
Hard Times (Appendix A)

Kadie Otto, Chair of the Faculty Senate
Report to the WCU Board of Trustees
Friday, December 4, 2020

To the members of the WCU Board of Trustees, thank you for your service. This has been a very difficult semester; but, somehow, somehow, we made it through. I'm reminded of the saying, "tough times don't last—tough people do". This has certainly been true in our case. We made it through these 'hard times' because we operated as one, and for this I am grateful. What I've discovered, in my service thus far as Chair, is that WCU has a special sense of 'togetherness'. This is something that is rare. This is something of great value. This is something I've come to realize must be guarded and protected. I have realized this by getting to know Provost Starnes and Chancellor Brown on a more intimate level during our 1-on-1 meetings. I have felt their genuine concern for the well-being of the entire WCU community; this has affected me deeply as I've been stretched to recognize that my role extends beyond advocating for the faculty to an understanding of, and respect for, the importance of the *whole* of WCU. I am learning.

Turning to our happenings and accomplishments since we last met, please find the following updates:

August 7

The UNC System Faculty Assembly Chairs asked Senate Chairs to share the amended "Principles of Shared Governance The University of North Carolina System Faculty Assembly" document with constituent institutional leadership (Appendix B).

September 22

The UNC System Faculty and Staff Assemblies and Association of Student Governments wrote a letter "Recommendations on Budget Deliberations" to UNC System President Peter Hans and Chair of the UNC System Board of Governors Randall Ramsey (Appendix C).

Culture in Conversation Series Part 1, Athlete Activism & Social Justice, featured keynote speakers Anthony Weems & Billy Hawkins (~40 attendees).

September 24

The Faculty Senate passed (27-0-1) the "Resolution regarding Faculty Senate Collegial Review Council Endorsement of Virtual Meeting & Electronic Document Guidelines 2020-21" due to COVID-19. This was a *massive* undertaking on the part of the Provost's Office, faculty, administrators, and staff.

September 30

The Spring 2021 Academic Calendar was finalized to include a late start date of January 25th and limited days off due to the continuation of COVID-19.

October 7

The "Cancellation of Payroll Deduction for Parking Permit" form was sent to the general faculty for those wanting to temporarily halt payment due to COVID-19.

October 20

Culture in Conversation Series Part 2, Many Shades of Gender Violence and its intersections with Race, Class, and Sexuality: What is to be Done? featured panelists Ingrid Bego, Michelle Sorensen, Brandi Hinnant Crawford, Preethi Krishnan Ramaswamy, Tasha Alston, Laura Wright, and Annette Debo (100+ attendees).

October 23

Director of Employee Relations Nancy Ford added a direct link to mental health resources on WCU's HR website (<https://secure.my.wcu.edu/division/AdminFinance/HRandPayroll/Pages/ComPsych.aspx>).

October 28

The Faculty Senate unanimously passed the "Resolution for the Suspension of Use of Student Assessment of Instruction Data for Spring and Fall 2020 and Spring 2021 on Faculty Evaluation Materials Pending the Adoption of a New Student Perception of Learning Instrument".

November 4

The Standing Committee on Faculty Salaries examined 2020 equity comparison and faculty compression data provided by Director of HR Cory Causby.

November 10

Culture in Conversation Series Part 3, The Real Indian featured keynote Speaker Sky Sampson (~40 attendees).

November 11

At our Faculty Senate Business meeting, I presented the "Resolution Opposing the Inclusion of Faculty Positions/Lines in Budget Cuts" which was tabled by the Senate.

November 12

At the UNC System Faculty Assembly meeting, the Chair presented a draft of the "Faculty Assembly Statement on Faculty Representation on Boards of Trustees" (Appendix D).

November 13

Jessica Zellers (Secretary) and I hosted the last *Water Cooler* of the semester under the white tent on the intramural fields. Chancellor Brown's Office kindly provided food/drinks. Unfortunately, only two faculty members attended. Due to low attendance, this has been discontinued.

