Meeting Agenda
Wednesday, May 6, 2015  3:00 – 5:00 p.m.  Virginia Dare Room, Alumni House

3:00 p.m.
Call to Order and Introductory Remarks, Spoma Jovanovic, Chair of the Faculty Senate

3:10 p.m.
Approval of Minutes, Jim Carmichael, Secretary of the Faculty Senate: April 1, 2015 (Enc. A)

3:15 p.m.
Resolutions
Susan Shelmerdine, Academic Policies and Regulations Committee, #FS 05062015:01(Enc. B)
   To Approve the Academic Calendars for 2016-17 and 2017-18
Patti Sink, #FS 05062015:02 (Enc. C)
   To Create and Include the Faculty Committee on Equity, Diversity and Inclusion within the
   UNCG Faculty Senate Bylaws

3:25 p.m.
Committee Reports
Carla LeFevre, Faculty Welfare—parental leave policy (Enc. D) and faculty raises recommendations
Lynda Kellam, Faculty Scholarship
Stoel Borrowes, Election Committee
Wayne Journell, Budget Committee (Enc. E) and/or Link http://tinyurl.com/UNCGBudget2015
John Lepri, Faculty Assembly (Enc. F)
Kenneth Klase, Graduate Studies Committee—Appointment to Graduate Faculty Policy (Enc. G)

4:20 p.m.
Presentations
Bob Hansen, Curriculum Reform Task Force (Enc. H)
Murphie Chappell, Title IX Coordinator, Title IX Basics (Enc. I)
Lawrence Jenkens & Julia Jackson-Newsome, Task Force, Conflict of Interests & External Activities for
   Pay (Enc. J)

4:50 p.m.
New Business/Old Business
Anne Wallace, Faculty Senate Chair-Elect, Forecast for 2015-2016

Adjourn

UPCOMING EVENTS:
UNCG Commencement, May 8, 2015, 10:00 a.m. Greensboro Coliseum
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
Call to Order and Introductory Remarks
Spoma Jovanovic, Chair of the Faculty Senate
My remarks today are brief to allow others more time to speak. Let me simply recap some of the news of the month:
First, we have a new Acting Chancellor, Dana Dunn and wish her well in this transition role that we know is demanding...thank you Dana. Second, on behalf of Faculty Senate, we sent flowers and our best wishes for a full recovery to Chancellor Linda Brady following her heart surgery. In State news, you all know of the proposed Senate Bill 593 by Senator McInnis to require faculty teach 8 classes per year. We are assured that the bill will not progress, however its mere suggestion is another call for all of us in higher education to assert the value of our calling. Faculty and faculty groups around the country are taking action. Later in our meeting, if you want to propose that we as a Faculty Senate respond, you can raise that during the New Business portion of the meeting. We have seen too often in recent years how unlikely legislation has made its way forward, surprising citizens around throughout the nation, most recently in Indiana. Just today, in the News & Record, we have been provided with an excellent resource for citizens and teachers to use on how to speak to legislators in Raleigh—you have a handout with that information.
We have a full meeting today. In light of recent news on and off campus, I’d like we make an adjustment to our agenda, moving New Business up to follow Committee Reports since time allotted there will be shorter than originally planned.

Approval of Minutes
Jim Carmichael, Secretary of the Faculty Senate:
March 4, 2015 minutes presented.
Carmichael called for motion to approve. So moved and seconded. Minutes approved.

Remarks
Dana Dunn, Acting Chancellor
Good afternoon.
First, I know top of mind for many of you is a recent bill that was introduced. The bill would require all faculty to teach 8 courses per year unless their institution used endowment funds to buy out their teaching. I know this idea is alarming and it is certainly disconcerting to know how little our public understands the work we do—but, please know that governmental relations at GA has indicated that this bill has no support and is not going to get legs.
It’s important to recognize that we are at the point in the legislative cycle where hundreds of bills get introduced—will be the case up to about mid-April. Most will not see the light of day. It is important that we monitor, evaluate and educate, but also that we not be overly alarmed. Nikki Baker, Charlie Maimone, Terri Shelton, myself as well as BOT members and Deans work actively to share information on problematic bills as does the governmental relations staff at GA. It is important that you be certain to adhere to restrictions on your contact with legislators in your capacity as a faculty member. I would strongly advise that you do not use university equipment or email to do so—use personal and make clear you are expressing personal views, not views as a representative of the institution.

Now I would like to share a bit of good news. I previously informed you that the state called for a 1.25% reversion (a callback of one-time funds from this year’s budget). The good news is that we had sufficient excess tuition from our enrollment growth this year to cover that cut and we will not be asking for a return of those funds from any unit on campus.

It is the time of year when we celebrate the accomplishments of our faculty, staff and students. From now until commencement, we will have many opportunities to showcase the excellent work of members of the UNCG community. Last Friday we recognized the accomplishments of our award winning faculty and staff. On April 7 we will have the first annual celebration of faculty scholarly excellence. And perhaps most important in the life of the university, we recently tenured and promoted to associate professor 14 members of our faculty and promoted another 13 to full professor.
Join me in congratulating these individuals.
Finally, I would like to talk with you briefly about a serious matter that is causing me great concern. At the last faculty senate meeting you all found a document in your chair upon arrival providing information on a website called UNCGcleanhouse.

I’m sure many of you were aware of the website before the meeting, I was. Perhaps one or more of you is the author--I don’t know as the authorship is anonymous.

What I do know is that this website is doing harm to this university and the employees it claims to be concerned about. I also know it crosses a line in terms of what is acceptable and civil discourse. It has crossed the line to cyber bullying, targeting UNCG employees in a way that is unhealthy, intimidating and has the potential to promote violence.

In recent weeks, I have been contacted by numerous faculty, staff and even a few students expressing concern, fear and feelings of intimidation. Those who have contacted me are not even the persons targeted, yet they are afraid—and some merely angry at this portrayal of their university. I know at least one letter has been circulated by a faculty member – a very eloquent letter – pointing out the potential for this website to incite violence. At least one additional individual, about to be hired, withdrew from a search because their spouse found the blog and shared it – they didn’t want to be associated with a university community where such things are tolerated.

We are in the midst of a chancellor search. Finalists will have to be told of this bullying as they will have to deal with it. Imagine the impact this will have on the impressions of those we are trying to attract to UNCG – especially if members of this community do not decry such behavior.

I find it very ironic that the very charges being levelled at those targeted on this website include bullying. This is bullying and it is wrong.

I respect difference of opinion and debate. I expect civil discourse. If the persons responsible care about UNCG as they say, I urge they consider the harm they are doing. More important, I ask that the rest of us openly reject this behavior and align our behavior with the values we claim to endorse.

I joined this university because of the many good people here who do good work to fulfill our important mission. I am very disappointed this is occurring and I ask you to join me in rejecting it and redeeming the university community that is UNCG.

Thank you. Enjoy your Spring Holiday.

Resolutions
Bruce Kirchoff, Faculty Government Committee Chair
#FS04012015:01, To Revise the UNCG Annual and Post-Tenure Review Policy for Faculty
Kirchoff introduced the resolution and called for discussion.

Yarborough questioned certain language in the resolution because the change from three to five categories could be decided by Deans over the departments. A lengthy and detailed discussion of the language used in Section IIC ensued. On one hand, Burrowes reminded the Senate that the purpose of the categories was to help decide merit for raises, and that leaving the choice of how many categories to use to departments would defeat the purpose of uniformity of data. Beatty countered that many departments use five categories, and that the middle categories can easily be collapsed for purposes of comparability. Craft said that at the library, five categories were very useful and that her constituents would object strongly to having to revert to three categories.

Yarborough made a motion to strike everything from “units” (second sentence, Sec IIC) to the end of the paragraph. After more discussion, Nash called the motion to amend the resolution to a vote.
15 For, 13 against, 3 abstain.
Kirchoff returned discussion to the resolution, with the amendments, by asking that the Senate trusts him to make the corresponding changes that will be necessary for consistency due to the amendment of the resolution.
19 in favor, 8 against, 2 abstain.
Passed.
The Chair commended Kirchoff for his six years of devoted service to the revision of governance documents for the Senate.

Committee Briefs
Deb Bell, Budget Committee
Bell presented the updated Budget Committee Report with thanks to the Chair, Wayne Journell, Charlie Maimone, VP Business Affairs, Alan Boyette, Howard Bunsis of AAUP, and especially committee member George Michel.
The next meeting of the Budget Committee is April 7.

Kathleen Williams, Student Learning Enhancement Committee
All programs now have measures in Compliance Assist, but some programs did not have action programs for this year. Compliance is at 54%; non-compliance is 22%. Two of the awards recently given were to Religious Studies and International Global Studies.

Chris Poulos, Values Committee
Poulos described the work of the committee, commended its members, and especially Chris Cassidy of the Art Department who designed a graphic [slide] that pointed to the values of UNCG in it “woof and warp” design which suggests textiles. The values came from themes expressed at the values forums held earlier this academic year and an analysis of a variety of written documents.

New Business/Old Business
Jovanovic announced the formation of a Non Tenure Track Ad Hoc Committee, and explained that its mission and position in the committee structure of the Senate is still being explored.
Keathley read a statement that had previously been distributed to senators and asked all who decried the lost opportunities for transparency and shared governance in the conduct of the Chancellor Search to stand with her for a moment in silence.

Presentations
Terry Ackerman, Jodi Pettazzoni & Roy Schwartzman, Update on General Education’s HEIghten Assessment
Ackerman explained that campuses are assessing critical thinking and written communication ETS is piloting a new instrument to measure this. There will be a workshop on this assessment on May 7th from 12:30-5:00 in Room 118 of the SOEB. You may also examine the items and the two white papers produced. The instrument is flexible in that each university can add its own measures to the test. It will measure growth with test subjects being freshmen and seniors.
Pettazzoni reported that the pilot test, was being conducted between March 15 and April 15 with 3200 student participants wanted statewide, 170 from each university in a total of 18 sessions. UNCG like many other campuses, is short of its desired number of participants so faculty were encouraged to assist with recruitment.
Schwartzman gave an update on the qualitative aspects of the testing, including an opportunity for students to build an (electronic) e-portfolio presence and make them sensitive to their marketability as graduates.

Jim Carmichael, Ombuds Program
Carmichael noted the hard work of the committee under the leadership of Bonita Brown in producing a proposal, including a budget, which the committee will present to the new Chancellor.

Dan Winkler and Laura Pipe, Faculty Handbook Progress
Winkler showed the prototype and general design of the new electronic Faculty Handbook, which Jovanovic pointed out we had not had in ten years, to general acclimation from senators. The handbook should be posted online this summer. The Faculty Government Committee will manage it for currency, and UTLC will do the updating. It has a simple web address.

