



Meeting Agenda

Wednesday, December 7, 2016 3:00 – 5:00 p.m. Virginia Dare Room, Alumni House

3:00 p.m.

Call to Order and Introductory Remarks

Anne Wallace, Chair of the General Faculty and Faculty Senate

3:10 p.m.

Approval of the November 2, 2016 Faculty Senate Meeting Minutes [Enc. A]

Brad Johnson, Secretary of the Faculty Senate

3:15 p.m.

Remarks

Dana Dunn, Provost & Executive Vice Chancellor

3:25 p.m.

Provost's Remarks Q & A

3:35 p.m.

Discussion

Questions for Chancellor's February 1 visit

4:05 p.m.

Discussion Elections Committee on Reapportionment

Stoel Burrowes, Chair, Senate Elections Committee

4:10 p.m.

Resolution: Government Committee on editorial/clerical changes to the Faculty Constitution Reapportionment Report

Greg Bell, Government Committee Chair & Senate Liaison: [Enc. B]

4:25 p.m.

Academic Policies Committee Discussion

University Office Hours policy, initial discussion led by: *Colleen Fairbanks, Chair, Academic Policies Committee and Wade Maki, Senate Liaison to Academic Policies Committee [Enc. C]*

4:40 p.m.

Faculty Assembly Delegation Report for October 21 & November 18, Meetings

Anna Marshall-Baker, Lead Delegate [Enc. D]

4:55 p.m.

Announcements

Anne Wallace, Faculty Senate Chair

Adjourn

UPCOMING EVENTS: Film Screening & Discussion of *Starving the Beast*
Monday January 30, 2017, UNCG EUC Auditorium, 6 – 8:30 pm
*Co-sponsors: UNCG AAUP Chapter, UNCG Faculty Senate,
UNCG Graduate Student Organization, & UNCG Humanities Network & Consortium*

Next Meeting of the Faculty Senate
February 1, 2017 3-5p
Alumni House, Virginia Dare Room

Refreshments are available at 2:30 p.m. for Senators to meet and greet faculty colleagues.

NOTE: We encourage Senators, non-voting faculty and visitors to speak upon being recognized by the Senate Chair

Sign Language Services provided as needed and requested (please allow 72 hours) by:
Communications Services for the Deaf and Hard of Hearing.
Contact: 336-275-8878 for Faculty Senate Office, 336-334-5345/mlwolfe@uncg.edu

Minutes of the November 2, 2016 Faculty Senate Meeting

Pending approval at the 12/7/16 Faculty Senate Meeting

Anne Wallace Intro remarks:

Brad Johnson is out today to take care of family matters – Wade Maki, former Sec. of General Faculty and current Senator, has graciously agreed to take minutes. Steve Yarbrough is also unable to be here today, so please don't raise any parliamentary ruckus in his absence.

Experimental seating arrangement stretches sound system limits, but please use mics if at all possible. We are working on better mic solutions for this and other possible future venues, if need to move at some point. Stay tuned.

Looking forward to a variety of events and opportunities that we hope will underscore the increasing activity and engagement of the Senate and faculty at large –

UNC Strategic Planning:

> Forum here last Tuesday, Oct. 25, with BOG members present to listen to our concerns and suggestions. Thanks again to all who attended, to Andrea and others who took notes and helped staff the event, and to Julia Jackson-Newsom for her moderation of the event. Report going, to GA summarizing the input.

> The previous Friday, Oct. 21, your Faculty Assembly delegation contributed to four of the five working groups drafting pretty extensive revision suggestions for the five central themes of the current SP template. Report on this at Dec. meeting and longer form describing this effort in some detail posted later – would like to see UNC FA's final form first.

> The survey distributed in several emails, through which you can give your own detailed feedback on the current 5-theme template, is open until Nov. 20. If you have not yet responded, please do: the more faculty involvement there is for this round, the more strongly we can urge such involvement in the future. If you don't know where to find this, please ask me.

November 16 and February 15 Faculty Forums:

November 16, 2016 Faculty Forum, "Diversity & Inclusive Excellence at UNCG," led by Julia Mendez Smith (Chanc. Fellow for Campus Climate), Gerald Holmes (Ch. of Senate EDI Committee), and Andrea Hunter. An initial presentation and Q&A, followed by discussion and break-out groups to discuss specific topics, for instance, Student Activism.

February 15, 2017 Forum will follow up on this discussion, and also on concerns rising among faculty in various ways: Academic Freedom, followed by Shared Governance, each about an hour. I hope for a panel for each, and large components of discussion. Sources: our discussions so far about Senate priorities, which have included these large categories or related concerns at each stage; our Senate meeting discussion following Title IX presentation, including how the policies intersect concerns with academic freedom, and later email questions from Senators to the presenters; and a proposal from George Dimock and others that shared governance be a Forum topic during this year. Planning is not yet even quite underway – your input and suggestions are most welcome.

