Faculty Senate Meeting Minutes
Wednesday, August 31, 2016
3:00pm-5:00pm
Virginia Dare Room, Alumni House
Approved 11/2/16

Call to Order and Introductory Remarks
Anne Wallace, Chair of the General Faculty and Faculty Senate
- Anne introduced Executive Officers of the Senate and Brad Hayes, Chair of the Board of Trustees
- Anne conceded her opening remarks to allow Chancellor Gilliam to speak to the Senate
- Chancellor Gilliam
  - Welcomed Senators back for the academic year
  - Referenced the State of the Campus address and the theme of taking "giant steps"
    - https://newsandfeatures.uncg.edu/state-campus-address-2016-giant-steps/
    - http://ure.uncg.edu/prod/cweekly/2016/08/23/seehear-aug-24-2016/
  - Used his time to field questions or comments
    - Senator inquired about legislation on using state funds for fundraising
      - Returns in investments return about 3:1
      - State only provides about ⅓ of monies--we'd have to make up the difference
      - Able to take management flex cut from other sources
      - As UNCG moves forward with executing actionable items, those items will continue to need funding (donors and other revenue sources)
    - Senator inquired about the State of the Campus address and the role of change being part of the upcoming year--what kind of change and what kind of vehicles will be put in place
      - As we develop priorities and set up strategic plan, will be making decisions about programs and funding
      - Chancellor didn't want to be too specific at this point about actionable items that would start in Spring
        - Will be zero-sum game overall
        - Want to decrease time to degree for students; physical plant needs some attention; online education offerings; choices need to be made about size and enrollment of programs to examine growth
        - UNCG will talk about what we have
        - Goals: transform student experience, transform knowledge development and dissemination, transform the region
        - Chancellor's legacy: Bigger, better, deeper
    - Chancellor elaborated after Chair asked about priorities and process by which that happens
      - Chancellor shared that the process to identify priorities has already been happening for the last 18 months

- Chair asked that if there are any other questions that come up, please send to her and she will compile and will send forward to the Chancellor

Approval of the May 4, 2016 Faculty Senate Meeting Minutes
Brad Johnson, Secretary of the Faculty Senate
- The Secretary called for motion to approve the minutes of May 4, 2016. So moved and seconded. Minutes approved.

Presentation: Online Learning Faculty Training and Peer Review
David Teachout, Director, UTLC, & Laura Pipe, Coordinator, Teaching Innovations
- Handouts were provided to Senators (See Appendices)
- Back in summer, Provost recognized needs of online learning indicative of the broad landscape across the country
- Workgroups were established to look at faculty development with online resources and developing voluntary peer review of online learning
- 2 workgroups/committees included representatives of the faculty, DCL, ITS, library, etc.
- Voluntary Peer Review Process for Online Learning (handout diagram)
  o Faculty initiatives review process with UTLC; UTLC then determines if it goes to a Standard or Advanced Peer Review
  o This will be looked at as pilot project for 2016-2017
  o Standard Peer Review rolled out in Spring and will be limited to the first 15 courses submitted
  o Advanced Peer Review will be ready by mid-Fall semester; will not have a limit of involvement/submissions
- Faculty Resources for Online Learning (handout diagram)
  o Committee began with reviewing current available resources
  o Strategic pathway then laid out for the coming years
  o By Spring, online resources available for faculty
  o By Summer, boot camp for technology and pedagogy
  o 4 opportunities on campus to support online learning
    ▪ On-going Support Available 24/7
    ▪ Face-to-Face/Hybrid training components
    ▪ Annual support
    ▪ Post Certificate Year/Peer Review
  o Have tier tracks that will be available starting next fall
    ▪ Introductory Level (Level 1)--in development
    ▪ Intermediate Level (Level 2)--by Fall 2018
    ▪ Advanced Level (Level 3)--by Fall 2019
      ● Faculty mentors already teaching online will have opportunity to become mentors
- UTLC would like to bring together resources available across the campus together to better assist faculty in online teaching and online course development
- Questions from floor
  o Senator asked how this process will work with current course/peer evaluations
    ▪ Specific feedback on course goes back specifically to faculty member only--UTLC will not be part of formal course evaluation process
  o Senator inquired about online courses featuring faculty members in audio and video clips--asked for resources to further develop faculty members as speakers to enhance the quality of audio and video clips in courses

