

Faculty Assembly Report  
October 26, 2012  
Chapel Hill, NC

Catherine Rigsby (ECU) welcomed the assembly, and she introduced President Tom Ross to address the strategic planning process currently underway by the BOG.

President Ross began with a discussion of plan to incorporate faculty input into the Strategic Planning process by forming a faculty advisory committee, and hopes that group will be present in some number at strategic direction meetings.

One area they will be very helpful is around the issue of quality and the process of developing and assessing outcomes, and another is the area of E-Learning with what's taking place already on campuses and what can be enhanced. Part of the message is that technology is not just about DE, but is useful in the classroom.

Chair Rigsby asked if there was any loosening of the timeframe to allow for more faculty input?

A: No, target is still February. Want to be ready as Legislature is still early in the budget process. Do we want to be on same path or more aspirational. Do we want to be top five or ten in the country? Still gathering data. Also helpful to hear at the meeting what employers want along with traditional liberal arts education.

Q&A with Delegates (selected questions, see minutes on Faculty Assembly site for more details).

Q: Discussion has been occurring around campuses. During UNC tomorrow there was a response generated. Would some kind of campus-by-campus response be expected and welcomed?

Ross: yes, and maybe the advisory committee is the avenue.

Q: Question about shared governance. Code lays out principles but campuses need more specificity.

Ross: I believe in shared governance, and will follow it myself. Campuses are required to work with faculty. The GA is not supposed to dictate the form. He will talk to the Chancellors about the importance of shared governance and urge them to work with the faculty. The senates should take those to their chancellors. Some of the 2005 document is inconsistent with the UNC Code, for example program discontinuance is a BOG not faculty decision (although faculty should participate in the process). While decisions may be unpopular with the faculty, they should always be part of the process.

Comment: Reality is that faculty governance on many campuses is often top down. University can play a very significant role in balancing business and community needs. Often business and community have different definitions of terms.

Ross: Attainment is about both meeting business and state needs, but part of the five goals is also meeting the needs of the state in a broader sense.

Report from Kimrey Rhinehardt, Vice President for Federal Relations:

Update on the work of the UNC Strategic Directions Committee (the "working group"), which is one of the workhorses behind the scene, gathering information and bringing it to the main group.

How do we frame this? This is a tipping point in higher education, but I don't think it needs to change what we do in a radical way. Our students have changed, and what we need to figure out is how to bring what we do to the students through multiple pathways.

There will be big, bold print about the universities commitment to the Liberal Arts. We want students that can read, write, and communicate. One of the ways we are proposing to do this is framing as a "UNC Compact" or promise to the state. The university will produce multidimensional graduates

- In terms of framing it, possible frame is academic quality and efficiency.
- Fresh eyes on what our missions are as individual campuses
- Embrace new technology
- What are our goals? Do we want to be a top ten state?
- How do we reach all our possible students (military, those near completion, Community College, etc.)
- Increased research support and partnership with NC industries.
- Strengthen and improve faculty pipeline.
- Improve resource management and efficiency. (i.e. do we need every campus to determine residency)
- Prioritize performance and efficiency.

#### Q&A with Delegates

Q: Not hearing specifics. We have really different constituencies depending on campus, how sensitive is this committee to those differences as we pursue excellence across the board?

Rheinhardt: that's where mission comes in

Q: Entrepreneurship, how defined? Should not just be starting a small business, but should be faculty coming up with novel solutions. Increasing accountability demands is the opposite of efficiency.

Rheinhardt: Don't want the K-12 accountability model. Entrepreneurship (Leslie Boney will discuss)

Report from Leslie Boney, Vice President for International, Community, and Economic Engagement about the work of the Engagement Committee and proposed Engagement Metrics.

This process began before the strategic planning process, and comes from President Ross's goals. President Ross addressed a group at Wilmington at a summit about engagement, and asked them about a committee that could look at and summarize what the UNC system was doing in this area.

We have moved into a world where everything is thought to be quantifiable. Have to explain to groups that doubt assertions without proof. Also now in a world where there is a two year cycle and folks who ask what have you done for me lately?

Some campuses have done studies, and depending on the methodology they come up with billions of dollars in impact. In terms of degree attainment, university graduates outperform the next lower level of attainment, and that amount is about 8 billion additional dollars. To some extent this is a political point, demonstrating value.

Tried through these committees to look at a few things that were meaningful, measureable, and adjustable. What has emerged is a draft of a draft, and will look over the next quarter what can be

collected and to look at the meaningfulness of that data (and how hard it is to collect). Then those will be revised and the data will be collected over the next fiscal year.

Metrics:

- Student Curricular Engagement
- Cutting-Edge Research, Inquiry, and Creative Activity through Community Engagement and Economic Development
- Transformative Community-University Projects and Partnerships for Mutual Benefit
- Transformative Continuing Education and Outreach to Enhance the Quality of Life in North Carolina
- Success Stories of Community Engagement and Economic Development

Rigsby: Do need feedback, and there is a push to show engagement.

Comment: everything is heavily weighted to production; surely we need to more long-term impacts.