A campus showing of "Starving the Beast," Jan 30, 6 pm in EUC Auditorium: Directed by Steve Mims, premiered at Austin's South by Southwest film festival, "explores the decline of state funding and the philosophical divide that's caused it: What kind of a good is higher education? What should taxpayers be expected to support?" [Inside Higher Ed, Mar. 22 2016] UNCG AAUP has been pursuing this showing for some weeks; Provost and Chancellor have discussed and feel a campus showing would be appropriate and valuable; and Senate has been invited to co-sponsor.

Planning for the Chancellor Visit Feb. 1: we discussed at my regular meeting with the Chancellor (the first of six this year), and he is glad to return. The format we previewed would be a few questions from the Senate that he has in advance, and then open discussion, lasting perhaps a hour in total. My plan is to ask you to send potential questions in before our Dec. meeting and then discuss/amend them at that Dec. meeting.

The Chancellor's view of that office's relationship to Faculty Senate is new to us here at UNCG. During our conversation Chancellor Gilliam likened this structure to the checks-and-balances we are accustomed to in the larger political sphere, and I think the analogy is apt. I myself agree with this new, different vision of this relationship, which I believe provides a new opportunity for Faculty Senate to move to a more active, independent role – as you have been suggesting. So I look forward to preparing for the Chancellor's visit and the dialogue that will ensue.

Minutes of the October 5 Senate meeting were unanimously approved.

Provost Dunn Remarks:

I want to update you on initiatives from GA that Provosts have been involved in. GA has changed the low productivity review. After reviewing thresholds the NC standards were unreasonably high. The BOG has elected to approve a revised threshold based on the number of graduates which is reduced from the previous standard. The new

standard looks at a 5 year window to have 35 total graduates for undergrad and MA program. Research Doctoral degrees will be 10 and professional doctoral degrees will be 40 graduates over 5 years. Formal details are forthcoming from your head/chair.

Concerning the legislative mandate on fixed tuition at some campuses. As of Fall 2016 all campuses must fix tuition for the entering cohorts such that for 8 consecutive semesters that group would pay that rate. It is important for faculty to be attuned to this program because timely graduation within four years is going to be financially important. Those who go beyond 8 semesters will have their tuition changed to the current rate. Additional provisions and rules are being worked on. For example, officially classified 5yr programs get 10 semesters. It will be important for our departments to work to help students graduate within 8 consecutive semester. We may need to re-evaluate our curriculum (in cases where sequential courses make it hard to graduate within the locked tuition window).

GA has elected to fund UNC Asheville, NCA&T, and UNCG participation in PAR framework (predictive analytics model) which costs 65K each year. We will participate in a community of practice to use data mining on our data to determine the limitations on student success. It will also help us track the success of various interventions to determine what works. This will allow us to identify the best ways to support student success. A future presentation will provide more details. It will be as good as we make it. It is imperative that faculty engage in the program to make it successful. Many of the ideas that will help student success will come from the faculty. I will be soliciting faculty volunteers to participate. This data will be available to the implementation team and then communities of practice. There is an opportunity for those who get involved to directly engage with the data. A formal call for participation will be forthcoming.

The Division of Continual Learning has been renamed UNCG Online. This is a change in name only. It is not a change in scope or responsibility. UNCG did not have a front door for online learning - a landing place - what people found was all over the map when they searched the web. Offices were not equipped to transfer students to the appropriate office when contacted. UNCG Online is now the front door for online. They are not taking over programs.

Continued Discussion: How the Senate Does its Work

Anne Wallace: All senators are invited to attend planning meetings or may send in items for the agenda. Senate leadership may send reminders prior to deadlines for setting the agenda. Regarding our conversations on how the senate does business. Some tensions emerged in comments on Senate. There was a strong call for less purely informational presentation and a strong calls for increased transparency. Sometimes transparency requires more informational presentations. Another tension exists between shorter meetings and more activity (a less reactive and more proactive Senate).

Activity takes time. An active senate means even more activities from Senate. Senate committees carry a lot of the work for us. If we want to do more then we need to step up to do it. What do we want to do, how will we do it, who will do it? These are the questions we will attempt address in our group conversations today.

Andrea Hunter: As we converse in groups we should consider issues of growth, diversity and physical space. There are a lot of ways in which these issues intersect. What areas do you see that the senate can work on?

The senate engaged in small table discussions and individual table notes were submitted for review and further discussion.

