**MINUTES**

***October 23, 2014***

***3:00 -5:00 p.m.***

ADMINISTRATIVE PROCEDURES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ROLL CALL

Present:

Kia Asberg, Bob Beaudet, Lisa Bloom, Christopher Cooper, David Dorondo, Jeanne Dulworth, Yang Fan, George Ford, Katy Ginanni, AJ Grube, David Henderson, Ian Hewer, Beth Huber, Leroy Kauffman, Will Lehman, David McCord, Erin McNelis, Alison Morrison-Shetlar, Bob Mulligan, Peter Tay, Karyn Tomczak

Members with Proxies:

Andrew Adams, Shawn Collins, Mary Jean Herzog, Cheryl Waters-Tormey, Tonya Westbrook, John Whitmire

Members Absent:
David Belcher

Recorder:

Ann Green

APPROVAL OF THE MINUTES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Motion:

The minutes of the Faculty Senate meeting of September 24, 2014 were approved with amendment.

**EXTERNAL REPORTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Chancellor’s Report/David Belcher:

No report. Leroy reported that the Chancellor is at the Board of Governor’s (BOG) meeting.

**Provost Report:**

Provost Morrison-Shetlar’s report was distributed and posted on SharePoint. The provost summarized some of the bullet points from the report.

College of Business Dean Darrell Parker spoke about recent reorganization within the College of Business. They spent most of the past year with a faculty task force looking at the organization of the college. They have been challenged with one department that was very small. After looking at it, they have juggled some of the disciplines around and positioned it so they now have three schools. They opted to call them schools rather than departments. Part of this change will prepare them for the capital campaign. Dean Parker noted he believes this will give them great potential for attracting naming opportunities with schools and discussed some of the potential he believes these changes will give them. They used the APR that lays out how an organization change comes into place. The approvals have taken place through the correct units. They ended up with 90% in favor of the new structure which is much more support than the current structure has had. He explained they committed to conduct internal searches within the college for directors of the schools and would not grandfather anyone in automatically to a new position. Those positions have been posted internally.

Faculty and staff input was requested on the topic of the COACHE Survey and the kinds of questions that are asked on the survey. The provost offered to do a campus call – she would like to get input from as many groups as possible.

Summer School – The provost went back to February 1 when she first came on campus. She was asked to look at summer school when she first came to campus. She talked to many departments in her first semester and many of the folks asked what her big ideas were; what big plans and she said one of them was Summer School. In the summer she wanted to move forward and talked with the deans about how to move forward. She explained they got a group together and associate deans and a faculty representative which was Leroy Kauffman and started to talk about Summer School. Her conversations since that time and up until today have been incredibly revealing to her. She thinks there have been some missteps in her way of dealing with this in the fact that she thought they were having conversations to start to talk about his and in that they did have faculty representation of the original committee which was basically the associate deans that were charged by the deans to start to talk about this. She asked Leroy who was here during the summer. In talking with the deans today, she really thinks that was a misstep in her case in assuming that people felt that one faculty member in Leroy was the right person and represented the voice of the faculty. This is nothing against Leroy; it is just more what I’ve been hearing. In talking with Leroy after the summer, he suggested we have a faculty forum and that’s why we had a faculty forum to get more faculty—this group suggested that we have more faculty input and so I listened very much to that. I honestly didn’t think that the conversation of let’s talk about summer school would have such legs. There are all sorts of undercurrents that I had no idea. People not trusting one another; people not sure about what’s going on. I think one of the big things that sort of affects me directly is the rotating nature of the provost position. You know, here’s a new provost and a time change. Ahhh! What I have been doing is getting up to speed about all things. I will tell you, I’ve really been very appreciated about all of the conversations we have been having in this room. I do not feel attached or defensive in anyway about any of these things. I think this is healthy discussion. I’ve learned a lot about summer school, people’s feelings about summer school and what’s happening in summer school, what has to happen in summer school. I’ll be honest, what’s come forward is just the funding model for summer school and getting into that for the first time was just downright scary. A lot of that is based on and Leroy and many others in the room are able to help me with this – a lot of that is based on the notion that at one time – 2010 or maybe 2008, a time when we were financially strapped. There was an issue of saying ok do we start looking at people’s positions…the decision was not to look at positions but to move things to summer. A lot of people’s salaries or parts of salaries were put on summer school. I didn’t realize that until recently. That allowed me to get more in-depth to the budget and really find out what’s going on.

