THE UNIVERSITY of NORTH CAROLINA GREENSBORO

Faculty Senate Meeting Agenda **Wednesday, March 5, 2014**
Virginia Dare Room, Alumni House **3:00 – 5:00 PM**

TIME	ITEM	ACTION	ENCL
3:00	Welcome: *Patricia Sink, Chair of the Faculty Senate* Review of Agenda Approval of Minutes: February 5, 2014 Meeting Approval of Minutes: February 20, 2014 Special Informational Meeting	 No Yes Yes	 A B
3:05	Report & Recommendations: Study of Department Chair/Head Policies and Practices *Bruce Kirchoff, Chair of the Faculty Government Committee*	No	C
3:20	**Panel Discussion with Faculty Senate**: *Chancellor Linda Brady, Provost David Perrin, Vice Provost Alan Boyette, Vice Chancellor of Business Affairs Reade Taylor*, and *Vice Chancellor of Student Affairs Cherry Callahan*	No	D
3:20	Financial Reporting and Financial Framework at UNCG *Vice Chancellor of Business Affairs Reade Taylor*	No	
3:45	Timeline of 2014-2015 Budget Reduction Plan *Provost David Perrin, Vice Provost Alan Boyette, & Vice Chancellor of Business Affairs Reade Taylor*	No	
3:50	Principles of 2014-2015 Budget Reduction Plan *Chancellor Linda Brady*	No	
4:00	Feasibility of Faculty Senators' Ideas on Budget Reduction Plan: Open Discussion and Question-Answer Period (**Enclosure D**) *Faculty Senators & Panel*	No	D
4:45	**Recommendation and Future Budget Reduction Planning**: *Resolution #FS-03052014-01:* **To Affirm and Endorse the UNCG Academic Unit Deans' Recommendation for a Campus-Wide Strategy to Protect UNCG's Academic Mission (February 8, 2014)** *Patricia Sink, Chair of the Faculty Senate* Open Discussion of Faculty Senators: Future Plans	Yes No	E
5:00	Adjournment	Yes	

***ANNOUNCEMENTS*:**

Refreshments will be available from 2:30-3:00 pm. Please come early to socialize if your schedule permits. NOTE: Senators & Officers sit at the table according to their name cards; non-voting members and gallery sit in the chairs around the perimeter of the room.

Faculty Senate Forum:
Update on Learning Management Systems (Organized by Todd Sutton, Information Technology Services)
&
Legislative Structure and Process (Organized by Michael Tarrant & Nikki Baker, Strategic Initiatives)
Wednesday, March 19, 2014

Next Senate Session will be on Wednesday, April 2, 2014
(Agenda Items Due: 5pm on Wednesday, February 19, 2014)

Minutes of the Faculty Senate Meeting
February 5, 2014
3:00, Virginia Dare Room
Patti Sink, Chair

Draft Pending Approval at the March 5, 2014 Faculty Senate Meeting

Agenda Item & Presenter	Discussion/Motion	Outcome
Welcome & Review of Agenda: *Senate Chair Patti Sink*	Chair Patti Sink called the meeting to order at 3:00pm. The agenda was presented for review. The Chair asked for any changes. There were none, and the agenda proceeded as reviewed. To assist the Faculty Senate Secretary and Administrative Assistant, Sink requested that Senators please state their names and use the microphones, particularly when addressing the Senate during discussions and considerations of action items.	
Review/Approve Minutes of December 4, 2013: *Senate Chair Patti Sink*	Sink presented minutes of December 4, 2014, and asked for any changes. . Hearing none, Sink requested approval of minutes as amended. Approval of the minutes was moved by Deborah Bell, seconded by Susan Shelmerdine, and approved unanimously.	Minutes Approved Unanimously
Remarks: *Senate Chair Patti Sink*	Chair Patti Sink reported that Chancellor Brady was attending the UNCW Civic Engagement Institute where she and NCA&T University Chancellor Harold Martin were presenting about their collaborations on the Opportunity Greensboro and Gateway Research Park. Sink provided some of her reflections on Faculty Senate activities during Fall 2013. She remarked that the current academic year has been different in mays due to the departure of Brenda Bay during May 2013. Mary Lea Wolfe, the new Senate Administrative Assistant, began her duties in October 2013. Sink reported that even though the administrative support to the Faculty Senate had changed, the Faculty Senate Office and committees reporting to the Senate were quite active In January 2014, committee chairs submitted interim reports that indicate a level of activity one usually only witnesses in the annual reports. The interim reports provided an update of what Committees have accomplished and propose to accomplish by May 2014. Many thanks to students, faculty members, and administrators for all their diligent work	
Remarks: *Provost David Perrin*	Provost Perrin reported that he presented plans about the downtown Union Square Campus with representatives from NCA&T University and Moses Cone Hospital. City Council Members unanimously endorsed the plan. Provost Perrin indicated that the current planning scenario for potential budget cuts and funding of initiatives was formulated as follows. "Budget cuts are three fold. First, there is the second half of the legislative budget cuts for the biennium in the amount of $1.5 million. Second, the Office of State Management has requested a 2% cut in the amount of $3,075,679 because the Governor wants to provide a salary package for state employees. Finally, the enrollment decrease has resulted in a $7,928,858 cut to the 2014-2015 budget. Moreover, there are initiatives to which we are irrevocable committed, namely our SACS Quality Enhancement Plan, and FERPA, HIPPA, etc. funds. Thus, the total projected budget cuts in the worst case scenario are $12,800,437. The best case scenario would be for the General Assembly to remove the legislative and OSBM cuts based on an improving North Carolina economy, leaving $7,928, 858 in projected cuts due to enrollment decreases during 2013-2014.	

	In the worst case scenario, the allocation of cuts to Academic Affairs is 84.28% ($10,788,347), and I have conveyed this to the Deans with the message that everything should be done to protect enrollment and student-hour production to the greatest extent possible. The Provost opened the floor to questions, and a discussion ensued. The Provost was asked how the 84.28%. allocation of cuts to Academic Affairs was determined. He explained that Academic Affair comprises 75.59% of the budget. The determination of this allocation was based on allocations in enrollment tuition, and campus-initiated tuition increase since 2007-2008. Receipt of enrollment and CITI allocations by Academic Affairs since 2007-2008 was the basis for allocating higher cuts to Academic Affairs than across the board proportional cuts. Provost Perrin also explained that Athletics was not involved in the cuts because the cuts are in state-appropriated funds, and athletics does not receive state-appropriated funds. Concern was voiced about the increased student fees for the Recreation Center lowering enrollment numbers. Provost Perrin indicated that we need to do all that we can to increase enrollments for Spring 2013, as an increase in spring enrollment will bolster funding. To manage enrollment and address our enrollment problems, we have hired a Vice Provost for Enrollment Management Services. Provost Perrin introduced Brian Terry. Concern was expressed that, according to the JWGEA report, we have only gone from 875 to 876 FTE faculties in two years, but have forty new staff. The following question was asked. Why is Academic Affairs taking such a large cut? Provost Perrin stated this would not have been his allocation, and requested we hold the discussion about allocations of cuts to Academic Affairs with Chancellor Brady after she meets with the Deans Council. The Provost indicated that this discussion is planned for next week. Additionally, Senator Deborah Bell said that Chancellor Brady indicated her support for a faculty of sufficient size and quantity. Because Chancellor Brady was not in attendance, Sink requested that Senator Bell send the comment to her for referral to Chancellor Brady. A discussion ensued about ideas for cost savings, including cutting fees for non-academic areas to increase funding for academics. Another idea was making use of empty facilities during the summer by leasing the facilities, and/or maximizing activities occurring on campus during the summer months. Provost Perrin said that a proposal was submitted to General Administration to pilot a program regarding summer programming and facilities. Unfortunately, the 2014 Summer funds have been allocated to the university for this year. The Provost provided an update on the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The focused report to the onsite review team was submitted, and contains responses to the 9 items that were not found to be "not-in-compliance". Provost Perrin indicated that's a pretty low figure, and will be less than 9 items by the time the final report is submitted, thanks to Jodi Pettazzoni. The Provost praised Jodie and everyone who helped with the SACSCOC reaffirmation report. The Senators and attendees applauded with gratitude for Jodi's diligent and committed work and leadership. Provost Perrin said that we are now preparing for the onsite review team's visit during the week of March 17th. Following the exit meeting with the onsite review team, Jodi Pettazzoni will let us know how we did during the on-campus visit and review. The Provost emphasized that we are very pleased with our position and progress in reaffirmation process, and stressed that we are in good shape with our General Education Program.	

Resolution #FS12042013-04 (Tabled on December 4, 2014)-Revised: **To Revise the Parameters of General Education Courses** *Jonathan Zarecki, Chair of the General Education Council*	Jonathan Zarecki read the revised Resolution #FS12042013-04 by the General Education Council (GEC); for the revised Resolution, please see the February 5th Faculty Senate Agenda Packet (http://facsen.uncg.edu/Content/AgendaPackets/f.Faculty%20Senate%20Agenda%20Packet%2002-05-2014.pdf). He reminded Senators that the Resolution was original tabled during the December 4th meeting and revisions were made to the original resolution according to Senators' concerns. The floor was opened for discussion. Senator Ian Beatty asked if there is any problem with a two-semester prerequisite? GEC Chair Zarecki said that there is no problem if a course carries a GE marker, and that if it does not, the problem is easily remedied. Zarecki also indicated that courses that do not conform are not rejected, and are included in the Undergraduate Bulletin as courses that carry a plus or marker. With no additional discussion, Sink called for a vote. The revised Resolution was passed by the majority.	Resolution Approved by Majority
Resolution #FS02052014-01, **To endorse UNC Faculty Assembly Resolution 2013-09 on Faculty Senate Communications with Board of Trustees** *Patti Sink, Faculty Senate Chair and Faculty Assembly Delegate*	Chair Sink explained reasons for endorsing a resolution addressing UNC Faculty Senate's interactions with their Universities' Boards of Trustees. She emphasized the importance of solidarity among UNC Universities regarding Faculty Senate input across the UNC-System Universities, when some universities already follow the policy being addressed in Resolution #FS02052014. Sink read the resolution; see the February 5th Agenda Packet, Enclosure C (http://facsen.uncg.edu/Content/AgendaPackets/f.Faculty%20Senate%20Agenda%20Packet%2002-05-2014.pdf). After reading the resolution, Sink asked if there was a motion to approve Resolution #FS02052014-01. Jim Carmichael and Rebecca Adams moved and seconded, respectively. A discussion ensued regarding participation of the UNCG Faculty Senate Chairs during the Board of Trustees meetings. Sink indicated that Chairs typically present a written and oral report during the final meeting of the Board during a given Academic Year. Provost Perrin said that the Board of Trustees is eager to work with us more closely, and the resolution will be received well. With no additional discussion, Sink called for a vote. The revised Resolution was passed unanimously.	Resolution Approved Unanimously
Resolution #FS2052014-02 **To Endorse UNC Faculty Assembly Resolution 2013-12 On Program Closings and General Education** *Patti Sink, Faculty Senate Chair and Faculty Assembly Delegate*	Chair Sink reiterated the importance of solidarity among faculty and administrations across the UNC System regarding closing programs and general education. She emphasized that the faculty are the "gatekeepers" of academic programs and curricula. Sink read the resolution; see the February Agenda Packet, Enclosure D (http://facsen.uncg.edu/Content/AgendaPackets/f.Faculty%20Senate%20Agenda%20Packet%2002-05-2014.pdf). After reading the resolution, Sink asked if there was a motion to approve Resolution #FS02052014-02. Bill Karper and Kathy Crow moved and seconded, respectively. Senators stressed that faculty must be involved and provide input when academic programs are established or closed, and expressed wholehearted affirmation of this principle. Donna Nash moved to amend the phrase, “report on impact of program closings” to include the word, "*potential*" before the word, "impact"; Veronica Grossi seconded the amendment." Sink read the respective statement of the resolution as amended: "***BE IT RESOLVED*** that General Administration, campus administrations and the faculty of the constituent institutions should evaluate and report on the ***potential*** impact of program changes on general education; . . . ." A discussion ensued about the amendment focused on whether the word "*potential*" was necessary. The question was called to vote on the amendment. The amendment was passed by the majority. Sink asked if there was additional discussion. Hearing none,	Resolution Approved as amended by Majority

