, with ethical, social, and philosophical considerations paid to the concept of life extension. Finally, the students will move past biological death itself to examine a possible future where humanity is interwoven with artificial intelligence and virtual worlds. Is it possible it's only a handful of generations until death itself is defeated?
81838	C22	Maggiano, Isabel	Monkeying Around	This course introduces students to living primates such as lemurs, macaques, gorillas and chimpanzees and their biology and behavior. This will include aspects of anatomy, social organization, feeding and ranging, communication, community ecology, taxonomy, cognition, and conservation in captivity and in the wild. The course will be taught at the BAFAL (Biological and Forensic Anthropology Lab) and will follow a hands-on experiential learning approach using available lab collections and lab activities. Throughout the course, students will also learn to develop topic presentations and keep proper lab protocols.
83498	C23	McPhail, Martin	Materials that Make Our World	From the advent of iron, glass, and cement to the development of polymers and semiconductors, the introduction of new materials has repeatedly altered human civilization. These technologies have brought great benefits to humanity while also carrying many associated ills—conflicts to secure rare resources, pollution of the environment, and exploitation of workers to name a few. Using current articles, videos, and in-class discussions, students will explore the historical impact of materials on human technology and how materials shape the modern world. The lifecycle of modern materials from acquisition through production to waste management will be analyzed. Current challenges related to the politics, ethics, sustainability, and environmental impacts of modern materials will be discussed. Students will apply this knowledge to develop an original project (video, poster, podcast, etc.) analyzing the materials in a consumer product of their choosing.

81839	C24	Parsons, Mary	Growth Mindset and Academic Transitions	This course supports students throughout the first semester as they transition into college and academic mindset. Utilizing a variety of learning experiences and methods, students will learn about Growth Mindset and Career Readiness while also connecting to their peers and community.
81849	C39	Pius Afon, Toyosi	The Psychology of College	This class will be geared towards self-awareness in college. Students will be introduced to how understanding themselves plays a key role in their success in college. They will be learning about conformity, perspectives and shifting, persuasion, the idea of power in numbers or weakness in numbers, curiosity, and what it is to be humanly human.
81840	C25	Ponder, Terrie	#adulting: Learning Life Skills in a Digital World	As UWG students transition into the world of adulthood, they must learn the most basic "need-to-knows" of being an adult. With present-day technologies, students can easily navigate the world and learn how to do almost anything. Yet, are they receiving the correct information? Are they distracted? Do they know what questions to ask? #adulting will help students navigate the world by practicing and mastering life skills essential to everyone. Some of the hashtag topics of the course include #techguru, #fakenews, #socialresponsibility, #diversityinclusion #beprofessional, #realjob, #budgetingbasics, #needcredit, and #lifehacks. This course will teach these skills while integrating the most current technologies, apps, and other digital tools designed for each specific purpose. As a cumulative project, students will reflect upon their areas of #adulting expertise and will digitally create a blog, website, or videos to be published online to the public.
		Presley, Robyn	Your World is Your Wand!	
81841	C26	Ramsay-Jordan, Natasha	Music for Liberation	Music as a liberatory practice refers to music associated with emotional, social, economic, political, racial, cultural, and environmental movements. Throughout history, musical traditions have been firmly embedded in societies in ways that carried cultural practices for generations. Music is integral to how people communicate and can often replace written communication, particularly those used to discuss life, death, spiritual philosophies, and emotions. This course examines the global phenomenon of music. It explores how different genres of music, including Hip-Hop, Rap, Jazz, Country, Gospel, Reggae, and Calypso, are used as a liberatory tool and accompaniment to addressing socio-political movements for emancipation, civil rights, and self-determination. Students in this course will examine, explore, and critique how different genres of music are used as an activist medium to promote emotional, social, economic, political, racial, cultural, and environmental changes during past and current events.
81842	C27	Richardson, Emily	The Value of Peer Leadership	My course titled, "What do you know about: Academic success" will be based on sharing academic success strategies, reflection on past academic experiences in high school as it relates to the collegiate experience, and an overall institutional connectedness. Over the course of the semester, I will instruct students on different academic success strategies and students will have an opportunity to hear from other students at UWG about what they have learned about their own academic success.
82747	C28	Ridley, Hope	The Psychology of K-Pop	This course aims to explore the world of K-Pop (Korean Pop music), through a lens that merges introductory psychological concepts with pop culture. K-Pop, the global music sensation from South Korea, has taken the music world by storm, captivating millions with its music, choreography, and visuals. In this course, students will unravel the psychological underpinnings behind the phenomenon of K-Pop, while also exploring its impact on contemporary music and fan culture. "Psychology of K-Pop" aims to offer an interdisciplinary exploration of the global phenomenon of music and its cultural impact, appealing to students across diverse academic interests. Topics explored will include K-Pop's influence on contemporary music culture, fan behavior, media representation, and psychological dynamics. For students not initially drawn to K-Pop music, the course provides a unique opportunity to explore broader themes such as cultural globalization, identity formation, media literacy, and social psychology. By examining K-Pop as a case study, students can gain insights into broader societal trends, communication strategies, and the intersection of music, media, and psychology. Whether exploring the sociological dynamics of fan communities, the psychological effects of media exposure, or the cultural significance of global entertainment, this course aims to offer relevant and thought-provoking content that resonates beyond the realm of music enthusiasts.
81843	C29	Rollins, Minna	Business LC: How to Not Be Ignorant in the World	This class in particular is themed "How not to be ignorant about the world". This course focuses on building students' global knowledge base and giving the students the practical tools and techniques to approach global issues. The topics in this course range from exploring the role of esports in sports entertainment to learning about life expectancy around the World. The various teaching methods are used, such as in-class discussion, in-class and virtual lectures, small group discussions, and written assignments. Students are required to attend in-class and virtual classes and to interact with their instructor and classmates.