Budget Committee & Survey Collection Report

George Michel: Last year we decided to create an FAQ, but then realized that our FAQ might differ from yours so this survey will help us offer a better FAQ. The issue of transparency has become less of an issue under VC Maimone and Provost Dunn. When we first thought about funding and enrollment it seemed simple. But it is actually much more complicated and difficult. The 2015 Enrollment manual is a "fun read" to see how difficult and complex it is. The Provost and VC are members of the committee. We meet and ask questions. We also include institutional research staff. While our focus has been on academic affairs we now have a seat on the tuition and fees committee and see how all aspects impact the budget. One question we ask is does the Senate agree that our committee is the vehicle for faculty input on the budget? We will be surveying senators yearly to ensure that we are accomplishing what you expect of us.

Completed surveys were collected. Additional input can be sent directly to George

General Education Council Report

David Carlone: Last Spring Provost Dunn asked us to look a Gen Ed Review. I've been asking faculty through meetings and forums to get feedback. It is important for you to know where we are in laying the groundwork for a possible gen ed review. Nov 18th will be another opportunity to provide input. The list provided in the agenda captures the types of comments faculty have been making.

Below is a summary of comments & questions along with David's answers.

Comment: Students are not learning what they should from Gen Ed.
Course size is a big factor.

Q: Any initiatives to standardize gen ed on campuses?

A: No.

Q: What is the internal motive for review of gen ed?

A: It has been a decade since the last review. Enrollments have grown. Resources limited. Strategic planning implication. "General reasons"

Q: What are the constraints from SACS on the gen ed program?

A: Not too much. Certain credit hours, not too tied to students major... We have great latitude in determining GE.

Q: How do students respond to GE requirements? They seem to think things are boxes to check off without any understanding of how it relates to their degree.

A: We don't have specific data on that? What data do we want? Students do understand the requirements. The "sense making" may not be clear to them.

Q: One change at UNCG is that we are now a minority serving institution. Has your committee thought about this change?

A: We have talked about it as something to include in future planning. There is research out there that we should look at.

Comment: We should look at other schools requirements such as diversity markers, information literacy, and other changes in society that should impact our gen ed plan.

Anne: The Senate will weigh on in having a GE review.

David: Please contact me or other GE council members with ideas.

Adjournment: *With no further business the meeting was adjourned right on time to enjoy the remains of a beautiful day.*

Minutes of the November 2, 2016 Faculty Senate Meeting

Submitted by Senator Wade Maki,

for Faculty Senate Secretary, Brad Johnson

Minutes Pending approval at the 12/7/16 Faculty Senate Meeting



Resolution #FS12072016/1

To Revise the Constitution of the Faculty to Allow the Faculty Government Committee to Make Non-Substantive Changes to the Constitution and Bylaws Without Bringing a Resolution to the Faculty Senate and General Faculty

Submitted by Greg Bell, Chair, Faculty Government Committee

WHEREAS approved changes to the University such as changes to unit or position names, changes to administrative structure, or changes to Faculty Senate leadership necessitate non-substantive changes to the Constitution of the Faculty and Bylaws of the General Faculty and the Faculty Senate, and

WHEREAS the Faculty Government Committee is charged with reviewing and approving all changes to the Constitution of the Faculty and to the Bylaws, including non-substantive changes such as errors of grammar, capitalization, and other typographical errors, and

WHEREAS the Constitution of the Faculty ARTICLE III, specifies that all amendments to the Constitution require a Faculty Senate vote and the approval of at least two-thirds of the required quorum of 45 voting members of the General Faculty, therefore

BE IT RESOLVED, That the Constitution of the Faculty, ARTICLE III: AMENDMENTS TO THIS CONSTITUTION, be amended by the addition of the following item below the existing item 6:

7. On an annual basis the Faculty Government Committee will review the Constitution of the Faculty and the Bylaws of the General Faculty and the Faculty Senate for clerical or typographical errors and/or editorial changes necessitated by approved changes to the University. Any such changes will be reported to the Faculty Senate and General Faculty.

Faculty Senate Action/Date:	Effective Immediately following all required approvals. Implementation of Resolution: The Faculty Senate will collaborate with the Office of the Provost to notify affected persons and offices to coordinate the update of printed, electronic forms, and publications.
Chancellor Action/Date:	
General Faculty Action/Date:	
Board of Trustees Action/Date:	
UNC GA or BOG Action/Date:	



Context for Resolution #FS12072016/1

To Revise the Constitution of the Faculty to Allow the Faculty Government Committee to Make Non-Substantive Changes to the Constitution and Bylaws Without Bringing a Resolution to the Faculty Senate and General Faculty

Faculty Government Committee

This resolution would give the Faculty Government Committee the power to make non-substantive changes to the Constitution of the Faculty and the Bylaws of the Faculty Senate and the General Faculty without requiring a faculty senate resolution, discussion, and vote, and without bringing such changes to the general faculty for a vote.