- o Senator inquired about if there were any thoughts of moving in the direction where course development would take place by centralized resources instead of faculty, as some other universities have done (handing over resources/information by faculty to centralized source who puts "creates" the class and puts it online)
    - ▪ David responded that faculty development training is focused on helping faculty sharpen pedagogical strategies for their courses
    - ▪ UTLC wants to sensitize processes that have the biggest impact on student learning
        - ● UTLC wants to help faculty feel more ownership and expertise with merging technology and pedagogy together
- o Senator inquired if there is possibility for faculty to use peer evaluation/feedback as part of P&T packets for consideration
    - ▪ Faculty can utilize those in their packets but UTLC would not formally have a role in that
    - ▪ UTLC would look to possibly have a letter stating that the faculty member has participated in the peer review process
    - ▪ Chair suggested that these evaluations could serve as supplemental materials in one's dossier
- o Senator asked how faculty are able to volunteer or participate in the process
    - ▪ David shared process is initiated once faculty submit form to be reviewed under standard or advanced peer review
- o Senator asked if there is any room for how student feedback is utilized
    - ▪ David shared faculty do receive student feedback at end of course but UTLC doesn't receive this as part of the review process
- o Senator shared that faculty need support for ADA compliance and need resources to support online education
    - ▪ David shared that UTLC at this point doesn't have resources or mechanisms to provide these foundational services for course, especially online courses
    - ▪ Laura shared that this concern came up in the committee meetings--was submitted to Provost and Provost suggested this be looked at by another committee for further investigation
- o Senator asked if any data exists that tell us how many online courses are currently offered by the University--where are we now and where do we want to be
    - ▪ It was shared that approximately 21% of credit hours are online, a great deal of which occurs during the summer
- o David asked for any additional questions be sent to him and he'll respond as soon as possible

Presentation/Discussion: How does Faculty Senate Work--no Not? Our Meetings, Priorities, and Goals
Anne Wallace, Chair of the General and Faculty Senate
- ● Anne shared that Provost was absent b/c of a Chief Academic Officer's (CAO) meeting in Chapel Hill
- ● Anne acknowledged new/returning Senators for this year
- ● Anne acknowledged the round tables and the upcoming discussions that would occur in today's meeting
- ● Anne acknowledged that Senate's role and ways it contributes to knowledge and experience is expanding with new initiatives
    - o Senate is being asked to contribute membership/representatives to these new initiatives' committees
- ● Acknowledged Chancellor's Initiation on Nov. 7
- ● Next year will be 125th anniversary of UNCG and the 25th anniversary of Faculty Senate
- ● Anne shared her general statement to the Carolinian (which appeared on the front page of their latest issue) about what she feels Faculty Senate does: "The Faculty Senate's work always evolves over the

course of the year, as new issues or tasks come forward. As the elected representatives of the faculty, we discuss faculty concerns and interests, and voice these in our work with the University's administrative leadership. Faculty Senate's primary responsibilities are promoting academic excellence--so, matters involving curriculum, teaching, classroom policies that affect student welfare and learning, and so on--and insuring faculty welfare in areas ranging from credentialing and workload guidelines, to compensation and job security."

- New College of Visual and Performing Arts created this year (https://vpa.uncg.edu/)
  - o Constitutional changes need to happen to include this new College in Faculty Senate documents
  - o Senate Elections Committee will rework appropriation of elections given this new College
- Review of Academic Integrity policy occurring this year--Provost suggested to have 3 representatives from Faculty Senate on this review committee. These will be: Rob Guttentag (also co-chair of this committee), Donna Nash, and Ken White.
- University-wide office hour policy: SGA has twice requested that this be developed and Provost wishes to pursue. Anne has asked the Academic Policies and Regulations Committee (Colleen Fairbanks, chair) to propose one or more alternatives for minimum standards that would be flexible to reflect type of course, instructor's load, etc.
- Recommendations on Non-Tenure Track Faculty--will be coming to the Senate soon for further discussion
- Faculty Welfare & Compensation--continues to be a concern for Senate
- Faculty Senate needs to be increasingly thoughtful about what we engage in and how we do this
- Questions of process and format--the kinds of meetings we have, the way they are formatted, what we include in the meetings, etc.,ß can have an effect on Senators
  - o Do we want to "disrupt" the way we do things and carry out business?
- Anne asked to take approximately 30 minutes to engage in discussion topics (handouts on each table)/starter questions
  - o Anne asked each group to bring forth 1 item for consideration as well as the notes scribed by each table
- Table report-outs (See Appendices)
  - o Question about when meeting minutes are posted; suggestion about meeting minutes and posting minutes that are not yet approved to be more timely b/c of the lag-time
  - o Senator suggested having online approval of meeting minutes; Steve Y. Suggested having a newsletter to send out with a summary of the meeting minutes
  - o Senator shared suggestion about trying to improve the Senate for being more proactive and less reactive; establishing a clearinghouse to receive suggestions that can then be distributed to necessary committees for processing and then using Faculty Senate meetings to discuss
    - ▪ Need to solicit feedback/comments/suggestions from faculty constituency more consistently