	Sink called for a vote on Resolution #FS02052014-02 as amended. The majority passed the amended Resolution.	
Report on Joint Working Group on Employment Analysis *John Lepri, Biology Department & Immediate Past Chair of the Faculty Senate; David Perrin, Department of Kinesiology & Provost and Executive Vice Chancellor*	Immediate Past Chair of the Senate John Lepri and Provost David Perrin presented the report of the "Joint Working Group on Employment Analysis" (JWGEA). The report was based on a six-month study of relevant enrollment and employment data associated with fulltime students, fulltime faculty, executive-professional staff, and support staff at UNCG, other UNC Universities, and our national university peers from 2007-2012. John Lepri referred Senators to Enclosure E in the February Agenda Packet (http://facsen.uncg.edu/Content/AgendaPackets/f.Faculty%20Senate%20Agenda%20Packet%2002-05-2014.pdf). Provost Perrin continued the discussion as follows. "To remind you, the process started in the Spring of 2013 when a joint working group was formed, consisting of representatives of the UNCG faculty, staff, and administration. The group met several times, reviewed data and heard testimony about faculty and staff employment trends over time. Comparisons were run with 17 national peers and with universities in the UNC System. Sarah Carrigan reviewed the data for internal and external validity. The data prompted nine questions, of which we focused on five. Four require review and action, but the entire process raised more questions than it provided answers. Recommendations include annual assessments and an expanded role for faculty in the budget process. Some of the categories are confounding. For example within the executive and professional staff categories, some individuals in this group teach, including librarians, and department chairs. Many employees have been re-classified over the past three years. Some have been promoted to executive rank without a salary raise. So, we had to collapse the executive and professional staff into one category. Additionally, one school was created and ended during the time period that was included in the analysis (i.e., The School of Health and Human Science)." Provost Perrin referred the discussion to John Lepri. John Lepri continued. "There are two sides that we will examine during this discussion: (1) financial investment and (2) the product. Studies like ours are going on in universities all over the country, and everyone seems to be using this approach. Please refer to **Table 4** of the report. FTE students increased 5.8%; fulltime faculty increased 10.8%. executive-professional staff increased 26.6% between 2007 and 2012. Please refer to **Table 17**, and also see **Executive Summary: 3rd bullet from bottom** reads twelve peers have more students per FTE staff than UNCG. **Table 18** shows that peers have more students per FTE staff than UNCG. Does this mean that we are more efficient, or are students being shortchanged? **Table 20** shows Faculty per FTE Executive and Professional. Ten school have a higher ratio of faculty per executive-professional staff than we do. Unfortunately, none of these results tells us what we need to do next." Senator Deborah Bell was a member of the JWGEA. Bell continued. "I have learned that you have to ask the right question. I encourage you to look at the data from 2010-12. We lost two faculty during that period, and enrollment declined, while we gained 75 administrators. Don't just rely on the summary." The discussion continued in an attempt to identify recommendations from the JWGEA. Upon completion of the presentation by John Lepri and the Provost, Lepri strongly emphasized that the Faculty Senate and Administration need to continue working together to make recommendations for budget planning currently and in the future, based on the JWGEA. Bottom line of the report	

	seemed to be twofold that: (1) the JWGEA emphasizes and supports faculty involvement in budget reduction plans and general budget plans, and (2) Senators and other faculty and administrators need to review and know the facts and results of the report to inform budget planning. On behalf of the Faculty Senate, Sink expressed gratitude to John Lepri, David Perrin, and the Joint Working Group members for undertaking this difficult task of completing the employment analysis. Senators and attendees energetically affirmed the Faculty Senators, Administrators and Staff who made the JWGEA happen with applause.	
Report of January 2014 UNC Faculty Assembly Meeting *Kevin Lowe(B&E), Head of the UNCG Faculty Delegation*	Head of the UNCG Faculty Assembly Delegation, Kevin Lowe, presented a report of the January UNC Faculty Assembly meeting. He report that President Ross commented on the adversity the UNC System is enduring. Lowe continued his report as follows. "President Ross is, however, optimistic that there will be an increase in teacher pay, and that supplemental pay for acquiring a master's degree will be reinstated. During the Assembly meeting, Charley Cruise gave an operational efficiency report. Faculty members are not involved enough in the evaluation of operational efficiency evaluation, and common metrics are needed across UNC campuses. There is a cut in NC taxes, however, receipts of tax payments are ahead of where they typically are this time of year." Lowe indicated that Matthew Ratsoff, the new General Administration Technology Specialist presented during the meeting. Ratsoff talked about realizing the value of the technology as a means to enhance academic quality and to increase graduation rates. Additionally, Ratsoff indicated the importance of consistency in online offerings, and of staging online experiences. Ratsoff stressed that a continuing problem of sharing online courses across campuses is differences or inconsistencies among campus calendars. Paul Lubke, Professor of Sociology at UNCG and North Carolina General Assembly Legislator, emphasized that legislators are elected to represent their districts or counties, and he suggested that we concentrate our efforts on getting to know and working with our district and county legislators. Lowe indicated that Lubke is also a member of the NC General Assembly's Subcommittee on Education and Appropriations Committee, and he is Rules Chair of the General Assembly . Lubke also encouraged the Faculty Assembly Delegates to attend the Board of Governors meetings. Lowe concluded his remarks by explaining that faculty governance is uneven across the system. He also indicated that other items that were discussed during the Faculty Assembly meeting were codifying Faculty Senate Chair's and other Senate Officers' summer stipends and course releases, and offering modules for faculty to engage in Distance learning.	
Adjournment: *Senate Chair Patti Sink*	In closing, Chair Sink announced the upcoming Faculty Senate meetings and forums. in February and March. With no additional business, Sink called for a motion to adjourn. Bill Karper & Ellen Haskell moved and seconded, respectively Senators unanimously approved.	Adjournment Approved

Respectfully submitted,

Jim Carmichael
Secretary of the Faculty Senate 2013-2014

Minutes of the Faculty Senate Special Meeting
February 20, 2014
4:00, Virginia Dare Room
Patti Sink, Chair
Draft Pending Approval at the March 5, 2014 Faculty Senate Meeting

Agenda Item & Presenter	Discussion/Motion
Welcome & Review of Agenda: *Senate Chair Patti Sink*	Senate Chair Sink called the meeting to order at 4:00pm. She thanked the large crowd of the UNCG Community for attending the special Faculty Senate meeting. On behalf of the Faculty Senate, Sink expressed appreciation to Chancellor Linda Brady for working with the Senate and for discussing her perspectives on the upcoming budget cuts for 2014-2015. Sink also thanked the Faculty Senate for their diligent work, and said that she was honored to be a part of shared governance at UNCG. On February 10th, Sink indicated that she received a request for a special Senate meeting with Chancellor Brady, signed by 25 Senators. The meeting agenda evolved from collaborations among Faculty Senators, Senate Officers, the Immediate Past Senate Chair, the Chancellor, and the Provost. The Senate Chair said that, in the main foyer of the Alumni House, a sign-up sheet was available for Senators and other attendees to sign up to speak during the question-answer period, following the Chancellor's presentation. Sink asked Senators to review the agenda, and to offer any comments regarding the agenda; hearing none, the meeting proceeded.
Remarks: *Senators Sue Dennison and Deb Bell*	Sink asked Senators Susan Dennison and Deborah Bell, who facilitated the request for the meeting, to provide additional information about the purposes and rationale for the meeting. Senator Dennison thanked everyone for their presence at and contributions to the meeting. She said that the Senators know each better today than two weeks ago; everyone worked to come up with solutions to our university budget cuts. Dennison continued as follows: "In the end, 27 Senators agreed that we needed a special meeting after the Provost announced at the February Senate meeting what seemed like a disproportionate amount of the budget cuts coming from Academic Affairs. We understand that we operate in an advisory capacity to the Chancellor, but our role in the academic programs is very important." Senator Bell stated the three objectives of today's meeting as: (1) to understand the Chancellor's rationale for the current proposed budget cuts; (2) to ask questions, offer suggestions, and entertain alternatives solutions; and (3) to recommend a maximum amount of the budget cuts that should come from Academic Affairs. We also want clarification about when a decision will be made since delaying a vote until the March Senate meeting may be too late. Senator Dennison asked if the Senate could vote on the recommendations during the meeting. Chair Sink indicated that we need to distribute the recommendations within the agenda packet five working days before voting so they could be contemplated by and discussed with the Senators' constituencies. Sink said that the recommendations may be submitted for consideration during the March 5th Faculty Senate meeting.
Relevance of Report on Joint Working Group on Employment Analysis to Budget Cuts *John Lepri, Immediate Past Senate Chair*	Immediate Past Senate Chair John Lepri presented information about the relevance of the report on the Joint Working Group Employment Analysis (JWGEA) to UNCG's future budget cuts. The JWGEA report was included as Enclosure E in the February 5th Agenda Packet (http://facsen.uncg.edu/Content/AgendaPackets/f.Faculty%20Senate%20Agenda%20Packet%2002-05-2014.pdf), and as Attachment B in the February 20th Agenda Packet (http://facsen.uncg.edu/Content/AgendaPackets/e.Faculty%20Senate%20Agenda%20Packet%2002-20-2014.pdf). Lepri indicated that the report is the result of more than six months of work. He continued as follows: "The more complicated work of detailed analysis is still to come. The report covers a four-year period of expenditures from 2007 to 2012. During that time period, enrollment increased 5.8%; fulltime faculty increased 10.5%; executive-professional-staff increased 26.6%; and support staff decreased by 8.3%. The total number of UNCG employees increased 7.4%. We compared ratios of fulltime students per fulltime faculty, executive-

