The Faculty Senate meeting was called to order by Chair Koch at 3:17 pm in the William Strickland Conference Room in I.G. Greer on Monday, March 2, 2015. Senators Fenwick, Stallworth and Stanovsky were absent. Senators Morehouse, Peterson-Sparks, Stoddard and Westerman were excused. Jim Stokes filled in for Senator Wangler.

I. Announcements

A. Chair Koch welcomed Senators and asked visitors to introduce themselves. Visitors were Dr. Mary Reichel (Academic Affairs); Dr. Tim Burwell (Academic Affairs); Bobby Sharp (IRP); Brian Smentkowski (Faculty and Academic Development); Carson Rich, Tyler Hardin, Daniel Tassitino and Abby Hamrick (SGA) and Anna Oakes (Watauga Democrat).

II. Minutes

A. Chair Koch asked for a motion to approve the minutes for February 9, 2015. Senator Dunston moved and Senator Wheeler seconded to approve the minutes. Senator Strazicich noted a small error, not indicating Senator Rice as excused in the first paragraph. Motion to approve the amended minutes for February 9, 2015 passed. (Vote #1)

III. Visitors’ Reports

A. Brian Smentkowski from the Hubbard Center presented a new program called Critical Mass for Faculty and Academic Development. They would like to be more responsive to faculty needs and input in terms of development offerings, to move from a prescriptive stance to a more responsive one. This program was designed as a mechanism to accomplish this. On the Critical Mass web page, the tabs include “What I need to succeed”, “I would like to learn more about” and “Contribute an idea”. From this input from faculty, they can get a much better idea of where interests lie and then develop programming accordingly. They will hopefully place a pie graph on the main web page to indicate interest areas. It is hoped that the site will be up and running by week’s end.

IV. Provost’s Report

A. Interim Provost Aeschleman announced good news from the UNC Board of Governors who voted to approve the proposed ASU tuition increase to 5% for next year and for the following year. That should generate $4.2 million next year and $4.4 million for 2016-17. Eighty-five percent of those funds will be dedicated directly to support faculty. Fifty percent will go toward salary equity issues that were the result of compression and inversion issues. Funds are also targeted for funding 16 faculty positions. Ten percent of funds will restore the budget for the library. Over two years, there will be $1.5 million to restore the operating budget for faculty for travel and other support measures.

A five percent increase was also requested for the Education and Technology fee. This, too, was approved by the Board of Governors and will result in $500,000 per year for two years.
Stan wanted to acknowledge people responsible for the success of these requests: Chancellor Everts, even though this was her first year as Chancellor, boldly asked for the maximum 5% increase in tuition for ASU. She also endorsed using these funds to support faculty. He stated that she was compelling and effective in presenting the case for ASU. Bobby Sharp and Tim Burwell worked to put together data for the presentation, and Brad Adcock and Randy Edwards worked behind the scenes. In addition, appreciation is owed to the students who supported this tuition increase, knowing it would increase their costs.

In order to replenish operating monies, the legislature needs to fund according to our enrollment growth, which has been robust this year. Also, we need for the legislature not to cut the budget on the back end.

Chair Koch raised the question whether raises for State employees were being considered. Stan has not heard anything on that topic. Senator Strazichich asked if any university received less than they had requested. Stan said all campuses got what they asked for, though the average increase was 4.3% in the first year and 3.7% the following year. The argument was made that since ASU has been at the bottom of the list for so many years, the need for the 5% increase was greater. Senator Campbell asked if these increases are subject to approval by the legislature. Stan said he considered it unlikely that the legislature will tinker with the approvals. A more likely negative scenario would be that since there will be additional funds from the increases, the legislature might ask for more cuts.

Interim Provost Aeschleman also wanted to report back about some of the motions that had been approved in previous Faculty Senate meetings. The December motion to change Section 4.1.8.8 of the Faculty Handbook, related to the faculty recusal policy for PTC (Motion FS 14-15/12-01) was approved. The Handbook change dealing with appointment and review of administrators (Section 4.13) was also approved. (Motion FS 14-15/12-03) In February, the change in language for faculty requesting early review (Faculty Handbook Section 3.8.5.13) was approved. (Motion FS 14-15/02-01) The addition of Section 7.3.4.9 to the Handbook was approved, creating a separate committee for graduate curriculum of the AP&P Committee. (Motion FS 14-15/02-02) He is still working on the “due process” motion if a faculty member is suspended. He will be talking more with Senators Hindman and Gates on this issue.

V. Chair’s Report

A. Chair Koch first provided information about times at which the Provost candidates will be available for meeting with faculty. On Monday, March 16, Dr. Darrell Kruger will meet with the Faculty Senate from 10-10:45 a.m. in IG Greer and in an Open Forum in the Student Union from 3:30-5:00 p.m. Dr. Scott Furlong will be available to meet with the Faculty Senate on Friday, March 20 from 10-10:45 a.m. in IG Greer and in Open Forum on Thursday, March 19 from 3:30-5:00 p.m. in the Student Union. On Monday, March 23, Dr. Karen Schmaling will meet with the Faculty Senate from 10-10:45 a.m. in IG Greer and in Open Forum in the afternoon from 3:30-5:00 p.m. in the Student Union.

B. Faculty Assembly met on February 20, 2015 seeking answers to questions regarding President Ross’ removal. No answers were forthcoming, and President Ross stated that he was shocked and
surprised. The Board of Governors wants to change three items immediately:

- They want more input on searches for Chancellors, with a member of the Board on each Search Committee.
- Search firms will be consulted to provide alternative candidates.
- Closing of three centers in the UNC system.

President Ross had put together a group to study the economic impact of the UNC system on the State economy. Higher education accounts for 15% of the total North Carolina economy. This can be viewed online at the UNC system homepage.

There will be 6-12 new members on the Board of Governors this year. The new system-level provost Junius Gonzales met with the Faculty Assembly and shared his general philosophy, which is data-driven, with the idea that one size doesn’t fit all, and he believes in an aggressive offense.

Steven Leonard, the chair of the Faculty, said that the Faculty Assembly does not have formal status in the UNC code and is, therefore, not a representative body of the UNC faculty. Chair Koch asked President Ross if he would support writing the Faculty Assembly into the code. President Ross did not give a clear answer to the question.

C. The Chancellor’s Advisory Committee meeting was held and several issues were discussed.

VI. Committee Reports

A. Academic Policy Committee (Campbell, Crepeau, Ortiz, Osinsky, Zrull)

No report.

B. Agenda Committee (Koch, Aycock, Erickson, Gates, Provost Gonzalez)

No report.

C. Budget Committee (Dunston, Rice, Stallworth, Strazicich, Szeto)

No report.

D. Campus Planning Committee (Coffey, Frye, Hageman, Howard, Westerman)

No report.

E. Campus Technology Committee (Fenwick, Mitchell, Murrell, Reed, Spaulding, Wangler)

1) Senator Murrell reported that his committee had been tasked in the fall with determining the goals of this committee and to proceed with accomplishing those goals. They were involved with the campus-wide symposium in October. The committee has placed
members on several bodies, including each of the portfolios of Information Technology Services and the IT committee of the University Research Council.

Senator Murrell provided two documents for consideration. The first was an announcement that an email will be going out from the CIO asking all faculty to participate in a survey. The Committee asks the Senators to encourage their colleagues to participate.

The second document is a motion from the committee to make the Campus Technology Committee a permanent standing committee of the Faculty Senate. They see three areas where the committee is needed. **Motion FS 14-15/03-01 passed to accept the proposal of making the Campus Technology Committee a permanent committee of the Faculty Senate, as Section 7.2.11 of the Faculty Handbook. (Vote #2)** (See Appendix J)

F. Committee on Committees (Gates, Everhart, Morehouse, Oliver, Villanova, Weddell)

1. Vice Chair Gates indicated that the election process is moving forward, with nominations closed on Friday, February 27, 2015. Beth is currently working on the ballot for elections to begin on March 16, 2015. He stated that the status of nominees is in pretty good shape, though there will be a need to fill some vacancies, such as positions on AP&P, Faculty Grievance Assistance and Faculty Grievance Hearing Committees. So there will be some additional work for the COC over the summer and early fall.

