

# Faculty Senate Meeting Minutes

## January 24, 2025

### Approved February 7, 2025

1. Call to Order

A) *The meeting was called to order by Chair McLean at 1pm.*

2. Roll Call

*Present:*

*Allen, Banford, Bergiel, Boyd, Brock, Buzon, Cheng, Council, Cuomo, Dahms, Dutt, Elias, Ellison, Green, Griffin, Hadley, Harte, Hildebrandt, Janzen, Jara-Pazmino, Kazeem, Khan, Lee, Maggiano, Matthews, Moon, Ofoe, Riker, Roberts, Ruffin, Seong, Sheppard, Shelnutt, Shin, Sicignano, Swift, Viswanath, Wentz, Yarbrough (senator, proxy for Caramanica)*

*Absent:*

*Caramanica, Colley, Davis, Dyar, Hampton, Mendes, Morales, Peralta, Perry, Talbot, Webb, Yang*

3. Minutes

A) The December 6, 2024 Faculty Senate Meeting Minutes were approved electronically on December 17, 2024.

4. Administrator Reports

A) President

- *Presidential search: profile still forthcoming.*
  - *Chair McLean: job description developed with feedback from listening sessions, completed, shared with committee this week. Recruiting candidates phase, will last for several months; probably no updates for several months. Nominations are still encouraged.*
  - *President Monga: has been saying that he will not be applying for the position, but Chancellor has now said that he is able to apply. Has not decided yet. Has been asked by many so felt it prudent to provide this update. Will wait to see job ad.*

- *Search committee will send candidates, will interview with BOR then will recommend/send to Chancellor. This will be the final sharing of information regarding the process since it is confidential.*
- *Cheer team (29 national championships already). In Orlando recently, swept all titles, 3 main and additional stunt title. Be sure to congratulate students in classes.*
- *Overall enrollment and retention from fall to spring.*
  - *Similar to last year (about 92%). Can be better: still concerned regarding undergraduate retention and graduation. These sorts of issues become even harder in general every spring (about a 10% typical decline): fall has best numbers.*
  - *In person attendance is about half of what we used to have; online percentage went up. Still struggling with enrollment overall. To maintain resources and culture we need a larger core in person group (at least a few thousand students).*
  - *Look out for any warning signs for students who may be at risk of stopping or leaving. Retention is even more important than new students in some respects: much more cost beneficial to keep students here. Increasing in person classes is essential, especially for students who live on campus (without enough in person classes, if a student leaves we then lose housing, meal plan, activity participation, etc.).*
  - *East Commons was previously closed for dinnertime because it made more economic sense: now open, (this was a substantial financial investment). President's approach is to make a significant push and investment to keep enrollment for undergraduates high; may need to review investments in the future if enrollments change.*
- *Construction.*
  - *HVAC for Center Point and the Oaks is 2.6 million dollars (not brand new; would have been 10 million if all parts were new): this represents that largest investment he has made so far.*

- *Pafford building is still in the governor's budget, but still work to be done with additional budget in the future. Enrollment is needed to keep up with maintenance. UCC has new flooring, lighting and games spaces.*
- *Importance of maintaining connection to larger community.*
  - *Local businesses are part of the economic links of the university. We contributed 614 million dollars to the local economy just last year.*
  - *Third in state in social mobility for students (1.4 million more earned over lifetime) according to US News and World Report: these outcomes apply to students who actually graduate.*
  - *Every student makes a huge difference while they here, in the future workforce, and to the university over their lifetime. Faculty should make an effort to listen and support students and use these talking points to help students persist: work happens one student at a time.*
  - *Dual enrollment is up, double-edged sword since not all will come to UWG, but faculty can help them persist here: strategic in the community and will improve UWG enrollment quality, not just enrollment numbers.*
- *Questions:*
  - *Q: Teaching first year writing: has heard positive feedback regarding HVAC and dining. Could faculty collect more formal data from students?*
    - *A: Understands importance of surveys, but students often do not respond or read messages. Could be a future conversation.*
  - *Q: Quiz for points to solicit feedback regarding any student barriers to success in classes: students often respond when items are connected to their grade. Could be valuable to connect to students who then leave to find patterns amongst those who left, were there warning signs, etc.?*
    - *A: Will have more of a discussion regarding these points.*
  - *Q: Is there follow up communication with students who left?*
    - *A: Any time a student does not pay for a certain semester, there are three standard steps that we take, but in many cases once students move on they stop communicating. Another good talking point for students is that the investment they are making is time: it*

