

Minutes

Faculty Assembly Executive Committee Meeting of February 16, 2008

1. Attendance. The following Executive Committee members were in attendance: Brenda Killingsworth (ECU), Gary Jones (WCU), Sallie Ives (UNCC), Judith Wegner (UNCCH), Yogi Kakad (UNCC), Sandie Gravett (ASU), Catherine Rigsby (ECU), Meg Morgan (UNCC), Linda Wilson-Jones (FSU), Greg Starrett (UNCC), Cynthia Thompson (NCA&T).
2. Discussion with Harold Martin. The FAEC first met with Vice President Harold Martin.
 - a. *University Code Revisions*. Martin updated the group on the status of University Code revisions. The Board of Governors asked that the Boards of Trustees on the campuses continue to have a role in reviewing faculty appeals before such appeals reach the BOG. This revision will be incorporated and the Code revisions should be finalized at the next BOG meeting. The Code revisions will then be circulated to the campuses, with a request to update campus promotion and tenure policies accordingly. The system's post-tenure review policy will also be distributed (this is a version supported by the Faculty Assembly and focuses on the developmental role of post-tenure review [not a disciplinary function]). It was initially presented to the BOG in June 2007, and will be sent on to campuses with a request that post-tenure review policies also be updated.
 - b. *UNC Tomorrow*.
 - i. Task list. The FAEC shared with Martin the attached outline of key tasks and dates for UNC Tomorrow roll-out, based on presentations to the BOG earlier in February. Martin has discussed related matters with Chancellors and chief academic officers on several occasions. The group then had a wide-ranging discussion touching on many of the points on the task list.
 - ii. Long-range planning. Martin said that the System's long-range planning process would be revised so that it incorporated traditional considerations (facilities, degree programs, enrollment) but focus on priorities and considerations reflected in the UNC Tomorrow initiative. Generally campuses want more programs, money, people, and buildings, in large part due to their aspirations, but not necessarily with attention to North Carolina needs. There is likely to be more emphasis on partnerships between different (and different types) of campuses if new programs are proposed. The process for long range planning is being developed for presentation to the BOG in March.
 - iii. Program duplication and collaboration. GA is working on a proposal on this topic for presentation to the BOG in March.
 - iv. Task forces. Martin mentioned several task forces that will be established in connection with UNC Tomorrow implementation efforts, including (I) faculty recruitment and retention (also addressing pipeline issues); (II) serving underrepresented students (including access and success); (III) delivery of education to underserved regions (rural areas, Rocky Mount, Hickory, Jacksonville, Hendersonville, Carteret County) (including issues of partnerships with community colleges, local communities, branch campus models, etc.); (IV) Faculty roles/rewards (engagement); (V) diversity (students, faculty, staff, BOTs, etc.). He indicated that he hopes to include faculty members on some of these task forces.
 - v. Areas of greatest need. Areas of special need include teacher education (including need to prepare teachers for the realities of the schools they will enter, develop Spanish speaking skills, and foster preparation of science and math teachers); health and allied health (including nursing, and ensuring effective operation of current nursing programs some of which have had difficulties with graduates' passage rates on licensing exams).
 - vi. "Soft skills". There was a wide ranging discussion of the problems with the phrase "soft skills." That terminology is not clear, and seems to treat education in the arts and humanities as a means to an end, rather than an important field of study in and of themselves. There needs to be a focus on liberal arts and steps should be taken to be emphasize that new incentives (e.g. addressing science, math, etc.) are not intended to undercut long-standing aspects of liberal education such as these or to lose a commitment to research. Martin said

that the importance of the liberal arts has been a prominent part of the discussion and emphasized that UNC Tomorrow is not intended to undercut campus commitment to the arts and humanities. It's important to emphasize, however, that campuses need spend their energies striving for prominence viz-a-viz peers without attending to accountability to North Carolina and its needs.