Kendra Hopkins, 1stG Student Organization
Hopkins explained the need for a student organization for first generation college (and graduate) students. She reported that 40% of our student body is composed of first generation students, and the academic culture that some may find warm and welcoming can be intimidating to them.

Adjourn
Karper moved to adjourn. Shelmerdine seconded.

Respectfully submitted,
Jim Carmichael
Secretary, Faculty Senate
To Approve the Academic Calendars for 2016-17 and 2017-18

Academic Policies and Regulations Committee

WHEREAS, the faculty Academic Policies and Regulations Committee is charged with developing policies governing the academic calendar, and

WHEREAS, the University Registrar has submitted calendars for Academic Year 2016-17 and Academic Year 2017-18, and

WHEREAS, the Academic Policies and Regulations Committee has reviewed these calendars and found them to adhere to the guidelines established by the University of North Carolina General Administration, as follows, as well as any adjustments approved by the UNCG Board of Trustees:

The UNC Policy Manual: 400.1.6
Adopted 07/12/96/Amended 02/08/02/Amended 07/01/07

The University of North Carolina Academic Calendar

Academic Calendars will be structured to provide a minimum of 75 class days per semester—excluding Saturdays, Sundays, and holidays—for a minimum of 150 class days per academic year. The chancellor of the constituent institutions shall submit to the president by October 15 of each year copies of the calendars for the subsequent academic year.

All UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days. In setting the academic calendar for each semester, campuses may set holiday periods, study days, and final examinations appropriate to accommodate the scheduled classes. In no case may a campus set a calendar that has optional final examinations if the time is considered a part of the required minimum class time.

THEREFORE, BE IT RESOLVED that the UNCG Faculty Senate approve the Academic Calendars for 2016-17 and 2017-18, which are attached to this resolution and become a part of it.

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<th>Action/Date</th>
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<tr>
<td>Faculty Senate</td>
<td>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 and electronic forms and publications.</td>
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<td>Chancellor</td>
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The University of North Carolina at Greensboro
Office of the University Registrar

Fall 2016
Orientation, Advising, Registration ................................................................. Mon.–Fri., August 15–19
Semester Opens ................................................................................................. Monday, August 15
State of the Campus Address ......................................................................... Wednesday, August 17
First Day of Classes ......................................................................................... Monday, August 22
Last Day for Late Registration ....................................................................... Friday, August 26
Holiday, Labor Day ......................................................................................... Monday, September 5
Founders Day ................................................................................................. Wednesday, October 5
Fall Break Begins ............................................................................................ Friday, October 14, 6:00 P.M.
Instruction Resumes ....................................................................................... Wednesday, October 19, 8:00 A.M.
Thanksgiving Recess Begins .......................................................................... Tuesday, November 22, 10:00 P.M.
Instruction Resumes ....................................................................................... Monday, November 28, 8:00 A.M.
Last Day of Classes .......................................................................................... Monday, December 5
Reading Day ...................................................................................................... Tuesday, December 6
Final Examinations .......................................................................................... Wed.–Sat., Dec. 7–10; Mon.–Wed., Dec. 12–14
Commencement ................................................................................................. Thursday, December 15

* This calendar provides seven exam days in an attempt to create exam periods for online courses.
Total Mondays .......................................................... 15 Total Tuesdays .......................................................... 15
Total Wednesdays .............................................................. 16 Total Thursdays .......................................................... 15
Total Fridays ............................................................... 15 Total Saturdays .......................................................... 1
Total MWF ................................................................. 46 Total TR ................................................................. 30

Total Instructional Days (including exam days) ............................................. 77

Spring 2017
Orientation, Advising, Registration ................................................................. Mon.–Fri., January 9–13
Holiday, Martin Luther King Jr. ..................................................................... Monday, January 16
First Day of Classes ....................................................................................... Tuesday, January 17
Last Day for Late Registration ...................................................................... Monday, January 23
Spring Break Begins ..................................................................................... Saturday, March 11, 1:00 P.M.
Instruction Resumes ....................................................................................... Monday, March 20, 8:00 A.M.
Spring Holiday ............................................................................................... Friday, April 14
Last Day of Classes ....................................................................................... Tuesday, May 2*
Reading Day ..................................................................................................... Wednesday, May 3
Final Examinations ....................................................................................... Thurs.–Sat., May 4-6; Mon.–Wed., May 8–10
Commencement ............................................................................................... Friday, May 12

* Because of the Spring Holiday, there is no room to accommodate an extra exam day for online courses.
Total Mondays .......................................................... 15 Total Tuesdays .......................................................... 15
Total Wednesdays .............................................................. 15 Total Thursdays .......................................................... 15
Total Fridays ............................................................... 15 Total Saturdays .......................................................... 1
Total MWF ................................................................. 45 Total TR ................................................................. 30

Total Instructional Days (including exam days) ............................................. 76
*University follows Friday class schedule

Summer Session 2017
MBA/BLS Classes Begin .................................................................................. May 15
First Summer Session Classes Begin ............................................................... May 18
Memorial Day Holiday, Classes dismissed; offices closed ......................... May 29
Classes dismissed for Memorial Day are held on this date ......................... June 2
First Summer Session Final Examinations ................................................................. June 21
Second Summer Session Classes Begin ............................................................... June 22
MBA/BLS First Summer Session Final Examinations ............................................ June 23
MBA/BLS Second Summer Session Classes Begin ................................................ June 26
Independence Day Holiday. Classes dismissed ..................................................... July 4
Second Summer Session Final Examinations ....................................................... July 28
MBA/BLS Second Summer Session Final Examinations ....................................... August 7
Summer Graduation Date ....................................................................................... August 11

The University of North Carolina at Greensboro
Office of the University Registrar

Fall 2017
Orientation, Advising, Registration ................................................................. Mon.–Fri., August 14–18
Semester Opens .................................................................................................. Monday, August 14
State of the Campus Address ............................................................................ Wednesday, August 16
First Day of Classes ........................................................................................... Monday, August 21
Last Day for Late Registration ........................................................................... Friday, August 25
Holiday, Labor Day ............................................................................................. Monday, September 4
Founders Day ..................................................................................................... Thursday, October 5
Fall Break Begins ............................................................................................... Friday, October 13, 6:00 P.M.
Instruction Resumes ............................................................................................ Wednesday, October 18, 8:00 A.M.
Thanksgiving Recess Begins .............................................................................. Tuesday, November 21, 10:00 P.M.
Instruction Resumes ........................................................................................... Monday, November 27, 8:00 A.M.
Last Day of Classes .............................................................................................. Monday, December 4
Reading Day ........................................................................................................ Tuesday, December 5
Final Examinations ............................................................................................. Wed.–Sat., Dec. 6-9; Mon.–Wed., Dec. 11–13
Commencement ................................................................................................. Thursday, December 14

*This calendar provides seven exam days in an attempt to create exam periods for online courses.

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Total Instructional Days (including exam days) ............................................. 77

Spring 2018
Orientation, Advising, Registration ................................................................. Mon.–Fri., January 8–12
Holiday, Martin Luther King Jr ......................................................................... Monday, January 15
First Day of Classes ......................................................................................... Tuesday, January 16
Last Day for Late Registration ........................................................................ Monday, January 22
Spring Break Begins .......................................................................................... Saturday, March 10, 1:00 P.M.
Instruction Resumes .......................................................................................... Monday, March 19, 8:00 A.M.
Spring Holiday ................................................................................................... Friday, March 30
Last Day of Classes ........................................................................................... Tuesday, May 1*
Reading Day ........................................................................................................ Wednesday, May 2
Final Examinations ............................................................................................. Thurs.–Sat., May 3-5; Mon.–Wed., May 7-9
Commencement ................................................................................................. Friday, May 11

*Because of the Spring Holiday, there is no room to accommodate an extra exam day for online courses.

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Memorial Day Holiday. Classes dismissed; offices closed ............. May 28
Classes dismissed for Memorial Day are held on this date ............. June 1
First Summer Session Final Examinations ..................................... June 20
Second Summer Session Classes Begin ........................................ June 21
MBA/BLS First Summer Session Final Examinations ..................... June 22
MBA/BLS Second Summer Session Classes Begin ......................... June 25
Independence Day Holiday. Classes dismissed ......................... July 4
Second Summer Session Final Examinations ............................... July 27
MBA/BLS Second Summer Session Final Examinations ............... August 6
Summer Graduation Date .............................................................. August 10

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APR Explanation

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student’s Responsibility

1. Knowledge of each instructor’s attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Inform each instructor as far in advance as possible when conflicts or absences can be anticipated (e.g., athletic team events, medical procedures, religious observances, etc.) by e-mail, phone, or by contacting the main office of the department that offers the course.
4. Provide appropriate documentation so that each instructor can make an informed decision as to whether or not the absence is excusable.
5. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

6. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor’s Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Dean of Students Office Responsibility

1. If the student is unable to make direct contact by e-mail or phone with each instructor or is unable to leave word with each instructor’s department, the student or the student’s representative should contact the Dean of Students Office (336-334-5514). The Dean of Students Office will notify each instructor on the student’s behalf when personal reasons (e.g., family emergency, illness, bereavement, birth of a child, military duty, etc.) prevent the student from properly notifying each instructor because of circumstances beyond the student’s control.

2. If the student experiences a medical or psychological event that significantly impairs their ability to function successfully or safely as a student, the Dean of Students Office may review documentation provided by a licensed health professional and confirm its receipt with each instructor. If the reported absence is expected to be for an extended period of time, the student shall be required to submit documentation to their individual instructors verifying the cause of the absence upon returning to school.

The student should be aware that assistance of the Dean of Students Office does not change in any way the outcome of the instructor’s decision regarding the student’s academic work, grades and performance in any given course.
Religious Observance

Approved by the Office of the Provost, August 2010

1. The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.

2. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have the authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified and the student’s participation be confirmed in writing by an official of the religious organization.

3. When appropriate notice is provided by a student, the student must be granted at least two excused absences per academic year under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.

4. The requirement for students to make such requests for excused absences applies only to days when the university is holding class.