2. Senator Gates also brought a recommendation from the committee for Michael Behrent to serve on the Non-Tenure Track Faculty Committee. **Motion FS 14-15/03-02 passed to approve Michael Behrent’s appointment to the Non-Tenure Track Faculty Committee. (Vote #3)**

G. Executive Committee (Koch, Gates, Aycock, Erickson, Ross Gosky, Karl Campbell, Jim Stoddard, Mark Strazicich)

1. Chair Koch began with remarks about the resolutions written related to distance education stipends. He tried to give voice in these resolutions to what he had heard from the Senators in the last meeting when these issues were discussed but no conclusion reached. The resolutions that the Executive Committee is proposing may not be representative of the entire body of the Senate. These are not Faculty Handbook items, but rather policy preferences. Resolutions will be taken one at a time. Resolution #1 deals with changing the formula for distance ed pay from 5% to 1% per credit hour. Senator Mitchell raised the question about how hybrid courses fit into consideration in this process. Dr. Burwell stated that hybrids are covered under travel supplements and are not treated like online courses. If a course is less than 90% online, it is considered site-based. **Motion FS 14-15/03-03 passed to support the reduction of supplemental pay for distance education courses during the regular term from 5% to 1% per credit hour. (Vote #4)** (See Appendix B)
2. The second resolution addresses regular term face-to-face instruction when faculty travel is involved. Currently there is a graduated policy in place depending upon the number of miles driven. Chair Koch heard from a number of faculty regarding the pedagogical value of face-to-face instruction, so that language is also included in this resolution. **Motion FS 14-15/03-04 passed to make no changes in the current policy regarding supplemental pay for face-to-face instruction where travel is involved.** *(Vote #5) (See Appendix B)*

3. The third resolution relates to summer stipends for distance education. There was considerable discussion related to this resolution. The Provost has proposed that there be no stipends for summer distance ed courses. Senator Murrell questioned the logic of incentivizing online courses in distance ed, which doesn’t seem to fit a uniform campus policy. Senator Crepeau noted that the stipend compensates for hours of “dead time” spent driving, and Senator Frye noted that there is also time needed for office hours. **Motion FS 14-15/03-05 passed recommending that the summer term stipends for distance education should be 1% per credit hour, the same as for the regular terms.** *(Vote #6) (See Appendix B)*

4. The fourth resolution addresses the maximum allowable income from supplemental pay. Chair Koch stated that he had gotten some feedback from representatives of the College of Education that if the standard goes down to around 3% then an 18% cap would require very few over-rides. The cap is for the nine-month period of the academic year only and would not impact grant work. “Exceptional circumstances” in the resolution would indicate that something unusual would occur for an exception to be granted. **Motion FS 14-15/03-06 passed reducing the maximum allowable income from supplemental pay for distance education from 20% to 18% per year.** *(Vote #7) (See Appendix B)*

5. The fifth resolution makes a recommendation on the use of the realized savings from these changes in supplemental pay policy. Senator Howard raised the question of how these savings would be distributed. Would they go to the faculty at large? Chair Koch and Interim Provost Aeschleman discussed how funds are allocated and indicated that these savings would go back into the general fund and could be used to re-fund lines that have been cut and would include things such as salaries, incentives in other areas, etc. **Motion FS 14-15/03-07 passed recommending that all savings realized from changes to the supplemental pay policy for distance education be returned to Academic Affairs and would be earmarked for funds distributed for faculty salaries and teaching positions where needed.** *(Vote #8) (See Appendix B)*

H. Faculty Governance Committee *(Koch, Gates, Aycock, Hindman, Mary Reichel for Academic Affairs)*

1. Chair Koch introduced the first item for consideration regarding the Faculty Handbook. In creating a new Graduate AP&P Committee, changes are required to the structure of the Undergraduate AP&P. The graduate student representation will be removed and the undergraduate representation would be reduced to one student. Having a Senator as an ex-officio member is also formalized.
Student representatives raised the question as to why the number of student representatives was being reduced from three to one. Chair Koch remarked that the thinking behind this change was that curriculum is the domain of faculty, that reducing the number brings ASU more in line with other institutions and that currently 20% of the voting members are students, which is high. Another question raised by students was whether the AP&P Committee had ever been negatively impacted by the number of students. They voiced the belief that ASU stands out as having exceptional student representation, and if there is no negative impact, why should it be changed.

Chair Koch responded by asking the students if a good-will gesture by the Senate to increase the number to two student representatives would make them feel more comfortable. He noted that the faculty were greatly appreciative of the endorsement of the students regarding the tuition increase and would like to be supportive of students as well. He proposed that the language of the proposed changes to the Faculty Handbook be amended to have the representation of two students on the AP&P.

Senator Aycock moved that the language of the proposed changes be amended to revert to three student representatives on the committee. Senator Campbell noted that when he served on AP&P, he was aware that the students lacked the knowledge and experience that faculty had related to curriculum issues, and that there were times that it appeared that the student voting block was unduly influenced by other interests on campus. Having such a large student representation can dilute the experience and knowledge of the faculty. Senator Reck affirmed Senator Campbell’s concerns. The motion to amend the language of the proposed changes to the Faculty Handbook to increase student representation on the Undergraduate AP&P Committee to three members failed. (Vote #9)

Senator Strazicich moved to amend the language such that there would be two student representatives on the new Undergraduate AP&P. The motion passed to amend the language of the proposed changes to the Faculty Handbook to increase student representation on the Undergraduate AP&P to two students. (Vote #10)

Motion FS 14-15/03-08 passed to incorporate the amended changes to the Faculty Handbook, Section 7.3.4.2, regarding the Undergraduate AP&P Committee. (Vote #11) (See Appendix C)

The second item coming from Faculty Governance concerned revisions related to Chapter VIII of the Faculty Handbook – Employee Benefits and Services. This is largely an update of the information already found in this chapter; there are no significant policy changes. Senator Aycock looked over this language carefully. Motion FS 14-15/03-09 passed to approve the changes made to Chapter VIII of the Faculty Handbook. (Vote #12) (See Appendix D)
3. Chair Koch stated that the following two items are a result of changes made last year separating the Graduate Dean’s responsibilities into two positions – the Graduate Dean and the Vice Provost for Research. Revisions made to the responsibilities for the Graduate Dean are found in Section 2.7 of the Faculty Handbook. **Motion FS 14-15/03-10 passed to approve the changes made to Section 2.7 of the Faculty Handbook which is related to the Graduate Dean’s position. (Vote #13)** (See Appendix E)

4. The next item for consideration is a new job description for the Vice Provost of Research, found in Section 2.5.4 of the Faculty Handbook. **Motion FS 14-15/03-11 passed to approve these changes to Section 2.5.4 of the Faculty Handbook delineating the responsibilities of the new Vice Provost of Research. (Vote #14)** (See Appendix F)

5. Multiple sections of the Faculty Handbook will be changed to accommodate language to cover the use of an observer, should a faculty member wish to have someone else present during a meeting with a supervisor. Senator Hindman did a lot of work related to this change. There are two components of this revision: 1) a description of the language establishing the potential use of an observer and 2) a form that the observer would be required to sign. This motion deals with multiple sections of the Faculty Handbook where observers may be present. **Motion FS 14-15/03-12 passed to approve the changes to the Faculty Handbook related to the use of an observer in meetings between faculty members and supervisors. (Vote #15)** (See Appendix G)

6. An Observer Waiver form will be added to the Faculty Handbook. An observer would be required to sign this form which is designed to protect the confidentiality in a meeting where an observer is present. **Motion FS 14-15/03-13 passed to include an Observer Waiver in the Faculty Handbook. (Vote #16)** (See Appendix H)

7. The last item brought to the Senate from Faculty Governance includes new language to Post-Tenure Review. The Committee tried to keep the language streamlined. The greatest increase in workload will be on the Deans, who now must review all post-tenure reviews carried out in the departments. There would be two components of this process: 1) Work is being done on training modules for committee members which will be distributed to all campuses. Hopefully, this will be up and running by fall. 2) There would be in-house training depending on the mandate from the General Administration.