Rationale: Several small non-substantive changes to the Constitution are required. Any such change (however insubstantial) currently requires a motion from the Faculty Government Committee, discussion, and a vote. Below are a few instances of the types of changes the Faculty Government Committee would like to make without having to bring resolutions to the Faculty Senate and General Faculty:

1. Several years ago, the leadership structure of the Faculty Senate was changed so that the chair serves one year as chair-elect, two years as chair, and one year as past-chair. Although a careful effort was made to revise the constitution to reflect this change, some errors still persist; e.g. ARTICLE II, Section 8.1 refers only to a Chair-Elect, while it should include Past-Chair in years when there is no Chair-Elect.
2. Last year the electoral division "School of Music, Theatre and Dance" became the "College of Visual and Performing Arts." This change needs to be made in two places in the Constitution.
3. In Article II, Section 4.1, the structure of items a. and b. should be corrected. To be consistent with other parts of the Constitution, the positions such as "chair" should be capitalized. Oxford commas do not appear in these lists, while they do appear in other places. Other errors of capitalization occur throughout the Bylaws and persist due to the current system of amendment.

Such non-substantive changes will be made on an annual basis by the Faculty Government Committee and will be reported to both the Faculty Senate and the General Faculty.

OFFICE HOURS POLICIES

Overview of Parameters and Scope for Policies

- Maximum convenience to students prioritized and publicized (some even specify to tape the office hours on the doors).
- Department chairs shall establish minimum weekly office hour requirements for faculty within their departments.
- Office hours must be adjusted to meet the requirements of night, Saturday, summer, and off-campus class offerings.
- Office hours should be included in course syllabi
- Summer session inclusive
- Minimum expected is around 2-5 hours/week dependent on course load
- Electronic means are permissible for student communicate instead of face-to-face office hours
- Listed for some as an expectation the same as teaching
- Must notify department heads who notify deans, commonly
- Some require written observance on the syllabus
- Some were through faculty manuals, employee manuals, or policy pages for general university conduct for professionals

Peer Institutions

UNC system peers (UNCC, ECU, A&TSU) do not have defined office hour policies for academic affairs units.

National peers who do not possess office hours policies are: BGSU, FIU, ODU, PSU [has a policy page, but server could not load it], UTA, U Louisville, VCU [policy manual under revision], and WMU) *no aspirant peers possess a related policy

Indiana State University

310.1.16 Office Hours: Faculty shall be regularly available in their departmental/program offices for consultation with students, colleagues, or chairs according to the needs of department/program, courses of instruction, and academic advising. Faculty members shall notify the department chair of their office hours and shall post their hours on or near their office doors. Faculty teaching only distance courses should make themselves available to their students regularly through electronic means and notify students of their availability. Academic department offices shall normally be open each weekday from 8:00 a.m. to 4:30 p.m., excluding a break for lunch.

<https://www.indstate.edu/handbook/300-academic-affairs/310/310.1#p1-16>

IUPUI (Indiana U-Purdue U at Indianapolis)

Faculty teaching responsibilities include regular attendance at classes, holding required office hours, assuring class coverage in the event of their absence, and securing approval from the unit administrator (chair, division head, etc.) for any planned travel that may impact teaching (IUPUI Faculty Guide, “Faculty Work” section, Para.3, p. 92)

http://www.iupui.edu/~fcouncil/committees/handbook/faculty_guide2015-16.pdf

Kent State University

6 - 18.101: OPERATIONAL PROCEDURES AND REGULATIONS REGARDING FACULTY OFFICE HOURS: Each faculty member is required to have stated office hours published in the departmental office. Instructors should notify each class of hours during which they are available for conferences. It is expected that each faculty member will hold a minimum of five office hours per week.

Policy Effective Date:

Mar. 01, 2015

Policy Prior Effective Dates:

11/4/1977, 6/1/2007

<https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-faculty-office-hours>

Middle Tennessee State University

Faculty Office Hours and On-Campus Obligations (TBR 5:01:00:00)

State personnel policy defines full-time employment as 37.5 hours per week. All full-time personnel including faculty shall be required to devote a minimum of 37.5 hours per week to the institution or school, and shall maintain appropriate office hours as determined by the President (or his or her designee). Calculation of the 37.5 hour week shall follow such guidelines as promulgated by the Chancellor. The MTSU policy that a faculty member must spend at least 30 hours per week engaged in on-campus activities is a long standing one. Such campus activities include classroom and laboratory teaching, office hours for students, advising, committee meetings, and other professional responsibilities. The remaining time in the work week is available for on or off-campus research and public service endeavors. Variations from this pattern should have the prior approval of the department chairperson in advance.