Appeals

If a student thinks there is a discrepancy between the instructor’s exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor’s decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Resolution #FS04502015-02

To Create and Include the Faculty Committee on Equity, Diversity and Inclusion within the UNCG Faculty Senate Bylaws

WHEREAS, equity, diversity and inclusion are desirable and essential qualities of the UNCG Community, as articulated within the 2008 UNCG Inclusive Community Taskforce Report, and by the 2015 Ad Hoc Committees on Equity, Diversity and Inclusion of the Chancellor’s Committee on Equity, Diversity and Inclusive Excellence and of the Faculty Senate; and

WHEREAS, providing a UNCG Community that is equitable, diverse and inclusive, in part, may be accomplished by establishing active connections between faculty governance and facilitating equity, diversity and inclusion; and

WHEREAS, other UNC-System Faculty Governance structures include fully functioning committees charged with reviewing and recommending appropriate systemic and structural changes to enhance the success of their faculty and students, as related to advancing equity, diversity and inclusive excellence; and

WHEREAS, the formation of a standing committee on equity, diversity and inclusion, administered by the UNCG Faculty Senate, would enable the faculty and administration to collaboratively and transparently ensure that the academic curriculum, and faculty and student services help faculty and students navigate successfully diverse demographic landscapes with cultural competence and responsiveness; therefore,

BE IT RESOLVED, that an advisory and appointed Faculty Committee on Equity, Diversity and Inclusion, as administered by the Faculty Senate, be created to begin its work in Fall 2015, with the charge and membership, described below, added to the UNCG Faculty Senate Bylaws, Article II, Section 2, 3. Advisory Committee Appointed by the Faculty Senate Electoral Divisions; and

BE IT RESOLVED, that the initial appointment terms of committee members be staggered, beginning on July 1, 2015, with one half of the newly appointed members having two-year terms and the remaining members having three-year terms; and at the end of the two-year terms, the appointments shall be changed to the standard three-year terms.

Faculty Committee on Equity, Diversity and Inclusion

Charge: The Faculty Committee on Equity, Diversity and Inclusion shall be an advisory general faculty committee, administered by the UNCG Faculty Senate and appointed by the electoral divisions of the UNCG Faculty Senate. The Faculty Committee shall address ongoing planning and implementations of the university’s equity, diversity and inclusive excellence initiatives from a faculty perspective. The Committee specifically shall focus on: (a) hiring practices to grow and develop a diverse faculty (i.e., as related to recruitment, retention, and mentoring under-represented faculty), (b) cultural competence and responsiveness across the community and within curricula, and (c) discrimination based age, race, gender, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation. The Faculty Committee shall collaborate with the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence. This collaboration shall focus on issues that adversely impact the university community regarding equity, diversity and inclusive excellence policies and practices in the interacting areas of faculty and student development, scholarship/research, and curriculum. Identified possible changes to policies and practices shall be reported to the Faculty Senate with recommendations; thereby, providing opportunities for communication and discussions among faculty regarding UNCG’s equity, diversity and inclusion issues and initiatives.

Membership: One (1) voting General Faculty member from each electoral division, plus one (1) Faculty Senator. Ex-officio, non-voting members: Chair of the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence, Multicultural Affairs Director, Director of the Faculty Teaching and Learning Commons, and Provost or appointed representative.

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<td>Implementation of Resolution: The Faculty Senate Office will collaborate with the Office of the Provost to notify affected persons and offices to coordinate the update of printed and electronic forms and publications.</td>
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<td>UNC GA or BOG Action/Date:</td>
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1 Please see enclosed document, entitled “Proposal Submitted to the Faculty Senate: Establishment of the Faculty Committee on Equity, Diversity and Inclusion (March 2015), and “Minutes” of the UNCG Faculty Senate March Meeting – ”New/Old Business” (March 4, 2015).
Proposal Submitted to the UNCG Faculty Senate:  
Establishment of Faculty Committee on Equity, Diversity and Inclusion

Submitted by Ad Hoc Committee of the 
Chancellor’s Advisory Committee on Equity, Diversity and Inclusion Excellence 
March 2015

The purpose of this proposal is to recommend the establishment of an advisory (appointed) general faculty committee within the Faculty Senate Bylaws, entitled the Faculty Committee on Equity, Diversity and Inclusion. As stipulated in the Faculty Senate Bylaws, and if approved, the Faculty Senate will supervise and review the work of the Faculty Committee on Equity, Diversity and Inclusion, and also will receive reports and recommendations from the committee, focused on the quality and acquisition of faculty equity, diversity and inclusion excellence at UNCG. The following information provides: (a) a historical overview of the proposed faculty committee, (b) a rationale for establishing the proposed faculty committee, and (c) the proposed charge and membership of the faculty committee. The Ad Hoc Committee of the Chancellor’s Advisory Committee for Equity, Diversity and Inclusion Excellence submits this proposal to the Faculty Senate for consideration. The membership of the Ad Hoc Committee includes Rod Wyatt, Vidyaranya Gargeya, Gerald Holmes, Andrea Hunter, and Patricia Sink.

Historical Overview

During August 2008, the Faculty Senate and Office of the Provost agreed to jointly sponsor and support the creation of the Inclusive Community Task Force. The primary purpose of this Task Force was to further assess and make recommendations for increasing the level of inclusiveness at UNCG. Dr. C. P. Gause, formerly from the UNCG Educational Leadership and Cultural Foundations Department, and Professor Susan Dennison from the UNCG Social Work Department served as Co-Chairs of this Task Force that consisted of 26 faculty, staff and students from UNCG and two Task Force members from the Greensboro community. The Task Force met monthly during the 2008-2009 Academic Year with subcommittees addressing five major goals. These goals included: (1) developing a UNCG endorsed definition of an inclusive community, (2) conducting a campus climate assessment, (3) formulating a plan to better communicate and coordinate programs that contribute to campus inclusiveness, (4) identifying additional ways that UNCG could become a more inclusive community, and (5) developing a rationale and position description for the Vice Chancellor of Equity and Inclusion.

During August 2009, this Task Force transitioned and formally was named The Chancellor’s Advisory Committee for Equity, Diversity and Inclusion Excellence. In her 2009 State of the Campus Address, Chancellor Brady announced this change, and indicated that the Committee would serve in an advisory role to her on matters related to equity, diversity and inclusion at UNCG. An unintended consequence of this transition was that Chancellor’s Advisory Committee was no longer formally linked to the Faculty Senate as was the Inclusive Community Task Force. One important reason for recommending the establishment of the Faculty Committee on Equity, Diversity and Inclusion, therefore, is to restore the connection between faculty governance and facilitating equity, diversity and inclusion, as related to the wellbeing of UNCG’s community of faculty and students, and to the faculty's essential role in assuring equity, diversity and inclusive excellence at UNCG.

Rationale for Establishing the Faculty Committee

The primary rationale for establishing the Faculty Committee on Equity, Diversity and Inclusion within UNCG’s Faculty Governance structure is twofold. First and foremost, this committee would re-establish lines of open communication, support transparency, and ensure working relationships between the Faculty Senate and the
Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence. Second, we must prepare and support UNCG faculty and students for changing demographics within the United States, and for increasing globalization and global engagement. To accomplish these goals requires that we work collaboratively to ensure that the academic curriculum, and faculty and student services help faculty and students to navigate successfully diverse demographic landscapes with cultural competence and responsiveness.

Establishing the Faculty Committee on Equity, Diversity, and Inclusion within the UNCG Faculty Governance structure would not be the first of its kind within the UNC System. For example, the University of North Carolina at Chapel Hill has an established committee charged to review and recommend appropriate systemic or structural changes to enhance the success of their faculty, staff and students. The Faculty Council at UNC at Chapel Hill (i.e., equivalent to the UNCG Faculty Senate) has an appointed committee, entitled Community and Diversity Committee. The charge and membership of the committee are as follows: (a) Charge – responsible for fostering community and promoting pluralism in the University by encouraging social interaction, mutual acceptance, and respect among various groups on campus with special attention to matters generated by discrimination on the basis of age, race, gender, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation, and (b) Membership – five faculty members and two students appointed by the chair of the faculty. Additional information about the UNC at Chapel Hill Committee on Community and Diversity can be found at the following link: http://faccoun.unc.edu/committees-2/appointed-committees/community-and-diversity-committee/ In addition to the aforementioned UNC at Chapel Hill committee, there is also a Faculty Welfare Committee under the supervision of the UNC at Chapel Hill Faculty Council that is charged with monitoring and working toward the improvement of faculty working conditions, including faculty morale, salaries and benefits. The latter committee is similar to the Faculty Professional Development, Welfare and Compensation Committee under the supervision of the UNCG Faculty Senate.

Charge and Membership – Proposed UNCG Faculty Committee on Equity, Diversity and Inclusion

**Charge**: The Faculty Committee on Equity, Diversity and Inclusion shall be an advisory (appointed) general faculty committee, supervised by the UNCG Faculty Senate. The Faculty Committee shall address ongoing planning and implementations of the university’s diversity and inclusive excellence initiatives from a faculty perspective. The Committee shall specifically focus on: (a) hiring practices to grow and develop a diverse faculty (i.e., as related to recruitment, retention, and mentoring under-represented faculty), (b) cultural competence and responsiveness across the community and within curricula, and (c) discrimination based age, race, gender, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation. The Faculty Committee shall collaborate with the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence. This collaboration shall focus on issues that adversely impact the university community regarding diversity and inclusive excellence policies and practices in the interacting areas of faculty and student development, scholarship/research, and curriculum. Identified possible changes to policies and practices shall be reported to the Faculty Senate with recommendations; thereby, providing opportunities for communication and discussions among faculty regarding UNCG’s equity, diversity and inclusion issues and initiatives.

**Membership**: One (1) voting General Faculty member from each electoral division, plus one (1) Faculty Senator. Ex-officio, non-voting members: Chair of the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence, Multicultural Affairs Director, Director of the Faculty Teaching and Learning Commons, and Provost or appointed representative.
Policy on Salary Continuation for Faculty Extended Illness, Disability, and Family Medical Leave

Summary of Changes

1. Formatting has been changed to include sections and bullet points for easier reading. Parental Leave Policies have been separated from Extended Illness Policies to clarify differences between the two, and for more direct access to the information of each.

2. Current wording leaves the decision in the hands of the department head who, according to current wording, may or may not grant paid leave for extended illness or for parental leave.

Current wording for both extended illness and parental leave:

The department head will make a recommendation to the dean concerning whether or not to grant the request for leave.

New wording for extended illness with salary continuation:

When the request is the result of the faculty member’s illness or disability, the department head will recommend leave if the need for leave is readily evident or if it is supported by sufficient medical verification in the view of the department head.

New wording for parental leave with salary continuation:

A faculty member who functions as a primary caregiver for a child will, upon request, be granted salary continuation for up to a full semester (or 12 weeks over 2 consecutive semesters (exclusive of academic breaks)) within twelve months of the birth, adoption or foster care placement of a child.