November 18

At our Faculty Senate Overflow meeting, I withdrew my "Resolution Opposing the Inclusion of Faculty Positions/Lines in Budget Cuts" in favor of a joint resolution with the Staff Senate titled "Joint Resolution Endorsing Guiding Principles for University Budget Decision Making" which passed unanimously (Appendix E).

Also, on our Overflow Agenda was a "Discussion on Whether to Consider a Resolution Supporting S/U grading for Fall 2020". The Faculty Senate voted in favor (17-9-3) of considering a resolution. Senators then moved to vote to extend the existing Spring 2020 resolution "Satisfactory Unsatisfactory Grading Guidelines for Spring 2020" for Fall 2020. The resolution passed by a vote of 16-9-4.

Spring 2021 Faculty Senate Working Initiatives

- 1) Work closely with Administration regarding potential budget reductions.
- 2) Be mindful of chronic faculty salary issues (equity, compression, inversion).
- 2) Finalize Student Perception of Learning Instrument.
- 3) Discuss the idea of faculty representation on the BOT with The Board and Administration.
- 4) Review Grievance/Hearing Committee Process/Procedures.
- 5) Review Curricular Process/Procedures.

In closing, a few weeks ago, I took advantage of the opportunity to have lunch with Chair Bryant Kinney. We enjoyed a nice conversation; it was great to get to know him on a personal level. The value and importance of getting to know each other was reinforced by Governor David Powers at our last Faculty Assembly meeting wherein he shared that he truly enjoyed getting to know Vicki Szabo and Wes Stone as they served on WCU's Chancellors Search Committee together. I reached out to Governor Powers via email and shared a bit about myself. He responded in kind. This to say, I welcome the opportunity to get to know all of you on an individual level. Please feel free to email (kotto@wcu.edu) or call me (828.227.3548) if you'd like to connect. All my best.

Appendix A - *Hard Times* by Gillian Welch (The Harrow & The Harvest, 2011)

There was a camp town man, used to plow and sing
And he loved that mule and the mule loved him
When the day got long as it does about now
I'd hear him singing to his mule cow
Calling, "Come on my sweet old girl, and I'll bet the whole damn world
That we're gonna make it yet to the end of the row"

Singing "Hard times ain't gonna rule my mind
Hard times ain't gonna rule my mind, Bessie
Hard times ain't gonna rule my mind no more"

Said it's a mean old world, heavy in need
And that big machine is just picking up speed
And we're supping on tears, and we're supping on wine
We all get to heaven in our own sweet time
So come all you Asheville boys and turn up your old-time noise
And kick 'til the dust comes up from the cracks in the floor

Singing, "Hard times ain't gonna rule my mind, brother
Hard times ain't gonna rule my mind
Hard times ain't gonna rule my mind no more"

But the camp town man, he doesn't plow no more
I seen him walking down to the cigarette store
Guess he lost that knack and he forgot that song
Woke up one morning and the mule was gone
So come on, you ragtime kings, and come on, you dogs, and sing
And pick up a dusty old horn and give it a blow

Playing, "Hard times ain't gonna rule my mind, honey
Hard times ain't gonna rule my mind, sugar
Hard times ain't gonna rule my mind no more"

Appendix B - Principles of Shared Governance *The UNC System Faculty Assembly*

Preamble

These *Principles of Shared Governance* are put forth by the Faculty Assembly, which represents all seventeen constituent institutions of the University of North Carolina System. It is intended that these Principles guide the development and affirmation of sound practices across the System, to the benefit of the administration, faculty, staff, and students of each of our campuses. Shared Governance refers to the structures, processes and collaborative relationships that ensure that the major constituencies of the university, especially its faculty, administration, and governing board, have meaningful opportunities to participate effectively in managing the affairs of the institution. As a unique characteristic of the academic profession, Shared Governance ensures that the faculty, who are entrusted with the University's core academic mission, are essential partners in key decisions relating to institutional policy, management and directions.

