Faculty Senate Meeting Minutes
January 23, 2026
Approved January 27, 2026

1. Call to Order

   Called to order by Chair McLean at 1:07pm.

2. Roll Call

   Present:

   Allen, Belim, Bergiel, Boyd, Brock, Bryan, Buzon, Chen, Colley, Council, Dyar, Ellison, Elman, Fleming, Green, Griffin, Hadley, Harte, Hildebrandt, Hopper, Ivory, Janzen, Kazeem, Khan, Kimbrel, Koczkas, Maggiano, Matthews, Mendes, Moon, Ofoe, Peralta, Riker, Roberts, Ruffin, Schoon, Seong, Shelnutt, Sicignano, Swift, Talbot, Viswanath, Webb, Yang, Yarbrough, Yeh, Zot

   Absent:

   Elias, Faucette, Wentz

3. Minutes

   A) The December 5, 2025 Faculty Senate Meeting Minutes were approved electronically on December 18, 2025.

4. Discussion with Leadership

   A) President

   a) *Weather situation is ongoing and the campus will adjust as necessary. Admissions showcase for tomorrow has been rescheduled. There is an athletic event: conference game, will still play, but earlier. On campus residential students have been asked to go home out of an abundance of caution. Planning to be open unless things change. Decision will be made Sunday afternoon regarding Monday's operations, possible shifting modality.*

   b) *Tracking new legislative session at the federal level, nothing to report now. State legislation just started January 12th. Around three hundred bills are being tracked that impact higher education in some way. While many bills are filed, not all of these see the floor: if faculty have questions, they can reach out to the government relations team. We do not lobby at the local level; we allow the System to conduct*

any lobbying on our behalf. Georgia's Best recent discussions in progress, construction projects, etc. Locally, there is a new VP of strategic enrollment management. Looking forward to having stability in leadership.

c) *Questions:*

- *Q: Will state legislature make changes to dual enrollment?*
  - *A: Ongoing conversation about dual enrollment. Idea of triple paying at the state level: K-12, dual enrollment, HOPE, Zell; what is the graduation rate and how does dual enrollment factor into equation since HOPE counts dual enrollment hours. What happens if students do dual enrollment and the state pays, but then the students attend college later out of state? 15% graduation rate of students who dual enroll here and then matriculate here. There is talk of creating a 90 hour bachelor's degree, but just an idea at this point.*

B) Provost

a) *Appreciates faculty effort to help the over one thousand students who just went through commencement. Faculty work in senate now and in the future will have a positive impact on students.*

b) *Rescheduling Academic Showcase. Admitted Students' Day is in early March: will combine and have different tracks in the schedule for these students. Two hundred seventy-five students would have been here tomorrow, will not miss out on recruiting them. April 25th Admissions event will be provided as a rescheduling option. Thanked faculty for taking time to meet with these students.*

c) *Enrollment is up in terms of individuals and credit hours both at undergraduate and graduate levels. This semester we are offering one hundred thirty more sections than we offered a year ago. LTI faculty were added in fall 2025. Authorized to flip LTI to Lecturer lines, etc. as long as sustained enrollment. Trajectory for upcoming year, looking to add thirty more faculty to our roster to establish firm foundation and base in our core faculty. Faculty were encouraged to reach out in their networks to encourage colleagues to join UWG.*

d) *The President invested more money into professional development funding when he started here and this will continue and will be assessed based on needs,*

operating, accounting investment that is already being made. Will tighten accounting and reporting regarding workload; other USG institutions have done this in the past and this has been a catalyst in expanding research portfolios at those institutions. Summer conference funding requests can be encumbered into the next fiscal year.

