

Minutes of the General Faculty Meeting

April 29, 2009

3:30-5:00 pm, EUC Auditorium

Rebecca Adams, Chair

Approved by the General Faculty on September 16, 2009

Agenda Item & Presenter	Discussion/Motion	Outcome
Call to Order: Rebecca Adams, Chair of the General Faculty	Chair Adams called the meeting to order at 3:30 p.m. She acknowledged the African Drummers under the direction of Sandy Blocker and announced that this would be their final performance as part of the UNCG Music program. The African Drummers performed one last number. Chair Adams then introduced Chancellor Brady.	
Welcome, Acknowledgement of Deceased Faculty, and Remarks: <i>Chancellor Linda P. Brady</i>	<p>Chancellor Brady welcomed everyone to the Spring Semester General Faculty meeting and asked that a moment of silence be observed for members of the faculty – as listed in the agenda materials -- who had passed away in the interim. (<i>See Enclosure A.</i>)</p> <p>Chancellor Brady then spoke to the following pressing issues: State Budget: Salary Reduction and Furloughs</p> <ul style="list-style-type: none"> • As the state must end the fiscal year with a balanced budget and in response to a \$3 billion+ deficit, the Governor signed an Executive Order mandating a temporary 0.5% reduction in annual salary levels for all teachers and state employees to be accomplished by the end of the current fiscal year, i.e., June 30, 2009. To account for the pay reduction, affected employees are to take furloughs, i.e., full-time employees will be credited with 10 hours of flexible time off to be taken between June 1, and December 31, 2009; time off for part-time employees shall be pro-rated accordingly over the same time period. • There are many questions that have come up about this announcement. A meeting with the Budget Sounding Board included this as its first item of discussion. The Chancellor identified two major concerns: (1) there is no provision to hold harmless University employees who are doing extremely important jobs but not earning competitive salaries; (2) the plan does not appear to address how to protect persons in positions at the low end of the pay scale. Many states that have implemented furloughs have set a floor below which they will not go in implementing furloughs in order to protect those employees. The communications indicate that “all” state employees will be subject to the furlough plan; this is an issue on which we need clarification as well as how to address the issue of employees receiving 10 hours flexible time off when many of our employees are faculty who don’t accumulate leave. • One of the questions to be prepared and sent to General Administration, which will in turn follow up with the State, is how to address the situation in which faculty will see their salaries reduced in the months of May and June and yet there is no compensation for the reduction between June 1 and December 31. One of the challenges is the tendency for the state to assume that every state employee has an identical job profile; many university 	

employees have very different job profiles.

UNCG Budget Sounding Board

- Chancellor Brady shared that there was a very good discussion with the Budget Sounding Board including discussion of the furlough; review of the Value Statement, which was approved by the Board of Governors; discussion of a draft of UNCG Budget Principles; and discussion of a document prepared by the North Carolina state conference of the AAUP regarding the importance of transparency, communication, and faculty engagement in decisions made regarding the budget.
- The Chancellor directed everyone to the Budget Central website and stated that by the end of the day the documents mentioned would be on that budget website. She acknowledged that as we reach the end of the academic year, we recognize that many faculty and students will be off campus during the summer months and during that time the University will need to make some very important decisions regarding the budget as more is learned – even in the current fiscal year and certainly after July 1. A commitment was made to meet with the Budget Sounding Board to remain in close communication. Details are still to be worked out, probably virtually, because it is believed that many people will be off campus; but it is extremely important -- as the University is challenged to make decisions in a period that goes beyond the normal academic calendar -- to figure out how to remain engaged and continue to vet options and gain input. The Chancellor encouraged everyone to subscribe to the budget update listserv in order to be well-informed, particularly over the summer months, by going to the Budget Central website, <http://fsv.uncg.edu/budgetcentral/>. Information will be provided via email whenever an update related to the budget is posted to avoid sending mass emails to all faculty, staff, and students every time new information is added to that website.
- Another item discussed at the Budget Sounding Board meeting was that of adding another member. It was agreed to add a member of the Faculty Compensation Committee to the Budget Sounding Board. The Chancellor is to make that appointment very soon, within the next week, to ensure there is appropriate representation in the group and to ensure that the group is manageable enough to enable it to meet and effectively engage with very short notice.
- Updates will be forthcoming as more is learned about the furlough situation and as more information is provided about the status of the current restrictions on the expenditure of state funds, particularly the very conservative approach to travel. It may be close to July 1 before we know whether any of the restrictions will be carried over into the next fiscal year. It is very important for faculty to travel to professional meetings to present their work; all of the chancellors will be pushing very hard to ensure that these critical activities can continue to be supported.

	<p>Shared Governance</p> <ul style="list-style-type: none"> The Chancellor concluded by offering her thoughts on shared governance. She acknowledged that, the budget aside, the completion of her first year has been a wonderful experience: UNCG is a very supportive community with excellent exchange, interchange and learning going on; the challenge that we face, particularly as we go through this budget crisis, is how to design processes that are inclusive, to put in place a process that will enable consultation and input and yet enable us to make decisions that we, unfortunately, will have to make very quickly. She stated that the Administration is engaged with Senate leadership in talking about how best to pursue this course while fulfilling the commitment to shared governance, which is one of the values that is reflected in our Strategic Plan; she and the Provost are committed to working with the faculty to ensure a process is designed that will work. <p>The Chancellor ended her remarks by thanking everyone for everything they are doing in this very difficult time, stating that UNCG is an incredible place to be, that we will get through this difficult period and that her thought is we will actually come out stronger on the other side. The Chancellor called for any questions from the audience. There were none.</p>	
<p>Business Session: Approval of the Minutes of September 10, 2008: <i>Rebecca Adams, Chair of the General Faculty</i></p>	<p>Chair Adams took the podium to conduct the business portion of the meeting and began by calling for a motion to approve the minutes of the September 10, 2008 General Faculty meeting as written and provided in the Agenda Packet.</p> <p>Sue Stinson moved to approve the minutes. Colleen Fairbanks provided the second to the motion. The Chair called for discussion. There was none. The Chair called for a vote. The minutes were unanimously approved as written. <i>(See Enclosure B.)</i></p>	<p>Minutes Unanimously Approved</p>
<p>Review of Agenda: <i>Rebecca Adams, Chair of the General Faculty</i></p>	<p>Chair Adams presented the agenda for review and called for any changes; there were none. The Chair then proceeded to implement the agenda as written and circulated.</p>	
<p>Resolution from the Promotions & Tenure Guidelines Committee: To Provide for Promotion and/or Tenure Review Beyond Departments: <i>Colleen Fairbanks, Committee Chair</i></p>	<p>Chair Adams called upon Colleen Fairbanks, Chair of the Promotions and Tenure Guidelines Committee, to read the resolution being presented to the General Faculty. Colleen stated that the resolution dealt with continuing reviews of dossiers even if there is a negative vote at the department and chair levels:</p> <p>RESOLUTION TO PROVIDE FOR PROMOTION AND/OR TENURE REVIEW BEYOND DEPARTMENTS.</p> <p>WHEREAS the UNIVERSITY PROMOTIONS AND TENURE GUIDELINES on nominations for promotion holds that “a candidate receiving a majority of negative votes of the department faculty and a negative recommendation from the department head will not be reviewed further, and</p>	

WHEREAS this policy does not provide a candidate with any review of such a decision at the department level, and

WHEREAS due process should be extended to all faculty on matters of promotion and tenure, and

WHEREAS the Faculty Senate of the University of North Carolina at Greensboro has granted its approval of the following, therefore

BE IT RESOLVED That Section II.B.3.a be deleted from the UNIVERSITY PROMOTIONS AND TENURE GUIDELINES.

Colleen stated that the resolution called for the removal of the following language:

“The nomination of a candidate receiving a majority of negative votes of the department faculty and a negative recommendation from the department head will not be reviewed further. “

Chair Adams stated that the resolution had been passed by the Faculty Senate at its last meeting (April 1, 2009); she then called for any discussion:

- Gary Rosenkrantz stated that the resolution could not be acted upon in this meeting, because of its incompatibility with the University’s controlling document on promotion and tenure, *Regulations on Academic Freedom, Tenure, and Due Process* (Note: A modified version of this document, renamed *Promotion, Tenure, Academic Freedom and Due Process Regulations*, was sent forward to the University of North Carolina General Administration on October 1, 2008 in response to a GA mandate.) The primary document must be changed first. The passages in question include Section 3G, subsection 1, sub-paragraphs (c) and (d):
 - In (c) it states as follows:

“At least twelve months before an Assistant Professor has completed seven years of full-time service at that rank in this institution, the candidate’s department head, after consultation as provided above, shall notify the candidate of the department’s decision (1) not to reappoint at the expiration of the candidate’s current term or (2) to recommend to the Chancellor that the candidate be reappointed with permanent tenure at the rank of Associate Professor upon the approval of the appropriate governing board.”
 - In (d) it states as follows:

“Notice of appointment or reappointment shall be in writing from the Chancellor or designee. Notice of nonreappointment shall be in writing from the department head or Chancellor, depending upon where the decision is made not to reappoint. A notice of nonreappointment shall be limited to the statement of the fact of nonreappointment. Failure to give timely notice of nonreappointment shall oblige the Chancellor to offer a terminal appointment of one academic year. “
- Gary Rosenkrantz also made reference to Section H, sub-paragraphs (2) and (7) of the same document (in their unrevised

