Meeting Agenda

Wednesday, October 5, 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 August 31, 2016 Faculty Senate Meeting Minutes [Attachment]
Brad Johnson, Secretary of the Faculty Senate

3:15 p.m.
Provost Remarks
Dana Dunn, Provost & Executive Vice Chancellor

3:30 p.m.
Faculty Assembly Delegation Report [Enclosure A]
Anna Marshall-Baker, Lead Delegate

Resolution #FS1052016/1: To Endorse UNC Faculty Assembly Resolution 2017-1: "On the Governance Implications of North Carolina Session Law 2016-94“ [Enclosure B]
Anna Marshall-Baker, Anne Wallace, Spoma Jovanovic and Andrea Hunter

3:50 p.m.
Discussion: Proposed Revisions to Promotion and Tenure Regulations [Enclosure C]
Anne Wallace, Faculty Senate Chair

4:00 p.m.
Presentation
Sexual & Gender Based Harassment and Other Forms of Interpersonal Violence [Enclosure D]
Julia Jackson-Newsom, Senior Advisor to the Chancellor
Murphie Chappell, Title IX Coordinator, Office of the Chancellor

4:15 p.m.
Discussion of Presentation

4:35 p.m.
Discussion
Continuation of “How does the Faculty Senate Work – or Not?” [Enclosure E]
Anne Wallace, Faculty Senate Chair
Andrea Hunter, Faculty Senate Chair-Elect

4:55 p.m.
New Business/Old Business
Anne Wallace, Faculty Senate Chair

Adjourn

UPCOMING EVENTS:

Faculty Forum: October 19, 2016 Alumni House, Virginia Dare, 3-4p
Topic: Global Engagement [Enclosure F]
Curricular opportunities & supports for faculty
Penelope Pynes, Associate Provost for International Programs

Next Meeting of the Faculty Senate
November 2, 2016, Wednesday, 3pm, 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
Report of the UNC Faculty Assembly Meeting
02 September 2016

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

Gabriel Lugo, UNCW Dept of Mathematics and Statistics, is the Chair of the FA and
opened the meeting. Steve Leonard, past-chair, reminded the FA of its advisory role to
the Board of Governors and to the UNC General Administration including the President.
In contrast to this advisory role, Faculty Senates are written into the UNC Code and
empowered to participate in governance issues and concerns.

President Margaret Spellings’ talked of the need to build relationships with legislators so
they will come to UNC before passing laws that later have to be “tweaked.” She spoke,
for example, of tweaks that
  • delayed for a year implementation of NCGAP (NC Guaranteed Admission in
    which students bound for UNC schools would instead go to community colleges
    for 2 years)
  • eliminated the cap on advancement (development)
She mentioned other legislative victories
  • some restoration of funds for repair and renovation
  • across the board raises, though not enough
And she referenced current challenges in recent legislation:
  • lab schools, though she “likes the idea."
  • faculty control of curriculum (collaborator at UNC CH)
During the Q&A, Spellings
  • asked for suggestions to improve engagement with the legislature
    o An outcome of this discussion among the FA is that Faculty Senates
      should have regular reports/contact with our legislative liaisons. This
      includes working more closely with the BoT such as attending its
      meetings and encouraging BoT members to attend Faculty Senate
      meetings – all are fundamental to shared governance.
  • said the Strategic Plan would likely be adopted by January 2017 and will have
    o a few big goals; more a “strategic brochure” and not “down in the weeds”
    o common metrics and unique metrics “based on individual roles and
      missions” reflecting “excellence and diverse institutions"
supports efforts to make tuition more affordable and to make the $500 tuition work (at Western Carolina, Fayetteville, and Pembroke)
  - is “bullish” on this idea and non-supportive of any subplot
- expects Performance Based Funding, i.e., “putting money where our mouths are” which will “improve the way the money flows”
- considers faculty retention a “#1 priority” although the BOG did not get replenishment of the retention fund

Others introduced to the FA:
Kim Van Noort: Vice President for Academic Programs and Instructional Strategy
  - oversees UNC academic program planning and assessment, the implementation of credit for prior learning, and the development and implementation of competency-based approaches to curriculum development and assessment of student learning

Andrew Kelley: Senior Vice President for Strategy and Policy, a new position
  - will lead a new UNC Division of Strategy and Policy charged with enhancing and furthering the UNC system’s strategic goals
  - will develop an institutional performance management system

Drew Moretz: Legislative Liaison
  - “lobby” for UNC

The Plenary Session was abbreviated and regularly occurring committee meetings were cancelled because of bad weather (Tropical Storm Hermine). The working session focused on the development of a resolution in support of faculty control of curriculum in light of the lab schools and collaboratory (at UNC CH) passed by the legislature. The FA passed the resolution which is now the basis of campus-based resolutions.
Resolution #FS1052016/1

