Minutes
Wednesday, March 2, 2016   **3:00 – 5:30 p.m.**   **Virginia Dare Room, Alumni House**

Call to Order and Introductory Remarks
Anne Wallace, Chair of the Faculty Senate

The Chair greeted the Senate, remarked on the new Lucite podium, and reminded. Senators to use the microphones provided on the tables to make their remarks.

Anne Wallace: March has trotted in like a lamb this year—thanks for being here on this beautiful spring day. I think we have a fair number of folks absent because of "the cold." I hope the rest of you can stay healthy through these changes of weather.

At the end of the meeting I'll mention this again, but just in case: the March 16 Senate Forum will be led by a panel from the Equity, Diversity and Inclusion Committee. The topic will be "Faculty and Curricular Issues," of course as these manifest in our efforts to recruit and retain a diverse faculty supported by an engaged community. That would be us, the engaged community. These are after all Faculty Senate Forums, chosen because they bear directly on the Senate's work, and I don't think that a topic could get more central to our responsibilities than "faculty" plus "curriculum." Come join in, and bring a buddy.

As you update your calendars, please also note that the April 20 Meeting of the General Faculty will include a report from the Provost's Committee on the COACHE survey results. So this will, as it were, close the loop opened by the Provost's summary of COACHE results at the Faculty Convocation this fall. As you remember, the Provost's Committee was charged with exploring the survey data and recommending actions we might take to address the issues raised by faculty who participated. So, again, come join in, and bring two buddies this time.

You may perceive a theme here, and you're right. For a while now I've been thinking about various conversations I've heard about whether the Faculty Senate is "representative" of the faculty as a whole. After a while, I began to realize that the term "representative" was sliding around on us a bit. In common parlance we use that term to describe a smaller group that includes a proportional mixture of all the different constituencies of the category as a whole. So we may say that our faculty is not "representative" (or reflective) of our student population—by which we mean that the distribution of ethnic or gender characteristics, or other demographic categories, in the faculty is not proportional to that distribution in the student body.

That's one kind of "representative," and I think it's pretty hard to dispute a critique that Faculty Senate is not representative in those terms. It's a little hard to know what sort of demographics we should choose, of course. Research and teaching faculty? Professional "age," that is, time of service? Gender and ethnicity? Hiring category? And if we wanted to have this kind of proportional representation, how would we manage that?

But there is another meaning of "representative," one particular to governance of all kinds, and in this sense the Faculty Senate is absolutely representative of UNCG's faculty. The Senate is the formal legislative body elected by and from the General Faculty. Senate represents the faculty in considering, debating, and making recommendations on all University matters of concern to faculty; and Senate represents the faculty in making decisions and recommendations about curricular matters, the core of our academic mission.

Now we're not really a "Senate" in American terms. We are organized more like the House of Representatives, with proportional representation from the academic units, the "electoral divisions." So if you want proportionality, there it is—not perhaps what people think of first, but absolutely essential in governance terms.

What about the question of whether the Faculty Senate accurately reflects the collective or various views of the faculty? Well, here's where we come to the crux of the matter: the Senate only does this if the faculty elect people who

either share their various views, or who they trust to judge in their place as decisions and recommendations are made. And that's up to us, to the Faculty ourselves. If the Faculty Senate doesn't work as we think it should—if the range of views is not sufficient or not "representative"—then we as faculty must vote the rascals out, and vote new folks in. Or—here's a thought—maybe even stand for election ourselves.

In the next few months the General Faculty will elect a new GF Secretary and two delegates to the UNC Faculty Assembly. The Faculty Senate will elect a Chair-Elect, a Secretary, and a new member of the UP&T Committee. These are not sought-after positions, to say the least—but should they not be? Or rather, should we, collectively as a faculty, not take interest and care to nominate and elect the people we want to represent us, in the governance sense?

Because they will: this body is the formal, elected representative arm of the GF, and whoever is elected will represent us.

These times are not easy. I hear people speak of demoralization—and that's true. People worry about time and effort expended without result, or without the results we desire—and that happens. But have we decided to leave our work? To abdicate from our positions? To cease to be faculty? If not, then is our involvement not essential, whatever the troubles we face?