- *Q: Can the financial sweep deadline be later?*
  - *A: In support of this idea philosophically, but the fiscal end of year happens in June and processing becomes difficult. Earmark needs and they will not be swept. Colleges may be implementing sweeps earlier, but process is the same even if April 1 deadline passes. Strategic spending still happens until the institutional sweep on June 1. Early sweeps are to aid in efficient planning and strategically meet needs.*

e) *Regional connections and what that means for academic affairs. Strategic planning and QEP speak to these needs, academic units have external advisory boards, non-profits, boards, etc. aid in our community impact beyond graduation. Fostering internships and jobs should be a grassroots effort from faculty. Building bridges to launch careers, scholarly consulting, and reaching out to businesses to brainstorm R and D partner in upper-division classes can be an integral part of this process. E.g. Caliber 1 project that students worked on in a class. Reach out to a QEP champion, the Provost, or others help foster these options. Career Services, internships, course R&D: we should be an economic engine in the community.*

f) *Syllabi publication. USG policy has been updated: schedule of classes goes live Feb. 2. Schedules are due January 26th, syllabi due by March 16th. Not waiting to meet expectations so that students can see what is offered and know what each section will entail (resources, teaching style, etc.). Does not preclude us from making updates and edits. Vice Chancellor Monga reiterated that policy dictates elements, but you can still use a master syllabus and update those periodically; publish and edit as we go: what we publish has to be what we implement. Goal is full transparency.*

g) *Workload and annual evaluations. Workload and 4:4 teaching standard, Faculty Handbook: standard is totality of work, how that is divided among teaching, scholarship and service is open to conversation within unit based on productivity and goals. Need to be defended and clearly articulated if negotiations are requested of faculty. No change in policy, simply clarifying third section of annual evaluation letter. Part of promotion and tenure cycle: detail is required. Specifics allow for accurate reporting and earmarking dollars for professional development, as examples.*

- *Q: Flexibility in load is exciting, but what have been the guidelines in terms of amount of flexibility that deans have? It appears that reassigned time may not be available.*
  - *A: In every conversation with deans and at Provost Council, a 1:1 has always been on the table. Workload adjustments are always permitted by policy. Must be monitored within programs to ensure enough teaching staff, but still flexible. Units can be multiplied by about 150: not interested in bean counting, general guideline. Deans asked to provide general guide, but accounting must be provided and be specific. Solve discrepancies locally. Faculty were encouraged to share this message.*
- *Q: Addressing locally makes sense, but faculty may feel like they do not have options if they have justified a case for reassigned time, but it is not approved by a supervisor. What process can faculty use to reassess?*
  - *A: Ombuds, formal grievance, and can always email the Provost for a direct conversation. Policy addresses workload in general: open to updating language. Reporting and public scrutiny matter.*
- *Q: How to address workload discrepancies when additional resources to increase student credit hour production may be difficult to obtain?*
  - *A: Look at totality of contribution. There should be a distinction between levels and courses. Happy to look into that along with the senate. Other USG institutions have guidelines and strategic goals in terms of enrollment.*

- *Q: Is there more information on what is meant by public scrutiny?*
  - *A: Current debate regarding the value of higher education and perceptions of faculty workloads. We need to tell our stories regarding the good work that we are doing. Determining how to create a more public inventory regarding the work of faculty including scholarship, creative activity, mentorships, etc. ORSP is working on these lists now. Need to get ahead of narrative of why students should attend college.*

h) *Scholarship. Working with ORSP to create a research council to reach goal of fifty million dollars of grants in five years and defining what that means to individual disciplines. Need to create a holistic agenda as an institution.*
  - *Dr. Brian Mosier. Research council would allow us as faculty, deans, etc. to create mechanism to funnel up ideas with a group of people that can then disseminate this information. What counts as research expenditure? Upwards of 75% of expenditure happens from internally funded research (travel, supplies, assistantships, etc.): if we account for them correctly, that can help us demonstrate the work that we are doing. We just had a record year in external grants and internal expenditures: we are not telling our story as accurately as we could be. ORCID may be a good way to track, and we are looking to have an institutional identifier. Asking faculty senate to address what this should look like.*

i) *Momentum. Dr. David Newton. Student success initiative. USG has a virtual summit that starts on Monday, look at the Provost's Newsletter for registration link (free). Will run for the next two weeks. UWG presenting Monday afternoon on innovative work in general education. Momentum planning for the coming year will be forthcoming. USG Momentum Gathering will be at UWG in February.*

j) *Questions:*
  - *Q: Excited about workload negotiation based on goals; request to have a pool of money set aside for qualified part-timers who can cover courses seamlessly if grants or faculty workload adjustments do occur.*