Senator Hindman noted that his “No” vote today will not imply any criticism of the work of the task force, which is much appreciated. However, this issue came up previously 18-20 years ago in the Faculty Assembly, and it was opposed then. Post-tenure review is not seen as really being about accountability, but is actually an attack on tenure. Others affirmed that this is a serious issue, including Vice Chair Gates, who was on the committee when post-tenure review was practiced previously. The way post-tenure review was viewed on that committee, which was charged with creating an implementation for the policy, was that it was a requirement that would justify tenure.

Chair Koch interjected that a member of the Board of Governors said that the changes that they are making were made to save tenure, because some members want to terminate tenure. They believe that tenure protects the bottom level of faculty, and they want more
of a business approach. They feel that there are not enough people being fired, since the failure rate is only 1.2-1.3%. Senator Hindman asserted that this process actually makes it harder to remove weak faculty.

Senator Pitofsky asked if any faculty have lost positions as a result of post-tenure review. Neither Chair Koch nor Interim Provost Aeschleman was aware of any such situations at ASU.

Senator Hamilton asked if, in the five-year plan, there will be guidelines for review. Dr. Reichel noted that the guidelines in the language were flexible so that departments would create language for their own specific guidelines. It was also noted that the plan can be modified on an annual basis. Senator Hamilton also expressed some confusion in Section 4.7.8 and 4.7.9. Dr. Reichel stated that the intent of the Task Force was that the faculty member’s response to the PTR committee goes to the Chair. The Chair would have the committee report and the faculty member’s response. The Chair would then create a statement, and the faculty member can respond. This information goes to the Dean.

Motion FS 14-15/03-14 passed to approve the recommendations from the PTR Task Force and the Faculty Governance Committee regarding Post-Tenure Review, Section 4.7 of the Faculty Handbook. (Vote #17) (See Appendix J)

I. Welfare of Students Committee. (Gosky, Gross, Hamilton, Peterson-Sparks, Phillips, Stanovsky, West)

No report.

J. Faculty Welfare and Morale Committee. (Erickson, Flanders, Pitofsky, Pollitt, Reck, Stoddard)

No report

VII. Unfinished Business

None.

VIII. New Business

A. Senator Strazicich asked the Interim Provost to address the many campus closures due to weather and wanted to know if this was largely due to Applacart. The TR classes have missed two weeks of meeting time. Stan indicated that Applacart does significantly impact decisions about weather closures. Formerly, the University didn’t close for anything, but he does support the centralization of these decisions, rather than leaving it up to department chairs to have to decide. He recommended a policy that makes is clear that winter is an issue here and that unless it is a clear safety issue, not just a transportation issue that this University should remain in session. He also indicated that the Chancellor is more involved in this issue than the past
Chancellor. More complaints are received from faculty, on both sides of this issue, than from students. These decisions are as measured as possible.

B. Senator Reck proposed a resolution from the floor regarding the Board of Governors’ decision to close three UNC Poverty Centers. He distributed the document to the Senators for consideration. Chair Koch offered some background information and stated that the closures are not really saving money because most of the centers are privately funded. Senator Reck moved and Senator Dunston seconded the motion to support this resolution. **Motion FS 14-15/03-15 passed to approve the resolution regarding the BOG closure of three UNC Poverty Centers. (Vote #18) (See Appendix K)**

C. Senator Campbell brought a concern from his colleagues regarding the hiring of the new Director of Distance Education. With his background being from for-profit institutions and some of his views on higher education, there is concern on campus. Senator Reck stated that the local chapter of the AAUP has sent a letter of concern to the chairs of that search committee and to Interim Provost Aeschleman.

D. Senator Reed raised questions about the conduct of Scholars Day. He said that there seemed to be general confusion and that some faculty members were excluded from the luncheon. There is some concern about academic scholarships in general and faculty governance thereof. Clarification is needed about who actually controls the academic scholarships. This issue came up earlier in the year, and he would like for Stan to speak to it. Chair Koch said that this issue is being explored and that work is being done to make Handbook changes and to create a committee, but nothing has been implemented yet. Stan also indicated that he shares these concerns and is doing due diligence on a tentative plan to address this issue.

E. Senator Aycock, the Faculty Senate representative on the search committee for a new athletic director, reported that Doug Gillin was selected from a large pool of candidates and that this seems to be a very good choice. He is responsive and open to faculty.

**IX. Adjournment**

Senator Reck moved and Senator Aycock seconded to adjourn the meeting. **Motion to adjourn passed. (Vote #19)** Meeting adjourned at 5:24 p.m.
<table>
<thead>
<tr>
<th>Vote Number</th>
<th>Action</th>
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<tbody>
<tr>
<td>1</td>
<td>Motion to approve the Faculty Senate minutes for February 9, 2015 passed.</td>
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<tr>
<td>2</td>
<td>Motion FS 14-15/03-01 passed to approve the Campus Technology Committee as a permanent committee in the Faculty Senate, creating Section 7.2.11 of the Faculty Handbook. (See Appendix J)</td>
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<tr>
<td>3</td>
<td>Motion FS 14-15/03-02 passed to approve Michael Behrent’s appointment to the Non-Tenure Track Faculty Committee.</td>
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<td>Motion FS 14-15/03-03 passed to support the reduction of supplemental pay for distance education courses during the regular term from 5% to 1% per credit hour. (See Appendix B)</td>
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<td>8</td>
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<td>13</td>
<td>Motion FS 14-15/03-10 passed to approve the changes made to Section 2.7 of the Faculty Handbook which is related to the Graduate Dean’s position. (See Appendix E)</td>
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<td>14</td>
<td>Motion FS 14-15/03-11 passed to approve these changes to Section 2.5.4 of the Faculty Handbook delineating the responsibilities of the new Vice Provost of Research. (See Appendix F)</td>
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<tr>
<td>15</td>
<td>Motion FS 14-15/03-12 passed to approve the changes to the Faculty Handbook related to the use of an observer in meetings between faculty members and supervisors. (See Appendix G)</td>
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<td>16</td>
<td>Motion FS 14-15/03-13 passed to include an Observer Waiver in the Faculty Handbook. (See Appendix H)</td>
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<td>17</td>
<td>Motion FS 14-15/03-14 passed to approve the recommendations from the PTR Task Force and the Faculty Governance Committee regarding Post-Tenure Review, Section 4.7 of the Faculty Handbook. (See Appendix I)</td>
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<tr>
<td>18</td>
<td>Motion FS 14-15/03-15 passed to approve the resolution regarding the BOG closure of three UNC Poverty Centers. (See Appendix K)</td>
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<td>19</td>
<td>Motion to adjourn passed.</td>
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<td>SENATORS</td>
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<td>Frank Aycock</td>
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<td>Eli Bentor</td>
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<td>Karl Campbell</td>
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<td>Richard Crepeau</td>
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<td>Chad Everhart</td>
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<td>Jay Fenwick</td>
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<td>Beth Frye</td>
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<td>Hugh Hindman</td>
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<td>Alex Pitofsky</td>
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<td>Phoebe Pollitt</td>
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<td>Greg Reck</td>
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<td>Randy Reed</td>
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<td>Trent Spaulding</td>
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<td>Kin-Yan Szeto</td>
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<td>Peter Villanova</td>
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<td>Kim Wangler (Stokes)</td>
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<td>Karl Campbell</td>
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<td>Peter Villanova</td>
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<td>Kim Wangler (Stokes)</td>
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<td>Melissa Weddell</td>
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<td>Mark Zrull</td>
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Appendix A