	<p>forms)</p> <ul style="list-style-type: none"> ○ Paragraph (2) states the following: “The decision of the department head not to reappoint a faculty member as provided in Section 3.G., if concurred in by a majority of the voting department faculty as specified in Section 3.G., shall be final, except as the decision may be reviewed in accordance with Section 4 of these regulations -- which has to do with Due Process.” <i>(Note: this item was deleted in the revised document sent forward to General Administration).</i> ○ Paragraph (7) wasn’t read, but Gary said that it would need to be changed, too, to accommodate the new policy. <p>In light of the above factors, Gary Rosenkrantz moved to table the resolution until such time that it could be acted upon. Chair Adams called for a second to the motion, which was provided by Josh Hoffman, and discussion on the motion, of which there was none. The Chair called for a vote on the motion to table the resolution. The motion carried by a majority vote with 1 opposition and no abstentions. <i>(See Enclosure C for the tabled resolution.)</i></p>	<p>Motion to table the Resolution: carried with (1) opposed; (0) abstentions</p>
<p>Information Item from the Strategic Planning Committee: <i>Rebecca Adams, Chair of the Strategic Planning Committee</i></p>	<p>Rebecca Adams presented the Strategic Planning agenda item in her role as Chair of the Strategic Planning Committee and referred to the handout that had been distributed to assembled members of the General Faculty. <i>(See Enclosure D.)</i> In particular, Chair Adams referred to the two-page version of the Plan containing a list of endorsements and a tentative planning schedule for this summer. The endorsements show that the plan has been endorsed by everyone up through the Board of Trustees, except for the Student Government Association House and the Alumni Board. Chair Adams stated that throughout the endorsement process, she collected comments that were made by the leadership groups that endorsed the Plan and passed those on to the Chancellor, who has responded to each of the issues, and they have been incorporated into a draft of the Plan. The whole draft will be on the web page (http://uncgtomorrow.uncg.edu/plan/) as soon as the Chancellor has approved it. Then the real work begins:</p> <ul style="list-style-type: none"> • deans will begin working on the Plan at their retreat and responsibility for the various goals in the Plan will be assigned; • the Executive Staff will review and approve the work of Deans Council. Next fall implementation teams that cut across divisions and academic units will be formed to develop plans for how to implement the goals, decide what resources would be needed including private and public support, faculty, staff, technology, facilities and all the things we need to do our work; • a basic risk assessment will be completed. <p>Divisional and Unit plans will be developed that include an indication of how the various Units will support the Plan. The Plan will be revisited annually in the summer by Deans Council and Executive Staff. And the Chancellor will address the decided upon priorities during her State of the Campus address each fall.</p>	

	<p>Chair Adams concluded her remarks about the Plan, asked if there were any questions (there were none) and stated that upon approval, the Plan would be posted to the UNCG Tomorrow webpage (http://uncgtomorrow.uncg.edu/plan/), which will continue to be updated with any additional information on the Plan.</p>	
<p>Resolution from the Senate Bylaws Committee – Addition to Bylaws of the <u>Constitution of the Faculty</u>: Online Voting: <i>Ben Ramsey, Chair</i></p>	<p>Chair Adams called upon Ben Ramsey, Chair of the Senate Bylaws Committee, to present his agenda item. He read the resolution being presented to the General Faculty:</p> <p style="text-align: center;"><u>ADDITION TO BYLAWS OF THE CONSTITUTION OF THE FACULTY: ONLINE VOTING</u></p> <p>WHEREAS the Faculty Senate and/or the General Faculty from time to time need to conduct business when a face-to-face meeting is impossible or impracticable, and</p> <p>WHEREAS the technology is available to conduct Faculty Senate and General Faculty business online, and</p> <p>WHEREAS the Faculty Senate of the University of North Carolina at Greensboro has approved this resolution, therefore</p> <p>BE IT RESOLVED That the following be added to the <i>Bylaws of the Constitution of the Faculty</i>:</p> <p style="padding-left: 40px;"><u>Article II, Section 6 (6)</u> At times when a face-to-face meeting of the General Faculty cannot occur, it may be useful or necessary to conduct business and vote on motions electronically. In such a situation, voting will be conducted through secure means. The electronic voting will be preceded and accompanied by an electronic discussion. Electronic discussions will be held as a Committee of the Whole. Electronic voting and discussion will remain open for specified periods with a minimum of 48 hours for discussion and 48 hours for voting. Electronic voting and discussion will be conducted in accordance with the provisions of the Open Meetings Act.</p> <p style="padding-left: 40px;"><u>Article III, Section 9 (2)</u> At times when a face-to-face meeting of the Faculty Senate cannot occur, it may be useful or necessary to conduct business and vote on motions electronically. In such a situation, voting will be conducted through secure means. The electronic voting will be preceded and accompanied by an electronic discussion. Electronic discussions will be held as a Committee of the Whole. Electronic voting and discussion will remain open for specified periods with a minimum of 48 hours for discussion and 48 hours for voting. Electronic voting and discussion will be conducted in accordance with the provisions of the Open Meetings Act.</p> <p>Ben stated that the resolution had been reviewed by legal counsel to ensure all legal requirements were being met. Discussion followed that informed and/or clarified the following:</p> <ul style="list-style-type: none"> • In order to be in compliance with the “Open Meetings Act,” the discussion would be open to the public the same as the General Faculty and Faculty Senate meetings are; 	

	<ul style="list-style-type: none"> • the software that would be used to implement the resolution would not be selected by the Bylaws Committee as it is out of the Committee’s purview; • the statement about “Committee of the Whole” allows amendments to be discussed in that committee and when the vote is taken, amendments will have been worked out, allowing for a mechanism to do that without having to get into formal amendments – the software would drive how the process is worked out; • the resolution came about as a result of a Board of Governor’s mandate to change the P & T Guidelines; the timing of the mandate – received in April, due in October – made it difficult to allow for input from faculty; this amendment will allow us to respond quickly and have a vote even if we can’t call everyone to campus; • the implementation timeline is not definite and out of the Committee’s purview but probably as quick as the software can be worked out and implemented; • on-line voting would be used only in unusual circumstances, i.e., a face-to-face meeting <u>cannot</u> occur, and not as a means to circumvent or substitute for normal, regularly scheduled Faculty Senate or General Faculty meetings; • quorum requirements would need to be met for votes to carry – 45 (individual) responses to act on a General Faculty action, 135 (individual) responses to act on (rescind) a Faculty Senate action. • Gary Rosenkrantz moved for a “friendly” amendment, which was accepted by Ben Ramsey, to delete the following sentence in each paragraph: “Electronic discussions will be held as a Committee of the Whole.” and replace the sentence with the following language: “Electronic discussions will be held according to ordinary rules if possible, but otherwise will be held as a Committee of the Whole.” <p>The Chair called for a vote. The motion to approve the amended resolution carried with one abstention. (<i>See Enclosure E for the amended resolution.</i>)</p>	<p>Motion to Approve the Amended Resolution carried with (1) abstention</p>
<p>Resolutions from the General Education Council: (1) To Approve the Revised Mission Statement of the General Education Program; (2) To Approve Four New General Education Program Goals: <i>Lisa Tolbert, Chair</i></p>	<p>Chair Adams called upon Lisa Tolbert, Chair of the General Education Council, to bring forward two resolutions from the General Education Council. Lisa began with a PowerPoint presentation (<i>See Enclosure F.</i>) as an overview of where the process of general education reform stands to provide a background for understanding the resolutions being presented. Each resolution being brought before the General Faculty was acted upon as follows:</p> <p><u>RESOLUTION #1</u></p> <p>Lisa Tolbert read the following resolution from the General Education Council, which had been approved by the Faculty Senate on December 3, 2008:</p> <p style="text-align: center;">RESOLUTION TO APPROVE THE REVISED MISSION STATEMENT FOR THE GENERAL EDUCATION PROGRAM</p>	

WHEREAS the internal and external review of the General Education program in 2007 resulted in the recommendation to develop a clearer rationale for the General Education program as a whole, and

WHEREAS the Provost has charged the General Education Council with defining the purpose of general education at UNCG, therefore

BE IT RESOLVED That the current “Philosophy of UNCG’s General Education Program” be replaced by the following General Education Program Mission Statement, clarifying the purposes of the UNCG General Education Program:

The faculty and staff of the University of North Carolina at Greensboro embrace student learning as its highest priority. Our General Education Program provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. The breadth of General Education empowers our students to thrive as life-long learners who lead personally fulfilling lives. The mandate to foster an educated person belongs to the entire university, not to a single department, unit or co-curricular program. Thus, the General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major builds upon and integrates the knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.

[Insert existing goals or revised goals]

To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements listed below. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. Alternative ways to demonstrate competencies will be available to students with documented disabilities.

