Meeting Agenda
Wednesday, December 3, 2014  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: November 5, 2014 (Enc. A)

3:15 p.m.
Remarks
Dana Dunn, Provost, Values Subcommittee, Strategic Planning Process, Heads & Chairs Handbook
Susan Safran, Chair of the Board of Trustees, Chancellor Search Process

3:35 p.m.
Resolution
Susan Dennison, Faculty Senator, #FS11102014:01 (Enc. B), report of final electronic vote
For an Open Chancellor Search that Honors Transparency & Faculty Inclusion

3:40 p.m.
Committee Briefs
Stoel Burrowes, Election Committee: For Faculty Senate Chair-Elect
George Michel, Budget Committee
Anthony Chow, Research Committee
John Lepri, Faculty Assembly Delegate (Enc. C)

4:10 p.m.
Presentation
Jonathan Zarecki and Teresa Brumfield, General Education Assessment (Enc. D)

4:25 p.m.
Remarks
Linda Brady, Chancellor

4:35 p.m. Old/New Business
Anne Wallace, Non Tenure Track Faculty, next questions
Faculty Handbook

Adjourn

UPCOMING EVENTS:
ALL Faculty are Encouraged to Participate in the Graduation Ceremony: December 11, 10:00 a.m.

NEXT Faculty Senate Meeting: 1/14/15 (Agenda items due Monday, December 22, 2014 at 5:00 p.m.)
Refreshments are available at 2:30 p.m. for Senators to meet and greet faculty colleagues. NOTE: We encourage Senators, non-voting faculty and visitors to speak upon being recognized by the Senate Chair.

Sign Language Services provided as needed and requested (please allow 72 hours) by:
Communications Services for the Deaf and Hard of Hearing.
Contact: 336-275-8878 for Faculty Senate Office, 336-334-5345/mlwolfe@uncg.edu
Minutes of the Faculty Senate
November 5, 2014 Meeting

*Draft Pending Approval December 3, 2014*

**Call to Order and Introductory Remarks**  
*Spoma Jovanovic, Chair of the Faculty Senate*

The meeting was called to order at 3:00 p.m. with the chair’s following remarks:

This has been a month where we have been called to face very difficult circumstances on our campus in public ways. Our colleagues, the faculty, the administration, our budget, our tuition and fees, our programs, and our student challenges have all been the subject of headlines in local news outlets as well as national education publications.

It has not been easy for any of us, I know that and it has called upon each one of us to ask, “What am I willing to stand for? How can I see another’s perspective? What duties are invested in me as a faculty member at this great institution of higher learning?”

In our society, the shortage of empathy and compassion are startling. At UNCG, I think the opposite is true as the faculty here demonstrate over and over again the willingness to serve selflessly so that our students succeed, so that our colleagues are supported, and so that our university’s mission is upheld.

As we approach the season where we give thanks for the people and gifts in our lives, I want to point to the community here at UNCG as one that sustains me, in moments of celebration, but also in times of stress and crisis.

We are at a point in time where we have the opportunity to revitalize the fellowship of our campus—and in the month ahead we will have a forum planned specifically to consider that. We have a resolution coming forth later in the meeting to stimulate thought about that. I urge us to continue, together, in the struggle to define for ourselves what is it we want UNCG to be? As we teach our students how to grapple with crucial problems, as we ourselves have been doing, what values should guide us to ensure our lives individually and in the communities of which we are apart will flourish?

To do this work of examining values requires a cooperative spirit in the form of shared governance on this campus, critical sensibilities by way of disagreeing minds working toward just solutions, transparency in order to question, support, and challenge one another, and determined efforts to speak in ways to maintain the dignity of all in that struggle for a hopeful future.

**Approval of the Minutes**
The minutes of the October 1, 2014 meeting were approved.

**Remarks**  
*Linda Brady, Chancellor*

Chancellor Brady announced UNCG legislative priorities that will be subject to approval by the UNC Board of Governors early in 2015. The key priority—a pay increase—is also a top priority for the UNCG Board of Governors to retain our talented faculty and staff.
UNCG will offer three high-demand Health and Wellness program (DNP) concentrations in order to prepare advanced practice registered nurses and health care leaders: Nurse anesthesia, adult gerontological nursing, and nursing administration. UNCG will offer a new accelerated path in the B.S. Nursing program for veterans with medical training under a new grant from HRSA. The UNCG 2015-2017 biennial expansion budget proposal submitted by UNC General Administration includes $1.9 million per annum to cover operating expenses necessary for supporting the projected enrollment growth in UNCG advance practice and healthcare leadership programs.