Resolution to Endorse UNC Faculty Assembly Resolution 2017-1
“On the Governance Implications of North Carolina Session Law 2016-94”

Presented by Anna Marshall-Baker, Anne Wallace, Spoma Jovanovic and Andrea Hunter

WHEREAS, NC General Statute 116-11 establishes a Board of Governors to plan and develop a coordinated system of higher education and govern the 17 constituent institutions; and

WHEREAS, NC General Statute 116-14 provides for the Board to elect a President of University of North Carolina to act as the chief administrative officer of the University; and

WHEREAS, UNC operates under a system of shared governance leveraging the collective strength of chancellors, and administrators, and honoring the traditional role of the faculty in the governance of the academy; and

WHEREAS, Session Law 2016-94, section 11.6 (GS 116-239.5) mandates the creation of Lab Schools on eight UNC campuses, circumventing: administrative structures and procedures established by the UNC Code, the Department of Public Instruction, local Boards of Education, and best practices of effective governance by excluding consultation with faculty and administrators of the schools of education at UNC campuses; and

WHEREAS, Session Law 2016-94, section 11.8 establishes a Policy “Collaboratory” at UNC Chapel Hill in apparent violation of multiple clauses of GS 116, and established procedures for the creation of centers and institutes required by UNC Code 400.5[R], which clearly apply to this entity; and

WHEREAS, Session Law 2016-94, section 11.9 overrides Board of Governors’ action penalizing UNC Chapel Hill in the 2015-2016 academic year for exceeding the UNC Code mandated 18% out-of-state enrollment cap, thereby undermining the lawful prerogative authority of the Board of Governors and principles of effective institutional governance; therefore

BE IT RESOLVED, That the Faculty Senate of the University of North Carolina at Greensboro endorses UNC Faculty Assembly Resolution 2017-1 (attached) which “opposes the processes of formulating and implementing the aforementioned actions, and reiterates the Assembly’s opposition to all actions establishing restrictive precedent that binds the governance authority of the current faculty and its successors, the Executive leadership of UNC campuses and the UNC system, current and future Boards of Governors, and future representatives of the people of this State, in their efforts to promote the success of public higher education in North Carolina;” and

BE IT RESOLVED, That the Faculty Senate of the University of North Carolina at Greensboro endorses UNC Faculty Assembly Resolution 2017-1 call to “fully restore all prerogative authority of the Board of Governors in matters pertaining to institutional adherence to the UNC Code.”

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<th>Action/Date</th>
<th>Effective Date</th>
<th>Implementation of Resolution</th>
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<td>Faculty Senate Action/Date</td>
<td>Effective Date: Immediately following all required approvals.</td>
<td>The Faculty Senate Office will collaborate with the Office of the Provost to notify affected persons and offices to coordinate the update of printed, electronic forms, and publications.</td>
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<td>Chancellor Action/Date</td>
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These proposed changes to the University Promotion and Tenure Regulations, drafted by Alan Boyette at Provost Dunn's request, originated in a discussion about the inconsistent use of academic titles, particularly across non-tenure track ranks, that led to a review of the Regulations on these points. The Faculty Senate discussion today, Oct. 5, 2016, will be preliminary, and I will fill in more context then.

A. Wallace, Faculty Senate Chair

Current wording for Associate Professor:
(3.E.ii.)
An Associate Professor hired at that rank from outside the institution may be appointed to a probationary term of up to five years, or, with justification, may be appointed with tenure.

Proposed wording:
An Associate Professor hired at that rank from outside the institution will normally be appointed with tenure. With appropriate justification, an Associate Professor may be appointed for a probationary term of up to three years.

Current wording for Professor:
(3.F.II.)
A Professor hired at that rank from outside the institution will normally be appointed with tenure, but may, with justification, be appointed to a probationary term of up to five years.

Proposed wording:
A Professor hired at that rank from outside the university will be appointed with tenure.
(With this language, section 3.F.ii.b. of the current Regs will be removed.)
We look forward to beginning dialogue with you about Title IX. To provide context for our conversation, we thought we’d start by providing a very broad overview of what is encompassed in Title IX.

**General Overview**

As delineated in the Title IX Resource Guide from the U.S. Department of Education Office for Civil Rights (issued April, 2015), the scope of Title IX is as follows:

Title IX of the Education Amendment of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin – in all aspects of a recipient’s educational programs and activities.

As part of their obligations under Title IX, all recipients of Federal financial assistance must designate at least one employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX and must notify all students and employees of that employee’s contact information. This employee is general referred to as the Title IX coordinator.