Since the resolution was being brought forth as a motion from a Committee of the Faculty, no second was need. The Chair called for discussion of the motion. In response to questions, Lisa Tolbert reiterated various points previously made that related to the following:

- the relationship between the goals and the distribution requirements, i.e., the specific outcomes related to the distribution requirements and which outcomes courses would address;
- the Gen Ed review process, assessment and the upcoming SACS visit;
- the rationale for starting the process with the goals rather than the

	<p>curriculum;</p> <p>Mary Ellis Gibson moved to strike the last sentence of paragraph #1 of the General Education Mission Statement as it might commit us to assessing outcomes in every course in the major. Bonnie Canziani seconded the motion to delete:</p> <p style="padding-left: 40px;">“Likewise, the major builds upon and integrates the knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.”</p> <p>Noting that the meeting adjournment time had been reached and discussion was ongoing, the Parliamentarian suggested the meeting be extended for up to 30 minutes. The motion to do so was made by Gary Rosenkrantz and seconded by Martha L. Taylor. The Chair called for a vote on the motion to extend the time of the meeting. The motion carried with six opposed and one abstention.</p> <p>Returning to the discussion of the motion to delete a sentence from the General Education Mission Statement, it was pointed out that the meaning of the resolution would be changed by the proposed amendment. Sue Stinson then offered a “friendly” amendment to the original motion to strike the word, “the,” in front of “knowledge,” which would serve to retain the meaning of the resolution as well as speak to the intent offered by the earlier amendment:</p> <p style="padding-left: 40px;">“Likewise, the major builds upon and integrates the knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.”</p> <p>Sue Stinson’s friendly amendment was seconded by Gary Rosenkrantz and accepted by Lisa Tolbert. Mary Ellis Gibson withdrew her earlier motion to strike the last sentence of paragraph #1 of the General education Mission Statement. The Chair called for a vote on the amended resolution that was on the floor. The motion carried with 1 abstention. <i>(Please refer to Enclosure G for the amended resolution.)</i></p> <p><u>RESOLUTION #2</u></p> <p>Lisa Tolbert read the second resolution, which had been approved by Faculty Senate at its April 1, 2009 meeting, as follows:</p> <p style="text-align: center;">RESOLUTION TO APPROVE FOUR NEW GENERAL EDUCATION PROGRAM GOALS</p> <p>WHEREAS, the Faculty Senate has charged the General Education Council with ongoing review and maintenance of the General Education Goals, and</p> <p>WHEREAS the Faculty Senate also charged the Council to convene faculty meetings to identify which general education goals (draft or existing or hybrid) are delivered in each GEC category and marker, and</p> <p>WHEREAS the Council used faculty feedback provided in the GEC forums, the online discussion board, and the faculty surveys to simplify and clarify the five proposed draft goals that have been the basis of campus-wide discussion this year, and</p>	<p>Motion made by Mary Gibson was later withdrawn</p> <p>Motion to extend the meeting by 30 minutes carried with (6) opposed and (1) abstention</p> <p>Motion to approve the amended resolution carried with (1) abstention</p>
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	<p>WHEREAS the four proposed Learning Goals not only substantially reduce the number of goals listed in the existing General Education program, but also capture the breadth of that existing program while maintaining the integrity of the GEC categories as well as accommodating central recommendations of the UNC-Tomorrow Report, UNCG’s proposed Strategic Plan, and national university associations dedicated to undergraduate liberal education like AAC&U (and its LEAP Report), and</p> <p>WHEREAS the four proposed Learning Goals are in fact the General Education goals that the Council wishes to recommend to the general faculty, therefore</p> <p>BE IT RESOLVED That the General Faculty of the University of North Carolina at Greensboro approves the following four Learning Goals to replace the nineteen general education goals identified in the <i>Undergraduate Bulletin</i>. The following Learning Goals should be inserted in the newly approved General Education Mission statement:</p> <p>LG1. Foundational Skills: <i>Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.</i> [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]</p> <p>LG2. The Physical and Natural World: <i>Understand fundamental principles of mathematics and science, and recognize their relevance in the world.</i> [GMT, GNS]</p> <p>LG3. Knowledge of Human Cultures: <i>Through study in the social and behavioral sciences, humanities, histories, and the arts, understand the historical, cultural, and philosophical traditions that have shaped our diverse society and the importance that abstract ideas and artistic expression have in the process of self-understanding.</i> [GLT, GFA, GPR, GHP, GSB]</p> <p>LG4. Personal, Civic, and Professional Development: <i>Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.</i> [GFA, GPR, GNS, GSB, GL, GN]</p> <p>The Chair called for discussion. Discussion ensued concerning LG 3 and whether the statement was a fit for the Social Sciences. Charles Prysby moved to add a sentence to the beginning of LG3:</p> <p><i>“Through study in the social and behavioral sciences, understand individual, social, political, economic, and cultural influences on human societies across the world.”</i></p> <p>Josh Hoffman seconded the motion. Discussion continued until Mary Ellis Gibson called the question. Gary Rosenkrantz provided the second. The Chair called for a vote on the question being called. The motion carried with (1) opposed and (0) abstentions.</p>	<p>Motion to Call the Question carried with (1) opposed and (0) abstentions</p>
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	<p>The Chair called for a vote on the motion to amend. The motion to amend carried with 3 opposed and 2 abstentions.</p> <p>The Chair called for a vote on the main motion as amended. Art Murphy moved to offer a “friendly” amendment to add “GL and GN” to the end of LG3. Mary Ellis Gibson seconded Art’s motion to amend and it was accepted as a friendly amendment by Lisa Tolbert.</p> <p>Ben Ramsey moved to add the word “religious” to the second sentence of LG3. Josh Hoffman seconded the motion. The Chair called for a vote on Ben’s motion to amend, which carried with (2) abstentions.</p> <p>The Chair called for a vote on the main motion as now amended. The motion carried with 1 abstention. (<i>See Enclosure H for the amended resolution.</i>)</p>	<p>Motion to amend carried with (3) opposed and (2) abstentions</p> <p>Motion to amend by adding the word “religious” carried with (2) abstentions</p> <p>Motion to approve the amended resolution carried with (1) abstention</p>
<p>End of Year Comments: <i>Rebecca Adams,</i> <i>Chair of the General Faculty</i></p>	<p>Chair Adams gave her closing comments in which she acknowledged an event-filled year and appreciation for all of the support she received during her term. The focus of her closing remarks was on <i>shared governance</i>. Her reflections on the topic were as follows:</p> <ul style="list-style-type: none"> • She praised the commitment that the Chancellor and Provost have to transparency, collaboration, and shared governance supported by timely responses and feedback from faculty when asked and noted that faculty were given more opportunities to provide feedback on the planning process than had happened during previous planning cycles; • She acknowledged that in the midst of mourning the loss of control due to how quickly decisions must be made and the corresponding changes in how we must operate, faculty are gradually beginning to experience some “good” grief in response to changes in the environment, which offers tremendous opportunities to pull together to strengthen the community and to meet the needs of UNCG students in creative new ways; • She recognized the need to respond to being called upon to sustain shared governance within a new context and environment by – <ul style="list-style-type: none"> ○ Serving as collaborators in order to implement inclusive processes; ○ Being both flexible and quick in response to the receipt of information from multiple sources, i.e., the Chancellor, the Provost, GA, the web, the press; ○ Giving prompt response and feedback, which are crucial in many circumstances; ○ Streamlining processes and operations; and ○ Trusting in our administrative team to make decisions that 	

	<p>are best for the institution, not simply responses to the loudest voices.</p> <p>In conclusion, Chair Adams called for the celebration of UNCG's new future by marching in the processional with other faculty for Chancellor Brady's Installation on May 5 and marking an important day in the history of shared governance at UNCG as Faculty Senate and Staff Senate march side by side for the first time.</p>	
<p>Adjournment: <i>Rebecca Adams,</i> <i>Chair of the General Faculty</i></p>	<p>The Chair called for a motion to adjourn the meeting at 5:40 p.m. Ben Ramsey so moved and Josh Hoffman (or Paul Davis) provided the second.</p> <p>The Chair called for a vote. The motion to adjourn carried unanimously.</p>	<p>Motion to adjourn carried unanimously</p>

Respectfully submitted,

Anita Star Tesh
Secretary of the General Faculty

AST/bjb

IN MEMORIAM

A List of Deceased Faculty Members

Report Period: April 2006-April 2009

Cora P. Bomar (03/18/08)
Associate Professor, Emeritus
Library and Information Studies

David H. Shelton (03/28/08)
Professor Emeritus
Economics

Jacqueline M. Cimorelli (01/20/09)
Associate Professor, Emeritus
Communication Sciences and Disorders

Tommie L. Smith (11/19/08)
Assistant Professor Emeritus
School of Business and Economics