	professional staff, and support staff at UNCG to other schools in the UNC System. Between 2011-2012, the whole UNC System averaged 14.2 students per faculty member. During this time, UNCG averaged 18.3 students per faculty. Only UNC Charlotte had a higher average student to faculty ratio of 19.6. Three UNC schools have a higher ratio than UNCG. We have a 1:1 ratio of faculty to executive-professional-staff. Twelve of the schools in the system have more faculty per executive-professional-staff. Compared to the data from our national peers, we are not that far out of line, maybe a bit high on executive-professional-staff compared nationally, but not within the UNC system. The question is what kind of institution do we want to be—an institution with instructional support or one where instructional support is not needed?"
Perspectives on Upcoming Budget Cuts: *Chancellor Linda Brady*	Chair Sink asked Chancellor Brady to speak about her perspectives on the upcoming UNCG budget cuts. The Chancellor stated that she was delighted to see the excellent turnout, and only wished we had this much for every Faculty Senate meeting; she indicated that we have senators to represent units, but direct interaction among all of us is beneficial. Chancellor Brady expressed concern about the effects of recurring cuts by the state on the quality and reputation of the university. She continued as follows: "All of us across the state need to do everything we can to encourage elected officials of the importance of sufficiently funding the UNC Universities. If we don't, it will only get worse. Students must remain our top priority. Rebuilding graduate and undergraduate enrollment must be paramount. We must graduate students who function successfully as productive citizens. In August 2008, when I arrived at UNCG, the faculty described themselves as "teacher scholars." That is very special and unique to UNCG; great scholars make great teachers. That distinctive feature of our faculty distinguishes us from our peers. We need to preserve that identity. I've had a number of conversations with the Executive Staff about the importance of developing a strategy to approach the budget cuts that does the least damage to the university. The initial projected budget-cut allocation to Academic Affairs was not designed to be a slight to the faculty. Nor did it mean that I do not respect the academic mission of the university. I apologize if that was the impact. What I was trying to do was to catch the attention of the campus, to generate a sense of urgency, and to fuel conversations on campus. Earlier in the week, I met with the Deans Council and made several points: (1) making across the board cuts cannot continue; (2) we need to protect enrollment to the maximum extent possible; (3) we need to look at administrative efficiencies first, for example, by using the report of the Joint Working Group; (4) we need to explore the importance of shared services, especially among academic departments. I have encouraged the Provost to work with Department Heads/Chairs and Deans to explore quality, productivity, and market demand. I am prepared to reassess the cuts and lower the percentage of budget cuts to Academic Affairs, but only if I see a plan consistent with the above principles. I will review each plan with the Provost. I want to emphasize the need for consultation with faculty. We need to see engagement across academic units. My sense is that in the past, cuts have been allocated across the board with each department being put in the position of having to fend for itself. A cut to Academic Affairs need not mean cuts to faculty. That will be difficult, but we need a discussion that is broad ranging within academic affairs to protect students' access to classes, and to help us rebuild enrollment over the next two years. Vice Chancellors also are proposing plans for cuts within their units. Over the next several weeks, I want to have a series of conversations that began on Monday with Deans Council. This conversation will continue with the Board of Trustees, with the Senate, and again with the Deans Council on February 26th and Senate on March 5th, and with students. I'm looking forward to having a meeting with Students and the Student Government who can share with me and the Board of Trustees. The students do not believe their concerns are being heard, as evidenced by their attendance at the Board of Trustees meeting.

	Other considerations include UNCG investments in housing, a new recreation center, and intercollegiate athletics. I'm convinced we have to make parallel investments. Our top priority has to be academic quality—to recruit, retain and graduate the best students and faculty, and build quality academic programs. I'm equally convinced, however, that we have to invest in the quality of student life so that we can remain a university of choice. We need to make parallel investments. I'm concerned about the costs of higher education. We all care deeply about this university. I look forward to a continued engagement and suggestions for alternatives of how to move through this difficult situation."
Discussion and Questions and Answers: *Senators & Attendees*	Chair Sink indicated that she would recognize each Senator and attendee who signed up to speak. Because of time constraints, speakers also were asked to limit their questions or presentation to between 3-4 minutes. Additionally, the Senate Chair also said that, because this is a Faculty Senate meeting, all Senators who signed up to speak would be recognized first. As reported, the minutes of this period of the meeting provide paraphrased remarks by each speaker and responder. **Senator Wade Maki**: A purpose of the Senate is to advise the Chancellor, so Eric Ford and I decided to gather data from Department Heads/Chairs. There are three findings based on analysis of the survey responses: (1) Heads/Chairs anticipate that cut will be made to the least expensive faculty who teach the most students; (2) in response to having to do that, Heads/Chairs expect research, teaching and service quality will decline, delays in graduation, and lowering of faculty morale; and (3) some problems will be compounded by cutting faculty, for example, increased class size. We need to limit the "death spiral." The Chancellor said earlier in the semester that we need to look ahead and avoid a circular firing squad. While it is okay to be outraged, I attended the Board of Trustees meeting on February 19th. The Trustees hope to use their contacts to reach out to donors. With shared governance also comes shared responsibility. So I must ask myself the following questions. What can I do? I'm going to try flipping classrooms, and increasing students and who I am teaching by 50%. What can we do? Identify cost savings. What can they, the administration, do? Get faculty involved, and visit departments. **Senator Fabrice LeHoucq:** I have a couple of questions: Who is responsible for the enrollment miscalculation? How can we avoid this again? What contributes to low faculty morale—stagnation of salaries and resources, no travel money, the rumor of the end of research leave, and faculty leaving. If the budget has increased since 2009, not all parts of the university have faced austerity. I recommend that we not take a narrow approach to a very real budget problem. Fundamentally, I am puzzled as to how we got in this position. The model we use should be reflective of a philosophy of education, and I'm not sure what that means for this campus. What is a realistic plan for us to use over the next six years? The under enrollment is symptomatic of not having a realistic plan, based on a philosophy of education. In terms of enrollment projection and the extent to which we can track things; for example, we know that some students who transfer are graduating. Why not here? Why were our enrollment projections wrong? **Provost David Perrin:** The enrollment projection formula has worked well for us for many years. In fact, in 2010, the NC General Assembly engaged in a review of the enrollment growth funding formulas used by UNC System campuses. UNCG was shown to have among the most consistently accurate projections. The current failure to meet budgeted enrollment projections may have begun in Fall 2010, when we intentionally depressed growth in the Freshmen class to increase admission standards. Nevertheless, we generally met our overall enrollment projections for 2010-11, 2011-12, and 2012-13 with gains in distance education. By Fall 2012, it was clear that an enrollment decline for 2013 was likely due to forecasts of fewer continuing students, flat admissions of new and transfer undergraduates, and a significant reduction in graduate students (a trend consistent with many of our national peer institutions and half of the UNC System institutions). If UNCG had projected a significant decline at that time, it would have resulted in a significant budget reduction for Fall 2013, and we would have been having this conversation last

	year. Rather, we chose to project relatively flat enrollment for 2013 to buy us time to initiate an enrollment-boosting effort. We were not successful and had a decrease of 500 students. **Chancellor Brady**: Since 2007-2008, there has been more money on campus. We've had $39 million in budget cuts since 2007; however, we also received enrollment change money as enrollment grew. We also initiated campus tuition increases. As a result we were "up" 2.8 million. Since 2007-2008, every unit across campus lost ground, except for Academic Affairs, which was up approximately $1 million. The bulk of any new money went to need-based financial aid and instruction. Academic Affairs represents 75% of the university's budget. So any significant cut will have a dramatic impact on the academic units. **Senator Ian Beatty:** We're already at the breaking point. When we've received a budget cut in the past, we seem to have found a way to absorb it. To the outside world, it looks like we're managing just fine. That sends the wrong message. My proposal may sound crazy, but it suggests eliminating the fees for athletics and the recreation center. Cancel or delay the 'rec center' and close down as many athletic programs as possible. Impose a new fee so that net fees won't increase and use them for academics. Take a minimal budget cut everywhere else. Is this legal? It's contrary to the UNC Policy. However, we are not adequately funded, and it actually fits within the "letter" of the policy. We need a united front—even if our request is denied, it sends a strong message about our values. **Chancellor Brady:** That's an articulate statement and represents the kind of out-of-the-box idea, and thinking we need. Conversations about fees and how they are used have to occur with the Board of Governors. We need to understand that we have more than 200+ student athletes who graduate at high rates. We have been recognized by the NCAA because of the quality of the student athletes who enroll here. Losing them would dramatically impact our enrollment. I do not know what the net impact would be of losing those enrollments, but would make it difficult if not impossible for many of those students to attend college and earn degrees. The philosophical concern I have with Ian's approach is it takes the pressure off the state to support public higher education. The more we shift from state funding to fee or tuition funding, the more we shift the burden to students. The state would be happy for us to do that. We have to keep the pressure on the State of North Carolina to rebuild its investment in education. **Senator Veronica Grossi**: Thanks to everyone, including administrators, faculty and students who are engaging in this dialogue. First, academics are the core, the heart of this university**.** Our mission was composed with faculty and must be honored. We cannot change the mission without collaboration. We need a democratic dialogue—consider the centrality of democracy in decision making. Second, it will be very damaging to cut any money from Academic Affairs**.** This should not happen. It's unethical to go against our mission. Third, look to other units to see their effect on enrollment**.** Are living-learning communities and other expensive initiatives working? Athletics involves a few students with a lot of financial resources. Also we want access to the budget and allocations. Do not cut Academic Affairs that has to do with the academic mission. Finally again, we do not need a 'rec center.' People are not coming here for a 'rec center.' Please honor the cultural history of our university and our identity—a liberal arts college for a diverse population that is financially fragile. **Senator Deborah Bell**: You suggested we have parallel investment to nonacademic quality of life units on campus. What about parallel cuts? Could we imagine a "rec center" smaller by 85%? Have those options been considered? In my 34 years at UNCG, we are facing the most difficult situation ever. Strategies must not negatively impact enrollment and other budget principles cited. Of these strategies, two relate to academics—enrollment is one. Cutting instruction will impact enrollment. Second, hold financial aid harmless. We don't want anyone to be turned away due to financial insecurity. Of the remaining guiding principles, none refer to the value of academics. You might consider a more forthright statement about the academic core mission that could serve to unite us more**.** Finally, what about exploring the possibility of reallocating student fees from non-academic areas to academic areas?