We are also requesting an increase in the amount of state appropriations we can carry forward each year from 2.4 to 10 per cent. The Chancellor also supports sustained funding of the state need-based aid program, especially since 70% of our students receive financial aid. We recognize that education is a public, not a private good.

We are requesting funds to repair and renovate existing State facilities. The UNC system has over $2.2 billion in documented deficiencies, and UNCG has more than $140 million in deferred maintenance, roof replacements, chiller and HVAC replacements and structural repairs.

Finally, we are requesting $2 million for simulation equipment for the Union Square Campus.

The Chancellor indicated all of these items are tantamount to university long-term success.

As for the upcoming resolution on campus culture and decision-making, the Chancellor acknowledged that a subset of faculty has not been supportive of initiatives to save money for the university, and that there is employees’ stress due to no raises. Some members of the campus community also have strong reservations about the termination of recent UNCG staff members. She indicated that she is sorry for the tensions on campus, but added we should set aside personal disagreements to focus on the future, otherwise we will put the search for a new chancellor at risk. In the past few weeks, the Chancellor said she has heard a few good suggestions. 1) She encourages faculty involvement in strategic planning.; 2) Suggestions for a review of human resources have been heard; 3) Wayne Blair, the ombuds from UNC, will be on campus to consult with Faculty leadership later this month.;4) Regular policy review forums are a good idea.

As for the resolution calling for faculty involvement with the Chancellor search, that will depend on whether the Board of Trustees decides to adopt a closed, open, or hybrid model for their search. Regarding the resolution regarding a comprehensive review of campus culture, there are wide differences of opinion on campus.

Dana Dunn, Provost

Informational items only:
1. There will be a task force in the spring to review curriculum approval processes on campus to streamline where possible.
2. While we are waiting for further development on the ombuds position, Sam Miller is fielding questions surrounding conflict of interest information and outside work for pay.
3. The internal research proposal process will soon be announced. The number of awards will be small.
4. In the early spring, a new research support program will be announced. Jan Zink has been working with donors to develop a program for 25+ awards of $5,000 for support of summer research. A year out we will have an annual celebration with donors.
Resolutions
Jonathan Zarecki, General Education Council Chair, #FS11052014:01
To Revise the Student Learning Outcomes for the GNS General Education Category

WHEREAS, the General Education Council is charged with ongoing review and maintenance of the General Education goals, assessment of student achievement of these goals, oversight of the General Education requirements, and the approval of requests for GEC markers and designations, and

WHEREAS, the review of UNCG’s General Education program and its courses is a continuous process that requires faculty guidance and participation, and

WHEREAS, regular recertification of General Education courses is necessary in order to ensure that GEC courses continue to meet the learning outcomes for which they were approved, and

WHEREAS, a committee of faculty who teach Natural Science (GNS) courses that was convened by the General Education Council has recommended a revision of the Natural Science (GNS) student learning outcomes in advance of the next scheduled recertification of Natural Science (GNS) courses, therefore

BE IT RESOLVED, that the student learning outcomes for General Education courses carrying the Natural Science (GNS) category designation be amended to the following:

Natural Science (GNS)
1) Demonstrate an understanding of the process of scientific inquiry (i.e. the “scientific method”). (LG1, LG2)
2) Demonstrate knowledge of basic scientific principles. (LG2)
3) Analyze qualitative and quantitative empirical data. (LG1)

Passed unanimously.

Susan Shelmerdine: Academic Policies and Regulations Committee Chair, #FS11052014:02
To Exempt Certain Withdrawn Courses from Academic Standing Calculations

WHEREAS, the Board of Governors’ Regulations 400.1.5[R] on “Fostering Student Success” required the creation of new Course Withdrawal, Withdrawal from the University and Academic Good Standing policies effective Fall 2104; and,

WHEREAS, UNC General Administration now allows the exemption of courses with a grade of WE (withdrawn with extenuating circumstances), W (withdrawn prior to Fall 2014) and WT (withdrawn Fall 2014 and after) to be exempted from hours calculated for Academic Standing,

THEREFORE, BE IT RESOLVED that, retroactive to the beginning of the fall 2014 semester, WE, W and WT courses are excluded from hours calculated for Academic Standing.