William Charles Collins (05/19/06)
Professor Emeritus
Art

Stephen Stallcup (01/08/09)
Assistant Professor
English

Ruth Simpson Dunn (06/02/06)
Faculty Member
Nursing

J. Nancy White (06/04/07)
Associate Professor Emeritus
Child Development and Family Relations

Melvin D. Hurwitz (09/21/08)
Professor Emeritus
Clothing and Textiles

Tony R. Wingler (07/10/07)
Associate Professor
Business Administration

Harriet J. Kupferrer (01/15/07)
Professor Emeritus
Anthropology

Francoise Giraudet Lay (04/09/07)
Instructor Emeritus
Romance Languages

David MacKenzie (12/04/08)
Professor Emeritus
History

Aden C. Magee (01/21/08)
Professor Emeritus
Nutrition

Marjorie W. Memory (02/22/09)
Head Serials Librarian Emeritus
Jackson Library

Russell E. Planck (12/26/06)
Lecturer Emeritus
History

**MINUTES OF THE GENERAL FACULTY MEETING
September 10, 2008**

AGENDA ITEM/ PRESENTER	MOTION/PRESENTATION	OUTCOME
<p><i>Call to Order & Opening Remarks: Chancellor Linda Brady</i></p>	<p>Chancellor Brady opened the meeting at 3:02 p.m. and stated she was pleased to be at the first General Faculty meeting of the new academic year. Summary of the Chancellor's remarks:</p> <ul style="list-style-type: none"> • Has spent time in the last several weeks meeting students and their families, including move-in; is impressed by the reasons students give for coming to UNCG – the quality of our academic programs is always at the top of the list, also the warmth of this community, campus tours, and meetings with faculty and staff; • Attended first Student Government Association meeting of the year highlighted by President Michael Tusso's state of the campus address; impressed with meeting attendance and active engagement; energized by Michael's remarks, his themes for this year/charge to students to (1) transform today (2) create your future (3) dream bigger; impressed by students' conversation on what dreaming bigger could mean for them and for all of us; • Has enjoyed meeting faculty in this setting and other settings over the last weeks; attended a marvelous lunch for new faculty and faculty who have participated in University and system-wide leadership programs, a wonderful opportunity to bring together new faculty with established faculty who can serve as informal networkers and guides; • Will continue to visit around the campus meeting faculty and staff; during <i>International Housekeepers Week</i> will visit the housekeeping staff in the residence hall to acknowledge the work that they do for us; • Has had wonderful meetings with Provost Perrin, with Professor (Rebecca) Adams and attended our first Faculty Senate meeting of the year – very impressed by the spirit of collaboration that exists on campus; interested in faculty feedback on how we can improve communication and collaboration even more; • Has three major priorities for the coming year: <ul style="list-style-type: none"> ○ (1) To develop next UNCG Five-Year Strategic Plan (2009-2014) as well as implement the UNC Tomorrow priorities – more information about this process is forthcoming; want to make certain implementation of UNC Tomorrow is well integrated with our strategic planning process – our vision for the University's future must guide UNC Tomorrow and not vice versa; ○ (2) To look at how we can best support the ambitious goal of growing our research productivity, measured in true productivity of the faculty (faculty scholarship) as well as sponsored research dollars; will look at the current research infrastructure to determine how best to support the work of faculty; will look at issues from facilities to human resources to other types of support within a quick timeframe this fall; ○ (3) To continue the momentum associated with the <i>Students First</i> campaign; in the final year of the campaign, she will be spending a great deal of time working to raise additional support for undergraduate scholarships and graduate fellowships as well as faculty support, which is critical to support our academic quality and to strengthen our impact individually on our students and more broadly on our community; Will ask Deans Council – at its next meeting – to discuss the needs they see for faculty support and how 	

	<p>we can make a more compelling case to alumni, friends, and donors about the importance of investing in our faculty;</p> <ul style="list-style-type: none"> • Thanked everyone in advance for participation in the State Employees Combined Campaign scheduled to kickoff September 17; UNCG has an outstanding record of participation and is to receive the <i>Chairman's Award of Merit</i> for the highest per capita giving rate among employers of our size as well as the <i>Chairman's Special Achievement Award</i> for the highest average gift; congratulations to UNCG for setting the record for total dollars raised last year at more than \$290,000, which was an increase of 18% from the previous year; asked that we all reflect on those less fortunate and the needs of our community, which grow dramatically during difficult economic times, as we launch into this year's campaign. <p>Chancellor Brady closed by stating her delight in being at UNCG as chancellor, expressing her commitment to engage with faculty on the many issues to be encountered in the coming weeks and months. She welcomes the opportunity to greet everyone at the beginning of a new academic year and looks forward to further engagement as she visits academic units in the coming weeks and months. She looks forwards to working with everyone in the years ahead.</p>	
<p><i>Business Session:</i> <i>Rebecca Adams,</i> <i>Chair of the</i> <i>General Faculty</i></p>	<p>A few comments before starting the business portion of the meeting –</p> <ul style="list-style-type: none"> • Offered an apology to members of the Library and to administrators who were not on the contact list we used to notify faculty of this meeting; steps will be taken to remedy the situation for the next General Faculty meeting; • Announced the first Senate Forum to be held Wednesday, September 17, 3-5 p.m. in the Kirkland Room of the EUC; the Forum will focus on the Inclusivity Initiative being undertaken by the Provost and the Faculty Senate toward making UNCG more inclusive; • Made mention of two additional forums: <ul style="list-style-type: none"> ○ Oct 15 re: UNC Tomorrow Phase II response to General Administration and the UNCG Strategic Planning Process (2009-2014) ○ Nov 19 re: General Education Curriculum 	
<p><i>Review of Agenda:</i> <i>Rebecca Adams,</i> <i>Chair of the</i> <i>General Faculty</i></p>	<p>The Chair reviewed the agenda and called for any changes, noting that the Agenda incorrectly listed a starting time of 3:30 pm rather than 3:00 pm as intended. There were no additional changes/corrections brought to the floor. The Chair called for a motion to approve the agenda as amended:</p> <p>Motion to approve the agenda as amended: Roy Schwartzman Second: Hazel Brown The Chair called for a vote to approve the agenda as amended.</p>	<p>Motion passed unanimously</p>
<p><i>Approval of April 5, 2006 Minutes:</i> <i>Rebecca Adams,</i> <i>Chair of the</i> <i>General Faculty</i></p>	<p>The Chair offered the minutes of the last General Faculty meeting, April 5, 2006, for approval calling for any questions or discussion. There was one comment, i.e., a correction to the Chair's reference to the Minutes being from 2005 rather than 2006, which the Chair corrected.</p> <p>The Chair called for a motion to approve the April 5, 2006 General Faculty Minutes.</p> <p>Motion to approve the April 5, 2006 Minutes: Vidya Gargeya Second: Beth Barba The Chair called for a vote to approve the Minutes.</p>	<p>Motion passed unanimously</p>
<p><i>Memo from</i> <i>General</i> <i>Administration:</i> <i>Mona Shattell,</i> <i>Chair, Faculty</i> <i>Government</i> <i>Committee</i></p>	<p>The Faculty Government Committee Chair, Mona Shattell, started by stating that her presentation would include background information on the directive to align with changes to Code 600; a summary of both the mandated and proposed changes to five (5) UNCG documents; and two (2) resolutions prepared by the Committee on Faculty Government – one for mandated changes, the other for recommended changes;</p>	

	<ul style="list-style-type: none"> • Last year, the Provost’s office was asked to review and amend as necessary UNCG policies and procedures to conform to the changes in the UNC Code of the Board of Governors of UNC, Chapter 6, Section 600. Several people worked on the documents (University legal counsel; Provost staff; Faculty Senate leadership, members of Faculty Government Committee/Promotion and Tenure Guidelines Committee/Due Process Committee/Faculty Grievance Committee) and developed revisions to be consistent with changes in the Code (mandatory changes) as well as areas that were seen to need clarification (recommended changes); • Five documents were identified to which changes were required and/or recommended – mandated and proposed changes were reviewed by the Faculty Promotions and Tenure Guidelines Committee, the Due Process Committee, and the Faculty Grievance Committee: <ul style="list-style-type: none"> ○ Regulations on Academic Freedom, Tenure, and Due Process ○ Policy on Post-Tenure Review ○ Procedures for Hearings in Non-reappointment Cases ○ Policies and Procedures of the Faculty Grievance Committee ○ Procedures for UNCG Hearings in Serious Sanction Cases; <p>The Faculty Senate approved the changes at its September 3, 2008 meeting that are being presented as follows:</p> • Mandatory and recommended changes to <i>Regulations on Academic Freedom, Tenure, and Due Process</i> – the changes were mostly for clarification (definition of <i>malice</i>); language was updated (“Chancellor” replaces “University,” “Dean of the University Libraries” replaces “University Librarian,” “Veteran Status” replaces “service in the armed forces”). The timeline was changed from 10 to 14 calendar days for faculty members to request review of non-reappointment; additional changes were more editorial, e.g., a proposed name change to <i>Promotion, Tenure, Academic Freedom, and Due Process Regulations</i>; • Mandatory and recommended changes to <i>Policy on Post-Tenure Review</i> – mandatory changes include added content, i.e., post-tenure review is only to consider areas of work responsibility; recommended changes are editorial, i.e., recommended name change to <i>Post-Tenure Review Policy</i> and/or for clarification, i.e., the University has the burden of proof; • Mandatory and recommended changes to <i>Procedures for Hearings in Non-reappointment Cases</i> – mandated changes include updating the language and clarification; recommended changes are editorial, i.e., change in name of the policy to <i>Non-reappointment Hearing Procedures</i>; • Mandatory and recommended changes to <i>Policies and Procedures of the Faculty Grievance Committee</i>—the mandated change was the adding of post-tenure review as grievable; recommended changes are editorial, i.e., change in the name of the policy to <i>Faculty Grievance Committee Policies and Procedures</i>; • Mandatory and recommended changes to <i>Procedures for UNCG Hearings in Serious Sanction Cases</i> – mandated changes included adding a degree of proof that is both clear and convincing as well as a revised timeline, i.e., the hearing process must be completed within 90days; there were no recommended changes; <p>The Faculty Government Committee has approved the mandated and recommended changes to the five documents noted above. On behalf of the Faculty Government Committee, Mona Shattell brought forth two resolutions as follows.</p>	
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<p><i>Resolution on Mandated Changes: Mona Shattell, Chair, Faculty Government Committee</i></p>	<p style="text-align: center;"><u>RESOLUTION ON MANDATED CHANGES</u></p> <p>Mandated changes to the following documents that contain policies/guidelines on performance review of Tenured Faculty:</p> <ul style="list-style-type: none"> • Regulations on Academic Freedom, Promotion, Tenure, and Due Process • Policy on Post-Tenure Review • Procedures for Hearings in Non-reappointment Cases • Policies and Procedures of the Faculty Grievance Committee • Procedures for UNCG Hearings in Serious Sanction Cases; <p>WHEREAS, The University of North Carolina Board of Governors mandated changes to Code 600 and Related Policies/Guidelines on Performance Review of Tenured Faculty as per the March 10, 2008 memo from Harold L. Martin, Senior Vice President for Academic Affairs, University of North Carolina General Administration; and</p> <p>WHEREAS, The Senate Faculty Government Committee has approved these changes to the above documents and the documents have been reviewed by the Senate Promotion and Tenure Guidelines Committee, the Grievance Committee and the Due Process Committee; and</p> <p>WHEREAS, The Faculty Senate of the University of North Carolina in Greensboro has approved the changes in the revised documents presented by the Faculty Government Committee, therefore,</p> <p>BE IT RESOLVED, That the General Faculty of the University of North Carolina at Greensboro approve the changes in the revised documents presented by the Faculty Government Committee.</p> <p>The Chair called for questions and discussion; there were none. No motion or second required for a resolution coming from a University committee.</p> <p>The Chair called for a vote to approved the resolution.</p>	<p>The Resolution was approved unanimously.</p>
<p><i>Resolution on Recommended Changes: Mona Shattell, Chair, Faculty Government Committee</i></p>	<p style="text-align: center;"><u>RESOLUTION ON RECOMMENDED CHANGES</u></p> <p>Recommended changes to the following documents that contain policies/guidelines on performance review of Tenured Faculty:</p> <ul style="list-style-type: none"> • Regulations on Academic Freedom, Promotion, Tenure, and Due Process • Policy on Post-Tenure Review • Procedures for Hearings in Non-reappointment Cases • Policies and Procedures of the Faculty Grievance Committee • Procedures for UNCG Hearings in Serious Sanction Cases; <p>WHEREAS, The documents listed above need changes for clarification of the process and updating for compliance with University of North Carolina procedures; and</p> <p>WHEREAS, The Senate Faculty Government Committee has approved these changes to the above documents and the documents have been reviewed by the Senate Promotion and Tenure Guidelines Committee, the Grievance Committee and the Due Process Committee; and</p> <p>WHEREAS, The Faculty Senate of the University of North Carolina in Greensboro has approved the changes in the revised documents presented by the Faculty Government Committee, therefore,</p> <p>BE IT RESOLVED, That the General Faculty of the University of North Carolina at Greensboro approve the changes in the revised documents presented by the Faculty Government Committee.</p> <p>The Chair called for questions and discussion; there were none. No motion or second required for a resolution coming from a University committee.</p> <p>The Chair called for a vote to approve the Resolution.</p>	<p>The Resolution was approved unanimously.</p>