3. Current parental leave with salary continuation is allowable for only sixty days. This is not enough release time for a faculty member caring for a new child, and in most cases it does not allow for continuity in the classroom. Also, the current minimal allowance is a potential issue for recruitment and retention of faculty. The following state universities allow up to a semester:

- UNC-Chapel Hill
- UNC-Asheville
- UNC-Pembroke
- UNC-Charlotte
- UNC-Wilmington
- North Carolina Central University
- Winston-Salem State University
- UNC School of the Arts
- East Carolina University

The proposed changes increase the allowable length of parental leave with pay to "up to a full semester (or 12 weeks over 2 consecutive semesters (exclusive of academic breaks))."

4. Currently, those who are granted leaves for either extended illness or parental leave must negotiate extension of the tenure clock with the department head and dean. New policy states: an automatic one-year extension of the tenure clock will be granted, and, post-tenure review will be delayed automatically by one year. In both cases, a faculty member may opt out of the extensions.

5. Under the current policy, the financial burden for covering the teaching responsibilities of faculty who are granted leaves with pay rests with the department. This is highly problematic for a number of reasons. 1) Many small departments do not have the financial resources to cover these costs; 2) These costs can result in a faculty member’s colleagues being called upon to cover courses taught by the affected faculty member, resulting in an overload for these colleagues, and causing much resentment toward faculty member taking the leave. The new policy recommends centralization of funding for replacement faculty to cover necessary teaching responsibilities of those granted leaves with salary continuation. The cost of substitute personnel is the responsibility of the Office of the Provost. In recommending approval of a leave to the Provost, the department head and dean will provide the following information: (1) a plan for covering the responsibilities of the faculty member for the duration of the leave and (2) the anticipated cost of substitute personnel. The Provost’s Office will provide no more than $3500 per 3-hour class for substitute personnel.
POLICY ON SALARY CONTINUATION FOR FACULTY EXTENDED ILLNESS, DISABILITY, AND FAMILY MEDICAL LEAVE

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(Approved by the Board of Trustees, March 31, 1994; Amended by the Board of Trustees, November 6, 2003, August 31, 2006, September 6, 2007, ___?______)

(Revision by Committee for Faculty Professional Development, Compensation and Welfare, Mar. 2015)

PART A: Extended Illness, Disability or Extended Family Leave (other than parental leave)

I. Purpose

● To provide a period of paid leave (“salary continuation”) for faculty members for extended illness, disability purposes or extended family leave (other than parental leave) as dictated by the Family Medical Leave Act of 1993 (FMLA).

II. Explanation of Benefit

● A faculty member who experiences extended illness or disability or who must provide extended care for an immediate family member (defined as spouse, parents, and children - including step-relationships), domestic partner or dependent, may request salary continuation for up to sixty calendar days under this policy. The sixty-day period begins no sooner than the first day the absence is necessitated.

● In such cases where leave under this policy can be construed as family leave under FMLA, the entitlement of 12 weeks without pay will run concurrently with any period of paid time off.

● More than one disability leave may be granted in an academic year, so long as the second illness or disability or extended family care need for which leave is sought is unrelated to the first.

● Unused leave shall neither accumulate nor be carried forward from academic year to academic year.

III. Eligibility of Faculty Member

● This policy applies to persons holding regular faculty appointments (tenured, tenure track, or non-tenure track) who: (a) do not accrue sick leave, (b) are eligible for participation in either the North Carolina State Retirement System or the Optional Retirement Program and, (c) are also eligible under the provisions of the Family Medical Leave Act (FMLA).

● An eligible faculty member must work for the University for one full academic year before becoming eligible for salary continuation under this policy.

● It does not apply to faculty members with twelve-month appointments annually as these persons are covered under a separate leave policy of the Board of Governors.

● Faculty members with a balance of accrued sick leave from a previous 12-month appointment will be required to exhaust that leave before receiving leave under this policy.

IV. Qualifying Conditions

● Serious health conditions of the faculty member that prevent that person from performing the essential functions of his or her duties as a faculty member, including pre-birth complications due to pregnancy.

● Serious health conditions of the faculty member’s immediate family member, domestic partner or other legal dependent that require the faculty member’s care.

● Care for an immediate family member or next of kin injured while on active military service, and for certain life events triggered by an immediate family member’s call to active military service.
V. Administration of Benefit – Faculty Member’s Responsibilities

- It is the responsibility of the faculty member to request the use of leave provided by this policy as soon as possible upon learning of the need for the leave. This request will be made in a letter to the department head.
- The department head may request medical verification of the faculty member’s illness or disability, including a physician’s statement about the probable length of absence from normal duties. If the request is for the purpose of caring for a faculty member’s immediate family member, domestic partner, or dependent, the department head may also request medical verification of the illness or disability of that person and may also inquire about the circumstances which make it impossible or difficult for the faculty member to carry on with normal duties. Expenses for obtaining medical verification must be borne initially by the faculty member.

VI. Administration of Benefit – University Responsibilities

- The department head will consider the request for paid leave by the faculty member and make a recommendation in written form to the dean. In some cases a second or third opinion regarding provided medical documentation may be required by the department head. In such cases, the expense for further verification will be covered by the department requesting it. The department head may require, on a reasonable basis, subsequent re-verifications at the department’s expense during the period of leave.
  - When the request is the result of the faculty member’s illness or disability, the department head will recommend leave if the need for leave is readily evident or if it is supported by sufficient medical verification in the view of the department head.
  - When the request is to care for the faculty member’s family member, domestic partner, or dependent, the department head may base the recommendation on other factors, including the needs of the unit, timing within the academic year, effect on students, etc.
  - Leave with salary continuation may be granted only for a period actually required by the disability, not to exceed sixty days, or the end of the faculty member’s contract, whichever comes first.
- The dean will review the leave request, and if approved, will forward the request for approval to the Provost.
- The Provost will provide a written copy of the approval for paid leave to the faculty member, department head, dean, and the Office of Human Resources.
- The department head is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member’s leave. Any adjustments in work schedules within the department are at the discretion of the department head (with the approval of the dean) and are subject to departmental and institutional needs and resources.
- The cost of substitute personnel is the responsibility of the Office of the Provost. In recommending approval of a leave to the Provost, the department head and dean will provide the following information: (1) a plan for covering the responsibilities of the faculty member for the duration of the leave and (2) the anticipated cost of substitute personnel. The Provost’s Office will provide no more than $3500 per 3-hour class for substitute personnel.

VII. Coordination with other UNCG Policies

- When a non-tenured, tenure track faculty member is granted a leave with Continuation Pay, an automatic one-year extension of the tenure clock will be granted. The tenure clock extension will be discussed and verified in the Provost’s approval letter. A maximum of two (2) one-year extensions of the tenure clock will be granted to an individual, as stated in the Promotion and Tenure Regulations.
Notwithstanding the foregoing, a faculty member may opt out of the automatic one-year extension to the tenure clock by giving written notice of the opt-out decision to the Department Head, with the understanding that he/she will communicate with the Dean, who then will communicate with the Provost. Ordinarily, the faculty member will notify the administrator of the decision to opt out of the extension at the time the request for leave is submitted. There may, however, be circumstances in which predictability of recovery from the illness is such that a decision cannot be made at that time. Faculty members should be aware that decisions about the tenure clock must be made no later than the end of the spring semester prior to the review year.

- When a tenured faculty member is granted a leave with Continuation Pay, post-tenure review will be delayed automatically by one year, unless the faculty member opts out of this extension of the five-year period. Notwithstanding the foregoing, a faculty member may opt out of the automatic one-year extension by giving written notice of the opt-out decision to the Department Head. Ordinarily, the faculty member will notify the administrator of the decision to opt out of the extension at the time the request for leave is submitted. There may, however, be circumstances in which predictability of recovery from the illness is such that a decision cannot be made at that time. Faculty members should be aware that decisions about the tenure clock must be made no later than the end of the spring semester prior to the review year.

VIII. Coordination with Other Federal and State Policies
- If the illness or disability requires an absence from faculty duties of longer than sixty calendar days, the faculty member may petition for a leave of absence without pay in accordance with prescribed procedures and University policies implementing the Family and Medical Leave Act (FMLA) and the North Carolina Family Illness Act (NCFIA).
- The NCFIA allows for an extension of up to 52 weeks of leave without pay during a five-year period in cases of serious illness of a child, spouse or parent.
- The faculty member may also apply to the Office of Human Resources for salary continuation through the Disability Income Plan or through another disability program offered to University employees on an optional basis.

IX. Appeals
- In the case that a request for leave with salary continuation is not approved, the faculty member may appeal to the Provost.

X. Confidentiality
- Communications concerning leave requested or granted under this policy are subject to the same confidentiality requirements as other personnel records.

PART B: Parental Leave due to Birth, Adoption, or Foster Care of a Child

I. Purpose
- To provide a period of paid leave ("salary continuation") for faculty members eligible for family leave purposes as dictated by the Family Medical Leave Act of 1993 (FMLA).

II. Explanation of Benefit
- A faculty member who functions as a primary caregiver for a child will, upon request, be granted salary continuation for up to a full semester (or 12 weeks over 2 consecutive semesters (exclusive of academic breaks) within twelve months of the birth, adoption or foster care placement of a child.
All periods of leave under this policy will be construed as family and medical leave under the FMLA. The FMLA entitlement of 12 weeks of leave without pay will run concurrently with any period of paid time off.

More than one parental family leave may be granted in an academic year, so long as the second parental leave sought is unrelated to the first.

Unused leave shall neither accumulate nor be carried forward from academic year to academic year.

III. Eligibility of Faculty Member
- This policy applies to persons holding regular faculty appointments (tenured, tenure track, or non-tenure track) who: (a) do not accrue sick leave, (b) are eligible for participation in either the North Carolina State Retirement System or the Optional Retirement Program and, (c) are also eligible under the provisions of the Family Medical Leave Act (FMLA).
- An eligible faculty member must work for the University for one full academic year before becoming eligible for salary continuation under this policy.
- It does not apply to faculty members with twelve-month appointments annually as these persons are covered under a separate leave policy of the Board of Governors.
- It does not apply to persons with adjunct faculty appointments.

IV. Qualifying Conditions
- Birth of a child or care for a child within one year after birth.
- Placement of or care for a child placed with the faculty member for adoption or foster care within one year of placement.

V. Administration of Benefit – Faculty Member’s Responsibilities
- It is the responsibility of the faculty member to request the use of leave provided by this policy as soon as possible upon learning of the need for the leave. This request will be made in a letter to the department head.
- For purposes of adoption or foster care placement, a request for leave must be supported by reasonable proof of the adoption or foster care situation. Reasonable proof includes documentation from the licensed adoption agency or court documents.