The comments that came out of the faculty forum were really useful to be able to say what was happening with APRC, where is it going, all of that good stuff. I didn’t think we were that far along but then it really started gathering legs…so I think that I’m going to take responsibility. You can target my back or do whatever you want, but I would like to bring forth to you today some data that the APRC asked me to bring forward…I would also like to say that many faculty and staff have come up and talked to me individually because at least some of you trust me to be able to have those conversations to say, Alison, this is what’s happening…

With that, Brandon took the APR to APRC and they provided a bunch of questions some of which I hope I can answer today. I wish Lowell was in the room because he did a great presentation to the Provost Council this morning. I want to make sure that everybody knows and understands that I want to be as inclusive as I possibly can. A group of us came to a decision, my responsibility to move that decision forward – I did so. I really appreciate people pushing back and saying no, we want to have more of a voice. With that, we have a power point and I have a list of questions…

There was a set of questions that came forward, a lot of the discomfort and the challenge has been around compensation. We had an entrepreneurial payscale, what was wrong with that? Well the entrepreneurial pay scale apparently was put in place just a few years ago and it was incredibly controversial at that time. I’m taking from that in doesn’t matter what you talk about in times when you are fiscally strapped and when you have no pay or salary increases for a long time everybody is going to be focusing on it. I get that. The original idea was created to incentivize summer school and it seemed to work for a time. The pay was incredibly confusing, people were asking how much am I going to earn. I have 8 students, I now have 4 students, how does that pro-rate, etc. etc. There was also some concern from faculty that other faculty members were using the system in a different way so potentially getting paid more money for doing exactly the same amount of work. So that’s a history that I’ve been able to find and a pay scale and what’s going on there.

Was there any discussion of a pay scale being based on enrollment?

…there was some discussion in a committee meeting about that, but it’s not in the APR. That’s something that the deans are involved about…yes there was discussion and the older method had pay scale based on enrollment and that included courses that had 2 or 3 people and that course met because people were told if you put a course on the books and some of this is historical and some of you know more about this than I do. People wanted to see the data on the percentage of faculty making more or less on the new funding model and we have that information and in the Power Point slide and this why…I literally just got this today…the percentage of the faculty who were making more money with the new funding model, there are a few faculty for instance in a position where they had 30 students and they were able to divide those into different sections and were able to then say ok this is my pay scale…(unclear). There were very few people who would be making less money than if they were in the old model. In the new model compared to the old model. It’s about 15 faculty in total. There is more information about that on the PowerPoint. What I have is a list of positions without names to be able to look at. Is there a report on how last summer compared to the new data…Alison is searching for that report.

Q/C: Can I ask for a point of clarification while you are looking for that? Those 15 faculty who taught in summer last year making less? So, it doesn’t mean of the faculty in Western?

A: Oh gosh, no. I’m only talking about summer school.

Q/C: So, if you make $53,500 or less is that right? Than you would be making less money if you have a full class under the new formula? Is that right or is that wrong? I think that’s the number that people are really concerned with. Less about who taught, but for faculty in general – who benefits? Does that make sense?

A: Yes, absolutely. I’m sorry I had to ask Lowell to put this all in a PowerPoint…I gave you the figures the very first time I came to Senate to talk about this. What I’ll say here is I’m happy to share that and we can have further discussions about it since I don’t seem to be able to find it very quickly.

It’s not organized so I will get back. Basically the new model, the majority of people would get more overall – more overall would be sent to the deans to be able to pay the faculty under the new model except for on…a little difference on Health and Human Sciences and the College of Business.

Q/C: I’m very confused about that and I missed the forum because I had class. I really wanted to be there. The way I understand it right now, under the new system faculty would be paid …$4500 for teaching a summer class and there is a $500 summer bonus is that (unclear)?

A: No that is a faculty incentive that the group decided is not…unclear…it was professional development.

Q/C: For me that is a significant decrease and maybe I’m one of the 15, because if I had a full summer class last summer, I could make over $6000. Now if I have a full summer class, I will be making $4500 and I believe that is true for a lot of faculty more than possibly 15.

A: I have the data for that and I would be happy to share it. We shared it with the deans as well. It’s not – a lot of the courses are taught in the Humanities and so their salaries would increase.

Q/C: Right, but there’s a lot of people whose salaries would decrease.

A: The number – I would love to be (able to find this). It’s not a lot. It is not a large number compared to the number of faculty who teach over the summer. I can give you a test model here, in Fine & Performing Arts…the old model gave $18,500, and the test model would be $22,500 so there would be an increase. This is taking the courses that were taught this summer and saying this is the old model, here’s the new model. Alison continued to give the data by college from the Test Model data comparing the old model to the new test model. I’m happy to give these numbers and this was Lowell taking what was done in the summer and applying the new formula to that. I understand that certain faculty and a lot of them have talked to me and I’m really pleased about that and a lot of faculty have not been earning a lot higher salaries are also very pleased about the new model because it’s obviously going to increase in some cases their salaries by $1000 per course. I’m happy to take any questions that you want.