The value and importance of Shared Governance is affirmed in the Code of the University of North Carolina, which holds that the Chancellor of each constituent institution:

Shall ensure the establishment of appropriate procedures within the institution to provide members of the faculty the means to give advice with respect to questions of academic policy and institutional governance, with particular emphasis upon matters of curriculum, degree requirements, instructional standards, and grading criteria. Procedures for giving advice may be through the council or senate, standing or special committees or other consultative means. (The Code and UNC Policy Manual, Chapter V, Section 502 D).

To the end that Chancellors may more effectively carry out this responsibility, the Faculty Assembly commends the following Principles of Shared Governance to serve as guidance and support to the administration and Faculty Senate or Council of each constituent institution. Adherence to the principles and practices set forth below can build and reaffirm the culture of collaboration and transparency that is essential to supporting the mission of the University and the success of its students.

Definitions

1. **Faculty** includes all persons holding positions at the institution designated by the institution's constitution as being accorded voting privileges in faculty elections, such as tenured and tenure-track faculty; non-tenure track faculty; librarians and others as identified in the institution's constitution.

2. **Faculty Senate or Faculty Council** refers to the elected body empowered by the faculty to exercise its legislative powers. The UNC Code holds that "the chancellor shall be responsible for ensuring that there exists in the institution and such other faculty council or senate, a majority of whose members are elected by and from the members of the faculty. The council or senate may advise the chancellor on any matters pertaining to the institution that are of interest and concern to the faculty."

3. **Chair of the Faculty or Faculty Chair** refers to the faculty member elected by the faculty at large, by the Faculty Senate, or the Faculty Council as the chief faculty officer, who serves as spokesperson for the faculty of the institution.

4. **Faculty Handbook or Guidelines** refers to the formal document that represents the guidelines aligned with the UNC System Code and institutional Board of Trustees policies that serves as a contract between faculty and the institution.

5. **Administration** refers to anyone holding a post in which there are invested powers for supervision or governance as identified by the individual institution. This generally, but not exclusively, refers to Chancellors, Vice Chancellors, Provosts, Vice Provosts, Deans, etc.

Principles of Shared Governance

The Role of Faculty

1. While it is the Chancellor's prerogative to preside over the Senate, this privilege should be delegated to the Faculty Chair (Chapter V, Section 502 D, UNC Code).

2. Shared Governance is most effective when the relationship between Faculty leadership and the Administration is collegial, candid, and cooperative. Transparency in actions, coupled with candid dialogue rooted in trust, can establish the solid foundations of mutual respect necessary for Shared Governance.

3. The Faculty Senate should be supported with the necessary resources to ensure effective governance, including, but not limited to, adequate operating budget, office space, and administrative support staff. The role of the Faculty Chair should be supported by release time, stipend, professional development opportunities, or other resources negotiated between the Chair and Administration.

4. Faculty leadership should be informed of all open meetings held on campus to ensure opportunities for faculty attendance and participation.

5. The Faculty Chair should serve as a non-voting *ex officio* constituent representative on the Board of Trustees to provide an opportunity for Trustees to have access to the institution's faculty voice and to allow more transparency between the Trustees and the faculty.

6. The Faculty Chair or designee should serve as *ex officio* voting or non-voting member of all major administrative councils or committees that regularly address issues in which faculty have a stake.

7. The Faculty Chair should hold regularly scheduled one-on-one meetings with the Chancellor and Provost to maintain transparency and communication between administration and faculty. It is recommended that regular meetings also take place between the Chancellor's cabinet or leadership team and faculty leaders, such as the elected officers or other advisory group.

8. The legislative and consultative powers of the faculty should be codified in a published governance document, such as a faculty handbook or manual, approved by and amendable by the faculty or their elected representatives in the Faculty Senate or Council. This handbook should be approved by the Board of Trustees as a formal agreement between the university governing bodies and the faculty.

