

**Faculty Senate Meeting
March 29, 2011**

**UNC Faculty Assembly
March 25, 2011 Meeting**

Notes taken by Mark Sprague and Hunt McKinnon

Opening Remarks

Lyons Gray, Senior Advisor to President Mr. Gray introduced himself to the Assembly. Mr. Gray said he had been asked what a Senior Administrator does and he said that “when he finds out he will let everyone know”. After attending the University of North Carolina at Chapel Hill, Mr. Gray spent more than a decade working for the R.J. Reynolds Tobacco Company before founding several small businesses. He was appointed to the NC House of Representatives in 1989 to represent Forsyth County, he was subsequently elected to the position for six consecutive terms. During his 14-year tenure in the General Assembly, he chaired the House Finance Committee, introduced key legislation supporting economic growth and quality of life improvements across the state, and helped advance the \$3.2-billion Higher Education Bond Referendum of 2000. After leaving public office, Gray served as president of the Downtown Winston-Salem Partnership before being nominated by President George W. Bush to serve as chief financial officer of the U.S. Environmental Protection Agency. Mr. Lyon stated that he is here to help and to listen to faculty and wants to maintain a good relationship with the Assembly. He also pointed to one of the portraits of past Presidents of the University System hanging in the main meeting room at GA and identified the person as his his uncle.

UNC Online: An Introduction

Steven Hopper, Chief Technology Officer, UNC Online

Background/Overview

- Initiated by Pres. Bowles
- Went live is 2007
- Centralized listing of online courses and programs in UNC System
- Can facilitate offering online courses to existing students as well as prospective online students
- Started cross institutional proctoring organized by Elmer Poe of ECU

Analysis

- **Prospective Students** can get direct access to programs for information and assistance (recruit and direct).UNC Online is also a marketing tool for new students as well as a navigational tool for finding classes at various universities.
- **Current Students** pay tuition at their home campus and UNC Online helps with registration and inter institutional course listing

Difficulties

- No cohesive interface for comparing programs - multiple campus interfaces and websites. Currently the effort is to consolidate how courses are offered on line throughout the university system.

Inter-institutional Registration

- Workflow is mediated by campus registrars
- Home campus policies require signatures/paper trail for approvals
- Student pays tuition at visited campus. Can be incorporated into financial aid package at home campus.

Registration Analysis

- Not been widely advertised to student population
- Average 107 requests per semester. Trending upward and even though this is a small number most of the students requesting classes through UNC on line request two to three courses.

Outcomes

- *28% successful registrations*
- 26% canceled by home department (course not regarded as equivalent)
- 31% canceled by visiting department (course might have been full)
- 19% dropped course

Exam Proctoring

- Ensuring quality so that multiple proctors do not have to be located and vetted. In this way 30 on line students do not need 30 exam proctors. Proctoring Centers are located so the student can drive to the site to take the examination.
- Compliance of Higher Education Act 2008 which requires that the student who is registered for the course is identified as the individual taking the exam.

- Partnership with ECU--ECU staff members oversees program system-wide proctoring center.

Demonstration of Proctoring with Network was provided

- Instructor provides exam in systems administrator
- Student finds proctoring site
- System provides exam to proctor
- Proctor at the site gives exam to the student
- Proctor returns exam to systems administrator
- Systems administrator returns exam to instructor

Trial

- Used at ECU Colleges of Business, Human Ecology, Nursing and the Department of Technology in Fall 2010
- 367 Exams have been proctored so far from 96 professor's courses
- Adding other campuses this semester

E-Mentoring Pilot for Fall 2011

- Starting with professional science program at NCSU
- Systematic way to
 - recruit mentors
 - invite students
 - match students and mentors
- Generic framework to work with systems across system

Model for Future

- Federated Identity- a unique password and identifier is required for each student taking an on line class
- Integrated with campus Banner/Peoplesoft
- Centralized web application deployment

Q&A

Q: How is it possible for a student to navigate the system when you cannot search easily by discipline? We should have some coherence in search terms and tags.

A: There is a subject breakdown by CIP code, but it does not necessarily break down by discipline. Still there are problems with how to find course prefixes. For example is economics a social science or in business code? And there are different prefixes at different universities. For example, ECON or ECO

Q: Is it appropriate (according to SACS) for faculty to give online tests that are not proctored?