New Business/Old Business
Anne Wallace, Chair of the General and Faculty Senate
- Anne almost has all liaison positions to Senate Committees established but still need to fill a few vacancies
- General Faculty Meeting & Convocation (September 14, 2016)--Provost will be talking about COACHE survey and satisfaction survey
  - o After this meeting/convocation, a reception for new faculty will occur that will be sponsored by AAUP, Faculty Senate, and UTLC
- Senator asked what Chair felt was on the horizon to be discussed by Senate
  - o Review of Academic Integrity Policy

- o Reappropriation of Senators based on establishment of new College of Visual & Performing Arts
- o Temporary Committees possibly becoming permanent
- ● Senator asked about if Senate will be involved with further articulation of the UNCG Strategic Plan
  - o Chair stated she wasn't completely clear either on role of faculty with development of Strategic Planning
  - o Chair will continue to inquire about further Faculty Senate role with the Chancellor and Provost
- ● Senator stated concerns about transparency regarding faculty hires and the processes that are taking place; having the Provost to address those
  - o Anne asked Senators to send her email reminders of topics to bring up for discussion
- ● Senator asked if appropriate to ask Chancellor to return back to future Senate meeting, given that it was very last-minute that we knew he would be attending
  - o Anne shared that previous talk about Chancellor being invited to meeting in October or November
- ● Senator asked if a statement could be made sooner than later that Faculty Senate have a definite role/involvement in the further development of future strategic planning initiatives
  - o Anne shared that she acknowledged to Chancellor that we were aware that he was awaiting information from GA and that Faculty
  - o Motion: Faculty Senate desires to be strongly involved in the development of the University Strategic Plan. Motion to approve; seconded; passed unanimously.

Adjourn
- ● Move to adjourn. Seconded
- ● Adjourned.

Respectfully submitted,
Brad Johnson
Secretary of the Faculty Senate
Approved at the November 2, 2016 Faculty Senate Meeting

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Meeting Handout: Topics for Table Discussions, August 31, 2016

How does the Faculty Senate Work—or Not? Our Meetings, Priorities, and Goals
These are just suggestions. Take up any that you wish, focus on one, create your own!

1) What issues or tasks should take top priority for the Senate this year? If possible, please name actions or discussion opportunities that could facilitate these priorities.

2) What should the Senate consider its primary goals overall, that is, in any year? (ditto on the actions/discussions!)

3) Do our three types of faculty governance meetings—General Faculty, Senate, and Forums—offer opportunities to address the various priorities and goals you've identified? Are there other formats, or format changes, you'd recommend?

For background, generally these meetings include:
General Faculty: Provost's convocation, faculty governance business including such things as Constitutional changes, P&T policy approvals, etc.

Senate: Chancellor and/or Provost remarks and updates; Senate committee reports; action resolutions emerging from committees and policy work; broader policy discussions; presentations on Univ. initiatives and policies; shorter announcement-type presentations.

Forum: single issue in-depth presentations and discussions. (In the past Forums often included two one-hour presentation/discussions, and we will try some of this in this year.)

4) How can we strengthen communication of all kinds?
    a) within Senate
    b) from the committees
    c) with and in the units, our faculty constituencies
    d) with University administrative leadership

***Here are some ideas that have come forward*:** regular presentations from unit Senators to their faculty assemblies or meetings of dept. heads; open comment session (in Senate? in General Faculty?); gatherings of smaller groups of Senators for conversation

5) How can we enhance faculty engagement in the formal and informal processes of governance—either broadly, or in specific areas?