The essence of Title IX is that an institution may not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex unless expressly authorized to do so under Title IX of the Department’s implementing regulations. When a recipient is considering relying on one of the exceptions to this general rule, Title IX coordinators should be involved at every stage and work with school officials and legal counsel to help determine whether the exception is applicable and, if so, properly executed.

The specific areas of function/general issues for which Title IX regulations must be taken into consideration are 1) Recruitment, admissions, and counseling; 2) Financial assistance; 3) Athletics; 4) Sex-based harassment (which includes sexual violence and sex discrimination); 5) Pregnant and parenting students; 6) Discipline; 7) Single-sex education; 8) Employment; and 9) Retaliation. Keep in mind that Title IX applies to educational institutions across the developmental spectrum (i.e., K-12 and higher education).

**Policy on Sexual and Gender-Based Harassment, Sex Discrimination, and Other Forms of Interpersonal Violence**

UNCG is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. The University does not discriminate on the basis of sex or gender in any of its education or employment programs or activities. Please find more on prohibited conduct, updated September 2016, here: [https://policy.uncg.edu/university-policies/](https://policy.uncg.edu/university-policies/).

**UNCG Title IX Coordinator**

Murphie Chappell joined our campus as our inaugural, full-time Title IX Coordinator in February of 2015. She earned her JD from North Carolina Central Law School. Prior to joining us, she served as the Staff Attorney for the North Carolina Coalition Against Sexual Assault. She has conducted numerous trainings for colleges in North Carolina on Title IX, the Clery Act, the Violence Against Women Act (VAWA), and currently serves on an advisory committee to the General Administration Title IX Coordinator.
Key Campus Partners

The term “Coordinator” is not just a job title, but is truly indicative of the nature of this position. A tremendous amount of coordination with other individuals and offices on campus is necessary for the success of this position. Critical campus partners include:

- The Dean of Students Office
- Legal Counsel
- Human Resources
- The Provost’s Office
- The UNCG Police Department
- The Counseling Center
- The Wellness Center

In Focus: Sexual and Gender-Based Harassment, Discrimination, and Violence

Discussion will focus on understanding the responsibilities that the University and its employees have for protecting against and responding to sexual and gender-based harassment, discrimination, and violence, and the mechanisms we have in place for fulfilling those responsibilities. The intent of the conversation will be to equip you with the information you need should you need to respond to a Title IX-related situation. Specific topics will include:

- Behaviors and circumstances that trigger Title IX investigations
- Hostile Environment: Characteristics and accommodations
- The investigation process: How it works and who is involved
- Sanctioning: How it works and who is involved
- Overlap between Title IX and other Federal regulations

Mediation

Mediation can be a valuable tool for reaching resolution of interpersonal conflict in some situations; however, mediation should never be used in circumstances when behavior prohibited under Title IX may have occurred.

Investigation

The responsibility for investigating possible Title IX violations rests with the Title IX office, Human Resources, and the Provost’s Office. This structure helps to protect the neutrality and confidentiality of investigations, enables consistency across investigations, and enhances the quality of investigations by putting them in the hands of skilled individuals.

Listen to those around you

Often times, members of our community seeking help will not describe their own experiences with words that match technical terms for prohibited behaviors (e.g., assault, harassment). Please listen carefully to what you’re hearing. Here are some phrases that in our experience are sometimes associated with Title IX concerns. When in doubt, contact the Title IX coordinator and/or encourage the individual with whom you are speaking to reach out.

- They creep me out...
- They make me uncomfortable...
- They hurt me...
- I don’t want to get them in trouble, but...
- I don’t want to work with that person...
Faculty Senate Table Discussion: Meetings, Priorities, and Goals

Concept Map: Narrative Summary

Faculty Senate discussions focused on two major areas: shared governance and organizational processes, and growth and change at the university was an emergent area of concern. The core issue addressed: the practices of shared governance within the Faculty Senate, and the organizational processes that best support them. To support shared governance, two areas were highlighted: (1) the obligations/responsibilities of faculty senators to represent their constituency; and (2) greater involvement (in a consultative role) in agenda setting to bring issues and concerns to the floor. The central question raised: “Are senators to be reactive or active?” Faculty senators want to be more actively engaged. However, there is lack of clarity about the models or strategies to best represent and serve a constituency, and a perceived absence of mechanisms through which the senate body may contribute (both formally and organically) to agenda setting (which includes bringing questions, issues, and concerns forward for the Chancellor and the Provost to address). The concerns regarding organizational processes in Faculty Senate proceedings focused on efficiency, transparency, and communication. Greater efficiency in proceedings are recommended to promote and accommodate a more active role for senators rather than one that is primarily reactive and functionary. To support transparency and communication, recommendations were to ensure that Faculty Senate proceedings are more accessible and to facilitate communication (and information flow) in all directions (i.e., from and to the Faculty Senate), and at all levels (i.e., faculty through the Board of Trustees). There were four interrelated concerns regarding growth and change at the university: (1) balancing growth with infrastructure needs (both physical space and personnel); (2) shifts in faculty positions that impact faculty power and shared governance (e.g., erosion of tenure lines); (3) the distribution of critical resources (i.e., faculty lines); and (4) implementation of strategies to enhance faculty diversity, equity, and inclusion. Additional resources for faculty representation via an ombudsman and stronger faculty grievance policies were also mentioned.
Faculty Senate Perspectives and Recommendations