Boney: Both committees were absolutely focused on how to get to there, but we don't have the resources to get at outcomes. Starting with inputs and outputs, and recognize that this is inadequate. Over time, hope to get to a more outcome based analysis.

Comment: Think it would be wise to set agenda, and this document is a little too focused on economic impacts. Don't cave into this language, we should set agenda.

Boney: Doesn't view entrepreneurship as a negative word. Skill sets that apply to every aspect of the sorts of things we want in every field.

10:30 Panel Discussion: Measuring Academic Quality (See attached report)

Panelists:

- Mike Carter (Associate Dean of The Graduate School, NCSU)
- Bernice Johnson (Associate Provost/Vice Chancellor of Academic Affairs, NCCU)
- Dan Cohen-Vogel (Senior Director of Institutional Research)

Moderator – Andrew Morehead (Chair, Student Success Subcommittee)

Chair's Report (Catherine Rigsby):

Shared governance is actually on agenda for discussion with the Chancellors (resolution passed at September FA meeting). Next thing to do is have faculty chairs send document to Chancellors. Will be traveling to help with faculty manuals. There will be a workshop at Chapel Hill on December 1 from 9-1 about crafting faculty manuals, jointly sponsored by Faculty Assembly and NCAAUP.

Strategic planning resolution was affirmed and we know have a faculty advisory committee that will work with the BOG strategic planning process.

Third resolution was the affirmation of Academics First, and the CAO's received it and were appreciative.

Ombuds resolution was tabled, and will be revisited in the spring when Strategic Planning process is finished.

Acknowledge the members of this committee that have been working on GA committees. Looking for

representative on the common core committee. Starting in January Dale Knickerbocker will be on the Foreign Languages committee.

Next meeting we will discuss common general education minimum requirement.

Resolution honoring Bruce Mallette. Read by Jim Martin. Passed.

Committee Reports:

Chairs group:

- Talk of the shared governance 2006 document; did it need to be redone? Heard some serious questions about program reviews and forced resignations.
- Discussed ombuds, who has, how do they work, should everyone have one?
- Retaliation was discussed, and how universities went about restructuring. A number of resolutions were discussed for a later date.

HMI committee:

Discussed new minimum admission standards, and the effect on campuses. Lots of data has now been collected, and it is now clear that the GPA is much more predictive than SAT. Need discussion with leadership of why thousands of students at HMI's will not be admitted while other institutions are much less affected. Unlikely to change standards in short term, but ask that more flexibility be granted to Chancellors for exceptions.

Bruce Mallette discussed correlations of SAT and GPA, and the case that be made that with certain GPA but low SAT, exceptions might be made. Catherine Rigsby will take to Chief Academic Officer meeting

Governance:

Committee took view that faculty should work in so far as possible to institutionalize shared governance.

Training on grievance committees is not complete enough or consistent from campus to campus, and goal is to come up with a document that will be of use to someone going through the process. Will table the ombuds issue until spring to gather more information about best practices.

Budget Committee:

Update on Academic Core. Have decided to review the ratio of tenure track/NNT faculty, old data is from 2008. Performance funding model has given about \$1M to each campus. Might become larger in the future. Funds go to campus administrations. Biennial state budget is still unknown, but Charlie Perusse is optimistic that it will not be as gloom and doom as some of us feel. One question that needs answering is whether allocation of faculty lines changed to become based on high performance rather than balanced curriculum?

Student Success (see attached report)

- Faculty are committed to, and charged with ensuring programs of study with high academic quality.
- Academic quality includes a broadly applicable approach to education designed to build core competencies coupled with depth of program content knowledge. No one measure can capture

such complex outcomes.

- Differing missions and inputs mean assessment of academic quality must be tied to individual campuses and their missions.

#### Articulation Subcommittee:

Split into two groups, the first is studying technology utilization; they will put together an instrument (survey) and gather information on technology utilization in classrooms.

The second will take up the Minimum Core of Studies. Recognize that there is resistance to the idea. Really is shared vision across campuses, look for commonalities. Recognize differences between campuses, but address need of students to have expectations communicated in such a way that no one gets surprised.

#### External Communications Committee:

Visiting the Legislature (training, common message, etc.)

Have us consider having the legislators come to campus for a day. Doesn't mean come and meet with chancellor, BOT, etc., but actually meet with students and faculty.

#### International Committee:

Economic development matrices and the problems with it in relations to international programs. Definition of entrepreneurship needs to be broadened; international engagement tends to be excluded as currently defined.

Jim Martin moved to pass resolution to Honor Bill Friday, seconded by Eddie Souffrant. Passed.

For more information and details see:

<http://www.northcarolina.edu/facultyassembly/index.htm>

For the Strategic Planning Website:

[https://www.northcarolina.edu/strategic\\_direction/meetings/index.php](https://www.northcarolina.edu/strategic_direction/meetings/index.php)

## **Student Success Subcommittee Report Faculty Assembly October 26, 2012**

All committee members agree that the Faculty are committed to the academic quality of our programs. The Faculty select the outcomes, create the curriculum, deliver the content, and ensure its quality.