7.2.11 Campus Technology Committee

The Campus Technology Committee:

(a) represents the faculty senate on technology related committees, councils, and task forces that deal with technology issues

(b) selects representation for technology related committees, councils, and task forces

(c) is a conduit for faculty needs to the various technology groups on campus

(d) bring the faculty senate information about proposed changes to technology policy and infrastructure on campus
Appendix B

Resolution
Change to Distance Education Supplemental Pay Policy

Supplemental Pay for Regular Term On-line Instruction

Whereas the supplemental pay policy was created to incentivize distance education courses, and

Whereas many of those courses are now taught on-line, and

Whereas ASU supplemental pay for those courses is significantly higher than our peers, and

Whereas the supplemental pay policy currently in place raises some questions of salary equity across the university,

Be it resolved that the Faculty Senate supports the reduction of supplemental pay for on-line regular term instruction from 5% per 3-hour course to 1% per credit hour.
Resolution
Change to Distance Education Supplemental Pay Policy

Supplemental Pay for Regular Term Face to Face Instruction when Faculty Travel Involved

Whereas ASU created a graduated compensation formula for distance education to acknowledge the stress and time commitment for the delivery of face-to-face education when significant faculty travel is involved, and

Whereas driving long distances can be exhausting and take away from time available to the faculty member for teaching, research, and other creative activities, and

Recognizing that the technology available today in many instances allows the delivery of coursework without faculty members driving long distances, and

Also recognizing that online courses may not be appropriate in every instance, especially as programs are trying to build and maintain cohorts of students in a particular area,

Be it resolved that the Faculty Senate does not recommend any changes to the current stipend structure for faculty travel for face-to-face delivery of distance education

Be it further resolved that the Faculty Senate believes that when programs determine it is pedagogically appropriate, courses be reconfigured to include more hybrid and on-line delivery methods.
Resolution
Change to Distance Education Supplemental Pay Policy

Summer Stipends

Whereas it is “technically” true that faculty are on 9-month contracts and therefore not obligated to teach during the summer, but

Whereas in some programs the constituency for that program is only available during the summer months, and

Whereas the ability of some programs to build their student base depends on summer teaching, and

Whereas the result of this situation is that as a “practical” matter, faculty teaching in those programs must teach during the summer to build and maintain those programs,

Be it resolved that the Faculty Senate recommends that the stipends for distance education carried out during the summer remain the same as regular term.
Resolution
Change to Distance Education Supplemental Pay Policy

Maximum Allowable Income from Supplemental Pay

Whereas a maximum allowable income cap for supplemental pay exists in order to maintain fairness and equity across the university, and

Whereas it is the responsibility of faculty and programs to adjust their teaching schedules in order not to exceed the cap on supplemental pay, and

Whereas the change from a compensation level of 5% to 3% should significantly reduce the need for individuals to request waivers to the income cap, and

Whereas a cap of 18% would accommodate 6 courses where supplemental pay is realized, allowing for the reasonable accommodation of program needs,

Be it resolved that the Faculty Senate supports reducing the cap for the maximum allowable income from supplemental pay from 20% to 18% per year

Be it further resolved that permission to exceed the 18% cap should only be granted in exceptional circumstances.
Resolution
Recommendation on Use of Realized Savings from Changes to Supplemental Pay Policy for Distance Education

Whereas monies that support teaching are distributed by Academic Affairs to the colleges where instruction is delivered, and

Whereas supplemental pay, in any form, reduces the money available for faculty salaries and teaching positions across the entire campus, not just in the college where the distance education is delivered, and

Recognizing that the colleges vary in their engagement in distance education, and

Recognizing that the variation in engagement among the colleges will lead to disproportionate savings from changes to the supplemental pay policy across the colleges, and

Whereas allowing any realized savings from changes to distance education compensation to remain within the colleges would disproportionately benefit some colleges over others, and

Whereas the needs of faculty stretch across the entire university,

Be it resolved that the Faculty Senate recommends that all savings realized from changes to the supplemental pay policy be returned to Academic Affairs, and

Be it further resolved that the Faculty Senate recommends that the savings realized from changes to the supplemental pay policy for distance education be earmarked for addition to the pool of funds distributed for faculty salaries, and teaching positions, where needed, across the university.
Appendix C

Existing Language

7.3.4.2
Academic Policies and Procedures Committee
(a) Members on Committee: 19–15 faculty and 4 students. The student membership (one-year terms) shall include one graduate and three undergraduate students as voting members. The students will serve as liaison between the Academic Policies and Procedures Committee and the Student Government Association.

The faculty voting members of AP&P shall include at least one faculty member from each college or school (with the exception of the Graduate School and University College), the Library with additional faculty members based on the current proportions of full-time equivalent (FTE) faculty.

The ex-officio non-voting membership of AP&P shall include one person from each of the following areas: dean’s office in each college/school, provost and executive vice chancellor’s office, Registrar, and Academic Advising.

The provost and executive vice chancellor, or his/her designee, will convene the first meeting and facilitate the selection of a chair, or co-chairs, from among the voting members of the committee.

(b) report to: the provost and executive vice chancellor;

(c) areas of responsibility: The major area of responsibility shall be the curriculum. Other areas are: academic policies, advanced placement; graduation requirements; hearing appeals concerning academic matters from any college/school, department, member of the faculty, or students and matters referred to it by the provost and executive vice chancellor or the chancellor.

Proposed Language

7.3.4.2 Undergraduate Academic Policies and Procedures Committee

(a) Members on Committee: 16–15 faculty and 1 undergraduate student.
The student membership (one-year term) shall include one undergraduate student as a voting member. The student member shall be selected by the Student Government Association. The student will serve as liaison between the Academic Policies and Procedures Committee and the Student Government Association.

The faculty voting members of AP&P shall include at least one faculty member from each college or school (with the exception of the Graduate School and University College), the library, with additional faculty members based on the current proportions of full-time equivalent (FTE) faculty.

The ex-officio non-voting membership of AP&P shall include one person from each of the following areas: dean’s office in each college/school, one member from the Faculty Senate’s Academic Policy Committee, one
member from the provost and executive vice chancellor’s office, Registrar, Distance Education, and Academic Advising.
The provost and executive vice chancellor, or his/her designee, will convene the first meeting and facilitate the selection of a chair, or co-chairs, from among the voting members of the committee.

(b) the Undergraduate AP&P Committee will send out its agenda to all faculty at least 6 days prior to a meeting

(c) report to: the provost and executive vice chancellor;

(d) areas of responsibility: The major area of responsibility shall be the curriculum.

Other areas are:
academic policies, advanced placement; graduation requirements; hearing appeals concerning academic matters from any college/school, department, member of the faculty, or students and matters referred to it by the provost and executive vice chancellor or the chancellor.
Appendix D

VIII. Employee Benefits and Services
Detailed information about many of these services can be found in the *Appalachian State University Policy Manual*, an administrative policies and procedures manual published by the Office of Internal Audits.

8.1 Salary Checks
Payroll information is gathered by the Office of Human Resource Services. Checks are written by the Controller’s Office, amounts are electronically deposited to the employee’s designated account. During the first year of employment, salaries are paid in twelve equal installments, three months (July, August, and September) being paid on the last working day of September; thereafter, one check per month, October through June. After the first year, checks continue one per month (July through June).

During the summer, prior to initial employment, new faculty members will receive information regarding new hire paperwork, and how and where to complete the paperwork. A new faculty benefit orientation date is established for the completion of all forms and allows new faculty the option of receiving two of the three pay installments at the end of August. Failure to complete all required new employee paperwork will cause the faculty member to receive three installments at the end of September. If a faculty member does not receive a packet, the faculty member should stop by the Office of Human Resource Services and ask for the necessary forms.