9. The university's curriculum is primarily the responsibility of the faculty. The faculty, acting

as a committee of the whole or through representatives elected by the faculty or designated pursuant to procedures established by faculty legislation, should give approval to academic policies prior to their implementation, including but not limited to the following:

- A. Graduation Requirements
- B. Instructional Curriculum
- C. Establishment, Merger, or Discontinuation of Departments, Schools, and Colleges
- D. Establishment of New Degree Programs (Including Online Programs)
- E. Establishment of or Substantive Changes to Majors
- F. Elimination or Consolidation of Degree Programs
- G. Establishment of Individual New Courses
- H. Admissions Policies
- I. Attendance and Grading Policies
- J. Grade Appeal Procedures
- K. Academic Dismissal
- L. Online Education Policies/Procedures
- M. Drop/Add Policies
- N. Course Repeat Policies
- O. Policies for Honors Programs
- P. Academic Integrity Policies

10. The faculties of the schools or colleges that admit and certify candidates for degrees should establish the curriculum leading to and policies with respect to the award of graduate and professional degrees.

11. The granting of honorary degrees is a prerogative of the faculty. The faculty or its designated representatives such as duly elected committee members should approve all nominees for honorary degrees prior to final approval by the Board of Trustees.

12. The faculty or its designated representatives, such as duly elected committee members, should provide input on any proposal to adopt or amend campus policies regarding reappointment, tenure and promotion, and post-tenure review. It is expected that any such proposals will be initiated by the faculty and that full opportunity for faculty analysis and discussion will be allowed before any modifications in such proposals are adopted.

13. The faculty, through its designated representatives such as duly elected committee members, should review and approve revisions to faculty handbooks, academic policy manuals, and any other institutional policy statements that affect the faculty teaching, research, or conditions of employment.

14. The faculty by virtue of their disciplinary expertise should be involved in the development of standards and policies related to ethics, research, scholarship and creative activity.

15. For joint committees on which faculty is represented:

- a. Faculty representation reflects the degree of the faculty's stake in the issue or area the committee is charged with addressing.
- b. The faculty members of joint committees are selected in consultation with the elected faculty leadership or by processes approved by the Faculty Senate or Council.

The Role of Administration

1. A collegial, candid, and cooperative relationship must exist between the administration and the faculty. When invited, administrators should appear before the Senate or Council to address concerns, provide information or enter into discussion. The Faculty Senate or Council should likewise honor requests from Administrators to attend and/or present at Faculty Meetings.

2. The Chancellor and other campus senior administrators should honor resolutions, recommendations and decisions made by the Faculty Senate or Council and provide an appropriate rationale in the event that they are unable to do so.

3. The Chancellor and other campus senior administrators should seek meaningful faculty input on issues in which the faculty have an appropriate vested interest, but not necessarily primary responsibility, including but not limited to the following:
 - A. University Mission, Goals and Strategic Plan
 - B. Budget Principles and Priorities
 - C. Campus Master Plan
 - D. Building Construction
 - E. Enrollment Growth
 - F. Tuition Policy
 - G. Student Discipline
 - H. Intercollegiate Athletics
 - I. Faculty and Staff Benefits
 - J. Libraries and other Research Facilities

4. The Chancellor should actively advocate the principles of shared governance to the Board of Trustees to ensure that the voice and interests of the faculty are heard and considered when setting into place institutional policies and procedures that directly impact faculty and the academic experience of students.

5. The Chancellor, Provost, or Dean should typically sustain the recommendations of faculty committees concerning promotion/tenure decisions and those of search committees. When the Chancellor, Provost or Dean acts against such recommendations, the administrator should meet with the committee or otherwise adequately communicate the reasons for not sustaining its recommendations.