	Senator Rick Barton: I have questions on points of confusion—the first is between horizontal and vertical cuts. Does vertical mean the elimination of programs? The assumption is that vertical cuts mean elimination of a program or department. We haven't seen that yet now we hear it as a principle. Do we have a misconception of vertical cuts? Secondly, the net increase in academic affairs money is a surprise since we have not seen that in our departments. We've lost faculty lines. So, where is that extra money? **Chancellor Brady:** At the level of the university, we might eliminate a particular function in terms of support to students or faculty. That elimination would be a vertical cut. Another vertical cut is imagining other ways of delivering services that we think are valuable. As an example, there are many ways to deliver online and distance education. Some universities have centralized structures to work with faculty to design, market, deliver, and support those programs. Other universities have more decentralized programs. If we believe that it is important for us to provide online options for students, then we have to ask what is the best, highest quality, and most cost-effective way to do that and that could lead to a vertical cut. Horizontal cuts refer to across the board cut. That is a recipe for disaster. **Provost Perrin:** Here's an example of a vertical cut. We had a laptop initiative, spending $750,000. We learned that this initiative wasn't serving us as well as when it was launched. For example, many students were bringing laptops with them to UNCG. As a vertical cut, we eliminated this initiative and I took the $750,000 cut centrally before allocating the balance of the cuts to the academic units. Let me now address how new resources are allocated across Academic Affairs. When we get enrollment growth money, I allocate that across the divisions, based in large part on the Delaware study. That study compares academic productivity with departmental peers. If your department is not performing well, you may not see any new enrollment growth money. Another example is, during the Deans Council Retreat every spring, we review the goals of the strategic plan and then determine how to allocate available financial resources that come from campus tuition increase, enrollment growth money, etc. in support of the goals of the Plan. I hold very little money centrally, and rather, distribute it across the Division where it will help to advance the mission of the University. **Senator Kathy Crowe**: The library needs to be considered carefully. We already took a 25% cut in 2012. We will lose lines with the upcoming budget cuts. Last year, we lost 4 lines; based on the percentage of upcoming budget cuts, this year we may lose 5-6 lines. Last year, we had a gate count of 1.2 million people; the Library is a safe gathering place in support of the academic core of the university. We employ almost 100 students, which is a retention feature. We do not get any of the technology fees—that all goes to IT Services. **Senator Susan Dennison:** As groups of Senators have met via email, I put together a proposal (i.e., as a last resort, but it's not what I want). With that said, if we have to take a hit, I'd like us to have some agreement about how to do that. We want a template to follow. This proposed template, first, preserves teaching as a priority, and second, reduces the academic programs by 50%, based on Wade's survey. But now, I don't think we should do that at all. Let's collect the data of what we *could* take that would have the least impact on academics. I don't think Academic Affairs should take *any* hit. We need to send a clear message—if we agree academics are the core mission, the cut to us has to be substantially lower that it is. We also have to be able to build back our enrollment. **Senator Kathy Crowe:** Last spring, many of us were involved in enrollment management. What we saw is that students do not understand our identity. What has been happening since then? What are the next steps with that? **Dr. Bryan Terry (UNCG Associate Provost for Enrollment Management):** We're focused now on tactical issues—getting enrollment up for next year. Identity is a strategic issue**.** Once we figure out who's coming and who's leaving, it will be easier to increase enrollment. Can we make UNCG affordable is a focus. Jim Black's report was more strategic, not tactical.

	Before recognizing other attendees who signed-up to speak, Chair Sink asked Senators if there were follow-up questions or information. **Senator Fabrice LeHoucq:** Academic Affairs has an increase in the last 5-6 years. Like Rick [Barton], I don't see it. Where is it? Related, has it been worth it [or productive]—where was the money put? **Provost Perrin:** The state budgets at UNCG have been online for many years. As difficult as it was, we learned a lot from our Academic Program Review. **Chancellor Brady**: Over the past several years, UNCG invested more in academic support because students need it based on K-12 education and/or family situations to name just a few reasons. We did make a decision to invest in Living and Learning Communities that attempt to replicate a home/college environment with greater student-faculty interaction. To share common interests. Based on the last four years, our data show that the retention and graduation rates of students from the Living and Learning Communities are more than 10% higher than the typical student. So, we know Living and Learning Communities work. The question, though, has been the return on the investment as compared to increasing the number of faculty. If we had made that investment in hiring additional faculty, what would the impact have been? That's an interesting question and we need to 'drill down' to get answers. **Senator Ian Beatty**: What are the concrete alternatives—what will we lose? **Gary Rosenkrantz** (**Department of Philosophy**): From my perspective, it is accurate and true that a horizontal 8% cut across departments will mean disastrous—erosion of the academic core and enrollment in graduate programs. I'm concerned about the downward spiral in light of the [new] GA-imposed policies on academic good standing and drop/add, and of increasing class size. Since many faculty are involved in research, our non-tenure track folks are needed. If you move faculty to more teaching, research will suffer. The integrity of the "GenEd" core is at stake. Academic departments do not have the ability to make vertical cuts. It would be nice to hear from the administration about alternative vertical cuts**.** **Chancellor Brady:** The Board of Governors is planning the next 4 years of tuition. The last 4 years, we were limited to a 6.5% proposal. One option the Board is considering is that tuition cost may be tied to students making academic progress. We responded by asking, how does that impact students who are working and juggling responsibilities. Those students would pay a higher tuition rate and yet would be least likely to sustain that. We have to mobilize our campus and across campus to take the message to Raleigh that we have to reinvest in public higher education. **George Dimock** (**Art Department & President of UNCG Chapter of AAUP**): My concern is with the vertical cuts. That will open the possibility of the elimination of programs. That leads to the elimination of tenure and tenure track positions. I'd like reassurance that won't happen. With APR, we were promised that it wouldn't lead to cutting programs. How does building the "rec center" square with the student profile we have at UNCG? **Provost Perrin**: With a budget cut of this size, I cannot promise programs won't be cut. I can promise that if we must curtail or eliminate programs every effort will be made to take advantage of potential faculty reassignments and retirements. My fear is that with a cut of this magnitude we will not be able to identify an adequate amount of state dollars without considering the 75-80% of money tied up in faculty positions within the 75-76% of the total state budget allocated to Academic Affairs.

	Chancellor Brady: I do not want to look at cutting faculty. We must have a strong tenured and tenure-track faculty. To avoid cutting faculty, we're going to have to think creatively. I encourage you not to think first of laying-off instructors. We cannot afford to do that. **Jennifer Nelson** (**Student**): I am a freshman. I came to UNCG to learn. I want to be an academic. My dreams are in jeopardy. I know there is a concern about enrollment. From a student perspective, the first things I think about are the class offerings and program offerings. Uphold the academic core, or students like me who are looking for particular classes and programs will no longer be able to attend to get the degrees we want**.** To protect the institution as a whole, you have to protect the student. I implore you to hold on to your core values. Please protect students. In response to Chancellor Brady asking Jennifer about her plans, Jennifer responded "I am an English and Political Science double major, and want to pursue ASL minor. I want to be a writer and change the world! I want to do that through this university." Senators and other attendees applauded robustly.

(Continued)

Additional Discussion and Recommendations	Sink noted that the meeting period for discussion, recommendations, and questions-answers had run past the allotted time, and indicated that the Senate could continue discussions with Chancellor Brady who must leave for another meeting by 6:15pm. The remaining senators responded affirmatively to continue the meeting. Before opening the floor for additional discussion and recommendations, the Chair thanked the Senators and members of the gallery, and reminded the attendees that they did not have to leave. **Senator Susan Dennison:** Where would we go to check out the legality of our options? **Chancellor Brady:** Consult with Vice Chancellors Reade Taylor (Business Affairs) and Cherry Callahan (Student Affairs), and also, with Vice Provost Alan Boyette to discuss the proposal about fees. The Board of Governors approved today the tuition and fee structure for 2014-2015 academic year. We still have an opportunity to influence the discussion of tuition and fee process going forward but probably not this year. To talk about an emergency situation, that could suggest financial exigency . . . that has been used to eliminate tenured and tenure-track faculty positions in other states. **Senator Jim Carmichael:** You have suggested lobbying the legislature, but are they going to listen? That does not appear to be the case with the current roster of officials. Wouldn't our efforts be best placed locally, for example, by encouraging students to vote, and by ensuring that we have easy access to a poll? **Senator Ian Beatty:** Are fee and tuition schedules locked in stone? **Chancellor Brady:** Yes, for 2014-2015. **Senator Jovanovic:** I would like to suggest that we hold budget charrettes where we can all get together to discuss options. **Chair Sink:** Shall we bring Reade Taylor to the March Faculty meeting if he is free? There was an assent and applause from Senators. **Senator Bell:** What can we do to make things better? For instance, maybe we should not have tried to do so many living-learning communities? Are they sustainable? I'm not against athletics, but are athletics sustainable? I'm against living beyond our means in a tough economy. **Senator Carmichael:** There has to be a way to get a deferment in our debt service. There ought to be a way to get a deferment on that for a few years in the current financial crisis. **David Sprinkle**, (**Chair of the Board of Trustees**): This has been fascinating to hear the students and faculty. I remind you that in 2008 many major corporations were in big trouble. In a four- to six-year period, they went from terrible situations to being profitable again. They went internally and got rid of everything that wasn't in demand or profitable. We know we're not going to do that, but we can do some of that. Members of the Board of Trustees are trying to use creativity to support academic programs, for example, with grants from and collaboration with major foundations. Only one person looked internally to make change, and Chair Sprinkle [pointed to Wade Maki] who asked—"What can I do?" Chair Sprinkle said, "That's the question we need to ask." Chair Sink indicated that it was 6:15pm, and the Senate could adjourn the meeting and discuss recommendations via email. The remaining Senators agreed. Chair Sink thanked Chancellor Brady, Provost Perrin, Senators, and attendees for participating in and contributing to this productive meeting. The meeting was adjourned.