Passed unanimously.

Sue Dennison, Faculty Senator, #FS11052014:03
For a Comprehensive Review of the Campus Culture & Decision Making Processes

Dennison presented a revised version of the resolution from what had been sent to Senators in the agenda packet:

WHEREAS, the faculty of The University of North Carolina at Greensboro acknowledges the principle of shared-governance, and recognizes the responsibility of the faculty in advising the Chancellor with respect to questions of academic policy, institutional governance, and any other matters pertaining to the institution that are of interest and concern to the faculty (The Code of the Board of Governors of University of North Carolina, Section 502 D(2)), and

WHEREAS, the recent role of UNCG administration as complainant in felony charges against former employees has illuminated the erosion of said shared governance, of trust in those offices who are expected to facilitate ethical faculty work conditions, and of clarity in governance and policy documents intended to facilitate the work of faculty, and

WHEREAS, a series of projects lead by Chancellor Brady and her administrative team were carried out in ways that circumvented and/or limited faculty involvement, thus, working against the historical and collegial agreements reflecting shared governance at UNCG, and

WHEREAS, a 2014 survey of faculty morale indicated broad-scale perceptions of serious morale issues at UNCG, and

WHEREAS, UNCG faculty workloads have increased while pay has remained stagnant and the academic mission has been severely challenged by broader budget issues, and by UNCG budget response of cut and manage, rather than strategize and reorganize, and

WHEREAS, UNCG faculty continue to be committed to providing socially relevant, cutting-edge, creative educational experiences for the citizens of North Carolina and beyond, therefore

BE IT RESOLVED, that the current administration will join the faculty in recalibrating the ethical tenor of this UNCG through the following actions:

1. Repair Faculty Support Systems on Campus
   - Conduct an audit of Human Resources and remediate staff and practices as needed;
   - Create an office for confidential, faculty support when experiencing inadequate working conditions. Require Shared Governance in all Academic Actions

2. Institute Shared Governance in all Academic Actions
   - Publish an administrative procedure for advancing academic initiatives that requires faculty involvement at every stage;
   - Regularly conduct policy review forums for faculty;
   - Add ethics/campus culture section to the Strategic Plan, with measurable outcomes that feature desired faculty involvement in shared governance.

3. Require Faculty involvement in the Chancellor Search
   - Conduct the search of UNCG’s next chancellor as an open search (this was later revised to advise Tom Ross and BOT Chair Safran to initiate a hybrid process between a confidential search and an open search)

It was decided that # 1 and 3 were especially time-sensitive and should be immediately explored. While the resolution draft was discussed, two other aspects seemed abundantly important to faculty senators:
• Establish a review of exceedingly low Faculty Salaries when compared to our peer institutions to see how we might advocate for better conditions and
• Review policies related to health and wellness

This resolution is the work of several senators. Dennison suggested discussion today, and talk about the resolution with faculty members in individual units to see if additional points are needed to be considered, such as salary matters. Considerable discussion followed. The Chancellor warned that getting sidetracked on the campus cultural and morale climate could compromise getting what the Senate wants in terms of a more transparent Chancellor search. BoT Chair Susan Safran explained that the Board of Trustees has not decided what search model to use. Taking a straw vote, Jovanovic counted a majority for a hybrid search, which at the time was understood to mean confidentiality throughout until the end when finalists would meet with the campus community., The Provost’s forum with Charles Maimone on November 11 will constitute a start to the process to review the campus culture and identify values important to us.

Resolution was referred to Susan Dennison and a committee of interested Senators to draft an amended resolution detailing faculty interest in the Chancellor search model before the next Faculty Senate.

Committee Briefs

Kathy Crowe, Faculty Assembly Delegate

The Faculty Assembly is presenting a case to the Board of Governors to raise faculty salaries. A new Academic Affairs Vice President will be named in January. As outlined earlier in the semester by Roy Schwartzman, the Board of Governors is determined to assess General Education. Faculty members are inclined to keep this on the campus level to avoid state standardized tests, but the Board is continuing discussions with ETS.

In further developments, there is a FA resolution to support shared governance, and discussion about allowing tuition breaks for students from low-income regions of the state.