Q/C: So, the numbers that you just gave those aren’t – that’s the overall amount that faculty will be earning in that particular college.

A: That’s correct and it’s not in that PowerPoint, but I’m happy to share all these documents. We’ve gone through this and these are the exact same numbers that I told you all verbally the first time.

Alison continued by saying an interesting thing that came out of APRC was a discussion and some of you were in that meeting about instructors and lecturers making the same as faculty in some…and that apparently was a heavily discussed thing. I was there so I will say it was heavily discussed and there was a feeling that instructors and lecturers should not be making as much as faculty. It’s my understanding that fixed term faculty will make the same as others, but individuals who make significantly less than tenured faculty members to make more money and assist the institution in retaining faculty who are paid $28,500 a year. So, apparently there was a lot of discussion about that. Brandon you were there and I know some of you were there…

On this PowerPoint site, does the Provost Office have data on what other UNC Schools are paying for summer?

A: Yes, we do and I provided all of that data. We are tuition wise for summer school, I think we are about 3rd now, but our biggest issue is our student fees which are quite high. We are still up there in terms of the cost of summer school. So, again the information if you want all the detail for every school that does summer school is up on this material.

Q/C: Can you give us some snapshots of the salary piece of the other schools? I think that is what people are most interested in. Even your impressions, in general with the new system will we be sort of the middle, towards the low, the high? We all trust your interpretation.

A: I don’t know if it’s middle or towards the high.

Q/C from Dean Parker: I would say it’s safe to say that we’re in the middle. I was surprised of the schools that had even worse (unclear) than we did. If I recall, App State had a more generous structure, Chapel Hill and State of course did, but I was surprised of the other schools that we would think would be in our range were doing some of the same type things that we were. One thing that really stood out is that we were the only school that said if the class size was 1, we had put it on the books and we offered it. The others there are thresholds and if you don’t hit them you get cancelled. That has a lot to do with whether or not you make money.

Q/C: Sure. Another issue that is less clear than in the data is the issue of revenue sharing. It’s not clear that all campuses do the revenue sharing or follow the same formats or ratios that we do. Some if you look at overall revenue for summer school as generated by tuition, we don’t know how that was necessarily spent in all cases. Some do some portion of revenue sharing…others it’s less clear what happens. It seems in some cases that it goes to central fund managed by the central administration. It does not go out into the colleges or to the depts. That would figure into what the salary would be…

Alison: You gave me enough time to find some of the stuff. App State University for example someone teaching with a master’s degree is $1000 per credit hour with a doctoral degree it’s $1125 per credit hour. NCA&T it’s a third of a nine month salary not to exceed $2167 per credit hour and you can only teach 12 credit hour maximum. UNC Wilmington is $6000 for a maximum of 3 credit hours. You can’t teach more than 3 credit hours in the summer. Winston Salem has a cap of $5000. On the one that looks like you have to use a magnifying glass it’s all there for you to look at. There’s a lot of other detail there…

Q/C: Are these going to be shared on your office’s website?

A: I’m going to put them up on the Senate’s (SharePoint site). None of this is secret, but it is the result of a lot of work of people trying to answer questions that you have.

The next question is federal and state guidelines of whether faculty and state employees can be paid extra – what the limits.

A: Yes, that is in the APR and is what you all saw.

…

Enrollments minimum – were outlined in the enrollment caps. The deans are responsible for that and have always been responsible for that and it would not change in any way shape or form.

When would multiple sections be appropriate - Are there enrollment triggers?

A: That is again the purview of the dean and not the purview of the provost office or anyone else.

What is incentive to bring in more than 11 students?

A: That comes from your dean. These are all conversations…

What about cancellation?

A: This morning was a great discussion too. There was concern in the model that we currently have is that basically that if you put it on the books and you have 2 students you can teach and that salary model for instance I saw somebody who taught 2 students who got $260 to do that. That was this summer so there is a sort of sliding scale there that gets really confusing. If Ann Green were here. She’s got (unclear) just to do contracts for this. It’s basically an individual contract for individual faculty for every individual course and it changes because she might have 8 students when you start then 4 students Day 2 which is 2nd week of course contact. There’s a lot of confusion, a lot of ill will apparently and I haven’t heard too much about this…well I’ve been promised X amount of money, yes, I’ve got half the students that I’ve had before, but I still want money.