VI. Administration of Benefit – University Responsibilities
- The department head will make a written recommendation to the dean in support of the faculty member’s request for leave with salary continuation. The dean will then forward his or her approval to the Provost, who will finalize the approval process.
  - The type and nature of the faculty member’s duties during pregnancy shall be determined by the department head in consultation with the faculty member and upon advice she receives from her physician. Faculty will not be penalized in their condition of employment because they require time away from work caused by or attributed to conditions such as pregnancy, miscarriage, childbirth, or recovery.
- The Provost will provide a written copy of the approval for paid leave to the faculty member, department head, dean, and the Office of Human Resources.
- The department head is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member’s leave. Any adjustments in work schedules within the department are at the discretion of the department head (with the approval of the dean) and are subject to departmental and institutional needs and resources.
- The cost of substitute personnel is the responsibility of the Office of the Provost. In recommending approval of a leave to the Provost, the department head and dean will provide the following information: (1) a plan for covering the responsibilities of the faculty member for the duration of the
leave and (2) the anticipated cost of substitute personnel. The Provost’s Office will provide no more than $3500 per 3-hour class for substitute personnel.

VII. Coordination with other UNCG Policies
● When a non-tenured, tenure track faculty member is granted a leave with Continuation Pay, an automatic one-year extension of the tenure clock will be granted. The tenure clock extension will be discussed and verified in the Provost’s approval letter. A maximum of two (2) automatic one-year extensions of the tenure clock will be granted to an individual, as stated in the Promotion and Tenure Regulations. Notwithstanding the foregoing, a faculty member may opt out of the automatic one-year extension to the tenure clock by giving written notice of the opt-out decision to the Department Head. Ordinarily, the faculty member will notify the administrator of the decision to opt out of the extension at the time the request for leave is submitted. There may, however, be circumstances in which predictability of recovery from the illness is such that a decision cannot be made at that time. Faculty members should be aware that decisions about the tenure clock must be made no later than the end of the spring semester prior to the review year.

● When a tenured faculty member is granted a leave with Continuation Pay, post-tenure review will be delayed automatically by one year, unless the faculty member opts out of this extension of the five-year period. Notwithstanding the foregoing, a faculty member may opt out of the automatic one-year extension by giving written notice of the opt-out decision to the Department Head. Ordinarily, the faculty member will notify the administrator of the decision to opt out of the extension at the time the request for leave is submitted. There may, however, be circumstances in which predictability of recovery from the illness is such that a decision cannot be made at that time. Faculty members should be aware that decisions about the tenure clock must be made no later than the end of the spring semester prior to the review year.

VIII. Coordination with Other Federal and State Policies
● If the parental leave requires an absence from faculty duties of longer than one semester (or 12 weeks over 2 consecutive semesters) the faculty member may petition for a leave of absence without pay under procedures described in the Handbook for Faculty and in University policies implementing the Family and Medical Leave Act (FMLA) and the North Carolina Family Illness Act (NCFIA).
● The FMLA entitlement of 12 weeks of leave without pay will run concurrently with any period of paid time off.
● The faculty member may also apply to the Office of Human Resources for salary continuation through the Disability Income Plan or through another disability program offered to University employees on an optional basis.

IX. Appeals
● In the case that a request for leave with salary continuation is not approved, the faculty member may appeal to the Office of the Provost.

X. Confidentiality
Communications concerning leave requested or granted under this policy are subject to the same confidentiality requirements as other personnel records.
Transcript of Faculty Senate Budget Report

Trends
The Senate Budget Committee examined the following from 2008 - 2014
• Spending & Employment as they relate to student enrollment

Enrollment Funding Model
• February and April 2015: The Office of Business Affairs and Office of Assessment met with Associate Deans to educate and discuss the Enrollment Funding Model for State Appropriations, and strategize on more accurate ways to report the work we are doing. This will impact the funding model over time.

2014-15 Committee Goals
Develop a template to allow faculty the opportunity to view readily understandable snapshots of budget trends.

Other Related Activities
• September 2014. The Faculty Senate hosted a detailed “Budgeting 101” presentation by Vice Provost Alan Boyette and Vice Chancellor for Business Affairs Charlie Maimone. One of the most significant aspects of the presentation was their explanation of the “Enrollment Change Funding Model.” UNCG’s cost category classifications, by discipline, may be found here: http://ire.uncg.edu/reports/UNC-formula-funding-CIP-cost-level.pdf

Faculty Senate Budget Report
May 2015
Inaugural Senate Budget Committee Annual Report provided for the UNCG Senate.

File Link
• Budget 101 Presented by: Vice Provost, Alan Boyette and Vice Chancellor for Business Affairs, Charlie Maimone
  (https://docs.google.com/a/uncg.edu/file/d/0B4ZO9Fx4OatRV3lVc1Vc1V5OVFvVDQ/edit)

January 2015: The Academic Affairs budget planning process for 2015-16 was revised. Academic Deans were asked to review three years of enrollment data at the unit and departmental levels and to provide a written statement regarding enrollment trends, noting especially any areas of significant growth or decline. In addition, deans were asked to describe their expectations for near term enrollment at the College/School level, highlighting any special initiatives or programs they believed would have a significant impact.

Deans were also reminded that growth in non-State funds is unlikely. The primary non-state resources (Unrestricted Gift/Investment Income and Facilities/Administrative Indirect Costs) were anticipated to be flat or trending slightly downward, given the current and projected status of the University’s unrestricted private giving and its grants, contracts, and other sponsored program activities.
• Ratio between tenure-track and non-tenure track positions
• Administrative positions / instructional support
• Athletic spending vs. core education mission spending
• Comparison of UNCG faculty compensation with peer institutions
• UNCG's audited financial reports
• IPEDS online data reported by UNCG
• October 2014: Associate Provost of Enrollment Management Bryan Terry, along with V-C Maimone explained to Senate Budget Committee members the urgent need to increase student enrollment numbers as the primary way to ensure overall financial stability at UNCG.
• October 2014: The Faculty Senate, AAUP, and Scholars for North Carolina’s Future hosted a presentation by and open forum with Howard Bunisis entitled “Opening Up the Books: UNCG’s Revenue Spending.” The UNCG Chapter of the AAUP had previously invited Bunisis to conduct a financial analysis of our recent budget history, using audited financial reports and IPEDS data. He presented his findings to the campus at this forum and his information was used to help frame this report.

In addition to enrollment data, deans were provided a three-year layout of non-State fund resources in their unit, as well as their then-current non-state fund balances. Noting that there are many legitimate reasons for carrying fund balances, deans were asked to comment on their plans for utilization of these resources. They were also informed that reports of State-fund balances would be provided later in the spring semester.

Deans were also asked to identify their strategic hiring priorities (both faculty and staff positions), providing justifications tied to enrollment and other program needs. Unit requests were to be made with realistic expectations regarding new resources available to the University in both State and non-State realms. The primary factors impacting State funds included anticipated budget reductions, financial commitments for 2015-16 at the University and divisional levels, and the prospect of budgeted enrollment growth. The anticipated 2% permanent budget reduction was explicitly cited, as well as the expected receipt of campus-initiated tuition increase revenue. In regard to the latter, it was noted that the uses of these funds are restricted to faculty and EPA staff salary increases, graduate assistantships/waivers, and various forms of student support.

Deans are scheduled to discuss their responses with the Provost and Vice Provost in budget hearings scheduled for the months of April and May 2015. Although relatively few new funds will be available for allocation in 2015-16, the information identified in this budget planning process will highlight strategic priorities for the University as enrollment continues to grow and new resources are generated.

• AAUP Salary Comparison Data
• Opening the Books

Bunisis
• Employment Trends
Define the Functions of the Senate Budget Committee
The Senate Budget Committee has three main functions:
1. Represent the perspective and interests of the UNCG faculty (as represented by the Senate) in discussions of budget and academic priorities with the Provost and CFO;
2. Serve as a conduit of information to the senate and faculty about financial reports (including revenue and spending trends) and budget operations and actions as these impact academic priorities, especially the support of programs, enrollment growth, and modes of instruction;
3. Provide an annual representation of financial reports including (but not limited to) faculty salaries (in relation to peer institutions), enrollment, distribution of faculty (tenured, tenure-track, non-tenure track and part-time) and staff (administrative, EPA/SPA full-time and part-time) for easy access by interested faculty and for Senate deliberations.
In general, the Senate Budget Committee should increase the transparency across faculty, staff, and administrators of how budgetary issues relate to academic priorities and promote the contribution of a faculty perspective to deliberations about academic and budget priorities. The committee is the primary connection between faculty and administration “shared governance”.
• Changes in IPEDS reporting
http://facsen.uncg.edu/Content/Forums/v.%20Fall%202014%20Budget%20Information%20&%20Reports.pdf
• UNCG Budget Central
http://budgetcentral.uncg.edu/
Thank You
Questions?
Planning Process Cont’d
Charlie Perusse, the system’s Chief Operating Officer, provided an update on the UNC-system budget. (GA) has condensed the most relevant data to increase its communications efficacy, as follows. Over a 5-year span:

- campus appropriations per student ($10,953 in 2013-2014) have decreased 2%,
- tuition receipts per student ($6,712 in 2013-2014) have increased 52%,
- degrees awarded ($1,575 in 2013-2014) have increased 18%,
- state appropriations per degree ($42,819 in 2013-2014) have decreased 14%, and
- external funding for research has increased 15% ($1.34 billion in 2013-2014).

He noted that the GA has increased its emphasis on how it communicates effectiveness with its adoption of ten metrics, including rate of graduations, rate of student retention, space utilization, hours to degrees, spending per degree, and private fundraising results. He emphasized that efforts to control costs for students included a tuition freeze for in-state undergrads in 2014-2015, with only modest increases proposed to follow. Caps on tuition-funded financial aid have been established at 15% of tuition revenue. GA is pushing to get an increase in carry-over dollars from 2.5% → 5% to combat the “use it or lose it” rush to accomplish end-of-year “spending out” of allocated funds.

Drew Moretz, the system’s VP for Government Relations, provided an update on legislative discussions concerning UNC. Each campus has its own member to work with Government Relations (Nikki Baker at UNCG). Spoma Jovanovic (UNCG Faculty Senate Chair) noted the need for faculty input to GA to assist the effort, providing more info to administrators as well as education advocates. The NC-state-revenue projections now point to a revenue surplus rather than the (funds reversion-inducing) shortage of $270 million that was anticipated.

Tim Ives, Chair of the UNC-CH Faculty Welfare Committee and pharmacy professor, reported on Staff-Faculty collaboration efforts at UNC-CH. A list-serve has been developed to share ideas, minutes and comments among UNC-system faculty-welfare committees (Carla LaFevre chairs UNCG’s Fac. Prof. Devt, Compensation, & Welfare Committee). He noted the development and utility of a campus-based community page. Comments from the audience indicated strong support for more faculty involvement in this category of service activity.