Bruce Kirchoff, Chair of the Faculty Government Committee

The committee is nearing completion of revisions to the Post-Tenure Review process. Kirchoff urges faculty members to attend the committee’s next meeting on November 12 at 9AM should they have concerns about how the revisions are expressed. The administration continues to promote three evaluation categories instead of two (satisfactory/unsatisfactory). The Provost would like to see three categories so that post tenure reviews and annual reviews align with one another and in addition would serve the purpose as indicators for merit raises. Some faculty members are not happy with this recommendation because merit raise amounts are usually small (or non-existent as is the present case). Most faculty members are already doing more than their fair share of self-evaluation. Some department heads believe that three categories would polarize faculty members further.

Stoel Burrowes, Chair of the Senate Elections Committee

Nominations are open for Senate Chair-Elect. Starting in 2015-2016, this person will be the first to serve two years as Faculty Senate Chair. Tenured faculty members can nominate themselves or another tenured faculty member but the nominee should know something about how the Senate works. The official deadline is December 1 but Burrowes would like to announce the nominees the Monday before Thanksgiving.

Deb Bell, Budget Committee, Recap of Howard Bunsis presentation
Bell reported that Bunsis suggests we change the narrative on UNCG’s revenue and spending trends. Either UNCG is a non-profit institution of higher learning devoted to preserving, extending and passing on a rich and priceless cultural heritage in the arts and sciences at the lowest possible cost as mandated by the State Constitution OR it continues along the pathway of becoming an increasingly efficient corporate machine dedicated to monetizing and streamlining cultural capital in the form of various degrees conferred at the lowest possible cost to the University by means of the greatest possible exploitation of a disempowered professoriate, the most efficient marketing to (recruitment of) students, at the highest tolerable cost to them and their parents, to the greater glory of a "financially prudent" administration. Bunsis indicated that at UNCG: 1) Instructional costs are declining as a share of total expenses; 2) There is a large decline in the hiring of new tenure-track faculty, and an 80% increase in the use of non-tenure track faculty; 3) Faculty salaries are losing considerable ground compared to peer institutions; and 4), Athletics is a huge and growing drain on the core academic mission. His last power point slide offers the following conclusions: UNCG's financial condition is "Very good, with strong cash flows and reserves, but high debt (because of the Recreation Center and Spartan Village construction costs). Consequently it enjoys a strong bond rating, with some caution. 

Presentation  
*David Nelson, QEP Update*

Nelson announced that there is a Global Symposium at Appalachian State on Nov. 19, 2014 and invited interested faculty to attend with him. Student Learning Objectives for “Global Engagement” will focus on 1) ability to articulate environmental, historical, social, economic, political and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework (Knowledge); ability to compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context (Knowledge); demonstration of a willingness to engage in diverse cultural situations (Attitudes); demonstration of the ability to communicate in a culturally informed manner in international, intercultural and/or multicultural contexts (Skills). The three primary areas of activity will include in the first year, a common reading (this year that was Conor Grennan’s “Little Princess;” with an author visit on October 8); a conference in January; and intercultural workshops in many Foundations for Learning and Learning Community classes. University-wide Global Learning Opportunities will include undergraduate research awards, enhanced study abroad exchange, and leadership challenge and a global leadership program. The enhanced curriculum in particular majors will include modifies or new courses, and funding opportunities will be available for modified or new courses, international projects not related to global engagement SLO’s, Faculty Teaching and Learning Center Fellowships, Office of Leadership and Student-Learning funding to support development domestic and international service learning courses, and Undergraduate Research, Scholarship and Creativity Office grants for proposals related to global engagement SLO’s.