So, cancellation, we talked about two weeks’ notice and the general feeling from people who have talked to me is that this is way too short. That we need to really think about a decent time to say no this course is not going to fly. The other conversation is we really should be putting courses on the books that are going to fly and put the sort of one offs…we also understand that there’s going to be courses that students need to graduate…courses that aren’t going to have a lot of students, but courses that are needed to expedite them to graduate. Again that’s the prerogative of the dean to fund that and that funding will come out of the funding that is generated by teaching summer school.

So, open to conversations…deans had some good ideas about what that might be, but again that might be dependent on good discussion around that. Then I’m going to finish with Mini-mester. I’m going to put forward the proposal. Again, I think the concern with mini-mester is that we do not have accommodations, nor food services nor hot water for students on campus for that time. Some of the students it was brought up in conversations, might not be living on campus and therefore I think we should think about phasing out mini-mester, but not stopping it now. Again, just giving the feedback that I’ve had from people…who have said we’ve got courses in mini-mester that we know will make, that we know are popular…a lot of discussion is that we need to talk with Student Affairs about what can we do on campus. And honestly, there’s not a lot because if you don’t have hot water you don’t really want an unwashed student. I’m going to suggest that we phase it out, but that would be decisions and how we work that – we would have to make sure students have a place to live and were comfortable. It could be part of what Sam Miller talked about at our forum – that there is a whole starting to thrive industry of students who are paying twelve months contracts on housing that would be happy maybe to have somebody in their apartments and paying a fee toward their rent when they are not there.

Another thing I’ve been hearing a lot about with summer is undergraduate research opportunities and internship opportunities. To give a little caveat with this, I’ve done a thing with the alumni association and we’ve heard about “TAP” – Touch, Advocate and Partner and I asked each of the alumni board advising board to send me five names of companies or industries or people that needed interns. In the past week, I have received fifty individual internship opportunities or people to contact that I’ve passed on to Carol or to Lane to follow through. I think again working together with alumni and working together we could find a lot of internship possibilities for our students in this area or even slightly afield.

I had gone to bat for students in the May class and the days of the courses offered previously how many regular courses would no longer be offered. That’s on another form – all of the courses that were taught, number of students in those courses and you can clearly see what courses met, did well and others that did not. The deans should really have the right to say that’s not going to work. We need to advise the students – you can’t take this course, is there another course they can take or an online course. What is the assessment of the mini-mester was it successful…we can review that together. The mini-mester, I’m going to suggest to let’s see how it goes but we need to be very strategic and we’ve got to make sure the students have a place to live knowing that we can’t provide facilities on this campus, there is no real plan…

That was all of the questions. Katy, did I answer all of them?

Katy: I think you did. In the places where you say that’s up to the deans, I think we had recommended that there be more specificity in APR 19 so for instance if caps on courses is up to the individual dean, maybe state that in the APR and same thing for cancelling courses and drop/add. I think those are the places where we ask for more specificity.

A: Ok. Happy to do that.

Q/C: I’m just curious if there’s been any discussion about how summer enrollment then affects fall enrollment. I understand and I may be wrong about this, but that we want more summer enrollment…

A: We would like to revitalize summer school over time. One of the misconceptions that people have been hearing is that next summer we’re going to have 2000 students on campus. I never said that, never. The idea and I would go back and talk about salaries and faculty and courses. Everything that we need to be keeping right in the middle of the floor is student success, time to graduation and getting them graduated in four without putting them into extra hours so it has to be right courses moving them forward. I’m very passionate about making sure our students are successful. We all are. At the forum and many of the conversations, summer school only has to be adding value so it should not take student credit hours from any of the fall or spring because we are funded differently in fall and spring than we are in summer so it has to be added value. One example would be if some folks failed English…we know there are 40 students who could do with taking English in the summer and there’s maybe another 20 that would maybe like to take English in the summer because it moves them forward. Then that would be added value. But, if you were to say Chemistry is another example…we’re at a bottleneck….if it’s a course that is normally taught in the fall and spring and we want to add it into summer that it is not added value and that’s taking schs away. We have to document and send to GA our student credit hour generation and remember we are funded on our student credit hour generation from fall and spring. We are not funded on our student credit hour generation from summer. All of the revenue that comes from summer comes back to pay the salaries of people who are teaching in summer because of not wanting to reduce positions in a time of fiscal constraint. We’re still in that time of fiscal constraint…the rest of it goes back to colleges and schools and it’s used for professional development money…every college and every school does things differently. The summer money is definitely different. I’m happy to do Budget 101 with every single one of you to show why it’s important that we keep our schs in fall and spring.