A: SACS is requiring us to start using some type of identity verification. Federal regulation (Higher Ed Act) requires identity verification, but SACS is mandated to enforce act. Current level of proof is username and password, but higher levels of proof is being phased in. Some universities use a \$200. decoding device and a webcam to verify identity

Q: There are issues with home department and visiting department cooperating. What is experience so far, and what are some roadblocks ahead?

A: Many of the problems are capacity-related.

Faculty and New Teaching Paradigms: The Successes and The Challenges

Peggy Fersner, Geomatics Engineering, North Carolina A&T State University.
Peggy is a yearly fixed term faculty member who is a department head.

- Geomatics (i.e., surveying) has professional exams instigated by professionals and professional societies in 2006
- Required a campus program and an online program
- More success with nontraditional students
- Courses selected are focused on Junior/Senior level programs
- Law-based and engineering-based focus
- Campus courses and online courses--many are campus and online
- Lectures are screen recorded in real-time
- It takes time to convert and upload the material for DE class
- Recorded lectures available to face-to-face students. Did not cause an attendance drop.
- Assignments--use upload link in Bb. Students scan and submit PDF on Bb link.
- Labs--Two formats 19 on line course modules at this time
- Campus (students come in on Saturdays), Community colleges (partnership), Professionals located in student's local (most successful) mentor the students and conduct the laboratories which has built a close association between the professional land surveyors in the area and the University.
- Exams - campus, community college, proctoring centers, professional engineering proctors.
- E-mail is most effective way to communicate with the students
- Content delivery through Bb.
- Very time-consuming. Not a time-saver.

Q&A

Q: Can you quantify “very time consuming”?

A: A four question assignment takes three times as long as grading on line with Blackboard than a traditional assignment.

Q: What about ownership of material?

A: This has not been an issue so far. It may depend on individual faculty members involved but the land surveying community is close and there are few programs of Geometrics in the country so plagiarism would be very visible if it happened.

Music Theory and Composition

Gregory Carroll University of North Carolina at Greensboro

- Professor Carroll teaches a Music Appreciation course at UNCG
- He was asked to develop a Music Appreciation course appropriate for Early High School College students and college students at UNC- G.
- UNC-G made a major investment in the course, and the course has won an award for online education. Funding was provided by the Dean of the College.
- Course consists of six units representing time periods of western music. 50 hours of video footage was taken to produce the on line course.
- Course is based on a virtual environment with the instructor playing a character to make instruction interesting.
- Course uses YouTube videos of students so they can see each other. Pearson is considering publication at this time.
- Professor Carroll stated that the M in STEM should be Music.

Q: How did you get the type of support needed to pull this off?

A: Dean knew about his excellence in teaching and supported the project.

Q: What kind of shelf-life does the course have?

A: About three years. Revising occurs from time to time. Pearson is considering publishing the course.

Online and Distance Ed: Campus Successes and On-Going Challenges

Kimberly C. Phifer-McGhee, Director of Distance Education, North Carolina Central University

- Trying to build a foundation to develop online education within budget
- Has two instructional technologists and one support person on staff

- Runs five-day instructional workshop in summer to train faculty. Faculty are paid a stipend to attend the training sessions.
- Quality Matters rubric
- Quality Matters is a 40-item rubric with three reviewers (one from another institution)
- Elluminate live is also used
- SMARTTHINKING--online tutoring system
- Grades First--online advising system. Advisors notified when students have poor performance so they can intervene
- DE Coordinators and Advisors are in academic units
- Updates and Announcements via Twitter and Facebook
- 24/7/365 Help Desk is part of the program
- Collaboration with Student Affairs, service units, campus committees, etc. after Chancellor Nehms made on line education a priority at the University.
- There has been a 12% increase in on line courses since the Chancellor stated his support for on line education.
- Shifting culture to recognize DE students as “real” NCCU students not just “on line students”. Her office is often given phone calls from “ on line students” no matter what the topic of the question is.
- Adapting to new “breed” of student who is tech savvy

Q&A

Q: WCU has switched model to have DE revenue provided to departments. What is model at NCCU?

A: Funds come through outreach office and departments provide faculty when funding is made available.

Q: How is the admissions and fee structure worked out?