**Adjourn** The meeting was adjourned at 4:55 p.m.  
Respectfully submitted,  
Jim Carmichael  
Secretary, Faculty Senate
Resolution #FS11192014:01
For an Open Chancellor Search that Honors Transparency & Faculty Inclusion
Submitted by Susan Dennison, Faculty Senator

WHEREAS, The Code of the Board of Governors of The University of North Carolina delegates to the Boards of Trustees of the UNC system the establishment of a search committee, in consultation with the President, in the event of a chancellor vacancy (Code 100.1), and

WHEREAS, the Chancellor Search Committee must be composed of representatives of the Board of Trustees (BOT), the faculty, the student body, staff, the alumni, and such other representatives of the campus constituencies as may be appropriate,

WHEREAS, the Chancellor Search Committee functions as a special committee of the BOT, subject to the rules of the BOT including the Open Meetings and notice requirements, and

WHEREAS, a review of applications, narrowing the pool, interviewing applicants, and deciding whom to recommend may be done in closed, confidential sessions, and

WHEREAS, each UNC campus’ BOT makes its own decision regarding whether a search will be confidential, open, or a combination, and

WHEREAS, the percentage of faculty on UNC Chancellor Search Committees in the last five years has varied but the average has been 22% of the total number of committee members, and

WHEREAS, the spring 2014 Faculty Morale Survey indicated that 85% of the UNCG faculty perceive there to be a serious or very serious morale problem with two of the top five issues reported as lack of transparency and shared vision on campus, and

WHEREAS, it will be important for UNCG’s next chancellor to have the support of the campus community as determined by feedback from open meetings, therefore

BE IT RESOLVED, that UNCG Board of Trustees continue to communicate the importance of shared governance and transparency at UNCG through the following actions:

1. Conduct an Open Search for the new chancellor whereby the process is confidential through the initial stages and then “open” at the end with campus visits by the finalists to meet with all campus-community constituent groups in open forums and where those in attendance are encouraged to submit written feedback to the search Committee.

2. Include no fewer than four faculty members on the Search Committee.

3. Provide advance notice of all open meetings of the Search committee as required, with the Faculty Senate included in the meeting notice distribution list.

| Faculty Senate Action/Date: 11/19/14, 33Y-3N-1Abstain | Effective Date: Immediately following all required approvals. 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. |
| Chancellor Action/Date: 11/20/14 Received | |
| General Faculty Action/Date: |
| Board of Trustees Action/Date: |
| UNC GA or BOG Action/Date: |
**Resolution #FS11192014:01**

**Voting Results November 19, 2014**

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John Lepri’s notes from November 7, 2014 meeting of the UNC-system’s Faculty Assembly

UNC-system President Tom Ross spoke on four topics and then took questions. 1) He discussed the academic scandal of 20 years running at UNC-CH for more than 3,000 students and student-athletes given unearned grades for imaginary courses in the African and Afro-American Studies program. In response to a faculty question about who deserved an apology in this episode, the Chair of the UNC-CH Senate told the group: the students in these bogus classes deserve an apology. 2) He described the Board of Governors review of centers and institutes at UNC schools: of more than 250 centers and institutes reviewed, about 90 are still under consideration for (centrally) reduced budgets (including several at UNCG < http://www.ncpolicywatch.com/2014/11/06/unc-system-looking-at-campus-centers-cuts-may-follow/ >. 3) He reviewed the role of the UNC Board of Governors in Chancellor Searches: the Board has insisted on more feedback on the progress of the searches, opportunities to nominate candidates and to be more fully informed with details about semifinalists (usually ten candidates undergoing “airport interviews”). 4) He described an accounting for the full cost of compliance, in all its forms, including federal, regional and specialized accreditations: Vanderbilt University just completed a detailed analysis of compliance costs and found that they are spending about $2,500 per student on educational compliance and research compliance. Ross volunteered the participation of UNC constituents in working with Vanderbilt to assemble a toolbox of compliance cost reductions, and noted that the US Senate would likely include this topic in upcoming legislative action. Questions from the audience included sustainability initiatives and further discussion of the UNC-CH academic scandal.

Minimum Admission Requirements (MARs): Alternatives, was the next topic, presented by Karrie Dixon, Vice President for Academic & Student Success at the UNC General Administration. A pilot study, with moderately relaxed reliance on ACT/SAT scores and greater weight of high school grade-point-average (HSGPA) is being launched at ECSU, FSU an NCCU, for up to 100 students/year. Additional academic supports (tutoring, supplemental instruction, etc.) will be provided to the students in the pilot program. Assessments of the records of about 80,000 student records showed that HSGPA was a better predictor of academic success than were ACT/SAT scores. High benchmarks of success have been set for the students in the pilot program, or else the participating school will be removed from the pilot study. We also discussed Prior Learning Assessment, emphasizing the primacy of focus on student success. Only activities/learning completed at established institutions can be considered, and faculty expertise authorizes faculty evaluation of prior learning.