EFFICIENCY
- Define Meaning
- Role of Senators ("Reactive or Author")

SHARED GOVERNANCE
- Who are our constituents? (departments, etc.)
- Procedures and Strategies to Cull Feedback
- More lead time on Agenda Items Needed
- Comment/Question Form on FS Website
- Present Constituent Perspectives to Senate
- Better Communication
- Proactively seek input from units

FACULTY REPRESENTATION
- Educate Senators on Agenda Setting Process
- Poll Senators on Agenda
- Poll Faculty on Agenda for Year
- Opportunities for "Spontaneous" Faculty Senate initiatives
- Generate New Business from Floor
- Use Polling to Determine Emergent Concerns to Pursue

AGENDA SETTING
- Q & A at Readings Only
- Identify and submit key questions for chancellor and provost
- Promote Faculty Expertise in Community and to Support Chancellor

FACULTY SENATE CONCERNS: GROWTH AND CHANGE AT UNCG

BALANCING GROWTH AND INFRASTRUCTURE NEEDS
- Faculty Lines
- Space and Room Assignments
- Non-faculty and "at will" administrative appointments
- Tenure and Non-Tenure Track faculty (salaries)
- Impacts on shared governance

EROSION OF TENURE AND FACULTY POWER
- Transparency
- Business
- Changes in distribution

DISTRIBUTION OF FACULTY LINES
- Recruitment
- Hiring
- Support
- Retention
- Coordination of efforts across campus
- Staff Ombudsman
- Address faculty "issues" in grievance process

FACULTY DIVERSITY, EQUITY, AND INCLUSION
- UNCG's mission
- Responsibilities of Chancellor and Provost
- Benefits of diversity
- Bystander training
- Priorities for inclusion

STRUCTURES AND PROCESSES FOR FACULTY GRIEVANCE
- Tenure
- Reference process
- Academic integrity
- Tenure and promotion
- Maintenance of the faculty excluding teaching

TRANSPARENCY AND COMMUNICATION
- Designated period for senator questions
- Use Email, Listserve, More Strategically
- Comment/Question Form on FS Website
- Faculty Senate Newsletter
- Faculty Senate Campus Weekly Segment
- Create channels of communication with BOT
- Audio recording to Google Drive

Faculty Senate Table Discussion: Meetings, Priorities, and Goals

WHAT IS GLOBAL ENGAGEMENT?
Global Engagement is a five-year plan whose goal is to prepare UNCG students to succeed in an increasingly global society.

KEKER FIRST YEAR COMMON READ
2550 Where Am I Wearing books given to incoming first-year students
1858 Number of students participating in KFYCR events
27% Increase student participation from Year 1 to Year 2

FIRST-YEAR EXPERIENCE COURSES
34 First-Year Experience Courses incorporated the Keker First Year Common Read into the curriculum
40 First-year Experience Courses offered Intercultural Competency Workshops
902 Students took an Intercultural Competency Workshop

GLOBAL LEADERSHIP PROGRAM
58 Global Leadership Program participants
8 Global Leadership Program graduates

LEADERSHIP CHALLENGE
954 Bronze Leadership Challenge participants
158 Silver Leadership Challenge participants
29 Gold Leadership Challenge participants

FACULTY FUNDING
$23500 Faculty course development funding awarded

GLOBALLY ENGAGED UNDERGRADUATE RESEARCH & CREATIVITY AWARDS
10 Faculty applications accepted
12 Student participants
45100 Faculty research funding awarded

W: globalqep.uncg.edu  T: 256-8597  A: 216 Foust  E: globalqep@uncg.edu  As of 9/20/2016
Faculty Forum
on Global Engagement

Wednesday, October 19, 2016
3:00pm - 4:00pm
Alumni House, Va Dare Room

Curricular Opportunities and Funding for Faculty

Presented by:
Penelope Pynes, Associate Provost for International Programs and the Global Engagement Implementation Advisory Committee