	<p>The Chair offered thanks to the many persons who spent numerous hours, including time spent over the summer, working on these documents to bring them in line with Board of Governors requirements.</p>	
<p><i>Resolution to Specify Placement and Weight or P & T Summaries:</i> <i>Colleen Fairbanks, Chair, Promotion and Tenure Guidelines Committee</i></p>	<p>Colleen Fairbanks, introduced two resolutions to the General Faculty, on behalf of the Promotion and Tenure Guidelines Committee, that were passed last spring by the Faculty Senate:</p> <p style="text-align: center;">RESOLUTION TO SPECIFY PLACEMENT AND WEIGHT OF PROMOTION AND TENURE SUMMARIES IN A CANDIDATE’S DOSSIER</p> <p>WHEREAS, A single PROMOTION AND TENURE case may now generate up to four separate summary statements: (1) by the departmental committee, (2) the department head, (3) the College/School committee, and (4) the Dean; and WHEREAS, There is currently no specific guideline where these summaries should be placed in a candidate’s dossier; therefore BE IT RESOLVED, that the summary statements, currently Sections V and VI, of the <i>Recommendation for Promotion and Tenure</i> form be retitled and follow the first page of the form and precede all other documentation in the candidate’s dossier in the following order: Departmental Summary, Department Head’s Summary, College/School Summary, Dean’s Summary.</p> <p>The Chair called for questions and discussion of the Resolution:</p> <ul style="list-style-type: none"> • Sam Miller offered a friendly amendment to the resolution to delete reference to Section VI of the Promotion and Tenure Form, which refers to <i>Dissenting Opinions</i> and is not applicable to this resolution. <p>The Chair called for further questions and discussion; there were none.</p> <p>The <i>Be It Resolved</i> section of the resolution was amended to read as follows:</p> <p>BE IT RESOLVED, That the summary statements, currently Section V of the <i>Recommendation for Promotion and Tenure</i> form, be retitled and follow the first page of the form and precede all other documentation in the candidate’s dossier in the following order: Departmental Summary, Department Head’s Summary, College/School Summary, Dean’s Summary.</p> <p>No motion or second is required for a resolution coming from a University committee.</p> <p>The Chair called for a vote to approve the Resolution as amended.</p>	<p>The Amended Resolution was approved unanimously.</p>
<p><i>Resolution to Specify the Role of Tenured Assistant Professors in P & T:</i> <i>Colleen Fairbanks, Chair, Promotion and Tenure Guidelines Committee</i></p>	<p style="text-align: center;">RESOLUTION TO SPECIFY THE ROLE OF TENURED ASSISTANT PROFESSORS IN PROMOTION AND TENURE</p> <p>WHEREAS, Untenured Assistant Professors are simultaneously reviewed for tenure and for promotion to the rank of Associate Professor; and WHEREAS, Untenured Assistant Professors do not meet the qualification for participation in the P & T review process as they must be “senior in rank” to the candidate; and WHEREAS, The presence of tenured Assistant Professors is rare, their role in the P & T process is often misunderstood; therefore BE IT RESOLVED, That the tenured Assistant Professors may not participate in the deliberation or vote in cases of Promotion and/or Tenure for candidates at any rank as they must be “senior in rank” to the candidate.</p> <p>The Chair called for questions and discussion of the Resolution.</p>	

	<ul style="list-style-type: none"> • Alan Goldfarb: Asked for clarification of why tenured assistant professors could not be included in deliberations. <ul style="list-style-type: none"> ○ Colleen Fairbanks: The Committee’s position is that tenured assistant professors are more like assistant professors and since assistant professors are not included in the deliberations, neither ought tenured assistant professors. • Goldfarb: Asked whether deliberation could be separate from vote. <ul style="list-style-type: none"> ○ Colleen Fairbanks: The Committee’s position is as stated, but is willing to consider other positions. • Vidya Gareya: The promotion and tenure process includes deliberations and vote by persons “senior” in rank; it does not favor tenured assistant professors being included in deliberations or voting since they are not “senior” to the positions being considered. • Roy Schwartzman: We need to pay attention to the alignment of the resolution with actual practice; the next stage is to make sure practice aligns with policy both university-wide and at the departmental level. • Hazel Brown: I have served on the University’s Promotions and Tenure Guidelines Committee for several terms in the past and it was never differentiated that associates could only vote for associates and full professors could only vote for full professors...We need to make sure procedures align in practice. • Some asked, what is the right way? <ul style="list-style-type: none"> ○ Colleen Fairbanks: I believe only persons senior in rank can deliberate and vote. <p>The Chair called for further questions and discussion. There were none. No motion or second is required for a resolution coming from a University committee.</p> <p>The Chair called for a vote to approve the Resolution.</p>	<p>The Resolution was approved unanimously</p>
<p><i>Adjournment:</i> <i>Rebecca Adams,</i> <i>Chair of the</i> <i>General Faculty</i></p>	<p>There being no further business, the Chair called for a motion to adjourn the meeting at 3:40 p.m. Motion to Adjourn: Ben Ramsey. Second: Derek Krueger The Chair called for a vote to approve adjournment.</p>	<p>The motion was unanimously approved.</p>

Respectfully Submitted,

Anita Star Tesh
Secretary to the General Faculty

The University of North Carolina at Greensboro

Resolution #GF042909- ____ (No number assigned; Resolution was Tabled)

**TO PROVIDE FOR PROMOTION AND/OR TENURE REVIEW
BEYOND DEPARTMENTS**

Submitted by the Faculty Promotion and Tenures Guidelines Committee, Colleen Fairbanks, Chair

Amended and Approved by the Faculty Senate on March 4, 2009

Tabled by the General Faculty on April 29, 2009

WHEREAS the UNIVERSITY PROMOTIONS AND TENURE GUIDELINES on nominations for promotion holds that “a candidate receiving a majority of negative votes of the department faculty and a negative recommendation from the department head will not be reviewed further, and

WHEREAS this policy does not provide a candidate with any review of such a decision at the department level, and

WHEREAS due process should be extended to all faculty on matters of promotion and tenure, therefore

BE IT RESOLVED That Section II.B.3.a be deleted from the UNIVERSITY PROMOTIONS AND TENURE GUIDELINES:

3. Except as noted below (~~II.B.3.a.b~~), nominations for promotions and/or tenure will be reviewed in the following order: department (department faculty, department head), unit (unit Committee on Promotions and Tenure, dean), University (University Committee on Promotions and Tenure, Provost, Chancellor). The number of faculty votes for and against a nomination will be recorded and forwarded with the recommendation of the administrator to the next level of review.