- vii. Campus processes and faculty involvement. The FAEC advised Martin about the level of faculty involvement in UNC Tomorrow planning processes on the campuses, based on the reports of Faculty Assembly delegates. Some campuses have actively involved faculty members in implementation efforts, and some have used surveys to capture faculty insights about what should be done next. Others have not been as inclusive, however. Martin said he would address this concern during upcoming meetings with chief academic officers.
- viii. Best practices. There will be some sort of on-line "template" to foster collaboration and exchange of "best practices."
- ix. Next steps.
 - (I) Campus reports for the first phase of UNC Tomorrow implementation are to be submitted to GA by May 1, and will then be analyzed for presentation to the BOG in June.
 - (II) In addition, a report on proposed changes to internal policies and processes (relating to efficiency, collaborations, and accountability) will be developed within GA on this same time frame.
 - (III) Other focal areas for GA by the end of June include plans for expanding the UNC System's role in improving public education, delineation of high-need degree programs and assessment strategies; development of methods for assessing future faculty and staff attrition trends, and systems-wide applied public policy and economic competitiveness research and scholarship mechanism.
- c. *Other matters.* The members of the FAEC also raised several other matters.
 - i. Audit problems on some of the campuses. These issues are being addressed.
 - ii. PACE follow up regarding middle management. The legislature has asked for further review.
 - iii. Administrator reviews on the campuses. Information on campus practices have been collected and summarized.
 - iv. Learn and earn. There has been an effort to respond to the Governor's "learn and earn" initiative that provides opportunities for delivery of courses to high school students, including virtual delivery (on-line). Some campuses are facing increasing enrollment demands as a result. The first two years of college are free under this system. There are also issues that may arise for students who take community college courses through this system, and then enter the University System as juniors with less time to complete some of their work or engage in other activities. There are efforts ongoing to address these issues.
 - v. On-line initiatives. There was considerable discussion about the implications of movement toward more on-line education. What will be the new models that will address issues such as tenure and promotion, faculty presence on campuses, focus on delivery of courses to high schools or on branch campuses? Will all faculty be told when hired that they must teach on-line? Will that effect the ability to recruit the most talented faculty members? There will also be need for support for teaching and learning in this format (something that is not uniformly available on the campuses).
 - vi. Teaching centers. There is an Association of Teaching Center Directors, with an out-of-date website. This Association had been a contributor to faculty development across the state, but is not funded or supported by General Administration. Should it be?
- 3. Continued Meeting of FAEC. The FAEC continued its meeting after Martin's departure. It hopes to prepare a draft resolution on UNC Tomorrow for submission to the Faculty Assembly at its April 2008 meeting. The draft resolution has also attempted to address issues raised by proposals regarding long-range planning and program duplication policies as presented to the BOG in March.

Outline of Key Tasks/Issues Re UNC Tomorrow (FAEC Discussion 2/16/08)

1. Phase I: Campus Processes
 - a. focus on
 - i. Global readiness
 - ii. Increasing access to higher education
 - iii. Improving public education
 - iv. Economic transformation and community development
 - v. Environment
 - vi. Health
 - vii. Outreach and engagement
 - b. With eye to
 - Effectiveness of existing programs
 - Needed (if any) new programs
 - Administrative & policy changes
 - Increasing collaboration and modeling best practices
 - c. Every campus need not address everything
2. Phase I: System/GA issues of note
 - a. TO BOG BY 3/08
 - i. 10 year enrollment plan
 - ii. Guidelines for selection of branch campuses, higher ed centers, support centers, sites for access
 - iii. Revised academic planning process
 - iv. Develop process to address program duplication and inter-institutional collaboration
 - b. GA/PACE BY 3/08
 - i. "Middle management analysis and review"
 - c.. TO BOG BY 5/08
 - i. Analysis of campus responses in key areas
 - ii. Changes to internal policies and processes: efficiency, collaborations, accountability
 - d. TO BOG BY 6/08
 - i. Expanding role in pre-K-12 education
 - ii. High need degree program assessments
 - iii. Inventory/identify effective programs that increase educational attainment of underrepresented populations
 - iv. Methods for assessing future faculty and staff attrition trends
 - v. System wide applied public policy and economic competitiveness research and scholarship mechanism
3. Phase II: Campuses: info due in fall; to BOG in February 2009
 - a. Review of Existing Degree Programs for alignment with UNC Tomorrow
 - b. Review of Proposed New High-Need Degree Programs (if any) for alignment with UNC Tomorrow
 - c. Review of Intra-Institutional Institutes and Centers for Alignment with UNC Tomorrow
 - d. Report on Faculty and Staff Recruitment and Retention
 - e. Report on Review of Tenure and Reward Systems
 - f. Mission Review
4. Phase II: GA/System
 - a. November 2008 to BOG
 - i. Develop a System-Wide Research, Engagement, and Economic Transformation Plan
 - ii. Report on evaluation of need for Branch Campuses, Higher Education Centers, Sites for Access and Support of Non-Traditional Students
 - iii. Faculty Recruitment Plans
 - b. December 2008 GA
 - i. Develop a Seamless Relationship with the Community College System
 - ii. PACE: Implement Information Technology Recommendations
 - c. February 2009 BOG
 - i. Mission Reviews