6. The Chancellor should typically sustain the recommendations of faculty committees concerning grievance hearings. When the Chancellor acts against the recommendations of such committees, the Chancellor should meet with the committee or otherwise adequately communicate the reasons for not sustaining its recommendations.

7. The Board of Trustees should exercise due respect for the governance prerogatives of the faculty. The faculty should engage the Board of Trustees by inviting representatives of the Trustees to appropriately participate in relevant dialogue and discussions of matters that may come before the Trustees as policy recommendations.

8. The faculty should participate meaningfully in the selection of academic administrators

through membership on search/hiring committees, with the opportunity to meet and comment on final candidates of all administrative levels before hiring decisions are made.

9. The faculty of each college, school, or department should be consulted in the appointment or reappointment of the dean or department chair either through majority membership on the search or evaluation committee or by direct consultation with the appointing administrator either in person or by other means approved by the Faculty Senate or Council.

10. Academic deans and department chairs should be formally evaluated with faculty input on a regular basis through an agreed upon procedure.

11. Procedures should be in place to provide a sound performance review of all senior administrators, including the Chancellor and Provost, in consultation with the Faculty Senate or Council. Members of the faculty having voting privileges participate in these performance evaluations of all senior administrators in addition to and independent of the mandated periodic evaluation of administrators by the Chancellor or the Board of Trustees.

The Role of the Faculty Assembly

The Faculty Assembly serves as an advisory body to the President, System Office Administrators, and Board of Governors of the University of North Carolina. The Assembly is comprised of elected representatives from each of the seventeen constituent institutions, and supports System-wide shared governance through advocacy, communication, and collaborative effort in support of the University's mission.

The following shared governance practices ensure a healthy and sound relationship among the administrators of the System Office, the Board of Governors, and the faculty of each institution in the System through their elected or appointed delegates.

1. Each of the seventeen institutions will appoint or elect a set number of delegates proportionate to the size of the institution's faculty. Only those delegates or their approved alternates may attend regularly scheduled meetings of the Assembly.

2. The Chair of the Faculty Senate or Council of each institution serves as either a delegate or an *ex officio* member of the institution's delegation to the Assembly and serves as a member of the Faculty Chairs Committee of the Assembly.

3. The Executive Committee of the Assembly, duly elected according to the By-Laws of the Assembly, represent the UNC System faculty at Board of Governors' Open Meetings and may serve in an *ex officio* capacity on Board of Governors Committees.

4. The Faculty Assembly adheres to all the guidelines and procedures outlined by the By-Laws of the Faculty Assembly, which are regularly reviewed and revised as needed by the Governance Committee of the Assembly.

Adopted, 2005

Amended, August 7, 2020

Appendix C – Letter from UNC System Faculty & Staff Assemblies & Assoc. of Student Governments

To: Peter Hans, President, UNC System
Randall C. Ramsey, Chair, UNC System Board of Governors

From: Timothy J. Ives, Chair, UNC System Faculty Assembly
Garrett Killian, Chair, UNC System Staff Assembly
Isaiah M. Green, President, Association of Student Governments

Re: Recommendations on Budget Deliberations

Date: September 22, 2020

The University of North Carolina has a tremendous impact as a primary economic driver for the people of our state. We are aware of the negative impacts of the COVID-19 pandemic on the vitality of our constituent institutions. Therefore, it would be prudent to address financial challenges through a process that is strategic, deliberate, consultative and transparent. Students, staff, and faculty across the UNC System stand ready to be essential partners in efforts to cope effectively with all budget shortfalls.

By directly acknowledging the value of the human capital of the System, any budget adjustments should be strategic instead of across-the-board elimination of programs and personnel. Any such adjustments should also recognize the potential uneven impacts upon students, staff, and faculty across the System, particularly those who are underserved and who strive to promote the diversity of the System. Many, if not all, campuses have not fully recovered from the 2008 recession, with little flex currently available in their budgets. This is especially true for the smaller campuses that may not have as much non-state funding.