Let me challenge you to be involved, and to foster involvement, on a new scale. Talk among yourselves, and speak with your colleagues in the larger faculty. Find and nominate our best leaders and thinkers and speakers. This is a time of change, when our university has begun a new part of its history. We have a chance to re-engage in university governance, to renew our commitment to the Faculty Senate as the representatives—in all the best senses—of the faculty.

Thank you for letting me share these thoughts with you.

Approval of Minutes
 Jim Carmichael, Secretary of the Faculty Senate:
The Secretary called for motion to approve the minutes of February 5, 2016. So moved and seconded. Minutes approved.

Remarks
Dana Dunn, Provost
I have several announcements. First, very good news: 49 individuals have been tenured and/or tenured and promoted. Second, a very tragic piece of news is the death of a student, Tabarron Glenn, 19, Psychology student. Tabarron passed away in the Tower Village Residence Hall earlier this week. There will be a memorial service on Moran Commons at 7 pm. Third, I have received 16 applications for Provost's Fellows. I am very pleased and look forward to reviewing the applications. I also want to comment on our two Dean searches. The School of Education Dean search did not move forward with any of the candidates we interviewed. We have extended the deadline to April 1 and will likely be interviewing additional candidates this semester. The College of Arts and Sciences will be hosting their fourth and final candidate this week.

Q: How many faculty leave per year?
A: Across all full time faculty, I'd estimate 35-40, about half are retirements, and half are unsuccessful retentions. This is an estimate. I have accurate dates in the office I can provide.

Committee Reports
David Carlone, General Education Council
When I reported to you three months ago, in December, I focused my report on how the Council is working to promote transparency and faculty participation across three areas of work, curricular change processes, use of assessment data, and program refinement. Much of the work this spring semester has engaged the first of those three areas, curricular change. Council members have reviewed 24 proposals for courses that are new to our General Education Program. We have also worked to recertify existing Program courses. We have reviewed about 150 courses for recertification in the categories of Fine Arts, Literature, Philosophical, Religious, and Ethical Perspectives, and Natural Sciences.

That is a heavy workload, so I want to commend the dedication and diligence of the Council members. I'll also commend the work of Lynn Wyrick in the UTLC. Lynn is vital to our work, both because of her administrative acumen and her wisdom. This work is often enjoyable. We have a number of provocative and rigorous courses from around the institution in our General Education Program.

Now, as we have reviewed these proposals we have had a number of important deliberations about how to ensure the quality and intentionality of our Program. For example, we have had to decide how to interpret guidance from Faculty Senate and SACS around when a course crosses over from being a general education course to being a specific education course. Courses that are too specific to a major are probably not appropriate for general education. We have also discussed the role of pre- and co-requisite courses in general education. There are differences among Council members on such issues, and we will be returning to them in latter part of the semester.

Although the bulk of our work has been on proposals, we have had some time to take on a few other matters. Again partly with transparency and participation in mind, we: 1)are developing a General Education Institute for the window between Commencement and the start of summer school, 2)have charged the new Ad Hoc Recertification Committees in the areas of Historical Perspectives, Reasoning and Discourse, and Non-Western Global Perspectives. This spring, faculty on these committees will use assessment data to evaluate SLOs, make revisions, if needed. In the fall, these materials, such as SLOs, will be applied to courses seeking recertification. 3) Finally, we are reviewing our processes with an eye toward next year. We know some things work well and some things might work better, and we are recruiting new members.

I can take any questions you might have.

Kathy Williams, Student Learning Enhancement Committee
I will be rotating out of the Chairmanship and will be replaced by Jenny Dale. Ray Cowan will rotate off, and we need new volunteers! We evaluate all programs at UNCG. The assessment process is very straightforward: we assign programs to one of three categories—meets standards, approaches standards, does not meet standards. There is a two year formal assessment rotation. In 2015, we evaluated 85/160 programs, of which 30 (37%) were acceptable; 38 (46%) were in the middle category; and 14 (17%) did not meet standards. The SELC also awards programs that have done an exceptional job, and this year, those programs are the BS in Accounting Finance and the BS PHE in Community Health Education. Two final thoughts on this year's process: this was the first time individual faculty did not have to deal with the Compliance Assist program. Jodi Pettazzoni arranged to have all the data physically input from her end. As a result, fewer errors were made.