- *A: The Provost agreed with this comment and noted that he engaged in this sort of practice in the past: faculty should look to their disciplines to get grant dollars and encourage pursuing grants. If time and resources are needed, we need to invest in faculty based on disciplines. The Provost encouraged faculty to spread this message.*
- *Q: Removal of Xitracs: what will replace it and how will that stored information be retained?*
  - *A: It was redundant and included cost escalators: assessment was done institutionally, but if units have a need for Xitracs, contact the Provost. For accreditation documentation or other institutional knowledge, much of this is already recorded in OneDrive in folders or in other means that we already access and archive. Xitracs will run through June and all information will be archived and saved: all local.*
- *Q: Will we do same type of assessment still?*
  - *A: Yes, independent of Xitracs. How it is recorded is up to faculty. Assessment of PLOs of program is part of program viability and needs to be submitted, but does not need to be through Xitracs.*
- *Q: Do Honors and XIDS section still count towards the faculty member's home discipline, and the overall workload?*
  - *A: Honors and XIDS sections should count as credit both in workload and in the unit.*

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates
   a. *Need for a chair elect for faculty senate. If anyone is interested, let Chair McLean know. Guidelines require person was on the senate in the past three years, which would apply to senators. The Rules committee will be reviewing criteria and policies at the next General Faculty Meeting.*
   b. *Compressed calendar for the next few weeks, next meeting is in two weeks.*

c. *Conversation today regarding economic and local impact: upcoming conversation regarding AI, faculty should talk with colleagues in preparation. A subject matter expert on AI in the classroom will present to us at the February 6th meeting to help us determine how to approach this issue.*

2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Stacy Boyd, Chair)

Action Items:

Items below were unanimously approved as a block.

A) College of Education

1) Department of Special Education

a) SPED - 3250 - Teaching Elementary Mathematics I - Dual Certification

Request: Add

This course explores mathematics education content, methods, and materials appropriate for the cognitive development of children in grades K–5 including those with disabilities. Students in this course will investigate effective instructional strategies with a focus on whole-number numerical reasoning, patterning, and algebraic thinking. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

b) SPED - 3260 - Teaching Elementary Mathematics II- Dual Certification

Request: Add

This course investigates mathematics education content, methods, and materials appropriate for the cognitive development of young children in grades K-5, including children with disabilities. Students will explore key mathematical domains including numerical reasoning with integers, measurement, data analysis, geometry, and spatial reasoning. Through course discussions, assignments, and readings, students will examine developmentally appropriate instructional approaches. Students will then apply their knowledge of mathematical content, teaching methods, and instructional materials. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

c) SPED - 3270 - Teaching Content and Processes for Science Education- Dual Certification

Request: Add

This course provides students with an examination of science education content, instructional methodologies, essential skills, and teaching materials specifically designed for children in grades Pre-K through 5, including specialized approaches to meeting the needs of students with disabilities. Through engaging course discussions, hands-on assignments, and current research readings, students will explore evidence-based approaches to elementary science instruction that align with national science standards and state curriculum frameworks. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General

Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

d) SPED - 3280 - Teaching Content and Processes: Social Studies- Dual Certification

Request: Add

Candidates will examine the current content and methodology of social studies education for young learners (grades P-K) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

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

a) Health and Community Wellness, B.S.

Request: Revise

The proposal makes the following revisions:

(1) Adding a third option to the ABM pathway, allowing students to choose up to 2 classes (6 credits) out of 3 classes (9 credits).

- CMWL 6800 -> CMWL 4103

(2) Adjusting the total hours completed for eligibility from 90 credit hours to 75 credit hours to allow earlier access/admission to the ABM program. This still requires and allows for completion of all CORE, Field of Study, and required professional content pre-requisite courses.