Respectfully submitted,

Jim Carmichael
Secretary of the Faculty Senate 2013-2014

Enclosure C

Education Advisory Board | Academic Affairs Forum

Department Chair Policies and Practices at Large Public Universities

Chair Selection, Terms of Service, Responsibilities, and Performance Evaluation

Custom Research Brief

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1) Executive Overview

Key Observations

Almost all profiled institutions maintain university-wide policies that address department chair evaluation, while approximately four of eight profiled institutions maintain such policies on chair selection and/or chair responsibilities. However, even where such policies exist, they are rarely consulted or applied consistently. Contacts report that they rely on other sources of authority including current provostial or decanal leadership preferences, department or college bylaws, and historical precedent. Chair practices thus vary dramatically across institutions, colleges, and departments.

Consider creation or amendment of department chair selection policies to codify the expectation that provosts and deans consult faculty for candidate appointment. Contacts across institutions report that faculty dissatisfaction with institution-wide department chair policies is infrequent. While faculty members occasionally express dissatisfaction about their own department chair or feel insufficiently consulted during a particular chair search, they direct grievances towards policy execution rather than the policy itself.

Contacts at most profiled institutions report increasing professionalization of the department chair role as the higher education environment becomes more complex. Contacts increasingly recognize that leadership and management skills are critical prerequisites for department chair success, rather than strong teaching skills or publication records. Academic affairs leaders at most profiled institutions report that administrators and faculty are likely to view department chairs as administrators rather than faculty members.

Senior administrators (e.g., president, provost, deans) reserve formal authority to select and appoint department chairs in all cases. However, they typically delegate selection to department faculty or otherwise consult them through several mechanisms such as advisory elections, internal nominating committees, appointment of several department members to national search committees.

The dean determines the scope (i.e., national or internal) of the search in consultation with the provost, but typically does not deviate from institution, college, or department norms unless exigent circumstances exist. For example, deans may conduct an internal search even when national searches are customary if fewer financial resources than usual are available to provide a competitive salary that would attract external candidates. In contrast, deans may conduct a national search when internal searches or elections are the norm if he or she believes that the department lacks effective candidates or is seeking a change agent to realize department goals that align with strategic priorities (e.g., creation of new academic programs, enhancement of research productivity).

Chair compensation packages typically consist of reduced teaching loads, a stipend or extended 12-month contract, and other miscellaneous negotiated benefits. Compensation methods vary dramatically across profiled institutions and departments based on unit size and complexity (e.g., number of faculty, level and number of programs, student enrollment).

Department chairpersonships end most often upon conclusion of a fixed term followed by nonrenewal of the appointment (due to chair preferences, term limits, or negative performance evaluation). While mechanisms for immediate chair removal exist (e.g., faculty no confidence votes, removal by dean or provost), they are rarely employed and contacts consider them extremely rare and unusual campus events without precedent.

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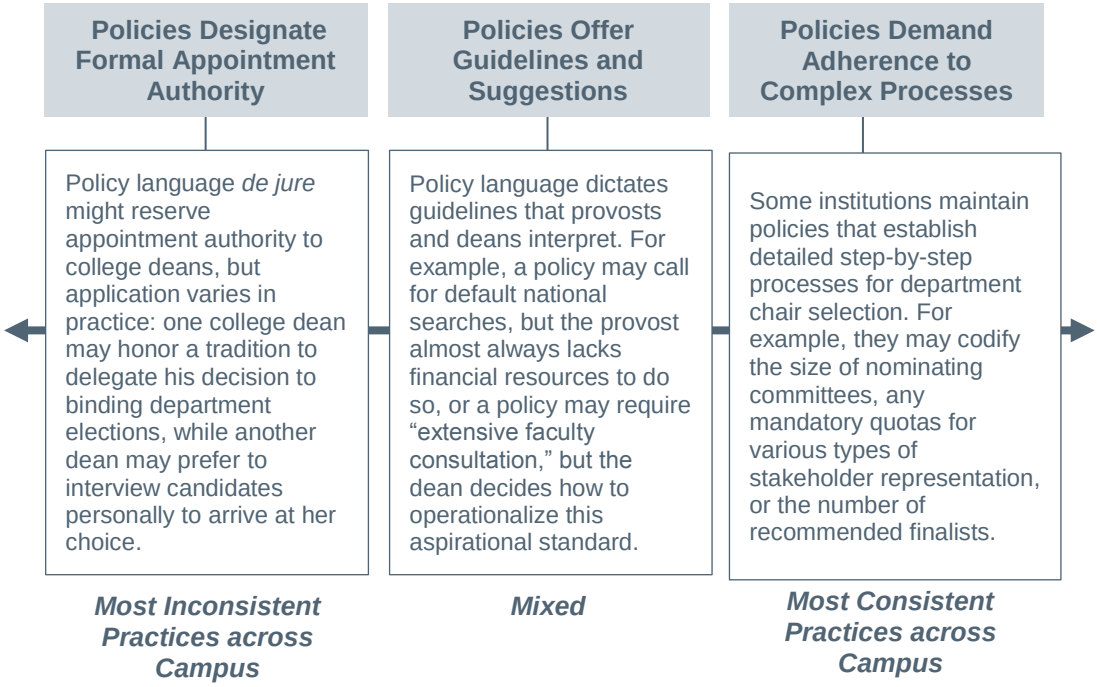
2) Chair Selection

Selection Processes

Profiled Institutions Often Lack Consistent Department Chair Selection Practices across Colleges and Departments Even When Policies Exist

Four of eight profiled institutions maintain institution-wide policies that govern the selection of department chairs. While contacts at some profiled institutions recommend the adoption of institution-wide policies to promote consistency, others prioritize broader circumstance-specific decision-making and local control. Institutions that lack campus-wide policies may still maintain them at the college or department level, rely on departmental traditions or customs, or reserve authority to the preferences of provosts and college deans. Even institutions with centralized policies vary in their level of detail:

Impact of Policy Specificity on Variation in Chair Practices



Deans Determine Internal or National Scope of Search for Chairs

Whether policies exist or not, the dean ultimately determines the scope of chairperson searches in consultation with the provost. He or she may deviate from the norms when certain circumstances exist:

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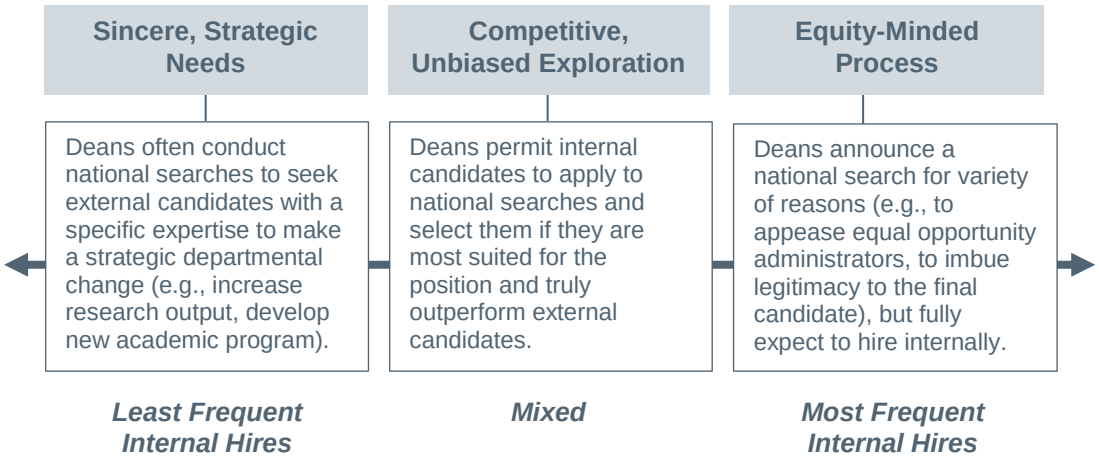
Circumstances that May Influence Deans' Determination of Search Scope

Extenuating Circumstance	Scope of Search	
	Internal	National
Fewer financial resources than usual are available to conduct a national search and provide a salary that attracts external candidates.	X	
An assistant or associate department chair has been effective and is the natural successor.	X	
The department is dysfunctional due to the existence of factions within it; internal candidates may possess preconceived judgments on internal debates or be tainted by previous conflicts.		X
The department has few chair candidate options (e.g., willing faculty members do not possess leadership and management skills, small or aging department may limit number of potential interested candidates).		X
The dean seeks external candidates with specific skills or expertise to realize a strategic departmental change (e.g., dean hires a chair from a large research university to increase a department's scholarly output).		X

Motivations for National Search Range from Granting Legitimacy to Internal Candidates to Genuinely Seeking Most Competitive Candidates

Although the majority of profiled institutions conduct national searches for department chairs, their motivations for the scope of the search vary. Some institutions conduct national searches to sincerely seek both external and internal candidates and determine the most competitive candidate for department chairs, while other institutions execute search processes to merely legitimize the appointment of an internal candidate to others.

Impact of National Search Motivations on Frequency of Internal Hires



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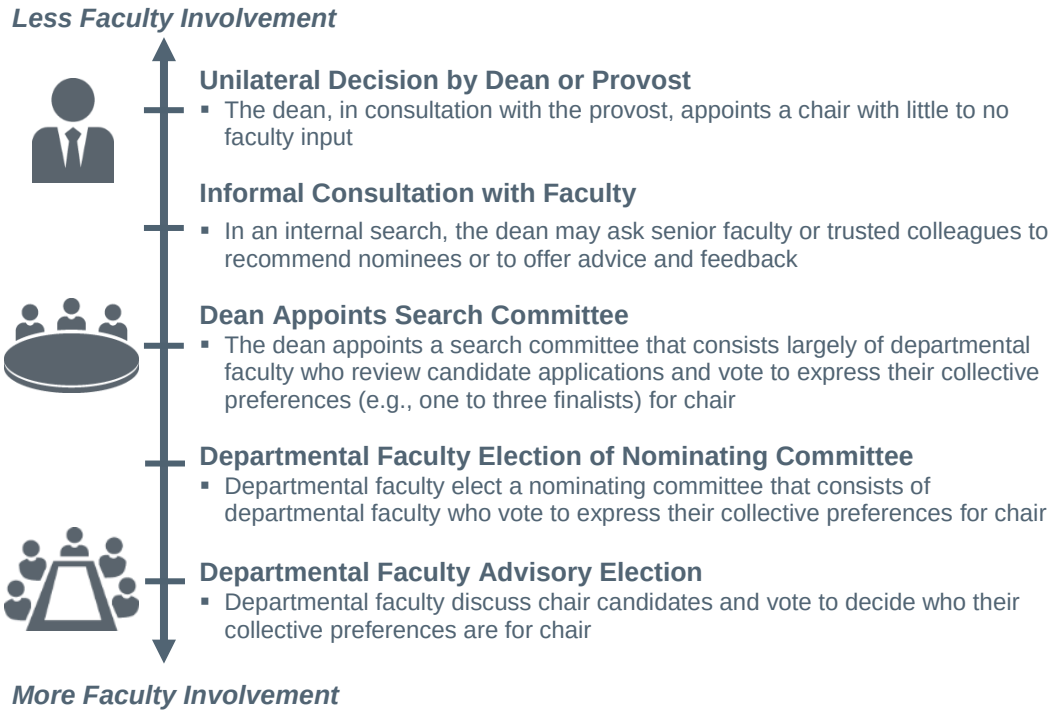
Faculty Involvement

Selection Processes Often Include Advisory Faculty Elections, Although Deans Retain Authority to Appoint Department Chairs

Deans ultimately appoint the department chair in consultation with the provost, regardless of the scope of the search or method of consultation. In most departments and colleges at profiled institutions, departmental faculty or a search committee that consists of departmental faculty hold an advisory election that advises the dean's selection.