Cornerstone Course Descriptions Fall 2024

82745	C30	Scott, Shelby	Do It for the Gram: Building Your Best Self	To focus on integrating and exploring self care and positivity throughout different parts of the college experience and academics. Students would learn about researching methods, methods across different countries, and how self-care and positivity can be integrated into every aspect of college and more importantly, life.
82746	C31	Sewell, Joshua	WDYKA: Film?	Our film learning community (FLC) consists of four interconnected core-level classes taught over the 2020-21 academic year. In each course, the primary goals include helping you become a better reader, thinker, and communicator, both verbally and in writing. All of these skills are essential for success in any college classroom on any college campus. Additionally, honing these skills will help you beyond the campus community in the working world you seek to join. Our subject – the study of film – will enable us to develop analytical skill sets as we practice reading, thinking, and communicating about assigned films and short readings each week. Certainly, one major aim is to understand film studies as an area of academic and career focus, but the skills you gain here and in the other core classes in the community are a “moveable feast,” meaning that you can use them in any core or major course where professors ask you to solve problems, discuss complex issues, or observe before interpreting. To analyze film, we begin with the foundational premise that it has overwhelming power in artistic, economic, academic, political, religious, and mainstream or “secular” arenas. Film embodies our cultural standards, challenging or even creating them; the movies, as cultural critic Henry Giroux contends, “[do] not simply reflect culture but actually [construct] it.” To know films and film production deeply is to know a great deal about culture’s core beliefs and values, its anxieties and aspirations. So, for this class and going forward, movies are never “just” entertainment. Our work in this semester’s course will involve (re)viewing major motion pictures from different decades, learning the strategies production and filmmaking teams use, discussing literary structure and character development in film, and, of course, examining the deep cultural impact film possesses.
83501	C92	Smith, Rebecca	Business at Newnan	
81844	C32	Speights, Corey	Intro-Live Sports Video Production	The course will provide with hands on experiential learning opportunity in the world of digital media production. Students will work in positions of producer, director, camera, replay, and audio operation.
81846	C34	Taiwo, Olubanke	Level Up: The Freshman Game of Life	This course guides first-year UWG students through a transformative journey, akin to leveling up in a video game, as they navigate the complexities of college life. Through interactive discussions and activities, students explore various pathways including academics, career choices, financial management, and personal development. They acquire essential skills such as effective communication and time management, progressing through levels of self-discovery and growth. Through interactive activities and assignments, students foster meaningful dialogue, empowering them to emerge with newfound clarity and strategies for "leveling up" in the game of life.
81847	C35	Theobald, Duane	Identity in American Cinema	Have you ever watched a film and found that it speaks to you? Filmmakers often create movies that allow viewers to learn more about who they are through the experiences of others. In this seminar, we will examine what it means to construct identity & how we craft our identities—initially through readings that incorporate different disciplines & approaches. Then, through a broad range of films (such as The Godfather, Boyz n the Hood, and Lady Bird), we'll consider how who we are can be found in American cinema and why that matters.
83502	C36	Udombon, Hope	Business in Everyday Life	This course is ideal because it offers a different insight to how business can be applied in everyday life from personal and professional to academics.
81852	C37	Velez-Castrillon, Susana	Business LC: Birds Aren't Real	In this First Year Seminar (XIDS) section, Birds Aren't Real? we will discuss conspiracy theories and the News. There are all types of News, and they are important to stay up to date on different topics such as business, politics, arts, music, sports, and pop culture. Students need an appreciation for the news to be good citizens. The news is a source of opportunities like new trends or changes in policy. Reliable news sources are also a vital part of an informed society. A single post by an influencer is tied to many business decisions. At the end of this semester, students will better understand news literacy and the importance of the news for analysis and decision-making.