A: DE students are enrolled as NCCU students. Students incur DE tuition and fees. On-campus students enrolling in DE courses incur DE fees.

Q: How are you fighting the trend to centralize IT?

A: “It is a fight” to have DE coordinators in units, but a strong case for it can be made.

Q: Do you use the same student evaluations of online courses?

A: We use the same student evaluation with five added questions related to technology .

Learning Technology, North Carolina State University

Tom K. Miller, III, Vice Provost for Distance Education

- UNC System changed enrollment formula in 1998-99.

- Shifted DE from self-supported to part of core academic mission
- Increased demand for instructional technology for online and face-to-face classes
- Created Distance Education and Learning Technology Applications (DELTA) in Jan 200 to consolidate services and leverage instructional technology
- DELTA manages DE enrollment funding to meet DE enrollment growth objectives, support DE program development, and grow learning technology infrastructure
- NCSU has 64 degree/cert/licesure programs, 700+ course sections, 14,000 students served, 80,000+ SCH + additional 11,700 SCH from online courses (10.8% of courses at NCSU).
- Distribution of student types (degree-seeking DE, degree-seeking campus/DE, non-degree seeking) has shifted toward degree-sseeking Campus/DE in 2002 the percentage of degree seeking on line students was 27% it is now 64%.
- Challenges: Tuition problem, Managing growth, What is next?
- Believes a huge increase in quality and ease of offering online courses can be achieved with appropriate technology. There has been a 2% increase in student credit hour production at NCSU but a 20% growth in the on line classes taught
- *We spend an order of magnitude more money writing checks (IT administration) than we do on education (in IT).*

SACS and Other Regulations: What We Are Required to do About Online and Distance Education

Rita Reaves, Institutional Planning Associate, East Carolina University

- We are not all fully aware of SACS regulations about online education
- SACS Policy statement on DE is available online.
<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>
- SACS DE: Majority of instruction occurs when students and instructors are not in the same place. This is not a funding definition but a delivery definition
- Each institution must verify that the registered student does the work and receives the credit.
- Secure login/passcode (required now)
- Proctored exams
- New or other technologies and practices that are effective in verifying student identification

- DE courses must adhere to SACS principles about mission, curriculum and instruction, faculty, institutional effectiveness, library and learning resources, student services, and facilities and finances

Efforts to institutionalize processes

- Policies for DE courses must be in writing
- We realized that ECU was at risk of being out of compliance with SACS because policies were not institutionalized.
- Created Online Quality Council to develop institutionalized policies.
- ECU Policy on DE--developed collaboratively to ensure quality
- Challenges include complaints about required training, multiple definitions of DE, an imposing standards
- New DOE Regulation: Institutions must meet state requirements of states in which students are located. Good faith is recognized until 2012.

Q&A

Q: Concerned about new federal regulation. This seems overly burdensome. We grant reciprocity for teacher licensure. We should consider this as a model for state requirements.

A: Frank Prochaska (UNCGA)--A number of higher education heavyweights have been trying to convince DOE to modify, rescind, or delay requirements. DOE issued a clarifying statement and announced full force implementation on July 1, 2011. We are investigating possibility of DOE accepting reciprocity approach but has made little traction. In the meantime, the safest thing to do is to contact each of 49 states to find out requirements for licensing programs. For most states a fully online program does not require licensure, but DOE requires a letter of exemption.

This is not only a bureaucratic nightmare but a fiscal issue as well. This is very expensive, and we have to ask if we can remain in this business with these kind of costs.

Some states with few students may not be worth the effort.

Campuses desire centralized negotiation by UNC-system.

Regulations are explicit that this is a program-by-program issue.

GA will do as much work as possible, but programs will be responsible for the compliance.

Lunch Workshops

- What UNC Online Can Be for All Students (Regardless if They Ever Enroll in an Online course)
- Online, DE and Faculty: Course Development and Support, Incentives, Workload
- Online, DE, and Faculty Relationships to Campuses with Specific Focus on Evaluation (Peer, Annual, Tenure, Promotion)
- Assuring Consistency and Quality in Our Curriculum in a New Time

Updates on UNC Efficiency Measures and Budget

William Fleming, Vice President for Human Resources

Laura Luger, Vice President and General Counsel

- Efficiency measures offered by University to General Assembly
- The University was invited to consider efficiencies that would allow us to run more efficiently with less regulation.
- Suggestions were collected from campuses on property (acquisition), construction, resources, human resources
- Presented a proposal to leadership of Gen Assembly, and proposals have been rolled into an omnibus bill.
- We have sought relief from limits on bonding, bidding regulations, regulations about contact with architects, etc. These are driven by the fact that we are losing resources and people.
- In HR we suggested bringing personnel authority under BOG instead of SPA/EPA designations. If that happens, we will have a lot of work to formulate regulations.