Exception:

~~a.—The nomination of a candidate receiving a majority of negative votes of the department faculty[†] and a negative recommendation from the department head will not be reviewed further.~~

~~b.—~~A nomination receiving positive recommendations at each level (e.g., a majority of positive votes or a tied vote) by the department faculty and the unit’s Committee on Promotions and Tenure and positive recommendations from the department head and dean will not normally be reviewed by the University Committee on Promotions and Tenure. However, the Chancellor may request a formal review by the University Committee on Promotions and Tenure of any particular case.

Approved by the Faculty Senate on March 4, 2009

Approved by the General Faculty: **Tabled, April 29, 2009**

Approved by the Chancellor: N/A

Date to go into Effect: N/A

Forwarded for Implementation (Name/Date) N/A

The University of North Carolina at Greensboro (UNCG) Plan 2009-2014²

Preamble

Since its inception in 1891 as the State Normal and Industrial School, the University evolved first into a liberal arts college for women and more recently into a university with high research activity, as recognized by the Carnegie Commission in 2006. It has broadened its scope to offer doctoral and masters programs, as well as professional preparation at all levels, while retaining its strengths in general education, emphasis on a vibrant student experience, and commitment to the highest ethical principles. Throughout its evolution, the University has retained its foundational commitment to scholarship, expressed in the traditional areas of teaching, research and creative activity, and service. UNCG's academic efforts in these traditional areas also continue to respond to changing times and the challenges they present. Research was a primary focus of the UNCG Plans 1998-2003 and 2003-2008. This plan builds on the successful implementation of the previous two plans, while reaffirming the University's foundation, clarifying its values, and identifying strategic areas in which it is positioned to expand.

This plan was developed during 2008-2009 by a committee including more than 70 faculty, staff, students, alumni, and members of the community. This committee was charged to develop a strategic, transformative, dynamic, value-driven, and outcome-based plan. The following plan will therefore guide the strategic allocation and procurement of resources, respond to prevailing circumstances as it is revisited each year, ensure the University's values are infused throughout all it does, and exert an impact on the lives of the students and communities it serves.

Vision Statement [Approved by Chancellor Brady, December 15, 2008]

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

Mission Statement [Approved by Chancellor Brady, December 15, 2008]

The University of North Carolina at Greensboro is a . . .

- Learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- Research university where collaborative scholarship and creative activity enhance quality of life across the lifespan;
- Source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- Global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

² An enterprise-wide risk assessment of the goals included in this plan has not yet been concluded.

Values

The University of North Carolina at Greensboro, a community including students, faculty, staff, and alumni, will demonstrate its commitment to . . .

Inclusiveness-- A welcoming and inclusive academic community, based on open dialogue and shared governance, offers a culture of caring with visible, meaningful representation of differences;

Collaboration--Interdisciplinary, intercommunity, inter-institutional and international collaboration is reflected and rewarded in teaching, research, creative activity, community engagement, and infrastructure;

Sustainability-- Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, economy, and aesthetics;

Responsibility--A public institution, the University responds to community needs and serves the public in a systematic fashion through the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity; and

Transparency--Goals, processes, decisions and outcomes are accessible and measurable, resulting in enhanced performance, trust, and accountability.

Strategic Areas

By 2014, The University of North Carolina at Greensboro will demonstrate increased excellence in research, creative activity, and student learning by undertaking initiatives to foster . . .

Access to Education and Student Success - by providing complementary systems of aid and outreach, vibrant, inclusive, sustainable learning environments, and caring, personalized and comprehensive support to students, thereby creating access to education and opportunities for success for all persons, particularly citizens of North Carolina from underserved regions and from underrepresented populations;

Health and Wellness across the Life Cycle - by enhancing and extending health, wellness, and quality of life for children, adults, families, and communities, through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities;

Education and Leadership Development - by offering transformational undergraduate, professional, and graduate education in which students participate in high impact experiences that develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferable skills for life, civic participation, and work in a global society;

Economic, Cultural, and Community Engagement - By supporting a faculty with outstanding accomplishments in research, scholarship, and creative activity and working collaboratively with diverse communities, UNCG will be a catalyst for economic transformation, cultural expression and community development to benefit the residents of the Piedmont region, the state, and beyond; and

Internationalization - by being a university where students, faculty, and community integrate teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives.

University of North Carolina at Greensboro

Resolution #GF042909-01

**ADDITION TO BYLAWS OF THE
CONSTITUTION OF THE FACULTY:
ONLINE VOTING**

*Submitted by the Faculty Senate Bylaws Committee, Ben Ramsey, Chair
Amended and approved by the Faculty Senate on March 4, 2009
Amended and approved by the General Faculty on April 29, 2009*

WHEREAS the Faculty Senate and/or the General Faculty from time to time need to conduct business when a face-to-face meeting is impossible or impracticable, and

WHEREAS the technology is available to conduct Faculty Senate and General Faculty business online, therefore

BE IT RESOLVED That the following be added to the *Bylaws of the Constitution of the Faculty*:

Article II, Section 6 (6)

At times when a face-to-face meeting of the General Faculty cannot occur, it may be useful or necessary to conduct business and vote on motions electronically. In such a situation, voting will be conducted through secure means. The electronic voting will be preceded and accompanied by an electronic discussion. Electronic discussions will be held as a Committee of the Whole. Electronic voting and discussion will remain open for specified periods with a minimum of 48 hours for discussion and 48 hours for voting. Electronic voting and discussion will be conducted in accordance with the provisions of the Open Meetings Act.

Article III, Section 9 (2)

At times when a face-to-face meeting of the Faculty Senate cannot occur, it may be useful or necessary to conduct business and vote on motions electronically. In such a situation, voting will be conducted through secure means. The electronic voting will be preceded and accompanied by an electronic discussion. Electronic discussions will be held as a Committee of the Whole. Electronic voting and discussion will remain open for specified periods with a minimum of 48 hours for discussion and 48 hours for voting. Electronic voting and discussion will be conducted in accordance with the provisions of the Open Meetings Act.

Approved by the Faculty Senate on March 4, 2009

Approved by the General Faculty: **April 29, 2009**

Approved by the Chancellor: _____

Date to go into Effect: _____

Forwarded for Implementation (Name/Date) _____

General Education Overview: PowerPoint in Outline Format

General Education Goals and GEC Category and Marker Review Process

General Faculty Meeting, 29 April 2009
Lisa C. Tolbert, Chair, General Education Council

Relationship between Goals and GEC

(Undergraduate Bulletin)

“To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements...” (Approved by UNCG Faculty)

Consequences of Relationship

GEC exists to deliver General Education Goals

- If a course is GEC then it must deliver General Education Goals
- If a course does **NOT** deliver General Education Goals then it is **NOT** GEC
- By taking all required GEC courses students should have the opportunity to achieve **ALL** General Education Goals established by UNCG faculty at least once and in some cases more than once

Example of Relationship: Information Literacy

- General Education Program Goal:
 - Ability to locate, analyze, and synthesize information* (approved by Faculty Senate)
- According to SLO identified in Curriculum Guide, faculty appear to expect students to encounter this goal at least three times in their GEC experience:
 - GRD: Locate and evaluate relevant information
 - GL: Locate, interpret, and evaluate information on diverse global cultures
 - GN: Locate, interpret, and evaluate information on diverse global cultures

Problems with Recertification and Course Approval

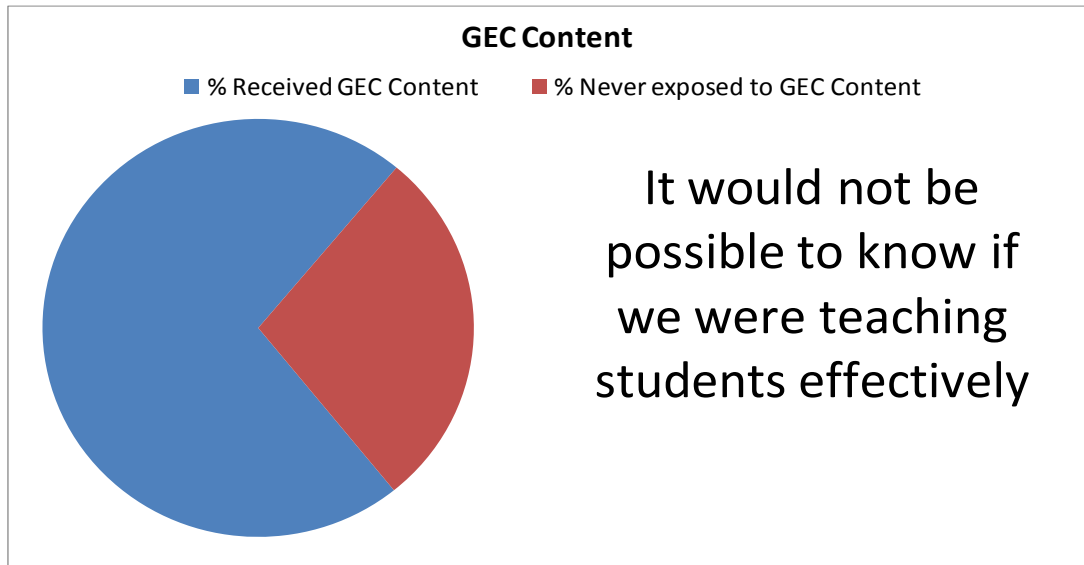
- The General Education Categories describe a distribution without clearly articulating goal delivery
- Without clarity in the relationship between GEC and Goals it is difficult to approve or recertify general education courses