UNC Human Relations were discussed, led by Matt Brody, UNC-system Vice President for Human Relations. He was at UNC-CH for 13 years and joined GA ten weeks ago. Five of his 15 staff provide payroll support for nine campuses, and the other ten staffers coordinate human relations policies and procedures for the entire system. He noted the challenges of moving back and forth between policies for three different categories of employment: SPA staff, EPA regular faculty, and EPA non-faculty (incl. many administrators). All EPA employees are ultimately supervised by the UNC Board of Governors and the UNC-system President, but campuses generally handle most issues independently. He spoke at length about the need to protect the high quality of the system’s employees and campuses. Concerns about increased turnover at all levels of employment were made, and Mr. Brody noted that his office is tracking turnover and trying to learn about the circumstances that drive turnover. He noted that “quality of supervision” is more often a reason for turnover than is commonly recognized. The system-wide policies on weather-related closures was also discussed, with his advocacy for greater campus control.

UNC-system employee benefits were reviewed by Brian Usischon, Assoc. VP for Human Resources and University Benefits Officer. He is in his fifth year of service in this role. Supplemental disability programs and contribution-based (ORP) versus defined-benefits (DB) programs were topics. The State Health Plan is a central focus for ongoing improvements. Flex benefits are under review are being reviewed for improvements. The Optional Retirement Program (ORP) and 403b plans are centrally determined. The 457b plan, a deferred contribution program that goes beyond 403b plans, will roll out later this year. The BoG is in its third year of supporting an increase (from 6.84% to 8%) for retirement contributions; the legislature has not yet provided funding for this increase and is unlikely to do so this year. The huge amount of assets ($6 billion) allowed the state to negotiate for lower-cost investment options, although this did not make everyone satisfied that the funds are well-managed and diverse enough. He noted that employees can select and manage, through a “brokerage window,” their own retirement contributions. He also described how the state has to determine 75% employment, the threshold for employee-provided medical insurance.

Will Frey (UNCH-CH, Human Resources) & Antonio Baines (NCCU-Biology) described ULEAD (University Leadership Education And Development), an employee educational program, <http://hr.unc.edu/training-talent-development/specialized-programs-and-resources/ulead/> , to broadly encourage faculty participation in appreciative leadership, with sessions held every year. Participation is determined by an annual applications review (in March) and limited to employees at UNCCH and NCCU, but as a model for other institutions. The UNCG Leadership Institute is similar, so UNCG Faculty should watch for Fall 2015 announcement of the application procedure.

Katharine Stewart, UNC-system VP for Academic Planning & Quality, spoke about evaluating written communication and critical thinking evaluations for the system-wide GEC evaluations. None of the workshops for faculty that have been offered has been fully subscribed. March 15th marked the first ETS field testing and will continue through May 1st. The first actual “operational” testing session will take place in the fall, and those data will be the first data to be released. It will be after the data are available that GA will have a discussion with the BoG about this assessment and how we will use the information we gain. Junius Gonzales, Senior VP for Academic Affairs at GA, is considering starting a Faculty Fellowship program at GA. Topics could include GEC, degree program review, and undergrad research. Considerable discussion of the potential mechanism for such arrangements proceeded. He is starting a journal club effort to explore academic issues. (On June 1st, Katharine Stewart will leave GA to become Vice Provost for Faculty Affairs at NCSU.)

Steve Leonard, Faculty Assembly Chair, lead discussion of an executive session, culminating in resolutions stating concerns with: i) reviews and closures of research centers, and ii) the UNC President search process. Finally, Elections for 2015-2016 Executive Committee resulted in Spoma Jovanovic being elected as the representative from 4-delegate campuses (UNCG, NCA&T, ASU and UNCW).

UNCG Delegates to the UNC-system Faculty Assembly are Kathy Crowe, Spoma Jovanovic, John Lepri, and Kathy Crowe.
Proposed Changes to Sub-Section on Function of Adjunct Members of the Graduate Faculty of the Policy on Appointment to the Graduate Faculty: In general, the changes proposed take account of distinctions between Adjunct Members in dissertation and non-dissertation doctoral degree programs. The changes are principally necessitated by the Doctor of Nursing Practice (DNP) which requires a non-dissertation Capstone Project, but the changes related to Adjunct Faculty Members may apply to Adjunct Members for any future non-dissertation doctoral degree. The entire previous version of the Section on Function has been deleted and a new listing of bullet points added, but the previous version remains largely intact with minor clarifications/reordering. Two new bullets have been added to accommodate doctoral programs that do not require a dissertation.

POLICY ON APPOINTMENT TO THE GRADUATE FACULTY
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

http://provost.uncg.edu/documents/personnel/graduate.pdf

(Recommended by the Graduate Administrative Board,
Approved by the Provost, November 21, 1960)
(Revised by the Graduate Administrative Board,
Approved by the Provost, August 26, 1988)
(Revised and Approved by the Graduate Studies Committee, April 16, 1990; March 26, 2001)
(Revised and Approved by the Graduate Studies Committee, October 23, 2009)
(Revised and Approved by the Graduate Studies Committee, November 16, 2012;
Approved by the Provost, March 22, 2013)

Appointment to the Graduate Faculty must be as a Member, Research Member, Academic Professional Member, or as an Adjunct Member of the Graduate Faculty. Eligibility for appointment and functions for each category are described below. Doctoral Committees may be chaired only by individuals who have received an Endorsement to Chair Doctoral Committees, as described below. The Dean of The Graduate School administers this policy as the designee of the Graduate Studies Committee, and may approve exceptions to it. The Dean or the Chair of the Graduate Studies Committee may ask for particular exceptions to be brought before the full Committee for consideration.
Members, Research Members, and Academic Professional Members of the Graduate Faculty

Members of the Graduate Faculty

Eligibility

- All tenured or tenure-track faculty members who hold a terminal degree in a field appropriate for their appointment are eligible for appointment as Members of the Graduate Faculty.
- Candidates for Membership should have competence in research/creative activities as demonstrated, for example, by exhibitions or performances, by publication in professional journals, books, or monographs, or in other forms as is common in their discipline.
- Candidates for Membership should have a demonstrated commitment to professional development in a manner that is common in their discipline.

Appointment

- Membership on the Graduate Faculty will be awarded, based on the recommendation of their immediate supervisor and, where appropriate, their Dean, to tenure-track and tenured faculty members at the time of hiring. Recommendations on appointment are made to the Dean of The Graduate School.

Research and Academic Professional Members of the Graduate Faculty

Eligibility

- Professionals who hold a terminal degree in a field appropriate for their appointment, who have responsibilities within the graduate program, and whose appointments place them in one of the following categories are eligible for appointment as Research or Academic Professional Members of the Graduate Faculty:
  - Research scientists holding full-time EPA non-faculty positions may be appointed as Research Members of the Graduate Faculty.
  - Academic Professional faculty members holding full-time EPA non-faculty positions may be appointed as Academic Professional Members of the Graduate Faculty.
- Candidates for Research or Academic Professional Membership should have competence in research/creative activities as demonstrated, for example, by exhibitions or performances, by publication in professional journals, books, or monographs, or in other forms as is common in their discipline.
- Candidates for Research or Academic Professional Membership should have a demonstrated commitment to professional development in a manner that is common in their discipline.

---

1 Academic Professionals may be called Clinical Faculty in some schools. Clinical Faculty in the School of Nursing are covered under Adjunct Members of the Graduate Faculty, below.
Appointment

- Research or Academic Professional Membership in the Graduate Faculty will be awarded to eligible professionals upon the recommendation of their immediate supervisor and, where appropriate, their Dean. Recommendations on appointment are made to the Dean of The Graduate School.

- The terms of Research and Academic Professional Members’ appointments shall not exceed the length of the individual’s term of employment at UNCG. The following guidelines shall typically apply:
  - One-year, renewable terms shall be granted to eligible professionals hired to teach graduate level courses.
  - Three-year, renewable terms shall be granted to eligible professionals who are recommended for service on Master’s or Doctoral Advisory/Dissertation Committees.

Functions of Members, Research Members, and Academic Professional Members

- Members, Research Members, and Academic Professional Members may teach any graduate course designated for them by the department in which they serve.

- They may chair or serve as committee members on Master’s Thesis Committees.

- They may serve on or co-chair a Doctoral Advisory/Dissertation Committee with a Member who holds an Endorsement to Chair Doctoral Committees.

- A Member, Research Member, or Academic Professional Member of the Graduate Faculty who does not hold an Endorsement to Chair Doctoral Committees may not chair a Doctoral Advisory/Dissertation Committee.

Removal of Members, Research Members, and Academic Professional Members

- Members, Research Members, and Academic Professional Members of the Graduate Faculty shall enjoy protection against unjust and arbitrary removal from the Graduate Faculty.

- Procedures for Removal
  - Recommendations to remove a member from the Graduate Faculty should be made to the Dean of The Graduate School by the member’s immediate supervisor and, where appropriate, their Dean.
  - Recommendations to remove a member from the Graduate Faculty must document the following:
    a. the failings of the individual such as neglect of duty (including sustained failure to meet assigned graduate classes), violations of professional ethics, research misconduct, mistreatment of graduate students, or other misconduct that indicates that the individual is unfit to continue as a Member, Research Member, or Academic Professional Member of the Graduate Faculty.
    b. how these failings disqualify the individual from effectively performing the duties of a Graduate Faculty Member, Research Member, or Academic Professional Member.
    c. the steps that were taken by the Department, Unit, or their immediate supervisor to redress the inadequacies, the outcome of these steps, and that they did not succeed.
  - Removal from membership on the Graduate Faculty shall also remove an Endorsement to Chair Doctoral Committees.
• Appeals
  o A faculty member who believes that his or her graduate faculty status was removed unjustly or arbitrarily may appeal the removal to the Faculty Grievance Committee of the Faculty Senate.
  o Research and Academic Professional Members may appeal removal from the Graduate Faculty by the procedures laid out in the Appeal Guidelines for Designated Exempt Employees (EPA).

Adjunct Members of the Graduate Faculty

Eligibility

• Faculty or staff members and professionals who hold an advanced degree in a field appropriate for their appointment, have responsibilities within the graduate program, and whose appointments place them in one of the following categories are eligible for appointment as Adjunct Members of the Graduate Faculty:
  o Adjunct faculty
  o Clinical faculty
  o Retired faculty
  o Faculty on phased retirement
  o Faculty who are employed on a part-time basis
  o Faculty from other universities
  o Lecturers
  o Non-teaching staff members or other qualified professionals
  o Other special categories of faculty such as writers-in-residence or artists-in-residence
  o Outside community professionals
  o Visiting faculty employed on a full-time basis

Appointment

• Adjunct Membership will be awarded to eligible individuals upon the recommendation of their immediate supervisor and, where appropriate, their Dean. Recommendations on appointments are made to the Dean of The Graduate School.