Q/C from Registrar Larry Hammer: I just wanted to make a comment about the need to make critical mass. In the Registrar’s Office we’ll get that student who had had a cancelled class and they need to have a second class in order to get 6 hours in order to qualify for financial aid and those sorts of things. In looking at the summer offerings, the fact that summer gets spread over some time and things can happen late with some students and have real adverse impact for them if we’re just not careful. Some of the work that I had done for Lowell was looking at the organized classes in Cullowhee -what’s actually taught in Cullowhee, resident credit. Those courses look like they’re on the downward trend. At some point you lose, if we’re not careful in monitoring that, we could lose critical mass there that would make it trend downward much more quickly.

Q/C from Provost Morrison-Shetlar: For me keeping student success in the center of the room is really what I’d like to do, but again, I’d like to make sure that you are learning to trust. I want to make sure that we have complete transparency in all of these. I’ve talked to the departments, I’ve talked to individuals, I have nothing to hide, I have no ulterior motives in any way, shape or form other than to make sure students are successful and our faculty can do what they need to do with the resources that they need.

Q/C from Faculty Chair Kauffman: I think the latest APR was put out on SharePoint for this meeting. Hopefully you took advantage of looking at it. It’s out there. If you have more questions, the provost has indicated a willingness to talk about that and I take her at her word without a problem. The APRC has had that discussion and is in continued conversations I’m sure with the provost office.

Q/C: I have one tiny question specifically from Health and Human Sciences. I teach a course and a couple of other people that I do talk to, a very difficult course; students don’t pass spring or fall. Last summer I think I taught 15 students in this course. If you don’t come to class, if you miss one class you don’t pass it – that kind of thing. It is moving those 15 students forward for me and maybe 6 other people in our college, but it’s not a class of 30 people. Do you consider that to be --?

A: That is completely a discussion with the deans. That has nothing to do with me. I don’t do class caps, I don’t do any of those kinds of things…HHS and Business they have courses that go through the summer as part of their program so nothing changes there. That’s not interfering with any current program.

Q/C: I was just wondering if you feel like that is moving students forward because you said that is your goal.

A: Yes, absolutely, I’m 100% behind that.

**Faculty Workload Update**

Provost Morrison-Shetlar reported that she talked to Brian Gastle and it’s up on the h drive it’s been up on the h drive for a long, long time. He said that he was not able to attend this meeting today. He’s happy to come to the next Senate meeting and talk about the process. It was a faculty committee that reviewed it…it’s been up on the h drive for a long time, people knew about that. It was posted apparently…he is happy to talk about it, but he is not quite sure why. It went to Faculty Senate and all the different communities that it needed to go to and the final document was supposed to go on the h drive somewhere back next year.

Q/C: I was curious, the provost fellow for summer school. I read the description. To what part in the determining, what courses or working with I assume department heads and deans about the course offerings in summer and when is the anticipation of when that would occur? Are we going to be trying in the fall that individual will be working to determine what summer course offerings are needed or what is their role?

A: For the folks that are doing the summer school, a lot of the courses are put forward or are done by the colleges or schools. This has nothing to do with anyone else other than the right courses being put on the books.

Q/C: And it was the work to coordinate scheduling of courses?

A: Yes, I think it was just to encourage people to think about courses?

Q/C: Ok, not trying to say this is where summer course work?

A: Absolutely not, that’s not the prerogative of this individual. This is more to help. I have had people come to me for instance. I would love to do an intensive – 5 week intensive during the summer—don’t come to me, talk to your dean. Those are the best people who are best served by that.

The provost offered to hold more forums. If people are interested in forums, they should let her know.

**Faculty Assembly Report/Linda Comer:**

The report has been posted on SharePoint. Linda shared a few of the things that President Ross talked about. He shared that the rumors about him retiring are not accurate. He updated them about a pilot program on three campuses. The program is on admission requirements and they are looking at having the GPA weighted more than the SAT. More information will be coming about this. He mentioned there is discussion about tuition reduction for out-of-state border counties and surrounding areas. This does impact Western. Linda shared in the DNP program they lost two students who live in North Georgia who couldn’t afford the out-of-state tuition. President Ross assured he would ask for faculty raises and he will present data for the past seven years to justify that. He doesn’t have a lot of hope that they will get that. He also gave information about some active chancellor searches and questions related to the transparency of the search process. There is a shared governance survey that will be coming out and faculty from all campuses will be asked to participate in that. The timing is not known.

Q/C: …can you tell me what predictive analytics is?

A: yes, as best I understand it, predictive analytics is a term that helps a teacher know whether or not a person will do well in a class or it can be used in the business world to predict the chances of a particular thing happening. How that will be imbedded in the classes which is the statement that was made, I don’t quite get all that. I’m thinking what they were saying is that in real time you will be getting data back about students while you are teaching the class that will allow you to adjust what you are doing, implement other measures, track where a student is going.