Cornerstone Course Descriptions Fall 2024

81848	C38	Vaughan, Arielle	Representations of Southern Cuisine	<p>This course is rooted in the concept that the very food we eat to survive connects us to our region, culture, and identity. Through focused, inquiry-driven activities and materials, students will learn to examine cultural artifacts to reveal historical and personal connections and identify ways in which representations of Southern cuisine may shape the ethos of the region for better or worse. Course materials will include passages from Eudora Welty's <i>Delta Wedding</i>, Michael Twitty's <i>The Cooking Gene</i>, and Marcie Cohn Ferris's <i>The Edible South</i>. We will also examine films such as <i>Fried Green Tomatoes</i>, photography from the Southbound gallery catalog, print and video advertisements, and poetry from the Southern Foodways Alliance collection, <i>Vinegar and Char</i>. Students will engage in the high impact practices of intensive writing, undergraduate research, and diversity perspectives in several planned activities such as personal reflection journals, response papers, and a class-composed, research-based cookbook that will allow students to take part in the cultural conversation surrounding Southern food.</p>
-------	-----	------------------	-------------------------------------	--

Figure 5.

University of West Georgia

**College of Arts, Humanities, and Social Sciences
College of Mathematics, Computing, and Science
Institute for Mental Health and Wellness**

April 2024

With a vision of planning and preparing to support students, faculty, and staff across the next five to ten years, and based upon a generous donation to name a new college, three working groups were formed in fall 2023 to ideate, lead discussions across the institution, and make recommendations to the provost and president based upon broad input. These working groups were facilitated by Lindsey Buffington (Office of the Provost) and Dr. Janet Pilcher (Huron Consulting Group).

All three working groups have done an excellent job in bringing new ideas that will help UWG innovate in each of their respective areas. Additionally, leaders have thought about how to organize our work together in a way that encourages interdisciplinary collaboration, allowing people to retain their academic home while working with others in different areas. This will foster innovation at the “edges” of disciplines and advance scholarship that is truly unique.

A high-level summary of ideas for the two colleges, formed from CACSI, and a new institute is provided below. Please share your thoughts to the working groups so that all input can be received and acted upon in the next two months. UWG will launch these July 1, but our work is not done on that day; we will continue to improve/change as new information and needs arise in the coming years.

College of Arts, Humanities, and Social Sciences

Working Group: Lisa Connell, Amy Cuomo, Robert Kilpatrick, Dawn Neely, Jeff Reber, Timothy Schroer, Kevin Shunn, and Arielle Vaughan

Guiding Questions:

- What are UWG’s notable strengths that AHSS can build from?
- What low-hanging fruit exists that a new entity could quickly harvest?
- What opportunities for collaboration do you see between your area and others either within AHSS, or in other areas, including non-degree granting units?
- How would these collaborations contribute to student success and student experience?
- What might 5 to 10 years look like for AHSS?