(3) While a high level of academic success remains essential, lowering the GPA requirement from 3.2 to 3.0 aligns with standard graduate school admission requirements and would be reasonable.

(4) The revised learning objective uses clearer, more accessible, public-facing language while maintaining alignment with the original intent. It emphasizes practical application, reflects current priorities in wellness, and is broadly phrased to remain flexible as wellness frameworks and standards evolve (ex: National Wellness Institute is now rebranded/renamed as the Wellness Alliance).

B) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

Request: Revise

Allowing students to apply at the 75 hour mark rather than the 90 hour mark allows more effective planning for students interested in the program. Students will meet with the Graduate Coordinator when they have completed between 60 and 75 hours, will discuss why they're interested in applying to the program and plan the specific course substitutions they would like to use. Applying at the 75 credit hour mark allows students to space out their ABM coursework over their senior year, whereas applying at 90 hours means that students have limited time to complete their six graduate credit hours. This proposal also clarifies the application process based on the revised timeline for submitting applications.

2) School of Social Sciences

a) Social and Behavioral Health, B.S.

Request: Revise

The rationale for this modification is to update the major's Curriculog with courses that have been added to the catalog and to reduce the number of petitions that need to be done for students.

Anthropology Courses

- ANTH 4190 - this course has been counted toward the Social & Behavioral Health major for several years via petition. As a course on an alternative health practice, it is an extremely appropriate fit for Area 1C of the major.

- ANTH 3110 - this course was initially added to Area 4 of the major. After consulting with the Anthropology faculty, we have determined that Area 2A is more appropriate given the consent and learning outcomes of the course.

Criminology Courses

- CRIM 3242 - the Criminology faculty recommended the addition of this course to Area 1B. Drug Abuse is an important topic within the realm of behavioral and mental health.

- CRIM 4000 & CRIM 4003 - these courses cover the same content as SOCI 4000 and SOCI 4003. Adding these courses to the major will remove a bottleneck, as the SOCI courses sometimes fill up and Social & Behavioral Health majors are unable to get seats.

- CRIM 4280 - Problem-Solving Courts help address issues such as substance abuse and are therefore relevant to the topic of Area 2B, health services.

- CRIM 4300 - As the enivronment impacts the health outcomes of people living within it, this course was determined to be an appropriate elective in consultation with the Criminology faculty.

Psychology Courses

PSYC 3730, PSYC 4160, PSYC 4270, & PSYC 4280 - these courses have been counted toward this major for several years via petition.

Sociology Courses

SOCI 3293 & SOCI - these courses have also been counted toward this major for several years via petition.

The assessment of the major is not impacted by these changes.

C) Perry College of Mathematics, Computing, and Sciences

    1) School of Computing, Analytics, and Modeling

        a) COMP - 1010 - Computing in the Modern World

        Request: Add

        The goal of this course is to evaluate and apply technology to meet the demands of the digital world. The students will use modern digital applications and apply them in their area of study. This course is applicable to any academic program and post-graduate outcomes in all professional careers. Generative AI raises important ethical questions about bias, misinformation, and the impact of AI-generated content. Students are challenged to think critically about the implications, ethical dilemmas, and the responsibilities when employing Generative AI. Students have to consider how to address these issues when employing Gen AI. In data analysis and data-driven decision making, students are presented with open-ended problems, which requires them to explore and evaluate different choices based on the evidence provided through data, and use logic reasoning. This course is proposed to count in General Education core area Institutional Priorities.

D) Tanner Health School of Nursing

    1) Nursing, Pre-licensure Track, BSN

    Request: Revise

    The current program of 6-8 semester is not in alignment with industry standards and makes our program longer and not attractive to applicants. The new program makes the program less resource intensive and decreases costs to the students. By making the program 60 credits and 4-semesters helps students and aligns with clinical partner requests.