*will pay off over lifetime. Provost: HR looking into EngageWest survey, also likes idea of polling students to see what would help or hurt students persisting. For example, for the spring semester 256 students were eligible to enroll, but had not registered for spring; reclaimed about a third of those by contacting them directly. Following up with those who did not register would be helpful to address.*

- *Q: Maple Street corridor grant and plans? Collaborative projects with the town?*
  - *A: Talking with regards to further investments, still in progress with city and developers. Grant was over 9 million dollars (federal) and this takes a long time to move forward.*
- *Q: It used to be easy to find common availability for students to have research time or other activities; now much more difficult because students have to work. Tells students if they graduate on time or sooner they are able to repay student loans easily, will make more money over time. Students seem more averse to loans and there is impact if students drop courses.*
  - *A: Huge debt problem in the nation regarding student loans, there are programs to help students understand scholarships vs. grants vs. loans. Framing that they can get a better job after graduation can help the financial conversation. Value of classes and experiences in life are important for undergraduates: students learn skills including leadership, teamwork, etc. as well as core and major content.*

B) Provost

- *Thanks to all for their service on Faculty Senate.*
- *Start of the spring semester.*
  - *Realizes that even over holidays faculty are always working and getting ready for classes: affirms that work. Reiterated point that staff were reaching out and trying to get students to enroll and attend for the*

*semester; work never stops. Appreciates faculty flexibility working with students who were impacted by recent winter storms.*

- *Grade appeal policy review.*
  - *Deep conversations to help faculty and students find success; appreciates work that went into the policy revision. Modification that is recommended compresses previous time commitment and forces us to be more responsive, but will contribute to retention and graduation.*
- *Hiring.*
  - *New Dean of Nursing. Still working on Dean of Libraries search, on-campus finalists in next few weeks.*
  - *Looking ahead to summer and next academic year, two interim Deans in CHASS and CMCS: will be looking for permanent candidates.*
- *New scheduling model.*
  - *Implementing new schedule pattern in fall 2025; appreciates faculty deep-dive into exploring options while leaning into the on-campus presence even MWF block schedules. No mandate or requirement, but appreciates conversations that faculty are having. Asks that there be no TBA in the schedule (location, time, instructors, etc.).*
  - *Need to continue proration in summer classes, but there is always a conversation that can happen regarding compensation particularly if need for graduation. Equity is also important for all faculty: if faculty note an issue, please raise it so that a conversation can take place.*
  - *Improving efficiency in course offerings for students year round. Summer modality is dominantly online and that is not expected to change.*
- *Common Course Components.*
  - *Text or email to students alerting them that an assignment is due; system in progress for friendly reminders. Conversely, reminder to faculty to provide grades and feedback to students as well. Pilots right now, will bring before Faculty Senate, hope to see better student outcomes because of that support by the end of this semester.*
- *Revising academic programs.*

- *Reflected throughout agendas: continuously updating academic programs to maintain relevance. System office was so impressed with the work that was done comparing program maps that they adopted it to the entire USG.*
- *Will be meeting with academic units to receive feedback; invitations will come out shortly. Happy for one on one meetings as well.*

## 5. Committee Reports

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

#### **Information Items:**

##### 1) General Information Updates

- *Executive Committee is revising existing committee structure to change charges and restructure/consolidate, etc. to ease service burden and improve efficiency. Will continue to work this semester. Has developed a draft, is in revision and will be taken to committees for additional points and feedback. Goal to get new committee structure through Rules, Senate, and General Faculty by the end of this semester. Committee chairs will be sending documents shortly; reduces committees from 11 to 8 without losing functionality. Reduce a total of 32 service positions that do not need to be filled by representatives throughout campus.*