Interdisciplinary Clusters/Centers:

- Institute for Applied Learning (umbrella entity providing support for centers)

- Global Citizenship Resource Center
- Center for Public History
- Center for Popular Entertainment
- Center for Applied Fine and Performing Arts
- Digital Humanities Lab
- Health Humanities
- Center for Health, Arts, and Wellbeing
- Business Humanities
- Entrepreneurial Arts (Arts Business) Lab
- Environmental Social Sciences and Humanities
- Language, Identity, and Society
- Research cluster on the Study of the American South
- Center for Community Research and Engagement
- Center for Qualitative Studies

Recommendations:

- Focus on core educational experiences including applied learning
- Build pathways that bridge disciplines and integrate curricular design (with Fellows)
- Develop more community outreach and partnership, increasing visibility of AHSS strengths
- Three primary units (Arts, Humanities, and Social Sciences) with central support from the Office of the Dean

College of Mathematics, Computing, and Science

Working Group: Duane Yoder, Edwin Rudolph, Gregory Payne, Jeff Reber, and Sharmistha Basu-Dutt

Guiding Questions:

- Gain input to design a transformational approach to designing a new CMCS
- What are the “big picture” trends and needs in mathematics, computing, and the sciences - both nationally and regionally?
- What are the specific companies and careers that UWG can serve, preparing students for the future?
- How does UWG currently meet these needs (what academic programs and departments)?
- What is UWG missing, and what should be added? What other institutions (within and outside the USG) are in this space, and how do we distinguish ourselves?
- How can this new college enable interdisciplinary science?
- How does UWG ensure that all students in these spaces and academic programs have experiential learning each semester that progressively build to internships/practica/lco-op/etc. and launch their careers before graduation?
- What distinct features should be encoded into all academic programs in the CMCS (capstone experiences - 1-2 semester long project; flexibility in electives)?

Interdisciplinary Clusters/Centers:

- Center for Student Success and Experiential Learning
- Center for Applied Forensic Sciences and Criminal Investigative Services
- Center for Sustainability, Conservation, and Field Studies
- Center/Institute for Intelligent Systems
- Center for Software Enterprise
- Center for Materials Science

Recommendations:

- Academic excellence implemented in the School of Computing, Analytics, and Modeling and the School of Field Investigations and Experimental Sciences
 - These two schools will be responsible for the academic programs (Mathematics, Computer Science, Computing, Biology, Chemistry, Physics, Geology, and Geography) with a mission of growing student enrollment and increasing graduation success
- Student Success and Experiential Learning
 - Develop and oversee STEM external community/business partnerships, activities, and events to grow connection between students and the businesses that will sponsor course projects, hire students for internships, and help launch students' careers before graduation
- Research and Innovation, including innovation centers (as described above)
 - Build strong outcomes in centers, lead expansion and support of research (including faculty, graduate, and undergraduate students), coordinate with external grant funding and scholarship, and oversee software, computer labs, instrumentation, and other labs
- Interim dean appointed July 1 with a national search for a Dean to begin July 1, 2025
- Expand external partnerships and create an Executive Director of Innovations and External Partnerships, with the VR Lab, Makerspace/Garage, and other creative projects to begin sometime in first year
- Launch Centers based upon immediate opportunity/need and expand external funding

Institute for Mental Health and Wellness

Working Group: Jeff Reber, Bridgette Stewart, Jennifer Schuessler, Julia Whisenhunt, Ashlee Davis, Tiffany Parsons, and Lauren Johnson

Vision: To develop and research innovate and creative digital technologies and caretaking practices to meet the needs of historically underserved groups.

The working group recommends that the institute focus its initial work on three underserved groups at UWG: student-athletes, students at academic risk, and caretakers (employees at UWG in whom some degree of student care is entrusted).

The Institute will be an “umbrella” unit that seeks to integrate expertise across UWG, with interdisciplinary collaboration among colleagues in their “home” academic units. The institute will not house faculty initially, though this could be developed in future years with joint appointment faculty.

Strategic Five-Year Goals:

- New programs and initiatives that position UWG as a leader in Mental Health Technologies and Care
- Achieve \$10 million in contracts and grants (i.e. certificate programs, services provided, research, etc.)
- Achieve institute philanthropic support of \$1 million

Initiatives:

- Collaborate with campus experts to create mental health care solutions
- Student-Athlete mental health support
- Student mental health and academic success
- Certificate: Digital Mental Health Technologies
- Minor/Certificate: Student-Athlete Mental Health
- Impact of mental health screenings during Early Alert process to support academic success
- Invited speakers series for UWG employees
- Annual Mental Health Technologies and Care Conference