Further, there is a need to retain our valued staff and faculty, especially as the UNC System is considered a target for other major universities across the country, especially public universities. At the very least, all financial decisions should be prioritized to protect the core academic mission of each individual campus, and their corresponding student success. In that spirit, and as requested, the following serve as our initial recommendations.

- On every campus, any committee or task force directed to set priorities or manage a budget reduction process should be represented from the outset by the Faculty Chair or their designee, the Staff Chair or their designee, and the Student Body President or their designee. As of September 10, 58% of campuses have committed to having senate chairs on such a committee but assuring that all three groups will be represented across the System is work that still needs to be done.
- Any reduction or potential reduction of student programs and funding to student programs should be discussed with the larger student body through multiple methods, whether that be through the campus Student Government Association or otherwise, similar to how the tuition and fee processes operate on the majority of our campuses.
- Any campus budget reductions should take into consideration their specific Strategic Plan along with the UNC System Strategic Plan, to ensure that each campus can maintain growth and excellence.
- To minimize or significantly reduce furloughs, especially for those who will be disproportionately affected with prolonged furloughs (e.g., 3 months or longer), the use of unpaid days of service (e.g.,

one to two days per month) may need to be considered for all, similar to what was implemented during the recession period of 2008 to 2010.

- Consider use of untouched sources of potential and temporary sources of funding. As one example, the UNC Investment Fund, touts over \$6.5 billion in assets as of 3.31.2020. Part of the Fund's primary objective is Support the current and future needs of the Fund's Member institutions. These times most certainly meet that objective. Without touching the endowment principal, and with an annual return on investment of approximately 5%, short-term use of the accrued interest for a two-year period, as an example, would yield \$650 million that could be apportioned as three-year loans for the campuses.
- If budget shortfalls mandate it, then a System-wide pro-rated plan for salary adjustments, including campus administration, should be considered for a specific time period (e.g., six to twelve months) in order to avoid any terminations, as we are all in this together. This would not apply to any faculty or staff who make less than \$50,000 annually.
- Ensure maintenance of adequate health care coverage, including mental health services, for all System employees during this transitional period.
- Encourage the General Assembly to offer retirement and early retirement packages to staff.
- Similarly, ask the Board of Governors to consider offering phased retirement packages to eligible faculty.
- To avoid filling some positions immediately, consider reassigning staff. For example, if an athletics department doesn't have any fall sports, then some staff could be reassigned temporarily to areas where there may be a need, and where they can be easily trained.
- Maintain all student aid at current levels, whether it is for scholarships, grants, graduate teaching assistants, etc.
- Place a two-year moratorium or strong limitation on new building construction, repair, and renovation expenditures in favor of coverage of salaries and benefits for those staff and faculty who will be the most severely impacted by reduced campus enrollments or early closings.

These are a few of our initial recommendations. We are committed to protect the teaching, research and public service mission of the UNC System. We stand ready to be actively involved with the budget review process on every campus, all in our ongoing work to support the UNC System, and most importantly, to ensure student success.

cc: Norma Houston

Appendix D - Faculty Assembly Statement on Faculty Representation on Boards of Trustees *DRAFT*

At a time of unprecedented challenge for American Higher Education, it is more important than ever for UNC System institutions to build and nurture an atmosphere of transparency, trust and collaboration among their core stakeholders. To this end, the UNC Faculty Assembly issued in Fall 2020 its revised *Principles of Shared Governance*, which sets forth a number of recommendations meant to ensure “that the major constituencies of the university, especially its faculty, administration, and governing board, have meaningful opportunities to participate effectively in managing the affairs of the institution.”