Resolutions to Amend Faculty Senate Bylaws:
> Resolution #FS030216/1, To Revise the Charge of the Budget Committee Removing Overlap with the Faculty Professional Development Compensation & Welfare Committee and Clarify Its Educational Role
> *Greg Bell, Faculty Government Committee Chair*

Bell read the resolution and explained its clarification of the relationship between the two committees.
Q*:* Several years ago, Senator Deb Bell raised the roof to determine changes in the faculty/administration ratio, and where resources were going. In January 2014, we were supposed to have a report and develop a mechanism to identify where resources were going.
Several respondents offered comments indicating that the Budget Committee developed a template for tracking this and other budgetary issues. While the Budget Committee now feels these particular reports may be unsustainable as Committee work because of complexity of data, Bell (though no longer a Committee member) has continued to fill in data, which has been very helpful. There was agreement among the respondents that faculty and Faculty Senate remain very interested in access to the details of the budgetary process.
Dunn: Charlie Maimone and I would be glad to provide a report. [Note: the Provost and VC for Business Affairs are ex officio members of the Budget Committee.]
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In favor of endorsing the resolution? 25. Against 0. Abstain 2. **Passed**.

> Resolution #FS030216/2, To Revise the Composition of the General Education Council
> *Greg Bell, Faculty Government Committee Chair*

Bell read the resolution, and explained that librarians are now permitted membership as voting rather than ex officio members.
In favor of endorsing the resolution? 28. Against 0. Abstain 0. Passed unanimously.

Rules suspended to permit revision of Agenda: 27. Against 0. Abstain 1.

The Chair then rearranged the order of agenda items, as the following minutes indicate.

New Business/Old Business
Anne Wallace, Senate Chair

Maria Sanchez, Humanities Network Planning Event
> This will occur on March 30, 3-5PM in the Faculty Center with Lisa Levenstein and others to explore ways to promote each other's' work and foster more interdisciplinary knowledge.

Beth Barnhardt, Scholarly Communications Committee
> In Spring of 2015 The Provost and University Library sponsor and Open Education Resource Grant and in Fall of 2015 it will be put into practice. If as many as ten $1,000 grants are awarded, that could result in up to $150,000 of savings.

Presentation
Omar Ali, Interim Dean of the Honors College
> *"Cultivating Creative Learning through Improvisation and Play"*

Many of our students are poor and working-class and they are operating in a largely middle-class environment: the university. It requires code-switching which we can help them learn. Related to this, employers tell us that soft skills are crucial; interpersonal skills are what is needed not only to navigate the academic environment but the larger professional world, starting with job interviews. In various ways we help teach our students how to improvise, which is a valuable tool in society; it is also valuable in helping our students become more resilient. By relating to students *as if* they are more developed in certain areas of life (speaking and presenting, for instance) they develop. By virtue of relating to students 'ahead of themselves' (cf. Lev Vygotsky, Lois Holzman) they grow and learn. We do this in various ways and places across campus—from the SELF Design Studio in the School of Education where students, for instance, build a circuit by throwing them into a situation where they can, to foreign language courses in the College of Arts and Science where professors relate to students as if they already speak a certain language (before they know how to) and the School of Nursing program where nursing students work with patients in a simulation room with actors. Improvisation and play build connections between groups of people. Becoming a *community* of learners is crucial (the importance of teams or a cohort). We do this as well through *Monday Play!* at the Faculty Center every Monday where faculty, staff, and students engage in open improvisation and play. We can get better at teaching each other how to affirm and build on what each other says or does (the concept and practice of "Yes, and" in improv theatre). By doing this we help cultivate creative learning environments at UNCG and we may serve as a national model in these ways.

Q: Several Senators offered comments on the difficulties of translating these concepts in a distance education environment.

Ali encouraged Senators and others interested in these ideas to contact him at ohali@uncg.edu

Adjourn
Move to adjourn. Seconded.
Adjourned.

Respectfully submitted,
Jim Carmichael
Secretary, Faculty Senate
Approved 4/6/16