For policy regarding an employee’s debt owed to the University, see [http://policy.appstate.edu/Collections_and_Write-Off_of_University_Accounts_Receivable](http://policy.appstate.edu/Collections_and_Write-Off_of_University_Accounts_Receivable).

8.2 Insurance
The University makes available several types of benefits through a group plan and payroll deduction:
(a) Health coverage is available through the North Carolina State Health Plan. The State provides the majority cost of this coverage for the individual employee.
(b) A disability salary continuation plan is provided by the state for all employees who have been employed for at least one year. Optional disability plans are available through Colonial Life and Accident, AFLAC, The Standard, or Liberty Mutual.
(c) Group life insurance is available through the NCFlex Benefit Program or through AFLAC
(d) Other plans include Accidental Death and Dismemberment Insurance, Cancer Insurance, Prepaid Legal Service, Flexible Spending Accounts, Dental Insurance, Liability Insurance and a Deferred Compensation Plan of North Carolina.

Details of these plans may be obtained from the Office of Human Resource Services. [http://hrs.appstate.edu/](http://hrs.appstate.edu/)

8.3 Retirement and Social Security
Three-quarter or full-time faculty and staff members are both eligible and required to contribute to the Teachers’ and State Employees’ Retirement System of North Carolina or the Optional Retirement Program (ORP) and the Federal Social Security System. Retirement contributions are tax-sheltered and are regularly deducted from salary checks with the rate of contribution being six percent. Social Security contributions also are deducted regularly, and the rate fluctuates.

Faculty may retire in accordance with the provisions of Chapter 135 of the North Carolina General Statutes (“Retirement System of Teachers and State Employees”). When tenured members of the faculty retire, they relinquish all tenure rights; and, any subsequent employment will be subject to post-retirement policies and procedures.

The University of North Carolina Phased Retirement Program is available for full-time tenured faculty members who have at least five years of full-time service at a constituent institution of the University of North Carolina, meet age requirements and are eligible to receive retirement benefits. The Phased Retirement Program is designed to provide an opportunity for eligible full-time tenured faculty members to make an orderly transition to retirement through half-time (or equivalent) service. The goals of the Program are to promote renewal of the professorate in order to ensure institutional vitality and to provide additional flexibility and support for individual faculty members who are nearing retirement. See UNC Policy Manual 300.7.2 and 300.7.2.1 [G] and ASU Policy Manual 604.3. Any questions regarding your retirement plan should be directed to the Office of Human Resource Services. [http://hrs.appstate.edu/](http://hrs.appstate.edu/)
8.4 Tax-Sheltered Annuity Programs

Tax-sheltered annuity programs, which provide for the investment of a designated amount of the employee’s salary, are available. The amount of salary withheld for investment is done on a pre-tax of post-tax basis. Plans available include a 457, 401(k), and a 403(b) plan. The employee may deduct up to all IRS allowable amounts. As this is a supplemental retirement plan, there is no employer match with these plans. Further information on these plans is available in the Office of Human Resource Services.

http://hrs.appstate.edu/

8.5 Auxiliary Services

Auxiliary Services is in Business Affairs.

8.5.1 AppCard Office

The AppCard Office (828-262-6141), located in Trivette Hall and part of Appalachian Food Services, issues AppCards to all faculty and staff on their first day of employment upon completion of all appropriate forms and documents. New employees are issued an AppCard at no additional charge. There is a nominal fee for replacement cards.

The AppCard provides access to:

- Belk Library and Information Commons
- Gated parking lots across campus
- Recreation fitness facilities on campus (with sign-up and payroll deduction)
- Faculty and Staff Express Accounts (with sign-up)

Faculty & Staff Express Account

The Express Account is an optional account that may be set up for an employee’s convenience. This account allows you to purchase goods and services all across campus with your AppCard. Locations include: all Food Services locations, Belk Library, Mountaineer Printing, University Bookstore, vending machines and more. Express Accounts cannot be used off campus and funds cannot be withdrawn as cash.

Two types of Express Accounts are available:

- Faculty/Staff Charge Account: This account is available to full-time permanent faculty or staff members. It acts like a credit card with balances being paid by way of simple payroll deduction.
- Faculty/Staff Debit Account: This account is available to all employees, including temporary employees. It works just like a debit card, and you can deposit additional funds at any time either in the AppCard Office or online.

There is no service charge to open a Faculty/Staff Appreciation Express Account. For more information visit: www.appcard.appstate.edu

8.5.2 University Bookstore

The University Bookstore, institutionally owned and operated, manages one of the most comprehensive undergraduate textbook rental programs in the nation. This fee based program entitles main campus students to rent the primary textbook for most courses. In order for the textbook to be placed on the rental system, the book must be adopted for two years. Selected Topics and On Demand courses, workbooks, supplemental readings, notebooks and manuals are not included in the rental program and must be purchased by the student.

Rental textbooks must be returned by the deadline date at the end of each semester, or students will be billed the replacement cost of the book. Graduate students and Distance Education students are not eligible to participate in the rental program.

The University Bookstore is home to the largest general book store in the area. It has a large selection of faculty titles and regional books alongside New York Times bestsellers. A portion of revenues generated by the bookstore help support academic scholarships via the General Scholarship Fund. For more information about the bookstore please visit www.bookstore.appstate.edu. The App Store offers educational prices on computer hardware and software.

8.6 Controller
The Controller’s Office provides accountability for University resources and appropriate dissemination of financial information to maximize the use of University resources in compliance with legislation, Federal and State policies and procedures, Board of Governors, Appalachian State University, and external funding sources. Internally, the Controller’s Office assists faculty, staff and students with payroll, post award grant compliance, travel and business expense reimbursements, in addition to other accounting or compliance functions. See http://controller.appstate.edu/.

The Cashiers Office is located on the second floor of John E. Thomas Hall. Services include receipting of departmental deposits, and account payments. Office hours are Monday through Friday, 8:00 to 4:00.

The Controller, Assistant Controller for General Accounting, and Assistant Controller for Special Funds (Contracts and Grants) are located on the third floor of the B.B. Dougherty Administration Building, Suite 340. All financial records for federal grants and contracts are maintained in this area along with University financial statements.

The accounts payable, travel reimbursement, and payroll divisions are located on State Farm Road in the Administrative Annex along with Procurement Services. Payroll, travel reimbursements, and other payments made to faculty and staff by electronic direct deposit are processed and distributed from this area.

The Controller’s Office is always available to assist faculty, staff, students, and others with questions they may have regarding accounting and related compliance issues. It is their goal to provide proactive advice and solutions within the regulatory framework that governs the University. See ASU Policy Manual 501.18 http://policy.appstate.edu/501.18_Fund/Organization_(ORG)_Administration.

8.7 Telephone Services

Local and long-distance telephone service is provided to the campus by AT&T through a CENTREX system via NCITS (NC Information Technology Services) state contract. To request service or to report telephone troubles, submit a Work Order in AiM (Physical Plant); do not contact AT&T directly. Refer any questions you may have concerning your telephone service to the Centrex Office at 2078. For Operator Assistance, dial 2000 or “0.” To update individual listings in the Faculty/Staff section of the Campus Telephone Directory, faculty should contact Academic Affairs at 2070. For further information, see http://centrex.appstate.edu/. Also see ASU Policy Manual http://policy.appstate.edu/Basic_Spending_Guidelines_by_Fund_Source.