Notes from small table groups "how Does the Faculty Senate Do Business?" discussion, August 31, 2016
The order of these notes is simply the order in which the Chair received them.

[group 1]
1. trying to avoid spending time in open senate talking about 'minutiae', esp. wordsmithing
2. the general role of senators as reactive versus active; is there a way to encourage more spontaneous initiative from the senate without overburdening the process or creating chaos? Perhaps trying to push the New Business element of the agenda such that senators felt comfortable moving philosophical suggestions for action or grievances or whatever, and then calling a vote to see if there is support for pursuing that item. I.e., generating new business from the floor.
3. the difficulty of 'representing' our 'constituents', if they even exist. With the current process it's difficult to pre-discuss senate agendas with the department, since often the context or even the text of what will come at senate is not known beforehand.
4. Working to promote the expertise of the UNCG faculty to the broader community, perhaps by seeking to help the Chancellor.
5. One member (me) is concerned about faculty governance, and particularly the apparent erosion of that governance that has accompanied the proliferation of non-faculty, hired/fired at will administrators (who, by definition, are answerable only to administration, since their jobs depend only on pleasing their administrators)

[group 2]
1. There should be a period of time for Senators to raise questions during the meeting (reduce time for information presentations).
2. Senators can gather input from the electoral unit they represent and present those at Senate meetings.
3. Invite Chancellor and/or Provost to attend start of senate meeting to address key questions which can be given ahead of time. By the end of each senate meeting identify some key questions to submit ahead of time for next meeting.
4. What is the University's strategy to balance growth and infrastructure needed to sustain growth
5. What does shared governance mean for fac senate?
6. [added by later email as an issue to address]: how are rooms assigned for classes? Is this being done electronically rather than by a person? Negative impacts for faculty teaching back-to-back in classrooms distant from each other are reported.

[group 3]
1. Send presentation and materials in advance
2. Committees submit reports before meeting presentation.
3. 10 minute presentations
4. 10 minute discussion (stated so presenters don't fill space)
5. Audio recording of meeting shared in Google drive
6. Email List serve
7. Poll senators on the meeting agenda (especially presentations)
8. Polling entire faculty on the yearly Senate agenda.
9. 90 minute meeting plan (with 2 hour option)

[group 4]
How the Faculty Senate can be dynamically connected back to the faculty? (How can we engage with the general faculty, and how can we encourage them to engage with us?)
--Should senators share info with their departments, or their whole units?
--How can senators encourage feedback from their constituencies?
There was a question of how to get items on the Senate agenda, and explanation that methods are already in existence; perhaps senators need a refresher/reminder on how the agenda creation process works.

There was a strong desire to see university's plan for handling upcoming changes, especially related to how faculty lines are handled.
--How are faculty lines being distributed across the university?
--How are lines distributed / changed across campus?
Where does UNCG fit in with larger issues, such as guns and safety and trigger warnings on campus?
Discussion of hiring tenure track vs non-tenure track faculty on campus. What are the ratios?
Diversity on campus, how to make sure this work is done on campus in relation to hiring, recruiting, retention, and other support? How can these efforts be coordinated on campus?
Ombuds office - what is the status of this?
Grievance process - are there holes in this?

[individual suggestion]
Please ask the Provost to address how decisions have been made regarding faculty hires this year the next time she addresses the faculty (perhaps at the faculty forum?). This question came up in the Senate meeting and has been coming up among CAS faculty. *Chair's note: this may have been addressed in Provost's Convocation remarks at Sept. 14, 2016, General Faculty Meeting, but I record it here for completeness, since this came out of the small table discussions.*

[individual suggestion]
I'd like to suggest that we put a very prominent "send a comment or question" form (or, at least, email link) on the home page of the UNCG Faculty Senate web site, with text that makes it clear that we're delirious of getting suggestions, complaints, grievances, and etc. and that we'll try to figure out how to handle or redirect them appropriately.

[individual suggestion]
Just to follow up on yesterday, I do think that a Faculty Forum on trigger warnings and what the U of Chicago did would be interesting?

Also, there should be a Faculty Senate Newsletter -- you could just ask rotating Senators to contribute a write up of each agenda item, and roll that into one document.

I wonder if such a newsletter should be its own email blast or fold it into Campus Weekly?
It could also go to Board of Trustees and Alumni office (if they wanted to distribute some of it?)