Q/C: Where would the data come from?

A: Software that you would be able to – I don’t know. There is – I think I told you last month in the re-structuring of GA they have hired a person who is kind of equal to the chief academic person who is an IT person. So, there is a lot of interest in using business types of technology within the academic setting to help us.

Chair Kauffman added that he thinks it’s something that is in the very early stage and they are putting the idea out there to see how it gets reacted to. He doesn’t think they have a prototype.

Discussion continued.

General Ed Council /Erin McNelis:

Erin explained she is on the agenda primarily because they met the Friday of fall break and had a four hour meeting that turned to a 5 hour meeting. Erin participated via video conference. They were meeting with ETS individuals, and her understanding is it was to be an abbreviated demo of the workshop that they would give. This is not what it was. It was a describing of what their process that they are going through, answering some questions…there is a component ETS had been working on before they began working with us. Part of the arrangement is that we will pilot the UNC System for them in spring 2015. They have told UNC GA how many people they will need to pilot for the purpose of validation. It will not come at a cost to any group participating, but it will be about a 45 minute test. It is geared toward time rather than the number of questions.

They expect to have faculty participate in training session with ETS professionals on how to best create items for such a test so that each campus can contribute or the UNC system as a whole can contribute and get another set of questions from which those could be added to the base test.

If your QEP dealt with writing across the curriculum or is statistical inference or something if it is something that will help you collect more measures at this time, you can add it. They did not see more demo of a workshop. There was more discussion about the details and who would be involved. They should start in 2015. There will probably be regional opportunities. It was decided that the members of the General Ed Council will be asked to seek out individuals that they are familiar with on campus who may have the expertise or those who may not, but would appreciate learning and participating in for instance creating more science related questions on writing or reading. And also to include an individual who may not be very excited about working with ETS to encourage them to participate so we have open discussion.

There is to be a group that is to be affiliated with the General Ed Council that will be made up of experts across the UNC system in assessment, psychometrics, etc. and they would be an advisory committee and they are hoping that the participation in this would generate scholarly opportunities for those who want to be involved in doing some work in assessment or what are best practices or how do we improve motivation of students. This should be a scholarly opportunity for the UNC system and an interdisciplinary one.

Erin reported that it is expected that there will be an online recording of the meeting.

Staff Senate/David Rathbone:

No report.

SGA/:

No Report.

SACSCOC Update/Steve Miller, Director SACSCOC Reaffirmation:

The Compliance Committee is formed and will be meeting soon. The QEP Committee has met. As Steve explained at the last Senate meeting, this is a QEP topic selection committee. They decided on a process and refined the time line. Sloan Despeaux is the chair of the committee. In terms of representatives from Senate, Leroy Kauffman is on the Compliance Committee and Andrew Adams is on the QEP Committee. There are also representatives from all colleges. The QEP Committee will start the selection process by figuring out what criteria will be used to evaluate submissions from faculty, staff and students and how to put it together to be able to share it with people when they make the call for proposed topics. This will be done in mid-January around the opening of the semester. It will be open for quite a time and there will be several forums on the QEP where they will talk about what other models might be, talk about the past QEP and how pivotal and important that has been in terms of developing institutional learning outcomes and a variety of practices across campus academics and support units. They plan to close the submission period around March 1st which will give 6 weeks or more for people to submit topics. The committee is going to take the potential several hundred QEP topics and sort them out. They will narrow them down to a number that best meet the criteria and those selected should be substantially different from each other. In mi-April, the committee will present them to campus and will have a vote. Everyone including faculty staff and students will have the opportunity to vote on the QEP topics. In early-May they will be able to report back with the top vote-getters. They will assign committee members to work with those who submitted the top topics to develop the proposals. That work will be more formal and will happen over the summer. There will be presentations in the first few weeks of the fall semester and in September they will open up another round of voting among those top topics and the top vote getter will be our next QEP topic. By this time next year, we will have our next QEP topic and another committee will be formed to actually implement and put it in place. Steve said the timeline is fairly complex, but their goal is to make is as inclusive and transparent as possible.

Q/C: The object would be to have data before the visit the year or two after this?

A: You do not need to have— that’s a really good question—when our on-site visit happens in April 2017; we do not have to have the QEP implemented. It needs to be ready to be implemented, but it doesn’t have to be implemented. You need to have assessment plan, a budget for it and all the formal structure in place, but it does not have to actually be underway. This will actually give us a chance to get feedback and make recommendations.