• When determining adjunct membership in the graduate faculty, UNCG gives primary consideration to the highest degree earned in the discipline. In situations where the terminal degree has not been earned, in addition to the master’s degree the faculty member must have five years of related professional work experience and two of the following: licenses and certifications, continuous documented excellence in the teaching discipline, honors and awards, publications, presented papers, visual and performing arts activities, or other demonstrated competencies that contribute to effective teaching and student learning outcomes.

• Exceptions may be considered where faculty establish standard alternate credentials based on a narrative identifying the highest degree earned and documenting other credentials that align with the discipline.

• The terms of Adjunct Faculty appointments shall not exceed the length of the individual’s appointment at UNCG. The following guidelines shall typically apply:
One-year, renewable terms shall be granted to eligible individuals hired to teach graduate level courses.

Three-year, renewable terms shall be granted to eligible individuals who are recommended for service on Master’s or Doctoral Advisory/Dissertation Committees as one or four required committee members.

Adjunct members with one or two year appointments are eligible for service on Master’s or Doctoral Advisory/Dissertation Committees if they are appointed as a fifth member of the committee.

Function

- Adjunct Members may teach any graduate course designated for them by the department in which they serve, except they may not teach any class offered exclusively for doctoral students. [LC1]
- Adjunct Members may serve as members of Master’s Thesis Committees; however, they may not Chair Master’s Thesis Committees. [LC2]
- Adjunct Members may serve as members of Doctoral Advisory/Dissertation Committees; however, they may not co-chair a Doctoral Advisory/Dissertation Committee or receive an Endorsement to Chair Doctoral Committees. [LC3]
- Adjunct Members may serve as members of Master’s Thesis Committees; however, they may not Chair Master’s Thesis Committees.
- Adjunct Members who are faculty members in doctoral degree programs that require a dissertation may teach any graduate course designated for them by the department in which they serve, except they may not teach any class offered exclusively for doctoral students.
- Adjunct Members may serve as members of Doctoral Advisory/Dissertation Committees in doctoral degree programs that require a dissertation; however, they may not co-chair a Doctoral Advisory/Dissertation Committee or receive an Endorsement to Chair Doctoral Committees.
- Adjunct Members who are faculty members in doctoral degree programs that require a capstone project in place of a dissertation may teach any graduate course designated for them by the department in which they serve. If they hold an appropriate terminal degree in their discipline, they may also teach classes offered exclusively for doctoral students. [LC4]
- Adjunct Members who are faculty members in non-dissertation doctoral degree programs may serve as members of Doctoral Advisory Committees, but they may not chair such Committees unless they hold an appropriate terminal degree in their discipline. [LC5]

Endorsement to Chair Doctoral Committees in Programs that Require a Dissertation

Eligibility

- Members, Research Members, and Academic Professional Members of the Graduate Faculty are eligible to receive an Endorsement to Chair Doctoral Committees. Adjunct Members are not eligible to receive an Endorsement, however exceptions to this requirement for emeriti or faculty in phased retirement, where justified, may be considered by the dean of The Graduate School.
- Endorsements are normally granted only to qualified individuals who have the following:
ongoing contributions in research or creative activities as evidenced by publication in professional journals, books, or monographs, or by exhibitions or performances in other forms as is common in their discipline

experience as a mentor of graduate student research, as appropriate within their discipline. Service on a Doctoral Advisory/Dissertation committee through the defense of the dissertation will generally be considered sufficient experience to qualify for an endorsement. However, supervision of graduate student research within a collaborative research environment may be sufficient experience in certain disciplines. By requesting an endorsement, the candidate’s immediate supervisor acknowledges that the faculty member has the appropriate level of experience for their discipline.

Appointment

- A member may be nominated for an endorsement either by a majority vote of departmental or program faculty in which their appointment occurs who already hold Endorsements or, where this is not possible, by the recommendation of their immediate supervisor, and, where appropriate, their Dean. The nomination is communicated to the Dean of The Graduate School by the candidate’s immediate supervisor or, where appropriate, their Dean.

Maintenance, Review, and Removal of Endorsements to Chair Doctoral Committees

- Review of Members holding Endorsements should be conducted and documented at the department or unit level at the time of Post-Tenure Review.
- Review of Research and Academic Professional Members holding Endorsements should be conducted and documented at the time of the renewal of their term contracts.
- Review of any member holding an Endorsement may take place at more frequent intervals, as deemed appropriate by an individual’s immediate supervisor and, where appropriate, their Dean.
- Procedures for Removal of an Endorsement
  - Recommendations to remove an Endorsement should be made to the Dean of The Graduate School by the individual’s immediate supervisor and, where appropriate, their Dean.
  - Recommendations to remove an Endorsement must document the following:
    a. the failings of the individual, such as a failure to maintain a record of contributions in research, a failure to pursue professional development in a manner that is common in their discipline, or neglect of dutiful service as a Chair of Doctoral Committees.
    b. the steps that were taken by the Department, Unit, or their immediate supervisor to redress the inadequacies, the outcomes of these steps, and that they did not succeed.
- A Member of the Graduate Faculty may appeal the removal of an Endorsement to the Faculty Grievance Committee of the Faculty Senate.
- Research and Academic Professional Members of the Graduate Faculty may appeal the removal of an Endorsement by the procedures laid out in the Appeal Guidelines for Designated Exempt Employees (EPA).

Removal of an Endorsement does not remove membership on the Graduate Faculty.
REPORT

PROVOST’S TASKFORCE ON CURRICULUM CHANGE PROCESSES

April 9, 2015

Submitted by Bob Hansen

Introduction

The taskforce was organized in November 2014 and given the charge “to review our curricular change processes, and to recommend changes designed to streamline and shorten time to decision” (Message from Provost Dunn 11/3/2014). The large taskforce included representatives from all of the academic units, past and current members of the UCC, GSC, and GEC, as well as representatives from the Library, Registrar’s Office, University Teaching and Learning Commons, and the Office of Assessment and Accreditation.

The taskforce met once in December 2014 and thereafter on a weekly basis from January-April 2015. The taskforce surveyed faculty, contacted academic unit level curriculum committees for their input, publicized the taskforce’s work in the Campus Weekly, and gathered information on how curricular change processes are conducted on other UNC campuses. An archive of the taskforce’s minutes, survey results, unit level reports, etc. are preserved at the group’s Blackboard site (Taskforce on Curricular Change Processes).

The taskforce meetings were lively and challenging given the size of the group and the variety of perspectives and positions represented. Taskforce members generally clustered around two strategic positions: one set of stakeholders favored delegating authority for the approval of some curriculum items (e.g. new course proposals) from the UCC and GSC to the department and unit level curriculum committees; and the other stakeholders were advocates for centralized University committees. Progress was slow and achieving absolute consensus was finally not possible.

The recommendations that follow were voted on and supported by a majority of the taskforce. They provide some modest and measured steps that if effectively implemented could streamline and shorten time to decision for some curricular change processes.

Recommendations

1. The taskforce recommends the adoption of a new Form A and Signature Sheet for New or Amended course proposals (see Appendix). The revised form makes several small changes and condenses the total number of items from 19 to 15. Most significantly, the revised Form A no longer requires that a syllabus (in the Standard Course Syllabus Format) be part of a new or amended course proposal. Rather, the revised form requires five categories of essential course information be entered on the form. The information includes: student learning outcomes, basic texts, principal topics covered, description of
types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes, and the basis for determining the final grade.

Many members of the taskforce believe there is an overemphasis, in the current curricular review process, on the syllabus and that committees should not be spending time copy-editing syllabuses or specifying what verbs should be used in crafting student learning outcomes. The revised Form A retires the use of the Standard Course Syllabus Form and does not insist on a rigid adherence to Bloom’s taxonomy in expressing student learning outcomes.

The revised Signature Sheet includes the addition of drop boxes under the signature lines for the Chair of the Department curriculum committee or Department Head, and the Chair of the Academic Unit (College/School Curriculum Committee). The drop boxes will provide the unit level curriculum committee, UCC and GSC with brief summaries of the department and unit level deliberations which will help to expedite the review process.

The implementation of this recommendation will necessitate revisions in other forms and in the Curriculum Guide that are referenced below in 3G.

2. The Taskforce recommends the following organizational and procedural changes to the administration of General Education. Note: Some of these recommendations will require Faculty Senate resolutions to amend the charges of the committees in question.

Organizational Changes

A. The composition of the Gen Ed Council will remain the same. Additionally: the Chair of the Gen Ed Council will sit as a voting member on the UCC. The Chair can be from any University school or the College. Members to the Gen Ed Council will be elected by the General faculty. A representative from the University Libraries will be a voting member of the Gen Ed Council. A representative from the Residential Colleges will be an ex-officio member of the Gen Ed Council.

B. Library faculty on the UCC will be voting members on the UCC.

Procedural Recommendations

A. The UCC will house, as permanent subcommittees, the General Education Council and the Writing Intensive and Speaking Intensive Committees.

B. The UCC will be responsible for setting and coordinating all undergraduate curricular submission deadlines (including deadlines for Gen Ed and WI/SI designation approval).

3. The Taskforce recommends the following practices be adopted to enhance efficiency and communication in the curriculum review processes:
A. Procedures for the UCC and the GSC will be reviewed annually by the respective committees and changes to the procedures will be reported to the appropriate office for inclusion in the Curriculum Guide. Outcomes of the respective committees work will be included in the committees’ end of the year reports.

B. The UCC and GSC should coordinate the establishment of all submission deadlines for curricular change items.

C. The Provost Office should convene an annual meeting of leadership of UCC, GSC and unit level curriculum committees to review curricular change processes and update the Curriculum Guide.

D. Training and workshops for initiating and completing curriculum change processes should be periodically offered under the direction of the UCC and GSC.

E. The UCC and GSC should schedule meetings more frequently during the peak months of the semesters when the volume of curricular change items increase to improve workflow.

F. The curriculum change processes should become completely electronic and be integrated with the Smart Catalog initiative.

G. A small subset of the current taskforce should be constituted to revise the Curriculum Guide and other curriculum change forms to bring these documents into agreement with the revised Form A.

Finally, if these recommendations are adopted their impact and effectiveness should be assessed. For example, it would be interesting to examine the new course proposal flow, acceptance, and rework rates in a year’s time, and compare them with last year’s flow, acceptance, and rework rates.
APPENDIX

Form A
NEW OR AMENDED COURSE PROPOSAL

Consult the Guidelines for Completing Form A in Curriculum Guide for instructions.

Please Note: If you want to apply for a General Education Curriculum core or marker designation for an existing course that is not being amended, do not use this form. Please see General Education Forms.