Student Assessment, Strategic Directions, General Education Council were topics in a long discussion with Katharine Stewart, VP for Academic Planning & Quality at the UNC General Administration. She noted that the pilot efforts, centered on critical thinking and written composition, to administer in Spring 2015 and Fall 2015. Currently, the focus is comparing freshmen and seniors. Within specific disciplines, UNC faculty from around the system will write questions to include on future assessments. It is expected that student assessment results will largely follow GPA, and the utility of additional assessments could be to identify specific areas for improvements in educational programs.

International programs and international students, discussion led by Leslie Boney, VP for International, Community, and Economic Engagement at the UNC General Administration. He shared a presentation with possible goals for increased participation by UNC constituents in global initiatives and recruitment of students to enroll. He shared statistics showing North Carolina’s already strong international presence, with 200,000 North Carolinians working daily for companies owned outside the USA, and exporting $30 billion dollars of goods each year. Example: ALVEO, a battery company founded with $1 billion investment, and exporting batteries. 6,000 (rich; need more support) students at UNC study abroad. 9,000 international students are enrolled at UNC schools – more stay in NC than do out-of-state students, and they are twice as likely as in-state students for starting new businesses. Only $19 million international research (400 funding sources). Lots more evidence of a “Global UNC” presence. China, India, Brazil, Mexico, Africa are “strategic geographies” for directed efforts involving UNC.

October minutes were approved, committee reports were delivered, and adjournment followed.
The General Education Council is composed of voting members—six faculty members from the College and one from each of the professional schools except JSNN—as well as (non-voting) ex officio members. The Council is responsible for the ongoing review and maintenance of the General Education Program. Assessment is an important aspect of UNCG’s continuing efforts to improve the General Education curriculum. This task is carried out by the Office of Assessment and Accreditation in concert with the Council’s Assessment Subcommittee.

Results from the assessment of the General Education Program assessment are posted in a PowerPoint presentation at: [http://assessment.uncg.edu/academic/GenEd/](http://assessment.uncg.edu/academic/GenEd/). These results, posted in August 2014 on the Office of Assessment and Accreditation’s website, include:

1. In 2012-13, the Mathematics category was assessed by the Mathematics Department, using a process their faculty developed.
2. In spring 2013, the Natural Sciences category was assessed using JMU’s *Scientific Reasoning* test.
3. In 2012-13, Learning Goal 5 (Personal, Civil, and Professional Development) was assessed by Laura Pipe of the Office of Learning Communities.
4. In spring 2013, the Language Dept. completed the peer review part of the fall 2012 assessment process.
5. In fall 2013, three categories—Historical Perspectives, Literature, Social and Behavioral Sciences—were assessed using the Gen Ed Program assessment process to sampled sections.

Since its posting in August 2014, the Forum PowerPoint has been viewed approximately 50 times; however, only 4 individuals have completed the Post-Forum Survey.

Because faculty participation is essential to improve student learning in the General Education Program, the Council is asking you to 1) view the PowerPoint presentation (either the narrated PowerPoint or the PDF of the PowerPoint), and 2) complete the Qualtrics survey (see Attachment 1; your responses are anonymous).
ATTACHMENT A

April 2014 Post-Forum Survey

https://uncg.qualtrics.com/SE/?SID=SV_9vsuhMfsZb9gZHT

Q1. What do you think these results reveal about student learning in the General Education Program?

Q2. What do you think these results reveal about the General Education Program assessment process?

Q3. Which of the following should faculty use to evaluate students in the General Education Program (check all that apply)?
   - Course-based prompts (1)
   - Universal prompts (2)
   - Standardized testing (3)
   - ePortfolios (4)
   - Multiple choice exams (5)
   - Other (list) (6) ____________________

Q4. Which of the following would YOU consider using to assess General Education that you currently teach, or plan to teach?
   - Course-based prompts (1)
   - Universal prompts (2)
   - Standardized testing (3)
   - ePortfolios (4)
   - Multiple choice exams (5)
   - AAC&U VALUE rubrics, modified by UNCG faculty (6)

Q5. If you currently teach, or plan to teach, a course that carries a General Education category and/or marker, what changes will you make to the course as a result of viewing this PowerPoint presentation?

Q6. Please share any further suggestions for improving the assessment of the General Education Program.