General office hours are from 8:00 a.m. to 4:30 p.m., except when office hours must be adjusted to meet the requirements of night, Saturday, summer, and off-campus class offerings.

http://www.mtsu.edu/provost/fac_handbook/office_hours.php

Northern Illinois University

Faculty Office Hours

Section II. Item 26. Faculty members who teach are expected to maintain regular office hours or other means for promoting student-faculty consultation, in accordance with department policy. Office hours should be included in course syllabi and publicly posted each academic term. Arrangements more convenient to students than office visits, e.g., e-mail or chat groups, may be substituted for standard office hours where provided for by department policy.
Approved by University Council, May 6, 1998

<http://www.niu.edu/provost/policies/appm/II26.shtml>

University of Memphis

Office of the Provost, July 2, 2003: Faculty members are expected to establish, publicize, and maintain scheduled office hours during which they are available to students for conferences and special instruction. Specific policies regarding office hours are to be set within each college and department. These policies are applicable to those teaching the summer session as well as during the regular semesters.

<https://umwa.memphis.edu/umpolicies/UM1286.htm>

University of Southern Mississippi

4.3 OFFICE HOURS Since faculty are the primary providers of academic and professional advising for students, all members of the instructional corps must ensure that they make themselves accessible to students at reasonable times. Electronic and telephonic communications are important, but they cannot always replace the effectiveness of personal discussions that occur during office visits. Thus, all faculty members at The University of Southern Mississippi are required to post and maintain reasonable office hours and to be available to students during those times. Office hour requirements shall reflect the priorities of the University and the academic units. Department chairs shall establish minimum weekly office hour requirements for faculty within their departments, subject to the approval of their respective deans (p. 38)

<https://www.usm.edu/sites/default/files/groups/office-provost/images/facultyhandbookrevised090815.pdf>

Other Institutions

Southwestern Christian University

Work Week/Office Hours policy: It is essential that each student have sufficient opportunity to see faculty members. Full-time faculty members are expected to allocate sufficient hours, Monday through Friday for teaching and office time. The University recognizes that faculty members will, on occasion, be absent from campus pursuing justifiable personal and professional activities. The Academic Dean should be informed when the faculty member will be away from the campus for a period of time.

Each faculty member should establish regular and adequate office hours distributed throughout the week as to be of maximum convenience to the students. A minimum of ten hours each week should be reserved for students. Established office hours and/or procedures for appointments should be posted on the faculty member's door and a copy filed with the respective Academic Dean and the Registrar.

Drafted on: Source: 2014-2015 Faculty Handbook, section 7.04.7

<http://swcu.edu/work-weekoffice-hours-policy>

California State University at Long Beach

This policy was recommended by the Academic Senate on 2/19/2015 and approved by the president on 3/17/2015.

1.0 INTRODUCTION: Faculty members shall provide an opportunity for communication with students and others as part of their instructional assignment through regularly scheduled office hours. These office hours can take the form of face-to-face meetings, phone conversations, and electronic communication. To the extent that face-to-face meetings are required by this policy, the University must provide a reasonably accessible location for those meetings.

2.0 NUMBER OF OFFICE HOURS: Each instructional faculty member is required to hold one regularly scheduled office hour per week for every 3 Weighted Teaching Units (WTUs) taught to a maximum of four hours.

2.1 Minimum Office Hour. Faculty teaching fewer than 3 WTUs shall hold at least one regularly scheduled office hour.

2.2 Individual Instruction. WTUs for individual instructional hours with students (e.g., independent study) shall not be included within the requirement of Section 2.0.

3.0 MODE OF OFFICE HOURS: 3.1 Faculty Teaching Online, Hybrid or Field Courses. Because the way in which office hours are held should be consistent with the mode(s) of instruction, faculty teaching online, hybrid or field courses may schedule some or all of their office hours as determined in consultation with the department chair/school director. 3.2 Faculty Teaching Traditional Courses. 3.2.1 Regardless of the number of WTUs a faculty member may be teaching, all faculty who teach one or more courses with face-to-face instruction are required to hold at least one hour of regularly scheduled face-to-face office hours. 3.2.2 The requirement of at least one face-to-face office hour cannot be met, entirely or in part, by stipulating "by appointment only." 3.2.3

Typically, face-to-face office hours are held in the faculty member's office at a time likely to be accessible to the students. 3.2.4 No office hours are required during the final examination period.

3.2.5 Faculty teaching traditional courses may schedule the remainder of their office hours (i.e., those beyond the one required office hour of face-to-face time) in any manner purposefully designed to meet student needs, including, but not limited to, a) additional, regularly scheduled face-to-face office hours; (b) regularly scheduled times for synchronous electronic communication with students in an online chat room, via instant messaging, phone calls, or videoconferencing; (c) office hours by appointment; and (d) office hours via asynchronous electronic means, such as office hours via discussion board, returning phone messages, or email. Faculty members will endeavor to: (1) respond within 72 hours to student contacts made by these means, (2) give electronic notice by the same means when not available, and (3) include a statement of electronic availability in their syllabi.