Mary J. Allen, *Assessing General Education Programs*, p. 17

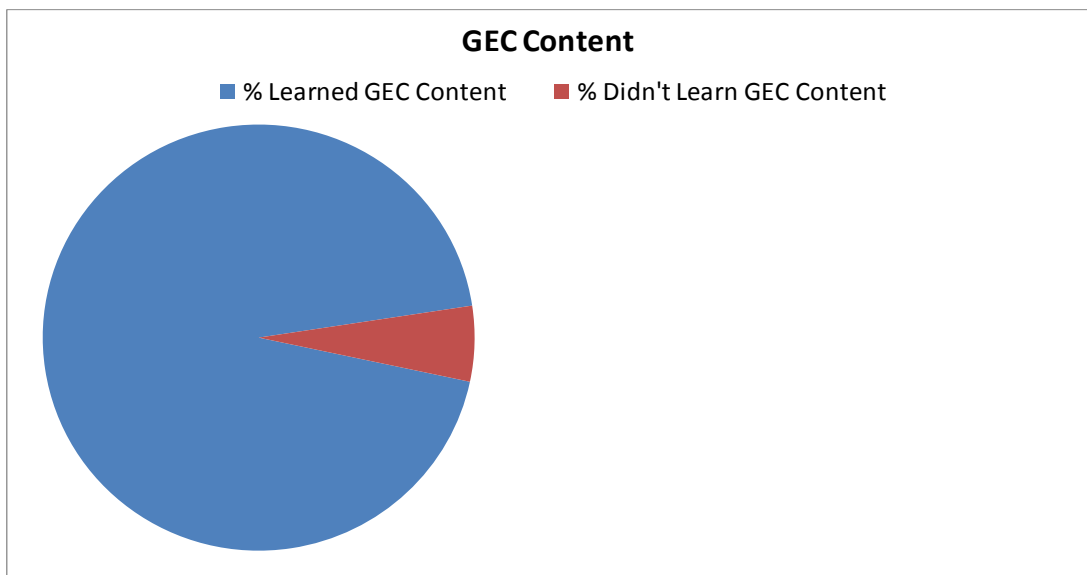
- Alignment between the curriculum and the learning goals:

We cannot hold students accountable for learning unless we have given them relevant learning opportunities. For example, does the curriculum introduce students to desired information literacy skills and does it provide sufficient practice and feedback to develop these skills? If it is possible for students to select course or instructor options that do not provide this instruction, how can we expect students to develop these skills?

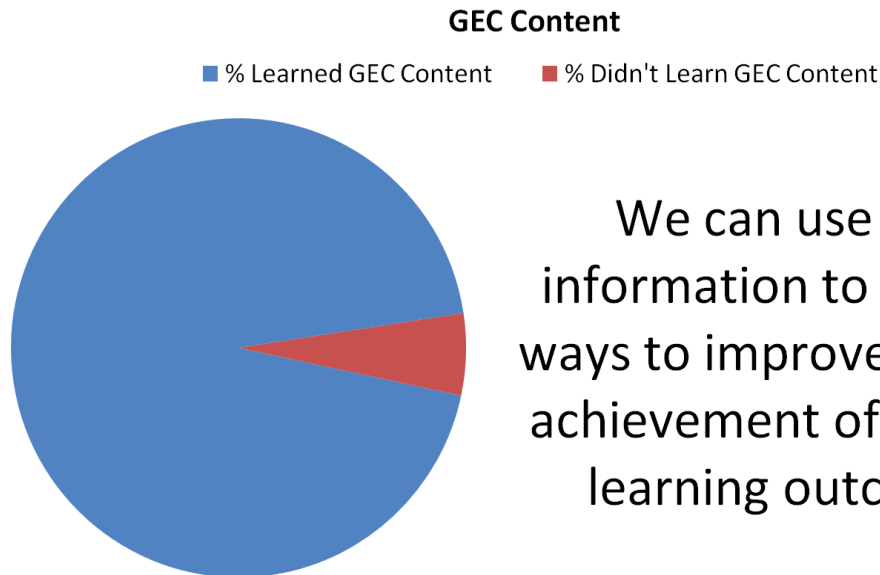
If ONLY some students in a GEC category are asked to learn GEC category content then...



If ALL students in a GEC category are asked to learn GEC content then assessment will show...*how effective we are in meeting faculty expectations of student learning...*



If ALL students in a GEC category are asked to learn GEC content then assessment will show...



We can use that information to identify ways to improve student achievement of student learning outcomes

Results of GEC faculty survey

- *Ability to locate, analyze, and synthesize information* (approved by Faculty Senate)
 - No GEC category or marker agreed unanimously that courses in the category must address this goal at a moderate or significant level.
 - We cannot ensure that all students have the opportunity to complete this general education goal by the time they complete all of their GEC requirements
- **Information Literacy** (proposed draft goal)
 - No GEC category or marker agreed unanimously that courses in the category must address this goal at a moderate or significant level.
 - We cannot ensure that all students would have the opportunity to complete this proposed general education goal by the time they complete all of their GEC requirements

The purpose of recertification is to ensure that ALL Students have had the opportunity to learn GEC Category Content and meet general education goals approved by UNCG faculty

Relationship between recertification and assessment

- The purpose of recertification is to ensure the intentionality and coherence of the General Education Program approved by the UNCG faculty
- The purpose of assessment is to improve the student learning desired by UNCG faculty

Rationale for Clarifying General Education Learning Goals

- Internal and external reviews agreed that:
 - Our General Education learning goals are not expressed in a clear manner that can be easily understood or communicated to students or faculty.
 - The existing goals do not line up clearly with course requirements making it difficult to assure goal delivery.
 - Students are unaware of current general education goals.
 - Faculty are disconnected from the existing goals, focusing instead on the outcomes articulated for specific GEC categories.
 - Existing goals do not state learning outcomes that can be easily assessed.

Rationale for Clarifying General Education Learning Goals

- The existing goals were approved 8 years ago (March 2000).
 - Do they reflect current institutional priorities?
 - Are they aligned with the 21st century skills identified in UNC Tomorrow as “the desired characteristics of graduates of UNC institutions”?
 - Do they address the important intellectual and practical skills identified as best practices by AACU?

New Goals Attempt to

- Satisfy internal and external demands within existing GEC structure

New Goals Address These Concerns

UNC Tomorrow

- All campuses were asked during the Phase I response to review their general education requirements “and develop plans for ensuring that students’ knowledge and skills in the following areas will be enhanced”:
 - oral and written communication
 - critical thinking and analytical reasoning

- problem solving, creativity, and innovation
- teamwork and collaboration
- work ethic and professionalism
- financial literacy
- information and digital literacy
- environmental literacy
- science and math
- global awareness

LEAP: Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Teamwork and problem solving
- Quantitative literacy
- Information literacy

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

LEAP: Essential Learning Outcomes

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

First draft of revised goals produced in summer general education workshop by a broadly representative group of faculty, students, and administrators, including representatives from the following units and offices:

- Office of Undergraduate Education
- General Education Council

- Faculty participants from all academic units
- Institutional Effectiveness
- Student Affairs
- Service Learning
- Undergraduate Research
- Faculty Senate
- Library
- Office of Academic Assessment
- Undergraduate students from the College and Business School

Goals Revision Process

- August 2008, Goals draft 1 forwarded to Council from Summer Workshop
- September-October 2008. Council revises goals draft and publishes proposed draft 2 for campus wide discussion
- November 2008. Faculty Senate Forum on proposed general education goals
- December 08-January 09. Council revises proposed draft goals based on faculty feedback and publishes draft 3
- February-March 2009. GEC faculty meetings, faculty surveys, discussion board
- March 2009. Council revises goals and submits draft 4 to Senate

Faculty Senate charged the Council in December to:

- convene faculty meetings in the Spring 2009 semester to review and, if necessary, revise the existing categories and markers and to identify which general education goals are delivered in each GEC category and marker, and
- consider the existing learning goals and refine the Draft Learning Goals using information from these meetings

Council held 11 open Faculty Meetings

- **February 02, 2009—Open Meeting**
- **February 03, 2009—GNS**
- **February 04, 2009—GMT**
- **February 05, 2009—GFA**
- **February 09, 2009—GSB**
- **February 23—WI/SI**
- **February 24, 2009—GRD**
- **Wednesday, February 25, 2009—GL/GN**

- **March 03, 2009—GHP**
- **March 04, 2009—GLT**
- **March 05, 2009—GPR**

Seeking faculty feedback on the goals

- The Council sought faculty feedback on the general education goals in multiple ways:
 - GEC faculty meetings
 - Faculty surveys
 - Online Discussion Board

Faculty Surveys

- **Explanation of survey:** The General Education Council has distributed this survey to allow all faculty members the opportunity to provide their insight into the delivery of general education goals. Please provide your institution with this valuable service through identifying which GEC categories should be responsible for specific general education goal delivery. The General Education Council will be using data gathered by this survey as a basis for approving and recertifying GEC courses.
- **At what level should ALL courses in this GEC Category contribute to the following abilities and skills goals?**
 - SIGNIFICANT:** A portion of a student's grade is based on student work products that demonstrate achievement of the learning goal.
 - MODERATE:** The learning goal is included in the final grade, but goal achievement is not a major part of the grade.
 - SUPERFICIAL:** The learning goal may be included in the course, but it is not covered in any depth and is not part of the final grade.
 - NOT AT ALL:** The learning goal is not addressed.