Q&A

Q: SPA people on campus worry that change of designation will put them at risk of being fired. What will the job-security implications of this move be?

A: Staff Assembly is involved in this discussion. Traditional SPA and EPA designations are not the only way to do things. We want a system of best practices that will allow us to remain an employer of choice.

All federal law and applicable state law will still apply to employees. If the legislation passes, the BOG will be authorized to administer its own employment system much as it does for EPA employees. We will use best practices that will

apply to all campuses. This is not intended to deprive individuals of rights. Nothing has been designed, yet. We want to remain a great place to work. We think we can be better?

Q: What is the latest on the State Health Plan

A: We do not have an inside track.

Anita Watkins--Senate introduced a bill requiring monthly premium for employees. This is about solvency. The plan is at a state that changes must be made to sustain the plan.

State auditor suggested moving the plan to executive branch. Contract status will be revisited.

Q: State health plan has a huge impact for recruiting and retaining faculty. How is GA trying to educate legislators on this specific issue? Are we thinking about a self-financed option?

A: We have expressed concern to Gen Assem. Other state agencies are facing the same issue as the University. We do not have the ability to get out of the plan, but the change of employee designation may make this possible in the future.

Q: Is there an option to opt-out of the plan?

A: They are exploring the option of a payment to employees who opt out of the plan to apply to their other insurance.

Q: Why do we not apply the state health plan on the calendar year instead of fiscal year?

A: We have been asking for this for a long time.

Ginger Burks, Associate Vice President for Finance

- Governor's budget was released in February
- House budget will be out soon.
- Shortfall estimate decreased to \$2.4 billion.
- The House budget will include very large cuts, and the GA response will be loud. Some budget-writers believe that the University can absorb large cuts. GA has been reaching out with community and business leaders. Faculty have not been asked to get involved, yet. The House budget may have 20-30% cuts for the University. The revenues may exceed expectation, and this could reduce our cuts.

Q&A

Q: To what degree are the large proposed cuts a tactic to make is accept a 15% cut?

A: There is a lot of posturing, but people in the Senate have told us that a 15% cut is not acceptable to them.

Q: Is there thinking about how we would deal with a large (20%) cut?

A: Yes. We have to present outcomes projections to legislators. We have to educate them so that our eventual cuts are manageable.

Q: It is very important for GA to articulate that staff are essential to the mission of the University.

A: We agree with this. There is no conspiracy to get rid of staff or start treating people poorly.

We are being careful to explain the effect of both faculty and staff cuts to legislators.

Q: What is the fate of F&A funds?

A: We are playing defense on so many issues. We have been meeting with subcommittee chairs and staffers to explain why F&A is not negotiable. Some staffers believe that we are double-funded. We are making progress on this issue.

By-Law Changes

Passed.

Upcoming Elections

Nomination committee has been formed

Other

Concerns about budget were expressed.

Consortium Model (Part of morning discussion)

Raymond Burt, German, University of North Carolina at Wilmington

- Consortium of 14 German programs taught with closed-circuit video on different classes.

- A faculty member offers a a small enrollment class that is streamed to remote locations.
- The next semester the faculty member is the instructor of record for a class he/she does not teach because it is taught by a faculty member at another institution.
- UNCGA has been supportive of this model.
- UNCGA approved a low-productivity German major at UNCW because it uses the consortium.
- Difficulties: different academic calendars, must constantly educate administrators at participating campuses, no state-wide recognition, faculty and students are uncomfortable.
- New software available for students with webcams to participate through central server.
- Opportunities for multi-university collaboration.

Q&A

Q: How does being the instructor of record count toward the teaching load?

A: The instructor of record is assigned an additional class. The consortium class does not count toward the teaching load

Q: How are evaluations handled?

A: We need to work out a better way to do this.