8.8 Parking and Traffic

The University Parking and Traffic Department is responsible for providing parking services and traffic control for all faculty, staff, students, and visitors to the campus. Individuals who wish to park a motor vehicle on University controlled property between the hours of 7:00 a.m. and 5:00 p.m., Monday through Friday, must obtain a parking permit from the Parking and Traffic Department before doing so. Several types of permits are available, dependent upon the category of the registrant. The appropriate permit will be provided at the time of registration, subject to availability. Fees are charged for parking permits, as designated by the University’s Board of Trustees. For further information, please contact the Parking and Traffic Department at (828) 262-2878 or visit our office in the Rivers Street Parking Deck (461 Rivers Street, Suite A).

8.9 University Police

The University Police Department is committed to providing a safe living, learning and working environment, through a community oriented policing philosophy that emphasizes crime prevention and solving crime through partnerships, education and awareness programs, pro-active patrolling, and quality officer training. We provide general and emergency police services; enforce state laws and university policies on campus 24 hours a day – 7 days a week. For any on-campus police emergency, simply dial 8000 from any on-campus phone. To report a crime or any other suspicious activity, call 262-2150 or use one of the over 80 Blue Light emergency telephones located throughout campus. To report a crime anonymously, go to www.police.appstate.edu and click on Report a Crime or you may call “Crimestoppers” at 268-6959. For more detailed information about the Police Department, Crime Statistics, Programs and Services, visit the University Police website at www.police.appstate.edu. The office is located at 461 Rivers Street in the Parking Deck.

8.10 Campus Ambulance Service

In the event a fire or medical emergency arises call 911.
8.11 University Recreation and Health Promotion

8.11.1 Informal & Fitness Recreation Intramural Sports, Club Sports, and Outdoor Programs

The University Recreation Program offers something for everyone, whether it’s informal recreation, structured activities, or outdoor trips and workshops. Faculty members are encouraged to utilize University Recreation Programs. University Recreation provides several ways faculty can get involved. Although primarily UREC programs and facilities are for the intended use of student, faculty & staff may use and take part in many of the programs and facilities. All current faculty who wish to use the fitness/recreation facilities are required to pay a fee. Those qualifying for access include spouses, children under 19 years of age living at home, and children 19 years or older who qualify as dependents for federal income tax purposes (specifically, this means that the child is currently enrolled as a full-time student). Dependents must have an official ASU dependent ID. Dependents under 16 years of age must be supervised by the parent and/or adult who is of 19 years or older. Temporary employees pay semester by semester and have no dependent privileges. Only dependents of permanent employees qualify for access. For more information visit our website http://urec.appstate.edu/

8.11.2 FITNESS CENTERS & RECREATIONAL FACILITIES

Dwight W. Quinn Recreation Center is a 48,000 square-foot facility equipped with state-of-the-art fitness equipment. **Weight Room:** Cable resistance training equipment, body shaping and free weights. **Cardiovascular area:** treadmills, elliptical trainers, bikes, rowing machines, and more. **Aerobics:** Classes are taught by qualified instructors in step, slide, toning, low impact, box aerobics, and much more. **Racquetball:** Eight courts for racquetball, handball, or walleyball. **Gymnasium:** Four courts designed for basketball or volleyball.

Mt. Mitchell Fitness Centre: is located on the third floor of the Plemmons Student Union. The center has resistance training equipment, treadmills, elliptical trainers, rowing machines, and bikes. A large multi-purpose area where a variety of multi-interest classes are held, such as yoga, self-defense, spinning, stretching, toning and aerobics.

The Student Recreation Center (SRC): The SRC is located on the corner of Bodenheimer Drive and Rivers Street. Features in the SRC include a smoothie bar, a 50 ft. climbing wall, a cardio work-out room, a weight room area, an indoor walking/running track, a 50M swimming pool, UREC Central Offices, and the Outdoor Outing Center. Two gymnasiums used for Intramural activities, Club Sports, as well as Informal use (freeplay). The SRC is home to Intramural Sports, Club Sports, Aquatics, Fitness, Outdoor Adventure Program, and Informal Recreation.

Broadstone: Broadstone is a thirty-six acre park located in Valle Crucis. Broadstone offers various facilities to be utilized by the university community, including: retreat/group meeting space, pavilion/picnic shelters, informal recreation space, and group challenge courses offered through the Outdoor Adventure Program. Broadstone is a short six mile drive from campus and easily accessible by taking Highway 105 South to Broadstone Road. For more information visit our website http://broadstone.appstate.edu/

Fitness: Fitness Recreation provides group fitness classes, clinics, seminars, and special activities throughout the year with a more personalized commitment on starting a fitness program. UREC’S Personal Training Program provides students, faculty, staff, spouses and dependents the opportunity to train under the supervision of skilled professionals. Not only are there benefits for the client, but also opportunities for the trainers to gain valuable experience by putting into practice what is learned in the classroom. Most trainers have been nationally certified through an accredited fitness organization such as ACE, NFPT or NASM. Other Trainers are scheduled to be certified within the semester. fitness.appstate.edu

Outdoor Adventure Programs (OP): University Recreation’s Outdoor Adventure Program offers a wide range of interesting, low-cost outdoor trips, outings, workshops, and seminars for faculty, as well as students and staff. Appalachian’s setting provides superb opportunities for canoeing, rock climbing, hiking, white-water rafting, caving, and kayaking. OP also offers team building and trust exercises through the use of a 50-foot Alpine Tower, Group Interaction Course and a newly developed Team Development Course. OP maintains an extensive inventory of outdoor equipment available for rental at a low-cost. The rental of equipment includes tents, sleeping bags, backpacks, camping gear, and outdoor volleyball sets. op.appstate.edu
8.11.3 Health Promotion

Health Promotion for Faculty and Staff provides Appalachian State University faculty, staff, retirees, and their spouses/domestic partners with information, programs, and services that help to promote a healthier lifestyle and a better quality of life. Major components of the employee health program include health and fitness (group exercise classes, personal training, weight rooms and cardiovascular room, etc.), preventive care (blood work, immunizations, health screenings, etc.), outreach programs (ergonomic assessments, blood drives, CPR and First Aid Classes, etc.), and student development (practicum/internship opportunities for health and fitness-related majors). For more information see www.healthpromotion.appstate.edu.

8.12 Equity, Diversity and Compliance

The Office of Equity, Diversity and Compliance (EDC) is charged with ensuring that the dignity of students, employees, and campus visitors is upheld, that the University’s commitment to equal access to education and employment is advanced, that respectful treatment is assured, and that an appreciation of differences is fostered for all members of the University community. Under the leadership of the Associate Vice Chancellor for Equity, Diversity and Compliance (Chief Diversity Officer), the EDC staff members guide and monitor search and hiring procedures including affirmative action and equal opportunity compliance, Title IX investigations, harassment and discrimination prevention and investigations, and the exit interview process. EDC also includes the Office of Disability Services, which assists eligible individuals with documented disabilities in determining and coordinating reasonable academic or workplace accommodations. Additionally, the EDC staff provides workshops in harassment prevention and responsible human relations to any on- or off-campus classes, organizations, departments, or units. See http://edc.appstate.edu/.

8.13 William C. Hubbard Programs for Faculty Excellence

The William C. Hubbard Programs for Faculty Excellence provide professional support to faculty and staff through three interrelated programs: Faculty and Academic Development; Learning Technology Services; and Diversity and Quality Enhancement

8.13.1 Faculty and Academic Development

promotes success in faculty professional responsibilities—student engagement, scholarly accomplishment, and academic leadership. It supports all faculty (tenured, tenure-track, non-tenure-track, and administrative faculty) in all career stages (from newly hired to retirement) by offering a broad range of programs, resources, and services in a variety of formats. Programs include on-campus workshops and seminars, summer institutes, faculty learning communities, mentoring, analysis of teaching for improvement, special support for new faculty, and web resources. More information can be found at www.fad.appstate.edu.