##### 2) Committee Chair General Updates

- *FDC has drafted revised emeritus policy; close to a final draft, but seeking feedback from faculty, will be emailed out to senators. Inform colleagues about this policy for discussion. Get feedback back to Amy Cuomo by March 3rd.*

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

#### **Action Items:**

*All items below were voted on as a block and were approved unanimously.*

##### A) College of Education

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

##### a) [Health and Community Wellness BS](#)

Request: Revise

The following changes are proposed to better prepare students for graduate school and the field. The new ABM pathway will be an additional option.

- 1) Require CMWL 3300: Medical Terminology for all tracks. This course will give students valuable foundational knowledge to work in clinical settings.
  - 2) Replace PHED 4501 with CMWL 3240 as a required course. These classes covered the same content, but PHED 4501 is geared more towards K-12 school settings. It is more appropriate for students to take CMWL 3240 for current issues in the community setting.
  - 3) Require PHED 4631: Care and Prevention of Sport Injury for the Athletic Training, Occupational Therapy, and Physical Therapy tracks and offer as an elective for the General Track. This course pairs well with PHED 2628, PHED 4603, and CMWL 4000 for students who will work in the exercise science/sports/physical fields. If needed, CMWL 4103 and/or CMWL 4101 have been removed from the required courses to allow for CMWL 3300 and/or PHED 4631 which were determined to be more valuable content areas for those tracks.
  - 4) CMWL 3401 has been removed from required but will still be offered as an elective. The content in this course is covered in some form in other courses and students who are interested in a more in-depth look at technology and its use in the field still have the option to take it as an elective, if on the general track.
  - 5) Add NUTR 3100 as an elective option for the general track. All other major content areas (ex: physical wellness, mental wellness, program planning) have at least two courses offered, except nutrition. This will give students on the general track an opportunity for deeper learning on the nutrition topic, if they are interested, and provides additional elective options in general, which was needed after moving two electives into the required course offerings.
  - 6) Add CMWL 3230, CMWL 3304, and PHED 4631 to the Professional Elective options for the Dietetics track. This will give students a variety of options to choose from and corresponds with the elective offerings for the General Track.
  - 7) Add ABM pathway with 2 course substitution options: CMWL 6400 for CMWL 4000 and CMWL 6500 for CMWL 3401.
- b) [Health and Community Wellness Minor](#)  
Request: Revise

Updated minor program course options to correspond with updated electives for the CMWL program. Also updated to include courses that do not require a pre-requisite course and remove courses that do require a pre-requisite course to allow more flexibility for students.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) [MATH - 3873 - Statistical Programming](#)

Request: Revise

To take this course, a student needs to have some knowledge of statistics. The current prerequisite of (only) MATH 1401 Elementary Statistics is too narrow and excludes students who are prepared for the class by taking stats courses through other units on campus. List of prerequisites to be: MATH 1401 OR MATH 3203 OR MATH 3063 OR MATH 4213 OR DATA 1501 OR ECON 3402 OR CRIM 4003 OR PSYCN 2003 OR SABH 4003 OR SOCI 4003.

b) [Mathematics, B.S.](#)

Request: Revise

This revision has two components: (1) This modification adds an accelerated pathway for a student to complete a BS in Mathematics and a Master of Arts in Teaching. This is added as an option in both existing tracks in the major. (2) This modification also removes a shared core that should have been removed last year when the two existing tracks replaced the previous tracks. This shared core consists of Advanced Calculus and Transition to Advanced Mathematics, which are required in the Pure and Applied math track, but not in the Applied Stats and Data Analytics track.

c) [Mathematics Minor](#)

Request: Revise

This revision has two components: (1) We introduced two new statistics/data analysis courses (MATH 3873 and 4873) last year. We are adding them to the list of courses that can be used in the minor. (2) Previously the lower-level courses required for the minor were Calculus I and Calculus II. This was problematic because for many students, Calculus I was used in their core curriculum and thus



could not count in the minor. The usual fix was to substitute MATH 2853 Elementary Linear Algebra in place of calculus I. This modification changes the requirement to two classes chosen from Calculus I, Calculus II, and Elementary Linear Algebra.