Information Items:

UPC approved proposals to delete programs as follows:

A) University College

    1) Center for Interdisciplinary Studies

      a) Global Studies, B.A.

      Delete program

      Following its deactivation over three years ago, the Global Studies program no longer has any active majors, as all enrolled students have graduated.

  2) Department of Civic Engagement and Public Service

      a) Embedded Certificate in Prisoner Reentry and Community Corrections

      Delete program

      The faculty member who primarily supported this certificate through their expertise and teaching has not been part of UWG for several years now. The certificate was not in high demand among students. We have instead shifted our focus towards areas that our current faculty do have expertise in, and that are in demand by students/careers, such as the new Victim Services certificate. Further, the criminology program is streamlining the number of electives we have on the books, as we had more than we could possibly teach in a reasonable amount of time and many have not been offered in years/duplicate topics from other electives. As part of this, the reentry course and other courses part of the certificate are in the process of being deactivated.

Committee II: Graduate Programs Committee (Kim Green, Chair)

Action Items:

Items below were unanimously approved as a block.

  A) College of Education

    1) Department of Educational Technology and Foundations

      a) Ed.D. in Learning Design and Educational Technology

      Request: Add

      The Instructional Technology and School Librarianship programs at UWG are state leaders. Currently, the culminating degree in this area at UWG is the Ed.S. degree. This is a program built exclusively for Georgia Educators. The rationale for developing this program is grounded in strong alignment with UWG's existing strengths and the opportunity to address unmet needs within the University System of Georgia (USG). Our preliminary analysis focused on three key data points:

(1) Overall Program enrollment trends – UWG's Instructional Technology, Media, and Design program (soon to be renamed Learning Design and Educational Technology) is the state leader and has been for quite some time. From Fall 2020 until Fall 2025, our program's enrollment has grown by 181%.

(2) Current Ed.S. enrollments – While we are a leader in our area, specifically the Ed.S. program (encompassing Instructional Technology and School Librarianship) accounts for 75% of all Ed.S. students in these fields across the USG (726 out of 981 Ed.S. students). Upon completion, these students have only one UWG pathway for doctoral study: the highly competitive Ed.D. in School Improvement.

(3) Turnaway rates in existing programs – In Spring 2025, 76 qualified applicants seeking IT and SL concentrations in the Ed.D. in School Improvement areas were unable to secure admission due to limited capacity. These students applied with no marketing.

This proposed doctoral program stands apart from competing programs by being 100% online, requiring an Ed.S. for program entry, and by including an applied-research capstone project, where educators will address authentic, field-based problems through systematic and systemic methods, producing solutions grounded in research yet directly implementable in their professional contexts. This innovative approach positions UWG's program as distinctive within the USG and highly attractive to experienced educators seeking advanced credentials with immediate workplace impact..

b) LDET - 9100 - Foundations of Learning Design and Educational Technology
Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course provides an advanced introduction to the field of Learning Design and Educational Technology with a focus on P-12 systems.

c) LDET - 9200 - Research Strategies for LDET
Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course introduces candidates to research traditions and methodologies widely used within Learning Design and Educational Technology.

d) LDET - 9300 - Learning Design Studio

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course deepens candidates' expertise in designing high-impact learning experiences.

e) LDET - 9400 - Inquiry and Measurement for LDET

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course develops candidates' competencies in collecting, analyzing, and interpreting data commonly used in P-12 research and decision-making.

f) LDET - 9500 - Professional Development Through Universal Design for Learning

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines theories of adult learning and their application to designing professional learning in P-12 contexts.

g) LDET - 9700 - LDET and Organizational Strategies

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines leadership, management, and organizational strategies that support the effective implementation of learning, curriculum, and technology initiatives in P-12 educational systems.

h) LDET - 9800 - Performance Systems and Needs Analysis

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course explores human performance

improvement (HPI) models, improvement science models, and the tools used to analyze needs, performance gaps, and systemic barriers in P-12 organizations.

i) LDET - 9900 - Policy and Ethics in LDET

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines educational technology policy, digital ethics, and legal frameworks that shape P-12 learning environments.

j) LDET - 9998 - Capstone I: Problem of Practice Investigation & Prototype Development

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. In Capstone I, candidates identify and investigate a problem of practice within their P-12 context. Candidates conduct a performance analysis or needs assessment, review the literature, collect and analyze data, and design an evidence-based intervention or prototype. The completed Capstone I proposal and prototype serve as the foundation for implementation during Capstone II.

k) LDET - 9999 - Capstone II: Implementation & Impact Analysis

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. Capstone II focuses on implementing the intervention or procedures developed in Capstone I and evaluating their impact.