8.13.2 Learning Technology Services

is a campus unit that provides training, consulting, and technology services to faculty and staff for the effective use of technologies in the academic environment. LTS supports and advocates for appropriate integration of computer technologies into teaching and learning; provides computer training opportunities and services to Appalachian faculty, administration, and staff; maintains and manages the AsULearn learning management system; advocates for resource allocations necessary to effectively use and explore potential uses of computing in teaching and learning; promotes the integration of computer technologies with other available pedagogical tools; develops and improves specialized learning-related and learning assessment-related software and systems; provides quality enhancement and instructional design services for technology-enhanced courses; provides interactive videoconferencing and two-way video course capabilities and services for teaching and learning; produces instructional and departmentally relevant video materials; manages the University's world wide web presence in a sustainable and supported fashion; collects, analyzes and disseminates information relating to “best practices” in instructional technologies within the University; and provides a focal point for University efforts and initiatives relating to teaching and learning with technology. General and contact information for LTS is available at http://lts.appstate.edu, for Web Services at http://webservices.appstate.edu, and for Interactive Video Services at http://ivs.appstate.edu.

8.14 Information Technology Services

Led by the Chief Information Officer, Information Technology Services (ITS) is Appalachian’s central information technology unit. ITS develops, supports, and fosters the use of technology to enable essential innovation in research, learning, and administrative processes. ITS works closely with other campus units, including distributed information technology units to ensure our services, priorities, and policies are developed through strong governance and collaboration with the University community. For more information about our IT Governance, see: http://cio.appstate.edu

The University’s technology applications and services are listed in the Technology Applications and Services Catalog (TASC), available at http://support.appstate.edu/service-categories. The TASC is intended to be a unified IT services and applications catalog
that gives faculty, staff, and students a central location to access information about Appalachian’s technology resources and expertise. IT Support Services (ITSS) provides technical support for all campus software and institutionally owned computer systems, including classroom technology, computers in public labs and department offices, printing and copying, and test scoring. ITSS also supports faculty, staff, and student personal technology devices through the Technology Support Center. ITSS maintains a list of software available for ASU owned computers at http://support.appstate.edu/services/software-services. Software can also be accessed through the Software Center icon (Windows) or Self Service icon (Mac) on University computer desktops. For technology assistance or questions, contact the Help Desk at 828-262-6266 or enter a support request at http://support.appstate.edu/help. For a full listing of support options and service alerts, see: http://support.appstate.edu.

To support researchers, ITS provides a single point of contact for researchers with IT needs, including database design, development, and hosting, storage of research data, web application development, and high performance computing. For more information, see: http://its.appstate.edu/research.

To manage the risks related to campus information resources and foster a resilient and safe computing environment, the ITS Office of Information Security (ITS-OIS) provides a range of services, including advising faculty on security topics and identifying security solutions. ITS-OIS achieves its mission through vision, innovation, strong partnerships and broad collaboration. For more information on security updates, services, and tips, please see: http://security.appstate.edu. See related policies at ASU Policy Manual http://policy.appstate.edu/Category:Information_Technology.

8.15 International Education and Development

The Office of International Education and Development coordinates a variety of international programs, including services to students and faculty interested in study, research, and teaching abroad. This is carried out in support of Appalachian’s institutional goals of providing a well-rounded education, and with the understanding that students of the University must be prepared for citizenship in an interdependent world. The Office of International Education and Development sponsors and coordinates various exchange programs for students and faculty.

8.15.1 Education Abroad

Appalachian students have over 100 possible foreign study sites to consider for semester and year programs. The Office of International Education and Development maintains direct relationships with many institutions abroad, and Appalachian is a member of the International Student Exchange Program (ISEP) and Academic Consortium of the Council on International Educational Exchange (CIEE). While many locations offer the opportunity to study in a foreign language, approximately one third of the foreign institutions offer classes in English. Although the programs vary widely in cost, many programs have costs equivalent to Appalachian’s tuition and fees. Students who receive scholarships and financial aid can apply these benefits to the cost of studying abroad.

Additionally, Appalachian offers students a wide selection of short-term study abroad programs. Students have the opportunity to earn up to nine credit hours, which are applied toward their degree programs while spending two to eight weeks abroad. With some exception of some language programs, short-term study abroad courses are taught in English by Appalachian faculty members. Financial aid also is available for short-term study abroad.

8.15.2 International Student Services

Appalachian hosts a growing number of international students. The Office of International Education and Development provides administrative support services for visa processing and immigration regulation compliance, health insurance, taxation, travel planning and housing. International students also participate in programs and activities that enhance their overall positive educational experience at Appalachian. International Appalachian (INTAPP), a University-funded student organization, works with the Office of International Education and Development to help orient and acclimate international students to the Appalachian campus. iPALS matches new international students with current Appalachian State students for friendship and cultural exchange. iPALS is a great opportunity for both domestic and international students to create new friendships, learn about different cultures, and create memories that will last a lifetime. iPALS is led by Appalachian students interested in providing a welcoming environment for new international students and cultivating friendships with students from other cultures.

8.15.3 International Visiting Scholar and Faculty Services

Appalachian hosts a number of international visiting scholars. These scholars teach or team-teach courses with Appalachian faculty members, conduct seminars, mentor students, and serve as guest speakers at various events at Appalachian. The Office of International Education and Development provides support services to international visiting scholars, including visa processing and housing, initial transportation to Boone, and assistance with a variety of other logistic and academic needs.

In addition to visiting scholars, Appalachian seeks international faculty in tenure-track positions; the Office of International Education and Development also provides visa processing and immigration-related services to these faculty.

8.15.4 International Outreach.

International Outreach activities promote global awareness by providing programmatic and training resources to facilitate intercultural sharing, learning, and exchange opportunities. This involves international students, visiting scholars, and students with world culture
experiences as peer educator resources for the campus, community, and local schools to learn about world cultures.

8.15.5 International Research and Development.
The Office of International Education and Development facilitates international collaborative research and development activities by providing technical support and assistance to faculty and staff. It seeks and locates sources of funds to enable faculty, staff, and students to become involved in international collaborative research and development activities. The Office of International Education and Development coordinates the development of international project proposals and implements those projects once funded in collaboration with faculty and staff.

8.16 University Library
The Carol G. Belk Library and Information Commons is centrally located on Appalachian’s campus at 218 College Street. In addition to housing a vast variety of educational resources in print and online collections, the library offers instruction programs, a technical support center, electronic classrooms, a multimedia production suite, a lecture hall, a music lab, areas for individual and group study, and a 24-hour study area and cyber-café. The Music Library, located on the second floor of the Broyhill Music Center, contains the books, scores, and sound recordings, which support the curricula of the School of Music and other Appalachian programs. Our membership to the Western North Carolina Library Network (WNCLN) expands our resources by sharing an automated library system with Western Carolina University and the University of North Carolina at Asheville. This WNCLN’s ABC Express allows faculty, as well as students and staff, at the three institutions to borrow library materials from each other. For items not held by the Network libraries, interlibrary loan services are provided to students and faculty at no cost. For additional information, see www.library.appstate.edu or call (828) 262-2188.

8.17 Office of Student Research
The Office of Student Research (OSR) works to promote and support research and creative endeavors of undergraduate and graduate students, specifically activities conducted in collaboration with members of the faculty at Appalachian State University. The primary functions of the OSR are: advocating student–faculty research; providing sources of internal support for research and travel to present results of research; seeking, collecting and disseminating information regarding student–faculty research opportunities; cooperating with other campus units to identify or create research opportunities; coordinating the University’s Annual Celebration of Student Research and Creative Endeavors; contributing to the UNC–Office of the President Undergraduate Research Consortium; and participating in regional and national dialogues/meetings devoted to promoting student research. See http://osr.appstate.edu/.