4.0 COMMUNICATION OF OFFICE HOURS: 4.1 Notification to Department. Faculty members shall notify their department office of their scheduled office hours no later than the end of the first week of instruction. 4.2 Posting. The faculty member's office hours and e-mail address must be posted by the faculty member's office door and available in the department office. 4.3 Syllabus. Office hours, including schedule, location, and contact information, shall be listed on the syllabus for each course.

5.0 CANCELLATION OF OFFICE HOURS: Faculty shall notify their department office and students in the event that they are unable to meet scheduled office hours. A notice shall be posted on the faculty member's door when office hours are cancelled.

EFFECTIVE: Immediately

University of Southern Indiana

It is the policy of the College of Liberal Arts that full-time faculty members are required to hold a minimum of one office hour per week for each class section taught, including overload assignments. Part-time faculty members are required to hold a minimum of two office hours per week. Office hours must be held on a minimum of two days in the week.

<https://www.usi.edu/liberal-arts/faculty-resources/teaching-and-advising-policies/>

University of New Mexico

It is expected that each faculty member will be available for student consultation at regular hours. These hours are to be posted on the faculty member's door. Although the situation will vary among departments and individuals, a total of from three to five hours per week is recommended. If only a single hour is to be set aside for a given day, it should be chosen to cover parts of two class periods to accommodate more students.

<https://handbook.unm.edu/policies/section-c/employment-appointment/c80.html>



Enclosure C

[Current Feedback from Committee Survey Link](#)

What elements from the sample policies should UNCG include?

Required hours (2 minimum). Office hours information provided in syllabus.

Please do NOT include a strict requirement to specify office hours in the course syllabus, at least not before the course begins. Every semester, I let a week pass so students' schedules (and mine) stabilize, and then I run a Doodle poll to find out what potential office hour times would be most convenient to the largest possible fraction of my students. I then choose times so that every, or at least almost every, student can make at least one per week. I then announce these, and update my online syllabus accordingly. If you say "office hours must be published in syllabus", please consider adding "...or announced by the end of the second week of classes."

RE the time requirement, I typically hold three scheduled office hours, plus a general "open door" policy that my students make liberal use of. That seems adequate to me, given that I typically have 9-15 contact hours per week in the classroom plus meetings with my undergrad TAs, committee and Senate obligations, etc.. More than that would simply be a scheduling headache, but would not actually increase my availability.

Up to department to set standards.

I can live with the Northern Illinois policy.

I suggest a set number of office hours per week - I suggest 3/week. The phrase 'reasonable number of hours' is too vague and left to wide interpretation. I don't think the number of hours should be based on the number of classes or credits taught. Faculty with a large teaching load would be held to a greater number of office hours, and if they are teaching more, they may have less time available in their schedules. I think there should also be a statement about the occasional need to adjust or change office hours due to personal or professional conflicts. Once I set office hours, sometimes I encounter a conflict, such as a newly scheduled meeting. This can be stressful if faculty are expected to be available during posted office hours without exception. Most sound fine. Avoid bureaucratic requirements like chairs informing deans, etc. office hours should be set by departments, should be published on syllabi, high degree of flexibility. The days of faculty teaching a regularized, routine schedule are over.



Enclosure C

Are there other policy elements or examples that UNCG should consider including?

No

Given the availability of scheduling tools like YouCanBookMe and the Starfish appointment scheduler, perhaps some schedule-on-demand availability could replace some of the "guaranteed to be sitting in my office even though nobody comes" office hours?

No.

I meet with students far more than these policies require, but on a "by appointment basis." I've had fixed hours in the past, but always ended up with student complaints that the hours were during their class times, and, of course, those of us who teach night classes, especially for graduate classes, end up excluding all the students. Also, most of these policies were written during the pre-email era, and are quite antiquated. Finally, any University policy should simply state that all departments must establish an office-hours policy. The one-size fits all approach simply fits no one.

For faculty teaching mostly or completely online, I think that there should be a policy for holding online office hours. In my online graduate classes, students are not local and do not travel to campus. Therefore, being available in my office for weekly office hours doesn't make sense. I suggest adding to the policy a statement that faculty teaching online can hold a percentage of their hours online.

No.

Instead of posted regular office hours, faculty should file a "student contact/office hours" report regularly (monthly maybe) that details when and how they met with students, assuming that the rationale for having office hours is creating time to meet with students.



Enclosure C

(Sent via email from a Senator)

When you sent out the email I sent out an email to my department asking what their views were on an office hours policy. Several NTT and TT faculty wrote back with strong (long) opinions, which can basically be summed up as saying having a minimum hours policy is outdated given the digital age. I thought I would send along their comments to you so that you can see what they have to say. I'm taking off their names to protect anonymity, but will indicate whether they are NTT or TT.