2) Department of Special Education

a) Ed.D. Special Education

Request: Add

The proposal of this new Ed.D. in Special Education program responds to a state-wide need for advanced leadership training in special education, particularly in legal compliance, program evaluation, policy development, and inclusive instructional practices. With no USG institutions offering an Ed.D. in Special Education and only two on-campus Ph.D. programs in the field (UGA and GSU),

Georgia educators seeking doctoral-level training often turn to out-of-state or for-profit providers.

UWG already enrolls 80% of all students pursuing an Ed.S. in Special Education in Georgia which creates a direct and ready pipeline of candidates for the Ed.D. In addition, demand is already evident: in spring 2025, 29 Special Education AOC applicants were denied admission to the current School Improvement doctorate due to capacity limits. These denials underscore the unmet need for a specialized Ed.D. in Special Education that can serve this growing pool of highly qualified candidates.

UWG's fully online delivery will make the program accessible statewide, serving current Ed.S. graduates (including 576 enrolled students) and other education professionals seeking leadership roles. This design distinguishes it from existing programs by combining flexible online access with applied, practice-based research and leadership training.

b) SPED - 9000 - Orientation to the Ed.D. in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field. This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education.

c) SPED - 9010 - Policy to Practice: Legal and Ethical Decision-Making in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course examines the complex intersection of law, policy, ethics, and practice in special education leadership.

d) SPED - 9020 - Leadership in Finance, Budgeting, and Resource Management for Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations.

e) SPED - 9030 - Current Trends and Issues in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader.

f) SPED - 9040 - Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams.

g) SPED - 9060 - Systemic Program Evaluation

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems.

h) SPED - 9070 - Advanced Research Methods for Special Education Leaders

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course equips candidates with advanced skills to critically evaluate and apply research in special education.

i) SPED - 9080 - Cultivating Leadership Through Coaching and Mentorship of Special Educators

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies.

j) SPED - 9090 - Strategic Design and Impact Analysis in Special Education Systems

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems.

k) SPED - 9998 - Capstone I: Problem of Practice Investigation & Development

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. The course builds on the learning and product formulated in SPED 9030: Current Trends and Issues in Special Education and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

l) SPED - 9999 - Capstone II: Implementation & Impact Analysis

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret

outcomes, reflect on leadership actions, and prepare a final written and oral defense.

B) University College

    1) Department of Civic Engagement and Public Service

        b) [Master of Public Administration, M.P.A.](#)

        Request: Revise

        This proposal adds a new concentration in Social and Community Policy in the MPA. The Sociology MA has been deactivated, but there are many students interested in earning graduate degrees with a focus on sociology or related disciplines. This concentration would allow students to take advanced courses in Sociology while earning an MPA, a highly versatile degree. This proposal aligns with the recommendations made by NASPAA (the accrediting body for the MPA) during their site visit in Spring 2024. Three SOCI courses supporting this program were approved at the December 5, 2025, Faculty Senate meeting.

Information Item:

A) GPC approved the termination of the Computer Science Endorsement program for the College of Education, Department of Educational Technology and Foundations.

Committee IV: Faculty Advisory Committee (Levi Ofoe, Chair)

Action Item ([Figure 1](#)):

Item below was approved unanimously.

The Provost recognized the important impact of this policy.