Range of Faculty Involvement in Chair Appointment



Contacts Correlate Faculty Satisfaction with Extent of Faculty Participation in Search Processes

Contacts prioritize faculty involvement in the department chair selection process because faculty are reportedly more satisfied with new chairs when they are consulted. Involvement ranges from a search committee of departmental faculty that gives written feedback to the dean throughout the process (e.g., when deciding which candidates to interview, after candidates are interviewed) to the dean's encouragement of faculty attendance and participation in on-campus chair interviews. Most profiled institutions recommended that institutions seeking to amend their appointment process codify the role of faculty in this process. **East Carolina University** is rewriting their institution-wide chair appointment and performance review policies at the suggestion of faculty to include explicit language about faculty involvement as committee members.

Academic affairs leadership at most profiled institutions report high levels of faculty satisfaction with chair appointment processes. Contacts more often hear complaints about individual department chair appointments that went awry; faculty rarely direct frustration at abstract institutional policies.

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Lesser Likelihood of Internal Hires

Approach to Selection and Scope of Search at Profiled Institutions

Institution	Scope of Search	Decision-Making Processes	Policy Existence
East Carolina University	Departments typically seek to conduct national searches, but budgetary restrictions have limited about 10 percent of searches in recent years to internal candidates. ECU has long conducted national searches for all faculty and staff vacancies for affirmative action and equality reasons; internal candidates are rarely hired as part of a national search (only about 15 to 20 percent of the time). The dean consults with the provost and Equal Employment Opportunity officer to decide when it is appropriate to conduct an internal search.	To select a department chair, departments form search committees that make recommendations about candidates; the dean weighs these recommendations very heavily and almost always makes appointments consistent with them.	An institution-wide policy governs department chair selection, but it does not explicitly define faculty involvement.
University of North Carolina-Charlotte	Departments conduct national searches about 60 percent or more of the time, but a dean may recommend to the provost or chancellor that they conduct an internal search due to resource constraints; contacts report a trend towards more internal searches than national searches.	To select a chair, departments form a search committee that narrows down candidates and makes recommendations to the dean, who presents a final recommendation to the provost and chancellor; the chancellor ultimately appoints the department chair.	An institution-wide policy governs department chair selection.
Florida International University	Departments vary in whether they conduct internal or national searches; the deans decide which type of search to conduct.	In the College of Arts and Sciences, where internal searches are most common, faculty vote in an advisory election that typically results in the appointment of the winner by the dean. In other colleges in which national searches are most common, the dean appoints a candidate without much faculty involvement.	Department-level policies govern department chair selection.
Middle Tennessee State University	Departments typically conduct national searches; however, deans may choose to only search internally when they have insufficient budgetary resources. MTSU has long conducted national searches for all faculty positions for equity and diversity reasons; however, internal candidates are hired at least 50 percent of the time in national searches.	To select a chair, the dean creates a search committee of seven to eight people that consists of another department chair from within the same college, departmental faculty members, and female and minority representatives. The committee makes recommendations about which candidates to interview and participates in these interviews, along with the entire department. The dean and provost ultimately decide who to appoint based on the strengths and weaknesses of the final candidates as identified by the committee.	No institution-wide policy governs department chair selection.

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Greater Likelihood of Internal Hires

University of Texas-Arlington	Departments have typically conducted internal searches, but contacts report a trend towards national searches to find more department chairs with administrative experience; the provost decides whether to conduct an internal or national search. Contacts admit that strong internal candidates often resent having to apply to national searches; some faculty consider the provost's decision to search nationally a departmental affront.	The chair selection process varies across departments, but most processes include an advisory faculty vote, followed by a chair appointment by the dean.	No institution-wide policy governs department chair selection.
University of North Carolina-Chapel Hill*	Departments typically conduct internal searches. Departmental elections are infrequent.	The chancellor appoints the chair on recommendation of the dean, who consults with the departmental faculty to identify nominees for department chair.	An institution-wide policy governs department chair selection.
Indiana University-Purdue University-Indianapolis	Departments typically conduct internal searches, but the dean or provost may decide to conduct a national search if a department lacks willing, able, or qualified candidates.	Although the chair selection process varies, the most common method of selection is appointment by dean without any advisory faculty vote.	No institution-wide policy governs department chair selection.
North Carolina State University	Departments conduct internal searches the majority of the time because NC State reputedly does not often offer sufficiently competitive salaries to attract external candidates; national searches occur about 10 to 15 percent of the time.	To select a department chair, the dean appoints a nomination committee in consultation with a group of departmental faculty that represents each rank within the department; this committee is a smaller group within the departmental faculty that reviews, evaluates, and recommends applicants for interviews. After the finalists' interview, the committee provides feedback and committee makes a final suggestion. Deans sometimes appoint the suggested candidate but other times choose an alternative candidate.	An institution-wide policy governs department chair selection.

*The Forum profiled UNC-Chapel Hill throughout the report via secondary sources; no phone interview was conducted.

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3) Terms of Service and Responsibilities

Term Limits

Chairs Serve Three- to Five-Year Terms at Most Profiled Institutions

At all profiled institutions with term limits, chairs typically serve three- to five-year terms at the pleasure of the dean or provost. Department chairs serve multiple consecutive terms at half of profiled institutions, whereas norms at only two profiled institutions dictate that chairs typically serve only one or two terms.

Chair Terms at Profiled Institutions

Institution	Term Length	Term Renewal
Indiana University-Purdue University-Indianapolis	▪ 2 to 5 years	Most chairs serve only one consecutive term, but may serve multiple terms over their career.
University of North Carolina-Charlotte	▪ 3 to 5 years ▪ Typically 3 years	Most chairs serve multiple consecutive terms.
University of North Carolina-Chapel Hill	▪ 3 to 5 years	Information not available
Florida International University	▪ 4 years	Chairs are expected to serve two consecutive terms; chairs rarely run for a third time, but are permitted to do so.
University of Texas-Arlington	▪ 4 year terms, at pleasure of the dean and president	Most chairs serve multiple consecutive terms.
East Carolina University	▪ 5 years, typically, at the pleasure of the dean	Most chairs serve multiple consecutive terms.
North Carolina State University	▪ 5 years	Many chairs voluntarily resign after 1 term, although some serve 2 terms; it is rare to serve more than 2 terms.
Middle Tennessee State University	▪ Unlimited, at the pleasure of the dean ▪ A few departments have passed bylaws creating 4-year terms or creating term limits	One department has a 2-term limit, but all other departments have unlimited term restrictions; chairs typically serve many more than 4 years.

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Department Chairs Enjoy a Reduced Teaching Load and Additional Financial Compensation

Institutions combine a reduced teaching load with one or both of the following financial compensation methods: annual stipend or an extended, 12-month contract. Stipends are more common than an extended, 12-month contract, although contacts report a trend towards a compensation package that includes a 12-month contract, especially as the role of the department chair becomes increasingly professionalized. Contacts note that 12-month contracts are more common for external hires. At the **University of Texas at Arlington**, department chairs may also appoint an associate or assistant department chair to help with their duties.

Methods of Compensation

Reduced Teaching Load

- Chairs receive at least one course release, but are often required to teach one course or more per semester.
- The number of course releases varies from one to three depending on unit size and complexity (e.g., number of faculty, level and number of programs, student enrollment)

Annual Stipend

- Chairs receive one lump sum per year to compensate their extra responsibilities and duties.
- Stipend amounts vary by complexity and size of the department. Where contacts provided stipend amounts, they ranged from $3,000 per year to upwards of $15,000 per year.

12-month Contract or Summer Administrative Pay

- Deans often convert chairs' contracts to 12-months long instead of 9 or 10 (i.e., chairs receive 2-3 months' additional salary) to compensate their extra time spent on campus.
- In other cases, chairs receive special compensation to cover summer administrative work

Discipline-Specific Benchmarks and Dean-Chair Negotiations Also Influence Compensation

Even where institution-wide compensation policies exist or establish ranges of potential stipends, two factors may modify compensation:

- **Benchmarking**: Deans and provosts compare salaries of chairs in the same discipline as well as national salary averages to determine the stipend or annual increase associated with chair service.
- **Negotiation**: Deans may also negotiate stipends or salaries with the incoming chair when necessary to attract their preferred candidate; this is especially common with external candidates.

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Term Length and Compensation at Profiled Institutions

Institution	Method(s) of Compensation in Addition to Reduced Teaching Load	Compensation Amount
East Carolina University	▪ Increased base salary spread over 12 months, or ▪ Stipend (becoming less common)	▪ Compensation based on relevant comparisons from public doctoral universities, experience, and responsibilities
Florida International University	▪ Stipend	▪ Stipend of $3,000 to $9,000 depending on complexity and size of department
Indiana University-Purdue University-Indianapolis	▪ Increased base salary spread over 12 months, or ▪ Stipend	▪ Stipend of about $15,000 per year
Middle Tennessee State University	▪ Stipend, and ▪ Summer administrative pay	▪ Stipend of $4,050 to $10,200 depending on complexity and size of department
North Carolina State University	▪ Stipend, and ▪ Summer administrative pay	▪ Compensation based on relevant comparisons from public doctoral universities, experience, and responsibilities
University of North Carolina-Charlotte	▪ Stipend, and ▪ Increased base salary spread over 12 months	▪ Stipend, no less than $10,000 per year
University of Texas-Arlington	▪ Stipend (most common), or ▪ Increased base salary spread over 12 months	▪ Stipend that ranges from $4,000 to $6,000 that the dean and provost decide ▪ Increased base salary is based on the market value of the discipline

Department Chair Compensation upon Return to the Faculty

At most profiled institutions, department chairs face term limits and therefore return to the faculty when they complete their service as chair. At **Florida International University** and the **University of North Carolina at Charlotte**, chairs who return to the faculty receive greater financial compensation than they did previous to their service as chair to recognize their past efforts. Former chairs maintain a portion of their annual chair stipend or salary within their new faculty base pay; the amount varies by the former chair's time in service or performance.