Course Prefix and Number: ________________________________

Course Title: _____________________________________________

Department: ______________________________________________

Contact Person: ______________________________ Email: ________________

Date: ________________________________________________

Instructions:
→ For new courses, please address each item.
→ For amended courses, please check all applicable boxes.

☐ 1. Course Information:
   a. Course CIP Code:
   b. ☐ New Course (Consult Registrar’s Office for available number)
      ☐ Amended course
   c. Course Type (drop down menu):
   d. Mode of Delivery (check all that apply from drop down menu):

☐ 2. Specify grading method: ☐ letter grade ☐ satisfactory/unsatisfactory ☐ pass/not pass

☐ 3. Can course be repeated for credit? Yes ☐ No ☐
   If yes, indicate specifics, including number of hours for which a course can be repeated:

............................................................................................................................................................................................................................................................

☐ 4. Specify credit (must match credit on Course Syllabus, see Credit Structure Guide):

............................................................................................................................................................................................................................................................

☐ 5. Prerequisites (use specific course numbers):

............................................................................................................................................................................................................................................................

☐ 6. Corequisites (use specific course numbers):

............................................................................................................................................................................................................................................................

☐ 7. Registration restrictions (e.g., major/concentration/minor; classification: level; campus; college):

..................................................................................................................................................................................................................................................................................
8. Bulletin text description (concise, 30 words or less):

9. Is this course intended to be part of the general education program?  Yes ☐  No ☐

10. Is this course intended to be part of an online program?  Yes ☐  No ☐
    If yes, what is the name of the program? ____________________________

11. Will this course be taught at an off-campus location?  Yes ☐  No ☐
    If yes, what is the complete address of the location (number, street, city, county, state)?

12. Proposed effective date (semester/year): ____________________________

13. Attach Form B: Course/Program Consultation for other departments consulted.

14. Rationale for the course or course amendment: For information purposes provide a brief explanation for the requested action (i.e. ensure the curriculum is current and up-to-date, promote new learning, utilize faculty expertise, respond to external review and/or program assessment, etc.) Please limit your response to 100 words.

15 Essential Course Information:

- Student learning outcomes. Courses intended for inclusion in the general education program must include the appropriate student learning outcomes. 500 level courses that are intended for both undergraduate and graduate students must differentiate the outcomes.

- Basic texts.

- Principal topics covered.

- Description of the types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes.

  1) 500 level courses that are intended for both undergraduate and graduate students must differentiate the requirements.

  2) General education courses must link activities and assignments to the achievement of student learning outcome.

- Basis for determining the final grade. See undergraduate and graduate bulletins grading policy. 500 level courses that are intended for both undergraduate and graduate students must differentiate evaluation and grading.

16. Attach completed Signature Sheet for Curricular Request
SIGNATURE SHEET
FOR CURRICULAR REQUESTS
Requests will not be considered without the appropriate signatures.

Check applicable Form:  A □  F □  G □  J □  L □
or UNC GA Appendix:  A □  C □  F □  G □  I □

Please Note: This signature sheet is not for General Education requests or Forms B, D, E, H, I, M, and Appx. D
See specific forms for their signature requirements.

Program Name:  

or
Course Prefix, Number, Title:  

Contact Person:  

Date: __________   Email: ___________________   Phone: __________

Please Sign and Print Name in the Following Order

1
Dean of Academic Unit  Please note: Dean’s signature not required for Form A
Either dean or associate dean for Form G

2
Chair, Department Curriculum Committee (if applicable) or Department Head.  For new or amended course proposals provide a brief (100 word) summary of the committee’s deliberations (Drop box)

3
Chair, Academic Unit (College/School Curriculum Committee) For new or amended course proposals provide a brief (100 word) summary of the committee’s deliberations (Drop box).

4
Associate Dean for Academic and Student Affairs in the School of Education
(If applicable for teacher licensure)

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<th>Approval by UCC and/or GSC</th>
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<td>The requested action has been approved through UNCG’s internal curricular processes. This change is found to be within the scope of the mission of The University of North Carolina at Greensboro.</td>
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Title IX at UNCG

Murphie Chappell
Title IX Coordinator
University of North Carolina at Greensboro
(336) 256-0362
mechappe@uncg.edu
Title IX “No person in the United States...

Shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”
20 U.S. Code § 1092

Institutional and financial assistance information for students
Dear Colleague,

2011 guidance from the department of education.
Purpose: Improve education and prevention related to campus sexual violence, domestic violence, dating violence, and stalking.
Delivered by Fax and Surface Mail

Ms. Jane E. Genster
Vice President and General Counsel
Room 202, Healy Hall
Georgetown University
Washington, D.C. 20057

Re: OCR Complaint No. 11-03-2017

October 16, 2003

Dear Ms. Genster:

In the course of OCR’s review of the subject complaint, OCR discovered that Georgetown University applies a “clear and convincing” evidentiary standard to certain types of allegations of sexual harassment. You have indicated that the University intends to revise this standard, but have asked for a letter from our office regarding this matter. This is to confirm our discussions of July 25, 2003, and more recently September 24, during which we explained that federal courts, and therefore OCR, use a preponderance of the evidence standard in resolving allegations of discrimination under all of our statutes, including Title IX. Thus, in order for a recipient’s sexual harassment grievance procedures to be consistent with Title IX standards, the recipient must draw conclusions about whether particular conduct rises to the level of sexual harassment using a preponderance of the evidence standard. (See attached Evergreen resolution letter and agreement.)
environment form of sexual harassment. To establish such harassment under Title IX, it must initially be shown that the complainant was subjected to unwelcome conduct of a sexual nature that was sufficiently serious to deny or limit the complainant’s ability to benefit from or participate in the educational program.

(3) During one of his classes, he made inappropriate remarks of a sexual nature regarding his wife’s medical condition and inappropriate comments of a sexual nature about a female client.

(4) In the course of his comments, he referred to his client as “bitch.” At that point, a student turned his head towards the Complainant, nodded, and stared at her.
University’s Title IX Coordinator. Further, the University does not have a prompt and equitable grievance procedure for addressing student and employee complaints alleging any action prohibited by Title IX, as is required by Title IX’s implementing regulation, at 34 C.F.R. § 106.8(b). While the University has a policy against sexual harassment
Questions?

Murphie Chappell
Title IX Coordinator

Office of the Chancellor
303 Mossman
(336) 256-0362
mechappe@uncg.edu
Task Force on Conflict of Interest and External Professional Activities for Pay

Update for Faculty Senate, May 2015

Members (appointed by the Provost)
Lawrence Jenkins, College of Arts and Sciences, Co-chair
Julia Jackson-Newsom, Office of Research and Economic Development, Co-chair
Kara Baldwin, Special Support Services
Jeremy Bray, Bryan School of Business and Economics
Kelly Burke, School of Music, Theatre, and Dance
Jim Eddy, Dean, Division of Continual Learning
Michael Frierson, College of Arts and Sciences
Tim Johnston, Dean, College of Arts and Sciences
Wayne Jones, Business Affairs
Wendy McColskey, SERVE
Nicholas Oberlies, College of Arts and Sciences
Randy Penfield, School of Education
Jodi Pettazzoni, Assessment and Accreditation
Emily Rector, Annual Giving Programs
Joseph Starobin, Joint School of Nanoscience and Nanoengineering
Debra Wallace, School of Nursing
David Wyrick, School of Health and Human Sciences

Approaches

- Thorough review of UNC General Administration and UNC policies
- Identification, distribution, and review of policies from other universities
- Discussion of linkages between the Conflict of Interest (COI) and External Professional Activities for Pay (EPAP) policies and other relevant policies, including Copyright Ownership and Use policy, Patents and Inventions policy, and Acceptable Use of Computing and Electronic Resources policy
- Surfacing of questions, concerns, and suggestions from task force members, COI Committee members, and several other individuals and groups (see below for summary of findings)
- Identification of UNCG-based examples for case studies

Summary of Findings

Regarding Conflict of Interest

- Multiple concerns were identified with the current paper-based forms for Annual Disclosure of Conflict of Interest, including that they:
  - are confusing
  - require the user to do a good bit of interpretation
  - often result in the over reporting of information that is unnecessary, and the under-reporting of information that is needed
  - are cumbersome to keep maintain and track
  - do not reflect our current process for review of COI matters
Questions regarding COI are asked at multiple times, in multiple places, and for multiple reasons – the reasons for this and connection among these points of contact are confusing.

Individuals in the humanities often find the project specific questions asked in RAMSeS upon submission of proposals for external funding to be confusing and unrelated to their scholarship.

The COI training module associated with RAMSeS seems to be geared only toward individuals receiving NIH funds.

A core concept related to conflict of interest is the overlap of outside relationships with UNCG roles and responsibilities. We are often so embedded in the process of doing our work that it can be hard to stop and think about the nuances of what we do, and yet this is important for thinking about COI.

Power dynamics among individuals and the complicating role they can play in COI-related situations are sometimes overlooked (e.g., a department chair asking a junior faculty member to work for them on a consulting job; a faculty member asking a student to help them with a consulting project).

Regarding External Professional Activities for Pay

- The definition of consulting is not clear; and the difference between serving as a consultant and an employee is confusing at times.
- Many faculty engage in external activities that are ongoing in nature. There is confusion about how often faculty need to submit an EPAP form.
- In many cases, the outside activities that faculty engage in are part and parcel of being a faculty member and are included in the criteria for promotion and tenure.
- The amount of time that it would take to complete EPAP forms for every outside engagement would sometimes be more costly than the amount of remuneration that is received.
- The boundaries related to use of university resources are not clear and confusing.

Regarding Faculty-Owned Businesses and Their Interaction with the University

- There are a variety of regulations that must be considered in these circumstances, including self-dealing and the consideration of the appearance public good being used for private gain.
- Business dealings between the University and faculty owned businesses (or businesses in which a faculty member has a financial interest) can be particularly complex, especially when external funding is involved (e.g., the business and the university are tied together via a project financially supported by a third party).
- It is much preferred that faculty talk with the University prior to establishing a business when the intent is for the business to engage in a relationship with the University (e.g., a faculty member starts a business to commercialize intellectual property developed at the University).
- However, it is not clear where faculty should go to have these conversations or learn more about the nuances of starting and running a business with the intent of doing business with the University.
In General

- The relationships among conflict of interest, conflict of commitment, and external professional activities for pay, and the forms associated with such, can be confusing.
- The review process for conflict of interest, and the annual disclosure forms specifically, is not clear.
- Many members of the UNCG community are unfamiliar with UNCG policies related to intellectual property ownership of work generated as a result of being a university employee.
- There is concern among some members of the community that the information collected via these processes could be used for other purposes
- The need for a secondary/appeal review process was noted, particularly around approval for external professional activities for pay.