Among the most promising means of enhancing shared governance is to include the Faculty Chair as a non-voting *ex-officio* constituency representative on an institution’s Board of Trustees. In this capacity, the Faculty Chair attends all open meetings and is accorded any additional access to Board Members, appropriate materials, and events. The constituent representative does not provide presentations, unless specifically invited by the Board Chair, nor do they attend closed sessions or vote on any issues coming before the Board, which would create a conflict of interest. In this role, as the *Principles* statement affirms, the Faculty Chair can “provide an opportunity for Trustees to have access to the institution’s faculty voice and to allow more transparency between the Trustees and the faculty.” Further, inclusion of the Faculty Chair at Board events and social gatherings of the Board Members creates a climate conducive to building collegial relationships so necessary to making decisions, creating policies, and otherwise serving the needs of the university and its students. Ideally, the Faculty Chair is a direct advocate and conduit between the Board of Trustees and the faculty, which will enhance the making of policies that promote academic excellence.

In addition to representing the faculty at meetings of the Board, it is recommended that the Faculty Chair be appointed as an *ex officio* member to Board of Trustees Committees charged with oversight of academic affairs or other matters in which shared governance grants to the faculty a key stake. In this capacity, the Faculty Chair may speak out as an advisory member of the Committee, representing the Faculty voice during deliberations but will have no vote.

In its 2017 *Statement on Shared Governance*, the Board of the Directors of the Association of Governing Boards of Universities and Colleges notes that “the board should seek ways to benefit from faculty engagement, experience, and expertise by including faculty members in the work of board committees and task forces. A governing board’s academic affairs committee should address issues related to shared governance, and it should benefit from engagement with faculty on such critical topics as educational quality, student success, and completion.”

Four UNC System Institutions (Appalachian State, School of Science and Math, UNC School of the Arts, and UNC Charlotte) have already taken concrete steps to ensure faculty representation on the Board of Trustees and its committees by adopting the designation of their Faculty Chair as a “constituent representative” to the Board of Trustees. The Faculty Assembly strongly encourages each of our campuses to consider the merits of following suit.

Appendix E - Joint Resolution Endorsing Guiding Principles for University Budget Decision Making

WHEREAS, Western Carolina University has asked all Divisions to engage in a 10% Budget Cut Exercise;

WHEREAS, the Western Carolina University Faculty and Staff Senates exist to fulfill responsibilities of shared-governance, mutual collaboration, and open lines of dialogue between WCU Faculty, Staff, and administration; and,

WHEREAS, it is unknown if WCU will be asked by the UNC System Board of Governors or the NC General Assembly to make cuts to previously allocated state budgets or whether future state budget allocations will be reduced.

THEREFORE, BE IT RESOLVED, that the “Guiding Principles for University Budget Decision Making Recommendations from the WCU Faculty & Staff Senates” (see Appendix) guide the decisions of University Leadership in the event that WCU has to incur budget cuts in order to minimize loss of faculty and staff positions.

Appendix - Guiding Principles for University Budget Decision Making Recommendations from WCU Faculty & Staff Senates

1. Protect faculty by prioritizing instructional quality and capacity.
2. Protect staff by prioritizing existing institutional quality and capacity.
3. Stay true to our core mission. Target reductions to specific non-core programs, offices, and services as opposed to enacting across-the-board cuts.
4. Target reductions to processes and expenditures that no longer make sense.
5. Seek input for creative cost-saving measures from WCU faculty, staff, and students.
6. Document and maintain records of the negative consequences of reductions in areas such as teaching capacity, critical infrastructure, engagement activities, and scholarly output.
7. That budgetary decisions will be made openly and with consultation of the faculty and staff leadership, and that those departments or offices that are negatively impacted by significant reductions will be allowed the chance to be heard before final decisions are made.
8. Strive for temporary reductions/furloughs for positions paid >\$50,000 over reductions-in-force.
9. We endorse, with appropriate consideration of operational, statutory, and legal requirements, the September 22, 2020 Letter from UNC Faculty Assembly, UNC Staff Assembly, and Association of Student Governments to UNC President Peter Hans’ letter “Recommendations on Budget Deliberations”.