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Faculty Chairs Often Dissatisfied with Compensation

Faculty chairs often find additional compensation insufficient relative to their much-increased workload. At **Middle Tennessee State University,** where a formula based on complexity and size of department determines both the reduced teaching load and the stipend that chairs receive, contacts report chair feedback that the stipend is not enough to compensate for the added responsibilities associated with the chair position. These stipend amounts have increased over time in response to this feedback. Chairs also seek additional course release, but the institution has not changed the policy in the past 20 years. Most profiled institutions emphasize the importance of chairs teaching at least once each semester to relate to faculty peers and remain engaged in the core work of the department.

Duties

Create a Chair Responsibilities Document to Formally Define Role

Half of profiled institutions maintain responsibilities or duties policies for department chairs. **East Carolina University** and **Florida International University** have department or college-level policies, while the **University of Texas at Arlington** and the **University of North Carolina at Chapel Hill** have institution-wide policies that govern chair duties. Of the four institutions that do not have written policies, two seek to implement such policies because new department chairs often are unaware of the breadth of their responsibilities.

Department chairs are responsible for a variety of duties, ranging from the coordination of departmental meetings to the annual evaluation of each faculty member. However, articulated policies do not dictate what a chair can or cannot do autonomously or when chairs must consult faculty (with the exception of tenure and promotion processes, discussed later in this report). Contacts attribute the extent to which chairs consult faculty in day-to-day decision-making to department bylaws and culture as well as individual leadership style. Contacts suggest that long-serving, reappointed, or reelected chairs may have more latitude making decisions without faculty input.

Chair responsibilities across institutions often include:

- Appoint departmental committees and chairs; serve as *ex officio* member on committees
- Call and conduct departmental faculty meetings
- Conduct negotiations for hiring of new faculty members with HR committee and forward faculty recommendations to the dean
- Determine faculty workload in consultation with individual faculty and based on departmental needs
- Evaluate each faculty member annually
- Manage operation of departmental office and its staff; maintain department facilities
- Prepare and manage departmental budget and all other funds assigned to the unit
- Recommend salary increments for faculty members
- Supervise class scheduling, student advising, student registration, and assignment of duties to graduate studies

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Contacts Report Increasing Professionalization for the Role of Department Chairs

As fiscal pressures mount, many department chairs must excel at budget management and fundraising in addition to typical administrative duties like class scheduling. Academic affairs leadership report that both academic affairs administrators and faculty are more likely to view department chairs as administrators rather than faculty members.

Academic affairs leadership prioritize leadership and management skills over teaching abilities or publication records in department chair candidates but often find that faculty lack relevant training and experience. To combat these deficiencies, contacts report their intention to expand department chair training offerings, as many only currently offer orientation sessions. Contacts at the **University of North Carolina at Charlotte** note their annual August department chair trainings also promote networking and relationships among chairs.

Chair Leadership Development Programming at *Indiana University-Purdue University-Indianapolis*

Academic affairs leadership at **Indiana University-Purdue University-Indianapolis** facilitates meetings and workshops for aspiring and current academic administrators to develop effective leadership capabilities. The Assistant Dean of the Faculty hosts multiple workshops per semester for aspiring or current department chairs about the roles and responsibilities of chairs, faculty recruitment strategies, promotion of a welcoming and inclusive environment, development of mentorship skills, and many other topics. The Assistant Dean emails all faculty and deans before each workshop to remind them they are welcome to attend. The email provides a link to IUPUI's Academic Affairs leadership development webpage[1], which contains information about each workshop, discussion groups, and instructions for registration. Contacts report consistent positive feedback for these offerings.

Tenure and Promotion and Faculty Hiring Divide the Chair and Departmental Faculty into Distinct, Separate Roles

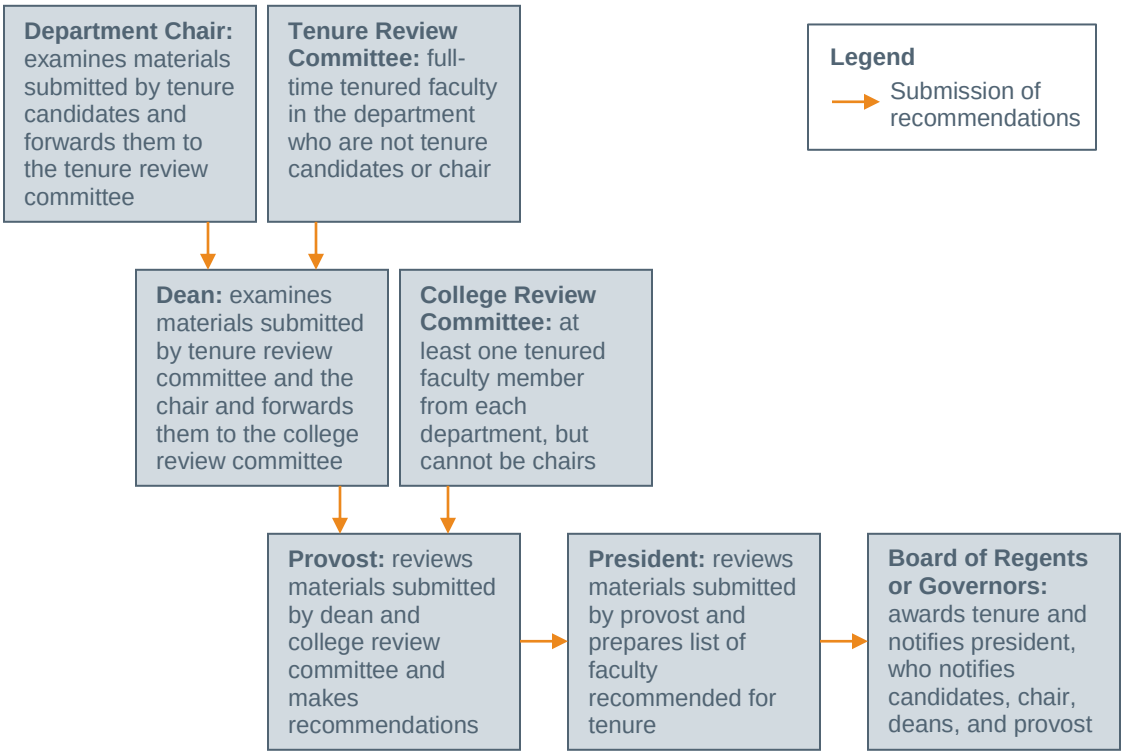
At more than six profiled institutions, institution-wide policies govern the tenure and promotion processes of faculty; college- or department-level policies regarding tenure and promotion often exist in tandem with these institution-wide policies to provide further process details or specifications. At most profiled institutions, a tenure review committee comprising departmental faculty and the department chair each issue recommendations about tenure candidates to their dean upon review of candidates' materials.

In contrast, most other departmental matters are not formally joint chair-departmental faculty processes; faculty annual evaluation typically relies on the chair's discretion and faculty hiring typically relies on departmental faculty vote alone, though the chair may negotiate compensation packages with the candidate. **East Carolina University**, **Middle Tennessee State University**, **Florida International University**, **North Carolina State University**, and

1) Academic Affairs Leadership Development Programs at Indiana University-Purdue University-Indianapolis. <http://academicaffairs.iupui.edu/AOEvents/ProgramsWorkshops/Leadership-Development>

the **University of North Carolina at Charlotte** all explicitly follow a variation of the tenure and promotion process detailed below.

Typical Tenure and Promotion Processes across Profiled Institutions



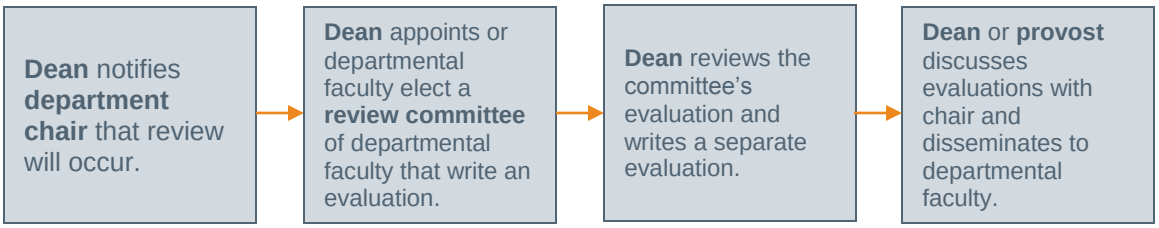
4) Chair Evaluation

Performance Review

Require Deans or Faculty to Evaluate Department Chairs Annually

More than half of profiled institutions require deans to evaluate department chair performance on an annual basis. In additional, all profiled institutions required that chairs are evaluated annually as faculty; deans typically review chairs as faculty at the same time as their periodic chair reviews.

Typical Chair Performance Review Process



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Chair Performance Review Policies at Profiled Institutions

Institution	Frequency of Reviews	Review Process
Florida International University	Annual	▪ The chair submits a faculty activity report that includes department chair responsibilities to the dean, who reviews the chair. ▪ In the recent past the HR committee of departmental faculty would evaluate the chair, but in practice, the chair would often write his or her own evaluation and the chair of the HR committee would approve it.
Indiana University-Purdue University-Indianapolis	Annual	The chair submits a faculty activity report that includes department chair responsibilities to the dean, who reviews the chair.
Middle Tennessee State University	Annual	▪ The dean writes a report in qualitative memorandum format that evaluates the chair and makes a recommendation of whether the chair should continue to serve. A physical copy of this evaluation is stored in the provost's office for record-keeping purposes. ▪ The departmental faculty also provide written, individual input that they send to the dean.
University of North Carolina-Charlotte	Annual	▪ An elected departmental review committee conducts review of the chair by distribution of a copy of the chair's self-assessment and summary of accomplishments to each voting departmental faculty member and to staff as deemed appropriate by the dean. ▪ Faculty can send comments regarding the chair's performance to the committee; the committee writes a report that summarizes these comments and findings.
	Triennial (if three-year term) or quinquennial (if five-year term)	▪ The comprehensive review is generally conducted in conjunction with the reappointment decision for that chair; if a chair does not seek reappointment or if a dean or provost will not consider reappointment, the review is not conducted. ▪ The dean selects a five to seven person review committee that consists of at least one person from the elected departmental review committee, one current administrator from outside the department, and one member from outside the department's college. ▪ This review committee meets with the department chair to establish a list of individuals who have collaborated closely with the chair and then solicits written and oral input from these individuals. ▪ Based on the information collected, the committee writes an evaluation of the chair and submits it to the dean, who prepares a summary that is disseminated to the departmental faculty and the provost.
University of Texas-Arlington	Annual	The dean reviews the chair annually in consultation with the faculty as appropriate.
	Every four years	▪ The dean appoints a periodic review committee that includes faculty, staff, other chairs, and students; committees have a minimum of five members and must comprise 70 percent faculty. ▪ The committee distributes a questionnaire to departmental faculty and includes the results in a report to the dean; the dean then meets with the chair to discuss this report, and the chair often submits a written response to the final report—both of which are kept in the chair's personnel file.