NTT Lecturer:

1. In the past, there was much less communication between students and faculty necessitating office hours for one on one time. We now receive one on one communication from students at just about every hour of the day via email eliminating the need for students to drop in for a quick question.

A blanket policy of Office hours, where the professor was available to meet anyone for any reason, now seems outdated. In many of these situations the professor would sit by themselves in an office during office hours waiting for students to show up. Scheduled appointments needed to be made outside of those hours to accommodate the drop-in nature of scheduled office hours. Now, students rarely drop in for a quick questions since those can be asked by email. When students drop by it tends to be a rather involved session.

During peak times, many students may want to meet for lengthy meetings causing a backlog. With canvas and starfish we can now tell students our availability and allow them to choose times to meet from that availability. They now have the power to set up a meeting without even a conversation. With starfish I can make sure that students are not walking over themselves trying to get to me during busy times.

As a lecturer, I have so many students that this is very important. I can also better schedule my time and work by knowing in advance when students intend to meet with me and when my office hours will be free. Office hours scheduled on starfish that are untaken would relieve the professor of needing to stay in the office during those periods. I can also over schedule my office hours during the peak times of the semester to meet increased demand without changing hours on the syllabus or obligating myself to additional office hours unused by students. I think any new office hours policy should



Enclosure C

include the option of allowing starfish to manage office hours allowing professors to better schedule their time in ways that used to be unavailable to us.

2. TT Faculty: Thanks for inviting our feedback on this issue. I agree with (PERSON #1). Office hours are anachronistic. My experience with office hours in the last five years is this: no one comes. I used to even invite students to come to office hours to talk about life. I told them that it wasn't necessary to have a question about the course, that they could come just to visit. Still, almost no one came. Instead students will almost always email me to set up an appointment, resolve their question over email, or seem to prefer trying to talk to me before and after class. Because of email and tools like starfish, we can now use our time in more efficient ways. Office hours only made sense prior to the digital age.

3. NTT Faculty: Because I cannot even come close to the eloquent and important words of both Person #2 and Person #1, I will just be left to say, "Yes, what they said!!!!!!!!!!".

4. NTT Faculty: I agree with Person #1 as well. I'm happy to adhere to a minimum standard of availability during a semester in the form of a number of hours, but need to be able to change hours to suit both my needs (because meetings and other business happen), but also theirs, because no matter what I pick, it's not going to fit most of their schedules and we'll end up scheduling appointments/holding awkward meetings in the hall/etc. anyhow.

Plus, once advising starts, the schedule of advisors goes to heck in a handbasket anyhow.

#5. TT Faculty: In response to your email requesting information about instituting an office hour policy: My concern is that in years past, I've had office hours posted and been in my office available during those times. I could count on one hand the number of students who have taken advantage of my office hours and I am not exaggerating about that low number. Because of this, I have spent many hours in my office effectively just sitting there. I do not tend to write or get involved in data during this time because students may come in, which interrupts the flow of my working meaning that it isn't a productive use of data analysis and writing time. More often than not, other persons come in, which may, again, result in unproductive work time. I'm not sure if the lack of students coming in is a result of our student base, but the large majority of students



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email me to work with them individually on meeting times. Most of them have varying class schedules, work schedules and/or other commitments. Since I have been doing office hours by appointment, I am able to schedule my days more productively.

#6. TT Faculty: I would question the reason behind office hours. If the question is about accessibility to students, I think Person #1's point are accurate. If the question is about having one time when faculty are available, a new policy could actually hurt student access to faculty for some students. If I hold office hours for two hours a week, I am less likely to be as accessible during other times. Additionally, if students know that I will only meet with them during a two hour break, they may skip a class or come late to work to get access, whereas we might have been able to negotiate a much better time. Yes, there are times when faculty are not as accessible (they travel to conferences, block out time to work on research, and work on committees), but mandating office hours will not increase accessibility to students. Mandating accessibility will

#7 TT Faculty: I'm actually going to have to disagree a bit with the chorus. I've always made a point of holding at least 2 hours a week of open office hours and 2 and a half hours if I'm teaching a methods course where students need a lot of out-of-class help. I've had students stop by to talk about life, classes, their projects, without making an appointment, and I think it's an important part of academic life to have profs in their offices at least maybe one hour a week. However I do agree that I tend to not get anything done during those hours except checking email/Facebook if students don't show up, so in semesters I don't teach methods I have nobody in my office and I'm spending 2 hours a week on Facebook (so 30 hours a semester of Facebooking) . When I do teach methods I usually have to add a bunch of appointments outside those times but my office hours get solidly booked and sometimes have to turn people away. It seems flexibility is key, but perhaps the school can set some "good practice recommendations" for office hours rather than a hard and fast policy.