C) Richards College of Business

1) Department of Economics

a) [ECON - 1101 - Economics of Financial Literacy](#)

Request: Add

There is high demand for this course among both freshmen and dual-enrolled students, as these students are transitioning to being both members of the workforce and adult members of society and have particular interest in gaining the reasoning and tools needed to evaluate and contextualize the economic choices that they might make. This class bridges the gap between understanding of basic economic principles, concepts, and terms, such as supply and demand, inflation, unemployment, and trade, and essential components of financial literacy, such as borrowing, budgeting, choosing among scarce outcomes, and evaluating the costs and benefits of basic life choices (such as what to buy or which career to select).

b) [Economics, BBA](#)

Request: Revise

This proposal removes ECON3460 Business Forecasting and replaces it with ECON 4420 Labor Economics as a required course. Business Forecasting is a highly mathematical and theory-heavy course. ECON 4420 Labor Economics should be a more attractive and beneficial required class in the major. Labor Economics has been one of the more popular elective courses within the economics programs; however, the economics of the labor market is an area that every student in field of business economics will have to navigate when entering the workforce. This sub-discipline provides business leaders, managers, and economic policymakers with insights into the labor market and how changes in wages, job growth, and other factors can affect individual motivation and the overall performance of the economy. It also provides insight into institutions such as labor unions, and phenomena such as the potential obsolescence of

jobs/occupations due to technology (automation, AI, etc.). Like Business Forecasting, this course is planned to be offered annually once approved.

D) University College

1) Department of Civic Engagement and Public Service

c) [Criminology and Criminal Justice, B.S.](#)

Request: Revise

There are two changes to the program to improve flexibility for students and to allow them to progress towards graduation more easily. First, instead of requiring statistics, students are offered the opportunity to take statistics or data management. This allows a practical opportunity for those who want to go right into their careers to learn how to work with data, while those who wish to continue their education can still advance their knowledge of statistical techniques. Second, this change removes the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper-level Criminology classes. This will make it easier for students to progress towards graduation, especially for those who prefer to only take either face to face or online classes, as it is not possible to offer all area courses in both modalities each semester. It will also allow for flexibility for those with specific career interests to focus their classes on those topics.

**Information Item (Figure 1):**

- A) UPC approved courses to receive the High-Impact Practice (HIP) designation for Undergraduate Research (UR) and a request to remove the UR HIP from one course.

**Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)**

**Action Items:**

*All items below were voted on as a block and were approved unanimously.*

A) College of Education

1) [Elementary Education Ed.S.](#)

Graduate Revise Program Request

Rationale: Due to a shift in resources and a need to better support students through the research components of the program, our department needed to take back these classes. However, the content of the courses is not substantially changing. We are

also updating the list of courses that students can take under classroom issues and societal issues to decrease the amount of work required on multiple people to process petitions.

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

Graduate Revise Program Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each.

Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. These updates will result in a change of the overall program hours from 18 to 21 credit hours. We are removing the requirement of completing standalone coursework in science and math prior to taking SLPA 5705, SLPA 5706, and SLPA 5707. Instead, this coursework can be taken at any point in the program and will be required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology. To track this requirement for those pursuing the Speech Language Associate certificate, we would like to establish a code in Banner SOATEST that will populate into Wolf Watch indicating the standalone coursework requirement has been met. This area is not required to award the internal certificate. However, it will allow us to confirm those that have fully completed the requirements for the Speech-Language Associate certificate issued through the Georgia Professional Standards Commission. Recommendation for the code is as follows: Test Code – SLAC Description – SLA Standalone Coursework Test Score – SLAC.

3) [SLPA 5705 Speech and Hearing Science](#)

Graduate Revise Course Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each.

Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic

sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

4) [SLPA 5706 Introduction to Audiology](#)

Graduate Revise Course Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each.

Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

5) [SLPA 5707 Introduction to Neurological Disorders](#)

Graduate Revise Program Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each.

Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an

additional semester to complete the courses and does not affect their ability to perform well in this course.

6) [Post-Baccalaureate Certificate in Student Development in Higher Education](#)

Graduate New Program Request

Rationale: Higher education professionals have diverse academic qualifications, yet, few have practical experience with higher education administration course content.

This certificate is designed to offer pointed expertise in the area of student development within higher education. The foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities? The four courses in the certificate (HEDA 6170, 6172, 7145, and 6178) all count toward a 30-credit hour master's in Higher Education Administration if a student were to choose to apply and be admitted into the M.Ed. Through the present proposal, the Post-Baccalaureate Certificate in Student Development in Higher Education will be devised as a certificate, a designation that will afford several benefits to students and program faculty: (1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Student Development in Higher Education will also provide students with recognition of completion of the program on the official transcript and provide them with a UWG-earned certificate. (2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks). (3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs. (4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

B) College of Mathematics, Computing, and Sciences

1) [Biology M.S.](#)

### Graduate Revise Program Request

Rationale: There are 4 updates to the program as described below. These updates do not change the program requirements. We have included an updated curriculum assessment map, as requested, to incorporate these and other recent changes to the course offerings. 1. Remove program description of combined MS/MAT option because it was not approved by COE last year and is not active. Some other minor copy edits were completed to the overall program description to improve flow. 2. Add two new elective biology courses to the program & schema (BIOL 6750 Clinical Neuroscience (already approved) and BIOL 6530 Medical Physiology (proposal pending)). These courses are particularly relevant to the popular MS Biology, Biomedical Sciences Concentration and count toward Core Area 1. 3. Delete 2 elective courses (BIOL 5666 & 6150) that are being removed from the program because the faculty have retired and they have not been taught recently. 4. Add popular electives taken by students from outside the major (CMWL and GEOG) to reduce Wolfwatch petitions. The program already accepted these outside courses through the cumbersome and confusing petition process for students. As previously described in our program, the thesis track allows for 6 outside credits, and the nonthesis track 9 outside credits. I have consulted with the register on the wording for the electives in the schema. 4. Adds the full degree requirements to the combined MS/MBA description for clarification. While the program was already approved last year, we didn't have this schema listed in the catalog, which can cause confusion for prospective students viewing the catalog.

#### 2) [BIOL 6530 Medical Physiology](#)

### Graduate New Course Request

Rationale: This course addresses the growing enrollment in the MS Biology program, particularly among non-thesis students in the biomedical sciences concentration. It provides essential advanced physiology content to better prepare students for professional programs in medicine, dentistry, veterinary science, and other biomedical careers. By adding a much-needed 6000-level course option, the course fills a significant curriculum gap, as students must complete 15 credit hours at this level. This need is especially pressing for UWG undergraduates who have already

taken cross-listed 6000-level courses, such as Biochemistry, Histology, and Human Physiology, and cannot retake them as a graduate student. The asynchronous online delivery format ensures sufficient enrollment, supporting consistent course offerings every year or two while enhancing the program's appeal and competitiveness for recruiting high-caliber students.

3) [Post-Baccalaureate Certificate in Biomedical Sciences](#)

Graduate New Program Request

Rationale: Provides an academic pathway for various students, including those: 1. Looking for an opportunity to test the waters before committing to a more time-intensive and costlier M.S. graduate program. 2. Seeking to strengthen academic credentials for admission to medical, dental, veterinary, or other health professional schools. 3. Changing careers and may not have a traditional biology undergraduate degree. 4. Pursuing additional technical and analytical knowledge for career advancement.