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North Carolina State University	Not less than every five years	▪ The dean notifies the chair of initiation of the review process and appoints a chair review committee composed mainly of tenured faculty. ▪ The committee develops an evaluation instrument approved by the dean; before the tool is finalized, the dean allows the chair to review it and suggest changes. The committee administers the instrument to all members of departmental faculty, staff, students, and external clientele as appropriate, whose submissions are anonymous; the committee then analyzes the results and prepares a summary for the dean. ▪ The dean schedules an open meeting or presentation by the chair about accomplishments during the term. After reviewing the results of the instrument, the dean meets with the departmental faculty and other campus stakeholders to write together a list of the chair's strengths and weaknesses. ▪ The dean discusses the list and results with the chair, writes a concluding report, and sends it to the provost and executive vice chancellor with a recommendation of whether the chair should be reappointed or not; finally, the dean writes a report to the faculty to indicate whether the chair will receive reappointment.
East Carolina University	Every five years	▪ The dean determines the expectations and demands of the chair position including leadership, administration, management, diversity, and collaboration criteria. ▪ The dean then solicits department members for names of representatives willing to serve on a review committee; the dean appoints three to seven of those suggested to the committee, which submits a report based on the criteria that the dean defined. ▪ The committee obtains faculty, staff, student, and others' input via surveys, forums, or formal presentations; the chair often offers a formal presentation as well. ▪ The committee gives a draft of the report to the dean, who may write a response. ▪ The committee then meets with the chair to discuss findings and finally submits a final draft of the report to the dean.

Term Conclusion

End of Term or Voluntary Resignation Typically Concludes Service

The most common way for an individual's service as chair to conclude is voluntary resignation by the chair, expiration of term limits, or nonrenewal of the appointment by the dean due to a negative performance evaluation. A chair may voluntarily resign due to the individual's preferences or institution-wide or department-level customs (e.g., chairs serve at least two consecutive terms before resignation).

While mechanisms for immediate chair removal exist (e.g., faculty no confidence votes, removal by dean or provost), they are rarely employed and contacts consider them extremely rare and unusual campus events. Because chairs typically serve at the pleasure of the dean, the dean may ask for the chair's resignation at any time; he or she then returns to the faculty. Similarly, while faculty may take a no confidence vote to remove a chairperson, faculty would more commonly offer a poor review of the chair during their periodic evaluation, which may draw the attention of the dean and/or provost to take action.

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Elimination of "Effectiveness" Vote at *East Carolina University*

Before a major policy change in 2007, departmental faculty evaluated their chairs every four years. Part of the evaluation consisted of a secret ballot that took place without discussion in which faculty would vote "yes" or "no" to answer whether the chair was "effective." Deans weighed this vote outcome very heavily for determination of their decision to reappoint chairs, which created dysfunction and malcontent within departments. The Board of Trustees declared that this vote was inappropriate due to its lack of specificity and removed it from institution-wide performance review policy.

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5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What standard university-wide policies govern the selection of department chairs? To what extent does interpretation of these policies vary within institutions?
- What decision-making factors influence consideration of an external candidate for department chair versus conduction of a national search?
- What standard university-wide policies govern the duties and responsibilities of chairs?
- What compensation enhancement is associated with service as a chair?
- What standard university-wide policies govern the performance evaluation, reappointment, and removal of department chairs? To what extent do practices vary within institutions?
- Have institutions recently changed their appointment or evaluation processes? If so, what were the motivating factors and what effects have they observed?

Project Sources

The Forum consulted the following sources for this report:

- Advisory Board's internal and online research libraries (eab.com)
- Contact institution web sites:
  - **East Carolina University**
    - Academic Unit Codes of Operation
    - Faculty Involvement in Selection and Evaluation of Administrators Policy
  - **Florida International University**
    - Chair Appointment Guidelines
    - Tenure and Promotion Manual
  - **Indiana University-Purdue University-Indianapolis**: Academic Affairs Leadership Development Programs
  - **Middle Tennessee State University**: Policies and Procedures for Tenure
  - **North Carolina State University**
    - Departmental Heads Guide to Reappointment, Promotion, and Tenure Process
    - Faculty Involvement in Academic Administrator Selection Processes
    - Review of Academic Department Heads/Chairs
  - **University of North Carolina-Chapel Hill**: Faculty Code: The Schools and Colleges, Department Chairs
  - **University of North Carolina-Charlotte**
    - Evaluation of Academic Administrators
    - Guidelines for the Initial Appointment of a Department Chair
  - **University of Texas-Arlington**
    - Duties of Academic Department Chairs
    - Review of Academic Administrators

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Research Parameters

The Forum interviewed academic affairs leadership at large public universities that were identified by the member institution as appropriate peer institutions.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
East Carolina University	South	21,700 / 27,800	Doctoral/Research Universities
Florida International University	South	33,800 / 42,200	Research Universities (high research activity)
Indiana University-Purdue University-Indianapolis	Midwest	22,300 / 30,600	Research Universities (high research activity)
Middle Tennessee State University	South	23,400 / 26,400	Doctoral/Research Universities
North Carolina State University	South	25,300 / 34,400	Research Universities (very high research activity)
University of North Carolina-Chapel Hill*	South	18,600 / 29,400	Research Universities (very high research activity)
University of North Carolina-Charlotte	South	19,800 / 25,100	Doctoral/Research Universities
University of Texas-Arlington	South	25,100 / 33,000	Research Universities (high research activity)

Source: IPEDS

*The Forum profiled UNC-Chapel Hill via secondary sources; no phone interview was conducted.

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University of North Carolina at Greensboro
March 5, 2014 Faculty Senate Meeting

Ideas, Questions and Thoughts of Faculty Senators for Consideration & Panel Discussion

1. Faculty are requesting and will appreciate any additional information and education so that our time may be used in helpful ways in the budget planning process. To do the work and to provide valid and reliable input, the faculty need availability to and knowledge of how to access documents, budgets and explanations that inform UNCG's budget planning process. Conversations about the philosophy and principles guiding the budget reduction plan also are needed. In other words, what philosophy and principles determine how and where to take the budget cuts?
2. Cut some fees (e.g., athletic and recreation center fees) and institute new fees for academic needs.
3. Review academic areas for efficiency and success data, beyond what was reviewed within departments.
4. Acquire additional information about enrollment projections, including finding out how enrollment projections are made and when the projections are submitted to the UNC General Administration.
5. Based on the Joint Work Group Employment Analysis Report, p. 13, January 28, 2014, total university revenues have grown 9% between 2008 and 2012. If this is the case, why have so many departments experienced substantial declines in resources? In particular, it would be useful to know how the additional approximately $1 million, received by Academic Affairs since 2008, was allocated and used, if not in the departments that have experienced resource declines.
6. Where will parallel investments and cuts be considered or made – what are our options?
7. What vertical cuts are possible in Academic Affairs and in the administration?
8. Restructure the accounting system to an activity based model that incentivizes proactive management of enrollment, and that engages faculty in recruitment of students. A tenant of Total Quality Management (TQM) supports the premise that quality is everyone's responsibility; therefore, you avoid creating a centralized quality unit. Similarly, at a university, mission-driven activities like diversity, recruitment & retention, and financial management are not amenable to centralization.
9. As appropriate and helpful, use results of the Department Chairs/Heads Survey to support efforts of the budget reduction plan.
10. As appropriate and helpful, use the JWGEA report to support efforts of the budget reduction plan.

11. Support Academic Unit Deans' recommendation for a campus-wide strategy to protect UNCG's academic mission.
12. Plan a meeting and/or workshop on how to pressure, educate, inform and/or influence North Carolina Legislators.
13. Based on results of the March 5th meeting, plan additional meetings and/or establish taskforces or committees for extended discussions of Faculty Senate's involvement in annual and future budget planning. Discuss possible uses of budget charrettes to support efforts of annual and future budget planning.
14. "At the end of the day," it is essential to assure involvement and campus-wide collaborations among the Faculty Senate and other groups representing constituencies of students, faculty, administrators and support staff with the Chancellor and the Executive Staff during annual and future UNCG budget planning.

The University of North Carolina at Greensboro
Faculty Senate

*Resolution #*FS03052014-01

To Affirm and Endorse the UNCG Academic Unit Deans' Recommendation for a Campus-Wide Strategy to Protect UNCG's Academic Mission (February 8, 2014)

Submitted by Patricia Sink, UNCG Faculty Senate Chair,

WHEREAS, Because of enrollment decreases during 2013-2014, unprecedented budget cuts face the UNCG Community; and

WHEREAS, Chancellor Linda Brady has welcomed and requested input about the budget reduction plan from the different constituencies at the University, including the Board of Trustees, Deans, Department Chair/Heads, Faculty Senate, Staff Senate, and Undergraduate and Graduate Student Associations; and

WHEREAS, On February 8, 2014, the Academic Unit Deans submitted a recommendation for a campus-wide strategy to protect UNCG's academic mission to Provost and Executive Vice Chancellor David Perrin for consideration by Chancellor Linda Brady; and

WHEREAS, the voting members of the Faculty Senate represent eight units essential to the academic mission of the University, including the College of Art and Sciences, Joint School of Nanoscience and Nanoengineering, Joseph M. Bryan School of Business and Economics, School of Education, School of Health and Human Science, School of Music, Theatre and Dance, School of Nursing, and University Libraries; and

WHEREAS, the Faculty Senators believe in the unification of UNCG constituencies engaged in preserving the integrity and vitality of the University's academic mission during the development and finalization of the 2014-2015 budget reduction plan; therefore,

BE IT RESOLVED that the Faculty Senate, as representatives of the faculty from the aforementioned units, affirm and endorse the recommendation for a campus-wide strategy to protect UNCG's academic mission, particularly related to:

1. Credit-producing programs and positions,
2. Support services that truly enhance student recruitment, retention, and academic success, and
3. Support for research and graduate mission.

Faculty Senate Action/Date:	*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:	
General Faculty Action/Date:	
Board of Trustees Action/Date:	
UNC GA or BOG Action/Date:	