Link to: Office Hours Policy Feedback

https://docs.google.com/a/uncg.edu/forms/d/e/1FAIpQLSeKzj1mP2X3M1fluR4DxUc_EfZaRdJLiHkozuVzGo8v3gwU5g/viewform

Report of the UNC Faculty Assembly Meeting 21 October 2016

UNCG delegates in attendance: Anne Wallace, Spoma Jovanovic, Andrea Hunter, Anna Marshall-Baker

Dr. Junius Gonzales, Senior Vice President for Academic Affairs for the UNC system, shared updates of UNC activity with the following highlights:

- Currently UNC is piloting “Actualizing Innovation Meant to Scale” (AIMS) to consider outcomes of evidence-based research and practice-based evidence (generally what faculty do in and out of the classroom).
- Recognize that “experiential learning” has “bigger play” which raises the question of “engagement” in the strategic plan and how to measure it.
- See <http://www.purdue.edu/newsroom/gallup/> for how 30k alumni identify the “most important outcomes of higher education” and their relationships to current well-being, making this Index a resource for metrics related to engagement.
- NCGAP “not” Report
 - NCGAP intended to move to community colleges admitted UNC students who were considered at-risk to graduate. But the Provosts recommended that each institution look at its data and identify changes to support degree completion for a particular group of students such as transfers, for example.

Kate Henz, Associate VP for Policy, Planning & Analysis, provided updates on the UNC Strategic Plan.

- There is a website (see <https://www.northcarolina.edu/strategic-planning>) describing the proposed plan, timeline, and overviews of each of the 5 areas, and including a survey for comments on the plan. The survey closes on 20 November.
- Public Forums with BOG and BOT members are being held through 17 November.
- Presentation of the forums’ feedback to the BOG is 02 December 16. Plan to be finalized in January 2017.
- The goal is to have the Strategic Plan ready for the legislative long session so UNC can advocate for funding. President Spellings says that the timeline can be extended if the Plan is not ready.

Delegates of the FA formed 5 working groups to discuss each area of the UNC Strategic Plan. Each group at the end of the day made a brief presentation of its work which Professor Lugo then compiled for the BOG. His report of the working groups will be located on the UNCG Faculty Senate website. A more detailed version of this report also will be on the UNCG Faculty Senate website.

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Report of the UNC Faculty Assembly Meeting 18 November 2016

UNCG delegates in attendance: Anne Wallace, Spoma Jovanovic, Andrea Hunter, Anna Marshall-Baker
Gabriel Lugo, UNCW Dept of Mathematics & Statistics and Chair of the UNC Faculty Assembly, opened the meeting with updates:

- Lab Schools:
 - One proposal regarding the Lab Schools is to delay their implementation and
 - a second proposal is for the BOG to establish a system-wide advisory board to run the lab schools, thus bypassing local BOTs and schools of education.
- Resolution 2017-1 on the Governance Implications of North Carolina Session Law 2016 has been supported by 5 campuses who sent copies to President Spellings and BOG Chair Lou Bisette. Neither has responded.
- UNC Strategic Plan: The public survey closed on 20 November with over 7000 responses. A group of 8 faculty has been reviewing, compiling, and sharing the comments regularly with the BOG, which has been revising the plan accordingly.

President Spellings addressed the FA with comments regarding

- the election results which indicate that people are concerned about being left behind and opportunities
- her installation as President of UNC
- UNC Strategic Plan (SP):
 - The goal is a SP that is 15 pages with 10 goals in a framework that is in tandem with the institutional plans of the 17 campuses. This SP document will live for 5 years and trigger legislative and budget requests.
 - The BOG has involved the chancellors because of their expertise in higher education and knowledge of what's happening at their institutions. Future conversations with the chancellors will address issues such as how we serve veterans, provide advising, address course credits, and demonstrate our capabilities, respect, and abilities.

Drew Moritz, V-P of State Government Relations provided a legislative update:

- Since the election they are meeting with the new legislators but the new legislative teams are not yet in place.
 - 28/170 are new legislators and roughly 50% in combined chambers ran without any serious opposition
- issues under consideration:
 - course credit for military credits
 - NC Promise discounted tuition
 - infrastructure for state buildings
 - a bill to "fix" parts of the Lab School bill

Delegates of the FA were given red-lined versions of the initial UNC SP working draft which revealed substantive changes. The 5 working groups from the October meeting reconvened to again discuss each area of the UNC Strategic Plan. Each group at the end of the day made a brief presentation of its work which Professor Lugo then compiled for the BOG. His report of the working groups will be located on the UNCG Faculty Senate website. A more detailed version of this report also will be on the UNCG Faculty Senate website.

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