SENATE COUNCIL REPORTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Policy and Review Council (APRC): Katy Ginanni, Chair

The policy on non-degree seeking students has a simple change requested by the Graduate School. They would like to edit the first sentence to allow graduate students who are denied admission to be able to take classes as a non-degree graduate student to show that they can do the work. Then they may re-apply for admission. Brian Kloeppel from the Graduate School was on-hand to answer any questions.

The motion comes as a seconded motion from the council to approve this.

Q/C: clarification of the edits was requested…it was clarified that undergraduate students who are not accepted as degree-seeking students are not eligible for non-degree status – this is already the case now. They are editing to allow graduate students to be enrolled as non-degree seeking students if they have not been accepted as degree seeking.

Brian Kloeppel added that they contacted all program directors and there is concern that during course building non-degree seeking students could populate or take up all the seats in their degree seeking programs and they reminded the directors that they can put easily put a description on students that if you are not degree seeking, you would need permission of the instructor or department head. That is up to the instructor or the department head in the course building.

Q/C: Applicants who are accepted, can we then say the applicants who are accepted as degree seeking undergraduate students are eligible for non-degree status.

A from Brian Kloeppel: I’m not going to worry about the undergraduates.

Q/C: Well, we put undergraduate in there so are undergraduate students eligible to be non-degree seeking students.

Q/C: An accepted undergrad, I think would be degree seeking by definition.

Q/C: Right, which means they are eligible…

Q/C: They are not eligible for non-degree status…

Q/C: I’m just wondering about undergraduates who want to take a graduate class.

A from Katy Ginanni: This doesn’t have anything to do with the level of course. It’s just allowing somebody to take a course period.

A from Brian Kloeppel: You are currently not allowed to take a graduate course as an undergraduate student (unless you are in the 4+ program).

**Vote on the edited Policy on Non-Degree Seeking Students conducted via Poll Everywhere.**

Yes: 27 (unanimous)

The motion passed by unanimous vote.

APR 19 Summer Session Guidelines:

One thing they felt needs to be a discussion either among Faculty Senate or the entire faculty is the fact that it is unclear which APRs the faculty should vote on and which they should not vote on. If you look at the APRs on the website some of them are obvious, but some of them are not. We hear the faculty own the curriculum and this is one where it’s a little fuzzy because everything about APR 19 has to do with teaching but we were still a little unclear about what our role was. It was just that you wanted feedback from the faculty and we are representative of the faculty. At some point in the future, we need to consider involving either the senate or the entire faculty in discussion about how we make it more clear which APRs belong to the faculty and which to the administration and which to Student Affairs.

Q/C: That’s a great question. The APRs came about as a way to write down what we are doing so that…we’re all seeing the same thing. That’s literally how that came into being…We’ll have to look at that. I think it would be a good place for Rules (Committee) to be involved potentially and with the Provost Office.

Q/C: What happens now with this APR? This is maybe a question for Alison.

A: Again, this is not one that is voted on and so, more input, more development, take it back to the deans for any changes. We’ve talked about it a lot this morning. I’m not going to talk to the deans, but some of the questions are questions that need to go to the deans, not to the Provost Office. I think it’s a case of moving it forward and letting people decide within the colleges and letting people decide if they are going to be a part of summer school and what that might look like for the future.

Q/C: …do we have a deadline? I’m trying to schedule summer classes in my department right now and I don’t know how to respond to faculty right now who are not sure how much money they are going to make and I keep saying hold off until we figure out what is going on with the APR. I don’t want to call it a deadline but do we have a target date that I can tell people I can start scheduling and answering those questions now for the summer?

A: I can certainly -- I’ll take it back to the deans and get their final endorsement – the language and the inclusion of any language that people want to provide I would be happy to move that forward.

Q/C: If I may make a suggestion, it seems to me that a number of people hadn’t seen the APR until I sent it to them as members of the APRC, if you could encourage the deans to share that with their departments.

A: I think most of them have done that with their department chairs, whether that has gone further than the department heads…

Q/C: By now, probably yes, gosh, I would hope so.

A: Katy brought up a very good point. This is a communication issue and that’s why I’ve been talking to people that have sort of come to me and talked to me and asked to talk with me and a lot of this resides with the deans…all of this was sent the APR a long time ago. I know that – I can’t speak for them – but I know they are talking to their department heads, so I can certainly encourage them to do it again. This has been out there for months.

Q/C: I didn’t know if we were going to go back to discussion. It looked like there was something in the notes on the draft, but the comment just under the traditional/standard courses where it says something about special development funds being available…I just wanted to say it’s still a little confusing to me and could use some…there may have been a note – “needs to be clarified” – but I can’t read the note fully…

A: I think I mentioned to everyone that is taken off the table.