A program of study with high academic quality is intentionally designed to create a graduate who has the skills, competencies and dispositions to be well positioned for success in a global, ever-changing society. The American Association of Colleges and Universities (AACU) has created a series of essential learning outcomes that could serve as a model (<http://www.aacu.org/VALUE/rubrics/index.cfm>), although other models could be equally as useful so long as carefully selected to ensure a broadly applicable approach to education designed to build core competencies coupled with depth of program content knowledge.

The AACU essential learning outcomes:

### **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

### **Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems.

One of the keys in accessing the success of any program is defining specific outcomes related to the mission of each institution. Every UNC campus has a distinct mission related to its unique role within the system, the region it serves, and the students it accepts. In addition, each campus's faculty and administration is best situated to ensure academic quality utilizing multiple modes of assessment that includes both degree specific skills and the broader outcomes (many of which will be anchored within the general education requirements).

Assessment processes might include any number of the possibilities listed below (and many others), but cannot be limited to any one measure that captures all the complexity of the desired competencies. Assessment must also be coupled with a continuous cycle of improvement designed to maximize the success of our students.

Some possible assessments include:

- Employer and graduate surveys
- Existing accreditation data (SACS, etc.) as formative
- Subject specific content
- Core competencies such as those listed above
- Measure of impact on state
- Peer review

There should be recognition that high academic quality programs of study require high quality faculty, adequate resources, and are labor intensive. As an investment in the future, the general education and core competencies are likely to be the most transferrable and valuable components of student success, and thus the success of North Carolina as we move to the future.

## Resolution Honoring Bruce I. Mallette

Whereas Bruce Mallette served the University of North Carolina meritoriously for four and a half years in Academic and Student Affairs at UNC General Administration and over twenty years at North Carolina State University;

Whereas Bruce Mallette joined with the UNC Faculty Assembly to generate the “Academics First” initiatives as a commitment to academic rigor and student success in a time of limited and declining resources;

Whereas Bruce Mallette worked tirelessly to put forward an affordable student health insurance plan;

Whereas Bruce Mallette provided leadership on increasing access to a university education for many North Carolinians through the College Access Challenge Grant, GEAR UP, the Minority Male Mentoring Program, Summer Bridge, creation of new tools with the College Foundation of North Carolina, improved financial aid resources, and focus on articulation and transfer navigation from the North Carolina Community College System;

Whereas Bruce Mallette lent his expertise in data gathering and reporting to Institutional Research and improved the processes for such at General Administration;

Whereas Bruce Mallette fostered collaboration between faculty, staff, students and administrators by establishing and utilizing structures of shared governance;

Whereas Bruce Mallette not only maintained an open door during business hours, but also an open email and phone line on many early mornings, late nights, weekends and holidays;

Whereas Bruce Mallette always reminded the leadership at General Administration to include a wide circle of opinions, including faculty voices, and to keep campus concerns at the forefront of their deliberations on issues;

Whereas Bruce Mallette demonstrated an uncanny ability to pull up institutional memory of and detailed knowledge about an extraordinary range of subjects;

Whereas Bruce Mallette consistently employed a team approach, honed the skills of persons working with him, and openly praised the contributions of his staff and other partners;

**NOW THEREFORE BE IT RESOLVED:** The Faculty Assembly expresses its deepest appreciation to Bruce I. Mallette for his outstanding service to the University of North Carolina, and thanks him for his contributions to the greater good of our students, the University system, and the state of North Carolina.

## FACULTY ASSEMBLY RESOLUTION PRAISING THE LATE WILLIAM C. FRIDAY

Whereas William Friday recognized that higher education could be a driving force in the improvement and modernization of the state of North Carolina, and

Whereas William Friday recognized the need for racial and gender integration in the University system of the University of North Carolina, and achieved a diverse system of integrated universities including the historically minority institutions, and

Whereas William Friday recognized that academic excellence must prevail over any other factors in the area of higher education, and showed foresight in his warnings about the power of money in college athletics, and

Whereas William Friday guided the University of North Carolina from 1956 to 1986 with such calm and humane direction that a later President of the system could say, "for me, the University of North Carolina will always be Bill Friday's university," and

Whereas William Friday worked tirelessly to insure that the students of North Carolina could afford the finest possible education, thus contributing immeasurably to the cultural, economic and social development of the state, and

Whereas William Friday has stood for many years since his term as system president as the symbol of leadership for the University of North Carolina higher education system, be it

Resolved, the Faculty Assembly of the University of North Carolina, a body created by Mr Friday to represent all the campuses of the university, mourns the death of William Friday, a wise, devoted, and inspirational figure, and be it

Resolved, the Faculty Assembly of the University of North Carolina commends his memory as a visionary leader of higher education in North Carolina for half a century, and as a unique and respected force in North Carolina, and be it

Resolved, the Faculty Assembly of the University of North Carolina proposes that the spirit and example of William Friday be a model in the future for all who seek to improve the state of North Carolina and the nation.