A) Senior & Principal Lecturer Positions

    Request: Vote to Approve

        a. Proposed Changes to the Faculty Handbook

            i. Rationale: This document clarifies an existing senior lecturer position and proposes the creation of a new principal lecturer position that will provide a structured and equitable career path for non-tenure track faculty who are primarily focused on teaching excellence, pedagogical innovation, departmental initiatives, and service at the University of West Georgia. The non-tenure track senior lecturer and principal lecturer positions will parallel the expectations and career advancement opportunities for tenure-

track associate and full professor ranks. These positions are expected to ensure that non-tenure track faculty are afforded opportunities, including the following:

1. Structured Career Progression: It provides non-tenure track faculty with a defined path for advancement, increased compensation, and job security.

2. Leadership Development: Senior and principal lecturers can assume leadership roles, such as developing initiatives, curriculum development and coordination, advising, and mentoring.

3. Retention and Morale: A defined career trajectory improves faculty morale and retention by offering opportunities for teaching, professional growth, and leadership. Without clear paths, UWG risks losing talented non-tenure track faculty.

4. Focus on Pedagogical Excellence: These roles allow faculty to focus on excellence in teaching, curriculum development, and developing innovation aimed at enhancing student outcomes.

6. Old Business
   a. None

7. New Business
   a. Focused discussion on regional impact, connection, and alignment.
      i. *Guiding questions:*
         1. *How well do our programs align with current and projected workforce needs?*
         2. *What are we doing to know whether or not we are aligned?*
         3. *What resources do we need to be more aligned?*
         4. *What are your programs doing really well in this area (i.e. maybe you have active community advisory boards) that other programs, and senior leaders, should know about?*
      ii. *Discussion outcomes:*
         1. *Ways that we interact with the community often are informal and based on former students or connections that we have personally; gets easier*

the longer faculty have been here because more students are out working in the community. Alumni can help current students over time and repeatedly.

2. *Alumni boards allow programs to get more of a grasp of alumni and the work that they do; faculty should know of showcases in Atlanta to connect students to the industry.*

3. *UTeach and the loss of educators in some disciplines: if faculty are going into the communities, some programs have lost ability to have productive connections. There may be a mixed message on community engagement and what is allowable.*

4. *Build deliberate connections with practitioners in key areas. Examples included as the Georgia Capitol Defender or the City Manager of Douglasville teaching courses and engaging with students. Allows students to have points of connection, potential internships, jobs, etc. MPA program has an advisory board that gives ideas for focus, may be helpful to expand to undergraduate. Strategically utilizing boards and adjunct positions.*

5. *UWG pays a comparatively low rate to adjuncts and for speakers: perhaps this needs to be increased to attract the highest talent or practitioners. Asking local employers what they need helps tailor skills that students are able to learn and demonstrate. Boards could have a conference and get all individuals talking to each other, what internships are available or possible, etc.? We need to foster connection, but that requires money, time, service. Need to think about what will be required.*

6. *Need for a professional incentive structure in place for faculty so that the time we are investing is of benefit professionally and not just an extra point of service.*

7. *Community industry more broadly: connecting with employers that want students from UWG and not just the bigger institutions. Funding barriers are a problem: an infrastructure should be developed so that*

businesses want to partner with us and explore R&D, testing, partnerships, etc. April Scholar's Day: invite industry partners to the event.

8. *Geography and Geology have a career night so that students can talk to alumni and industry officials. Building relationships with alumni and creating a financial account to assist with field trips with alumni and students have had a positive impact.*

9. *Theatre has company meetings frequently, with alumni speaking about how to use skills in the corporate world, marketing, etc. Can also be virtual events to expand reach and availability.*

10. *Guest lectures from people in the community, the world, and alumni.*

11. *Loss of support staff makes facilitating these sorts of experiences very difficult: more staff are needed to support faculty and students.*

12. *How to create new mechanisms? Clearinghouse? Website connections for outreach to the community?*

    a. *Amanda Wright in charge of community relationships on Front Campus: has inventory of opportunities and places internships. Need to publicize. Suggestion to have her attend a senate meeting.*

    b. *Waring Center and other connections with the community; anthropology hosts and visits high schools to increase visibility. Stakeholder needs for museum or state archaeology, etc. and contracts build connections organically for employment and internships. Has taken several decades to build.*