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

**Committee III: Academic Policies Committee (Ericka Wentz and Clifford Davis, Co-Chairs)**

**Action Item (Figure 2):**

- *Ericka Wentz: This change cleans up the timeline for grade appeal policy (per the agenda point, below). Types of grade appeals are not changing.*

*Item below was approved unanimously.*

A) Grade Change Appeal Policy Revision

- 1) The main revisions reflected in the revised document involve the length of time in which students would have to initiate a grade appeal and the time frame for completing the process. Under the proposed process, students would have one month from the date on which final grades were due in the course to initiate an appeal (vs. the end of the semester following the assignment of the grade) and the appeal would be concluded two months after the assignment of the grade (vs. 12 months). The

revisions are also updated to include all venues in which UWG classes are offered (i.e., Newnan, eCore, and eMajor).

6. Old Business

a. None

7. New Business

A) Focused discussion on breaking down barriers to, incentivizing, and recognizing robust faculty-student interaction in all its forms, especially in-person on campus.

*Chair McLean:*

- *Need to reinvigorate campus life; college situation is more complex since before the pandemic. Conversation around this issue by faculty: easy to focus on negative examples, but how can we flip conversation to focus on examples of colleagues that are excelling and promoting student engagement on campus? How do we incentivize more robust presence on campus, or what barriers are standing in the way and how can we overcome these problems? Encourages this conversation here in Senate and outside as well to find actionable ideas.*

*Group Feedback:*

- Incentivizing and doing more to invest in faculty even in small ways. Discount days at DineWest would encourage faculty to gather and share ideas. More inviting space for IFE or a faculty lounge, writing room, spaces to retreat.*
- Emphasizing how faculty participation in events on campus could be seen as service (coming from administrators, deans, and chairs). Part of the workload issue. Create concrete ways to equate different forms of participation to service for promotion, retention, and review. More communication needed as well to help faculty be able to get tickets for campus events so that faculty presence is robust.*
- Not always only service: service in some cases is filled easily, but co-curricular activities, building opportunities, etc. should be in PTR guidelines. When you build a lot of experiences for students even outside of teaching spaces and it can count for PTR, it can be an incentive. Needs to be visible to administration. Flexibility in counting items for PTR.*



- d) *Faculty opportunities to connect with groups or organizations to foster interaction with faculty talents and interests (e.g. faculty member plays an instrument, sport, etc. and showcases those skills).*
- e) *There may be a disconnect with what is taking place in Student Affairs and/or how that is communicated. Value proposition of living on campus would be improved if faculty know all the opportunities available to students (e.g. career clothes, headshots, laundry, etc.). Sharing the admissions presentation, or provide faculty with the Preview Day events so that we can be on the same page as students. Connection between Admissions and Enrollment Management and faculty needs to be more substantive.*
- f) *Create more campus-based jobs for students. Money as part of QEP/making rates competitive to off-campus options.*
- g) *Make faculty pay rate more competitive, provide faculty dorms, etc.; provide experiences from local businesses on campus. Increase connections between faculty staff, students, and local community: can also help with space usage. Where faculty live is important: incentives to live in Carrollton, providing opportunities, or facilitate affordable options for faculty.*
- h) *Carrollton has signature events like the half marathon, Taste of Carrollton, etc. Working with campus engagement to bring city and campus together, but more could be achieved. Should be led by administration as well.*
- i) *Jeff Reber: there will be a brown bag event every other week focusing on student/faculty interactions, how to make what we do more known, to help one another, and to develop best practices with faculty/student interaction in person and online. Announcements will be forthcoming, or talk to Dr. Reber.*

8. Announcements

*None.*

9. Adjourn

*Adjourned at 3:01pm by Chair McLean*

*Respectfully submitted by Laura McCloskey Wolfe, Art Faculty Member and Executive Secretary.*

**Figure 1.**

DATE: December 13, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Lisa Connell and Dr. Nathan Lawres, Co-Directors of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on December 9, 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)
ANTH 2002	Introduction to Cultural Anthropology	Elizabeth Falconi	All	2	1
ANTH 4130	Medical Anthropology	Elizabeth Falconi	All	2	1