Faculty Survey Results

- 291 GEC faculty responded to the GEC category surveys
- 161 faculty responded to the open survey

General Education Goals Approved by the Faculty Senate April 1, 2009

- **LG1. Foundational Skills:** *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.* [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]
- **LG2. The Physical and Natural World:** *Understand fundamental principles of mathematics and science, and recognize their relevance in the world.* [GMT, GNS]
- **LG3. Knowledge of Human Cultures:** *Through study in the social and behavioral sciences, humanities, histories, and the arts, understand the historical, cultural, and philosophical traditions that have shaped our diverse society and the importance that abstract ideas and artistic expression have in the process of self-understanding.* [GLT, GFA, GPR, GHP, GSB]
- **LG4. Personal, Civic, and Professional Development:** *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.* [GFA, GPR, GNS, GSB, GL, GN]

Will further sets of sub-goals be written for specific categories (GFA, etc.)?

- Student learning outcomes are identified for each GEC category in the *Curriculum Guide*.
- The ad hoc subcommittees may recommend revision of the outcomes to better meet student and institutional general education needs

Is each course under each of the four goals expected to meet all the goals that are listed?

- The four goals establish the overall purposes of the General Education Program.
- A single course could not be expected to meet all program level goals.
- All courses in a GEC category will be expected to address all outcomes identified as appropriate to that category.
- The ad hoc GEC subcommittees will ensure that all GEC courses in that category address appropriate outcomes and goals.
- The General Education Council, in consultation with ad hoc subcommittees, will seek to balance institutional and GEC category needs.

The University of North Carolina at Greensboro

Resolution #GF042909-**02**

**TO APPROVE THE REVISED MISSION STATEMENT
FOR THE GENERAL EDUCATION PROGRAM**

Submitted by the General Education Council of the Faculty, Lisa Tolbert, Chair

Amended and Approved by the Faculty Senate on December 3, 2008

Amended and Approved by the General Faculty on April 29, 2009

WHEREAS the internal and external review of the General Education program in 2007 resulted in the recommendation to develop a clearer rationale for the General Education program as a whole, and

WHEREAS the Provost has charged the General Education Council with defining the purpose of general education at UNCG, therefore

BE IT RESOLVED That the current "Philosophy of UNCG's General Education Program" be replaced by the following General Education Program Mission Statement, clarifying the purposes of the UNCG General Education Program:

The faculty and staff of the University of North Carolina at Greensboro embrace student learning as its highest priority. Our General Education Program provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. The breadth of General Education empowers our students to thrive as life-long learners who lead personally fulfilling lives. The mandate to foster an educated person belongs to the entire university, not to a single department, unit or co-curricular program. Thus, the General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major ~~depends and~~ builds upon and integrates ~~the~~ knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.

[Insert existing goals or revised goals]

To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements listed below. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. Alternative ways to demonstrate competencies will be available to students with documented disabilities.

Approved by the Faculty Senate on December 3, 2008

Approved by the General Faculty: **April 29, 2009**

Approved by the Chancellor: _____

Date to go into Effect: _____

Forwarded for Implementation (Name/Date): _____

The University of North Carolina at Greensboro

Resolution #GF042909-03

TO APPROVE FOUR NEW GENERAL EDUCATION PROGRAM GOALS

Submitted by the General Education Council, Lisa Tolbert, Chair

Approved by the Faculty Senate on April 1, 2009

Amended and Approved by the General Faculty on April 29, 2009

WHEREAS, the Faculty Senate has charged the General Education Council with ongoing review and maintenance of the General Education Goals, and

WHEREAS the Faculty Senate also charged the Council to convene faculty meetings to identify which general education goals (draft or existing or hybrid) are delivered in each GEC category and marker, and

WHEREAS the Council used faculty feedback provided in the GEC forums, the online discussion board, and the faculty surveys to simplify and clarify the five proposed draft goals that have been the basis of campus-wide discussion this year, and

WHEREAS the four proposed Learning Goals not only substantially reduce the number of goals listed in the existing General Education program, but also capture the breadth of that existing program while maintaining the integrity of the GEC categories as well as accommodating central recommendations of the UNC-Tomorrow Report, UNCG's proposed Strategic Plan, and national university associations dedicated to undergraduate liberal education like AAC&U (and its LEAP Report), and

WHEREAS the four proposed Learning Goals are in fact the General Education goals that the Council wishes to recommend to the general faculty, therefore

BE IT RESOLVED That the General Faculty of the University of North Carolina at Greensboro approves the following four Learning Goals to replace the nineteen general education goals identified in the *Undergraduate Bulletin*. The following Learning Goals should be inserted in the newly approved General Education Mission statement:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.* [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

LG2. The Physical and Natural World: *Understand fundamental principles of mathematics and science, and recognize their relevance in the world.* [GMT, GNS]

LG3. Knowledge of Human Cultures: *Through study in the social and behavioral sciences, understand individual, social, political, economic, religious and cultural influences on human societies across the world. Through study in the social and behavioral sciences, humanities, histories, and the arts, understand the historical, cultural, and philosophical traditions that have shaped our diverse society and the importance that abstract ideas and artistic expression have in the process of self-understanding.* [GLT, GFA, GPR, GHP, GSB, **GN, GL**]

LG4. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.* [GFA, GPR, GNS, GSB, GL, GN]

Approved by Faculty Senate on April 1, 2009

Approved by the General Faculty: **April 29, 2009**

Approved by the Chancellor: _____

Date to go into Effect: _____

Forwarded for Implementation (Name/Date): _____

GEC Category and Marker Review Process

The review of UNCG's General Education program and its courses is a continuous process that requires faculty guidance and participation. Recertification is necessary in order to ensure that GEC courses continue to meet the learning outcomes for which they were approved. Since the GEC category courses have not been reviewed this recertification is necessary. The recertification process does not imply any mistrust of faculty intentions or integrity – it is simply a means of ensuring the intentionality and coherence of the general education curriculum approved by the faculty. The Council offers the process described below as a *draft* proposal for the review and recertification process. Departments are responsible for ensuring that GEC learning outcomes are addressed in all sections of courses approved for general education.

- The General Education Council notifies faculty in GEC categories or marker areas that their courses are due for review and recertification according to the following four-year cycle:
 - GMT, GNS: current GEC certification expires 8/1/2010
 - Recertification must be completed prior to March 2010
 - GLT, GFA, GPR: current GEC certification expires 8/1/2011
 - Recertification must be completed prior to March 2011
 - GHP, GN, GRD: current GEC certification expires 8/1/2012
 - Recertification must be completed prior to March 2012
 - GSB, GL: current GEC certification expires 8/1/2013
 - Recertification must be completed prior to March 2013
- The Council will use the current GEC student learning outcomes (SLOs) published in the Curriculum Guide as a foundation for the recertification and approval of GEC category and marker courses until they are revised through the recertification review process.
- Ad hoc GEC recertification subcommittee review process:
 - The General Education Council chair will submit a request to all Deans for recommended appointments to ad hoc GEC recertification subcommittees for the GEC categories or markers scheduled for recertification. All GEC recertification subcommittees will be broadly representative of University expertise from the College and professional schools.
 - General Education Council members will serve as representatives to the GEC ad hoc subcommittees to ensure consistency of the review process across GEC categories.
 - The Council will run a workshop in August for ad hoc GEC recertification subcommittee members on General Education program goals and GEC alignment. Ad hoc GEC recertification subcommittees will be charged to revise the GEC SLOs as necessary to balance GEC expectations and institutional needs.
 - The ad hoc subcommittees will publish the revised draft SLOs that must be addressed in all courses in the GEC category or marker by the end of September. GEC category and marker SLOs must identify alignment with general education program goals.
 - The ad hoc GEC recertification subcommittees will convene open meetings for broad faculty input on the draft SLOs in October.
 - The ad hoc subcommittees will revise SLOs based on faculty feedback and submit final draft to Council by the end of October.
 - The General Education Council will either endorse the revised SLOs or bring any issues lacking consensus to the Faculty Senate for resolution.
 - Faculty seeking recertification will submit syllabi identifying instructional strategies and documenting student work products that support GEC category requirements in the January of the recertification year.
 - The ad hoc GEC recertification subcommittees will recertify courses that meet GEC requirements.
 - The ad hoc subcommittee will return syllabi not meeting GEC requirements to faculty with suggestions for further revision.

- The ad hoc subcommittees will complete recertification of the category or marker under review and submit final recertification report to the Council for endorsement in March.
 - The Council will hold an end-of-year meeting with the ad hoc recertification subcommittees to review the process.
 - Ad hoc GEC recertification subcommittees for categories under review starting in Fall 2010 will convene in Spring 2010 to begin the process of revising the GEC SLOs.
- Courses with existing GEC markers or category designations that have not been recertified by the expiration deadline will no longer retain their GEC status.
 - Courses wishing to establish GEC certification may apply at any time under current course approval process identified in the Curriculum Guide.
 - The General Education Council will provide training opportunities for faculty seeking GEC approval or recertification.
 - The General Education Council recognizes that faculty will make changes in course syllabi to revise course content and expects that syllabi shall continue to address the GEC student learning outcomes for which they were originally approved as outlined in the Curriculum Guide.
 - The Council may periodically request course syllabi to ensure ongoing delivery of GEC learning outcomes.
 - The four-year review cycle will repeat beginning in 2014.

The General Education Council will request that the WI/SI committees will establish an ongoing recertification process