13. *Informal internship program with Southwire. Looking beyond discipline to engage with other disciplines and then create opportunities and link to jobs when called upon by industry. Making a database of students with these sort of skills could help promote students and link to employers.*

14. *Opportunity to consider how we engage with Advancement and the donors that want to know how to contribute back with those individuals. Need to know what we can and cannot do.*

8. Announcements

9. Adjourn

   The meeting was adjourned by Chair McLean at 2:47pm.

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

Figure 1.

Senior & Principal Lecturer Positions

<u>Committee Members</u>: Shelley Rogers, Melanie Conrad, Melanie Hildebrandt, Quetina Howell, Levi Ofoe, David Newton (Ex-officio to the Committee)

Proposed Changes to the Faculty Handbook

Rationale

This document clarifies an existing senior lecturer position and proposes the creation of a new principal lecturer position that will provide a structured and equitable career path for non-tenure track faculty who are primarily focused on teaching excellence, pedagogical innovation, departmental initiatives, and service at the University of West Georgia. The non-tenure track **senior lecturer and principal lecturer** positions will parallel the expectations and career advancement opportunities for tenure-track associate and full professor ranks. These positions are expected to ensure that non-tenure track faculty are afforded opportunities, including the following:

- **Structured Career Progression:** It provides non-tenure track faculty with a defined path for advancement, increased compensation, and job security.
- **Leadership Development:** Senior and principal lecturers can assume leadership roles, such as developing initiatives, curriculum development and coordination, advising, and mentoring.
- **Retention and Morale:** A defined career trajectory improves faculty morale and retention by offering opportunities for teaching, professional growth, and leadership. Without clear paths, UWG risks losing talented non-tenure track faculty.
- **Focus on Pedagogical Excellence:** These roles allow faculty to focus on excellence in teaching, curriculum development, and developing innovation aimed at enhancing student outcomes.

Approved changes to the faculty handbook

103.0302 Specific Minimum Criteria for Promotion

...

1A. To Be Promoted to Senior Lecturer. Lecturers will have served for a minimum of five years in order to be considered for promotion to senior lecturer. Senior lecturers primarily focus on teaching undergraduate courses. ~~often carrying a heavy course load.~~ If granted graduate faculty status, senior lecturers may deliver advanced or graduate courses. They are involved in developing and updating course materials and curricula; providing academic guidance and support to students, including mentoring and advising; and participating in departmental, college/school, and university service activities, such as committees and outreach.

> **1A.1 Teaching**.* Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
>
> **1A.2 Service**.* Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
>
> **1A.3 Academic Achievement**. Graduate degree in discipline.
>
> **1A.4 Professional Growth and Development**.* Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.
>
> ***Student Success Activities**. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

1B. To Be Promoted to Principal Lecturer. Senior lecturers who have served a minimum of five years may be considered for promotion to principal lecturer. Principal lecturers primarily focus on teaching courses. If granted graduate faculty status, principal lecturers may deliver advanced or graduate courses. They are involved in developing and updating courses and course materials. Principal lecturers also help oversee the administration, departmental initiatives, and management of academic programs, ensuring quality and consistency. They often take on leadership roles within their departments through involvement in strategic planning and decision-making processes and by coordinating teaching teams and programs. They mentor and develop

new lecturers, senior lecturers, and part-time instructors and evaluate their performance. Principal lecturers support the academic and personal well-being of students through mentoring, advising, and referral to support resources.

1B.1 Teaching.* Demonstration of superior teaching with evidence from sources listed in section 103.0302.5.1.

1B.2 Service.* Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence   from additional sources listed in section 103.0302.5.2.

1B.3 Academic Achievement. Graduate degree in discipline.

1B.4 Professional Growth and Development.* Demonstration of significant professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

***Student Success Activities**. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.