ANTH 4885-01	Legacy of the American West	Marjorie Snipes	Fall: 13412	3	3
BIOL 4450	Terrestrial Ecology	Joe Hendricks	All	4	2
COMM 1110	Public Speaking	Melanie Conrad	All	1	1
CS 4983	Directed Research	Anja Remshagen	All	3	3
ECON 4440	Public Finance	Mary Kassis	All	2	1
ENGL 1101	Composition I	Pam Murphy	Fall: 11907, 12311	2	1
ENGL 1102	English Composition II	Bonnie Jett	All	2	2
MUSC 3900	Music in Elementary Schools	Karen Graffius	All	2	1
PHYS 4523	Computational Physics	Julie Talbot	All	2	1
POLS 2601	Introduction to Political Science Inquiry	Salvador Peralta	Fall: 12072	3	2
SOCI 4999	Families, Foster Care, and Adoption	Emily McKendry-Smith	Fall: 11946	2	1
SPED 4713	Collaboration in School Settings	Trina Wood	All	3	3
SPMG 4685	Creative Sport Content Media	E. Su Jara-Pazmino	All	2	4
XIDS 2300	Re-visioning Trauma	Tom Peterson	Fall 2025: 12597	1	2

In the event that the Undergraduate Research High Impact Practice attribute in Banner is no longer applicable to a course, faculty can request the attribute be removed. The following table indicates the courses for which a request to remove a UR attribute in Banner has been made. These requests will be forwarded to the Registrar upon review by the Undergraduate Programs Committee.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Current UWG UR designation	Request
SOCI 1160	Introduction to Social Problems	Emily McKendry-Smith	All	1	Remove designation

## Figure 2.

### Final Approved Version

#### 207.04 Grade Appeal

##### A. Summary.

1. The Committee for Grade Appeals. The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 207.04(F). Fairness and procedural safeguards are listed in Section 207.04(G). This section applies to all UWG locations, such as Newnan.
2. Student's Right to Appeal. Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, the director of the school, or the associate dean if a chair of the department does not exist, that offers the course.
3. Timetable for Grade Appeals. Grade appeals shall be initiated by the student no later than one month from the date on which final grades were due in the course. Grade appeals shall be concluded no later than two months after the assignment of the grade.
4. ECore and eMajor. Grade appeals from ECore and eMajor courses are governed by rules set by eCore and eMajor.
  - a. In grade appeals from eCore courses, if the student wishes to continue the appeal beyond the decision of the USG eCampus Dean, the student must appeal directly to the UWG provost by submitting a grade appeal form to the provost's office within seven (7) calendar days of being notified of the USG eCampus Dean's decision. The procedure described in this section will apply to such appeals to the UWG provost.
  - b. In grade appeals from eMajor courses that are not resolved at the USG eCampus associate dean's level, the Dean of USG eCampus will appoint an ad hoc committee, consisting of a cohort of faculty who teach eMajor courses, to review the written appeal via conference call or virtual meeting. After careful deliberation and consideration, the committee will recommend what should be done to the student's home institution program dean. For UWG students, the UWG program dean will render the final decision, taking all relevant factors into consideration and notify the student.

##### B. Definitions. There are two kinds of grade appeals.

1. Academic Dishonesty Grade Appeal. If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, their case should be considered an Academic Dishonesty Grade Appeal.
2. Grade Determination Appeal. If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

##### C. Responsibilities of the Grade Appeals Committee. The Grade Appeals Committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible for ensuring the distribution of appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Committee hearing can be found on the Academic Policies and Procedures Committee webpage.

<https://www.westga.edu/administration/provost/faculty-senate/academic-policies-committee.php>.