Q/C: It was in the (APR).

A: I know, but we are going to go back in and revise that. The monies that go back to the deans if we talking about summer seems to be used primarily for professional development and so it was seen as being unfair (the feedback I got) it was unfair to say for people who were teaching residential and not for people who are teaching online so the overwhelming response I got was give the money to the deans and let them—

Q/C: What was in what we got didn’t have residential or online specified at all. So, I thought that was the way to not disincentive one over the other, but it was still.

A: That means less money to the colleges or the school so I don’t know. If you want to keep it in that’s fine.

Q/C: It was just sharing my feedback.

A: That’s fine.

Q/C: The other thing I wanted to mention and I kind of mentioned it to Brandon just before…because Collegial Review will be looking more seriously at the Emeritus status that we’ve been asked for, I’m curious if there would be room for the retired faculty rate to be different if you are Emeritus status, but that would be future. There’s no differentiation between retired and Emeritus and would that be perhaps one of the perks that would be left. You go up to the full time faculty rate or something…The retired faculty rate is lower than the full time faculty rate and…why would someone if now thankfully they are getting more rights as a retired faculty member and I just asked Brandon earlier…what those rights that have been added are so we can clarify for people who maybe don’t want to go through or bother if it feels like a bother to them to go Emeritus, but could one of the perks potentially be if you have received Emeritus status if you come back and teach in summer, you qualify at full time faculty rates.

A: I understand it.

Chair Kauffman announced a change in the order of the meeting and turned to the Biltmore Park Strategic Plan update. Dr. Carol Burton, associate provost for undergraduate studies and Dr. Doug Keskula, dean of the College of Health and Human Sciences chaired the committee for developing a strategic plan for Biltmore Park at the request of the chancellor and provost. They are at the meeting today to share their process for coming up with the strategic plan. A PowerPoint presentation was given at the meeting and the presentation is posted on the Faculty Senate SharePoint site. A current draft of the goals and the strategic initiatives that they developed were shared at the meeting. The committee is nearing finalization of their task, but welcomed comments or suggestions.

Q/C: Is Keven (Frazer) the one who would be implementing this?

A: Yes.

Q/C: My one suggestion.. in 5.4 you talk about assessing and defining regional expectations for faculty roles. I think it is incredibly important, I’m glad you guys are putting it in print. I would really feel a lot more comfortable if it said something like in consultation with academic deans and department heads…

Chair Kauffman asked Carol Burton to send a copy of the power point and the information distributed to David Henderson. They would like to have the ability to distribute it further.

The meeting will be continued in an Overflow Meeting on October 30, 2014.

ATTACHMENT 1:

VOTING RECORD for 10/23/14 Meeting

|  |  |  |  |
| --- | --- | --- | --- |
| **Senator/Ex-Officio Member- (organized by first name)** | **Last Name** | **Attendance****10/23/14** | **Vote (Policy on non-degree seeking students)** |
| Andrew Adams | Adams | PR | Yes |
| Kia Asberg | Asberg | H | Yes |
| David Belcher | Belcher | A | n/a |
| Lisa Bloom | Bloom | H | Yes |
| Bob Beaudet | Beaudet | H | Yes |
| Shawn Collins | Collins | PR | Yes |
| Christopher Cooper | Cooper | H | Yes |
| David Dorondo | Dorondo | H | Yes |
| Jeanne Dulworth | Dulworth | H | Yes |
| Yang Fan | Fan | H | Yes |
| George Ford | Ford | H | Yes |
| Katy Ginanni | Ginanni | H | Yes |
| AJ Grube | Grube | H | Yes |
| David Henderson | Henderson | H | Yes |
| Mary Jean Herzog | Herzog | PR | Yes |
| Ian Hewer | Hewer | H | Yes |
| Beth Huber | Huber | H | Yes |
| Leroy Kauffman | Kauffman | H | Yes |
| Will Lehman | Lehman | H | Yes |
| David McCord | McCord | H | Yes |
| Erin McNelis | McNelis | H | Yes |
| Alison Morrison-Shetlar | Morrison-Shetlar | H | n/a |
| Bob Mulligan | Mulligan | H | Yes |
| Peter Tay | Powell | H | Yes |
| Karyn Tomczak | Tomczak | H | Yes |
| Cheryl Waters-Tormey | Waters-Tormey | PR | Yes |
| Tonya Westbrook | Westbrook | PR | Yes |
| John Whitmire | Whitmire | PR | Yes |
|  |  | Yes = | 27 |