1. Academic Dishonesty Grade Appeals. In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 206).
    - a. The purpose of the Grade Appeals committee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.
    - b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 207.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
  2. Grade Determination Appeals. Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.
    - a. The purpose of the Grade Appeals committee hearing this type of student complaint is to review the totality of the student's performance in relationship to their final grade.
    - b. Fairness and procedural safeguards for Grade Determination Appeals, Section 207.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
- D. Membership of the Grade Appeals committee. The committee shall consist of one student, one University official, and one faculty member from the Library and each college or school (if no college is home to that school).
1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals committee.
  2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee for a two-year term.
    - a. Length of Service. The length of service on this committee shall be for two-year (staggered) terms starting with the fall semester.
    - b. Timing of Appointment. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.
  3. Quorum. Any three faculty members of the committee, not including the chair, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.
  4. Role of the Assistant Dean of Students/Coordinator of Community Standards. For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of

Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

- E. Faculty Availability for Grade Appeal Decisions. If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.
1. Permanently Unavailable. If a faculty member is permanently unavailable for a grade appeals hearing because they are no longer employed by the University, the Department Chair, School Director, or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the administrator is acting instead of the faculty member who assigned the grade.
  2. Temporarily Unavailable.
    - a. Decision Outcome is Not Time Sensitive. If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
    - b. Decision Outcome is Time Sensitive. If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by their college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Committee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.
- F. Procedures. The student is encouraged to present their concerns to the faculty member regarding their grade before filing a grade appeal. A student can initiate a grade appeal in writing, using the Student Grade Appeal Form.
1. Procedural Summary. Grade appeals begin at the level of the Department Chair, the School Director, or the associate dean if a chair of the department does not exist.
    - a. Department Chair, School Director, or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the administrator (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member. If the faculty member has not already discussed the grade with the student before the grade appeal was filed, the faculty member should do so if possible. The faculty member is encouraged to submit a narrative and any supporting documentation if the faculty member stands by the assigned grade. The Chair, Director, or associate dean then decides on the basis of the record whether to grant or deny the appeal. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include changing the grade, having the assignment at issue regraded by another faculty member, etc. The Chair, Director, or associate dean notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and supporting documentation. If the appeal is denied, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's

designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

- b. Dean (or Dean's Designee). The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and all related documentation. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).
- c. Provost (or Provost's Designee). The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.
- d. Grade Appeals committee. At the conclusion of the hearing of the Grade Appeals committee, the university official chairperson of the committee will submit in writing conclusions and recommendations to the faculty member and the Chair, Director, or associate dean. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include, for example, changing the grade, having the assignment at issue regraded by another faculty member, etc. The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See [Section 4.7.1, Board of Regents Policy Manual, University System of Georgia](#)).

## 2. Timetable of Appeals

- a. Academic Dishonesty Grade Appeal. This appeal is defined in 207.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than two months after the grade is assigned.
- b. Grade Determination Appeal. This appeal is defined in 207.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than two months after the final course grade is assigned.

## 3. Documentation Required for the Appeal. A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair, School Director, or associate dean if there is no Chair or Director.

## G. Fairness and Procedural Safeguards

### 1. Academic Dishonesty Grade Appeals. In order to guarantee fairness and proper procedural safeguards for all concerned, the committee shall be guided by the following procedures:

- a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate Department Chair, School Director, or associate dean, and their college/school/library dean.

- b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
  - c. The burden of demonstrating by a preponderance of evidence that the student committed academic dishonesty shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
  - d. The student appearing before the committee shall have the right to be assisted by an advisor of their choice.
  - e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on their behalf. They shall have opportunity to hear and question adverse witnesses. In no case shall the committee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
  - f. All matters upon which a decision will be based must be introduced at the proceeding before the committee. Any conclusions drawn by the committee shall be based solely upon such evidence.
  - g. In the absence of a transcript, an audio recording of the hearing shall be made.
  - h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).
2. Grade Determination Appeals. In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:
- a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate Department Chair, School Director, or associate dean, and their college/school/library dean.
  - b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
  - c. The burden of demonstrating by a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
  - d. Both the student and faculty member shall be given an opportunity to present their case and to refute the case presented by the other.
  - e. All matters upon which a recommendation will be based must be introduced during the hearing before the committee. Recommendations shall be based solely upon such evidence.



- f. Appellants who fail to appear after proper notice will have their cases heard in absentia.
- g. The chairperson of the committee will submit in writing conclusions and recommendations to the to the faculty member and the Chair, Director, or associate dean.

207.05 Appeals of Academic Suspension or Academic Dismissal from the University  
Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.