8.18 FacultyCourtesy Fund
A faculty courtesy fund is maintained for the purpose of sending flowers or memorial donations in case of death of a faculty member or in the immediate family of a faculty member (father, mother, brother, sister, child, or spouse). Each member of the faculty is given an opportunity to contribute to the fund when it needs additional money.
Appendix E

2.7 Dean of the Cratis D. Williams Graduate School

The dean of the Cratis D. Williams Graduate School (Graduate School) reports directly to the provost and executive vice chancellor and is a full voting member of the university Deans Council. The dean (a) is the administrative officer of the Graduate School, and (b), in consultation with the respective college deans, has general supervisory responsibilities over all graduate programs at the University. The dean evaluates candidates and makes appointments to the Graduate Faculty and the dean or the dean’s delegate interviews candidates for graduate faculty positions.

The dean, with support from the Graduate School staff and the associate dean for graduate studies, will:

(a) have responsibility for the financial management of the Graduate School.
(b) promote and seek academic excellence for all graduate studies. In doing so, the dean administers the program of graduate education developed by the department and/or program faculty with the advice and consultation of the Graduate School’s Graduate Council. This includes oversight of graduate program review, analysis of curricula, and monitoring national trends in graduate education;
(c) be responsible for activities associated directly with graduate students, beginning with recruitment and ending with graduation, which include, receipt of applications for graduate study, evaluation of transcripts and results of standardized examinations, approval of applicants for admission following recommendation by departmental and/or program faculty, and evaluation of programs-of-study and thesis/dissertation committee assignments;
(d) offer student orientation sessions, and personal and professional development opportunities for graduate students such as graduate teaching assistant workshops, showcase opportunities for graduate student research, and workshops on various topics such as responsible conduct of research/ethics, preparation of theses, etc.;
(e) administer financial support for graduate students including assistantships, out-of-state/in-state tuition scholarships, thesis/dissertation research grants, and various scholarships and fellowships;
(f) in conjunction with the Office of Equity, Diversity and Compliance, investigate matters involving ethical concerns as they relate to graduate students;
(g) assume final responsibility for any publications and the website of the Graduate School including the Graduate Bulletin;
(h) be a major advocate for research/scholarly activity at Appalachian State University.
(i) foster graduate faculty development.
(j) seek and support diversity across the Graduate School.
(k) represent the Graduate School internally and externally, ensure positive external affairs, and lead Graduate School development efforts.
(l) lead strategic planning for the Graduate School.
(m) establish and maintain a collegial environment with clear communications that promotes shared governance

OTHER CHANGES:
Table of Contents: Dean of Cratis D Williams School of Graduate Studies
2.5.4 pg 13  Cratis D Williams School of Graduate Studies
5.5.3 pg 53  Change dean of research and graduate studies to dean of the school of graduate studies
Appendix F

2.5.4 The Vice Provost for Research

The Vice Provost for Research (VPR) is responsible for facilitating and expanding university wide faculty and student based research/creative activities and providing leadership and vision for strategic growth of research. The VPR works collaboratively with the deans to secure grants and contracts and to integrate efforts by University and college level advancement to communicate and raise private funds for research. The VPR oversees the work of campus-wide research entities, the Office of Sponsored Programs, the Office of Research Protections and the Office of Grants, Resources and Services and chairs the University Research Council. The VPR works closely with Business Affairs to foster a strong relationship with the Office of Special Funds Accounting.

Approved by Faculty Governance Committee on November 25, 2014.
Appendix G

Observer Language – Generally provides that faculty members may be accompanied by a colleague to meetings related to various aspects of a faculty member’s employment. It establishes a faculty right, on prior written notice, to bring an observer. There is a reciprocal right to an administrative observer. Observers are not active participants unless otherwise agreed by the parties; observers do not function as attorneys; an “observer waiver” will be signed. These recommendations do not address formal grievance or due process hearings where right to representation is explicitly established. The template is adapted from 4.11.3.5.1 in the grievance procedure, which already provides for observers at the formal “initial meeting.” This template is, in turn, adapted to various other sections of the Handbook where provision for an observer is warranted. Sections include investigations of alleged scholarly misconduct (4.11.3.5.1); faculty annual evaluations (4.3.2.1); formal non-reappointment conferences (4.6.3); any meeting the faculty member believes might be related to disciplinary action (4.10.1.3); informal discussions aimed at resolving differences and avoiding grievances (4.11.1.2); and, in reviewing one’s personnel file (4.12.6.2).

4.11.3.5.1 (Proposed Template) At the initial meeting, on three days’ written notice to the respondent(s), the faculty member may be accompanied by an observer of their choosing. If there is only one respondent, the respondent may be accompanied by an administrator observer. Unless otherwise agreed, observers may not take part in the discussion between the grievant and the respondent(s). Observers may not be present as attorney for either party. Because confidential personnel file information is likely to be discussed at the initial meeting, the grievant and any observers must sign an Observer Waiver. This document includes the grievant’s authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the grievant subsequently authorizes disclosure.

3.6 Integrity in Scholarship and Scientific Research [Note – This section deals with investigations of alleged scholarly misconduct]

3.6.5 Inquiry – 2nd paragraph; insert after 1st sentence.

Respondent(s) may be accompanied by an observer of their choosing on three days’ written notice to the committee. If the respondent(s) chooses an observer, the committee may be accompanied by an observer of its choosing. Unless otherwise agreed, observers may not take part in the discussion between the respondent(s) and the committee. Observers may not be present as attorney for either party. Because confidential personnel file information may be discussed at the inquiry, the respondent(s) and any observers must sign an Observer Waiver. This document includes the respondent(s) authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the respondent subsequently authorizes disclosure.

3.6.8 [Investigation] Process – 1st paragraph; insert before final sentence.

At the interview, on three days’ written notice to the committee, the respondent(s) may be accompanied by an observer of their choosing. If the respondent chooses an observer, the committee may be accompanied by an observer of its choosing. Unless otherwise agreed, observers may not take part in the discussion between the respondent(s) the committee. Observers may not be present as attorney for either party. Because confidential personnel file information may be discussed at the interview, the respondent and any observers must sign an Observer Waiver. This document includes the respondent’s authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the respondent subsequently authorizes disclosure.

4.3 Evaluation of Faculty [Note – this section deals with the annual conference with the chair]

4.3.2.1 Delete end of 1st paragraph:

“A mutually agreed upon observer from the Office of Equity, Diversity and Compliance or from the Office of Faculty and Academic Development of the Hubbard Programs for Faculty Excellence may be present, if requested, provided a four working day notice be accorded to both parties. In the absence of mutual agreement, the Provost or her/his designee, will identify an appropriate observer from the Office of Equity, Diversity and Compliance or the Office of Faculty and Academic Development of the Hubbard Programs for Faculty Excellence. This conference may be audio recorded should either party request such action. In this instance, each party will be provided a copy of said recording. The faculty member requesting the presence of an observer, and any observer who will be present pursuant to such request, will be required to sign an Observer Waiver.”

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And replace with:

At the annual conference, on three days’ written notice to the department chair, the faculty member may be accompanied by an observer of their choosing. If the faculty member chooses an observer, the chair may be accompanied by an administrator observer. Unless otherwise agreed, observers may not take part in the discussion between the faculty member and the chair. Observers may not be present as attorney for either party. Because confidential personnel file information will be discussed at the annual conference, the faculty member and any observers must sign an Observer Waiver. This document includes the faculty member’s authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.

4.6 Non-reappointment of Tenure-Track Faculty Members on Probationary Term Appointments

4.6.3 Conference with the Dean [and Provost] – insert at end of paragraph:

At the conference with the dean and provost, on three days’ written notice, the faculty member may be accompanied by an observer of their choosing. If the faculty member chooses an observer, the dean/provost may be accompanied by an administrator observer. Unless otherwise agreed, observers may not take part in the discussion between the faculty member and the dean/provost. Observers may not be present as attorney for either party. Because confidential personnel file information will be discussed at the conference, the faculty member and any observers must sign an Observer Waiver. This document includes the faculty member’s authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.

4.10 Discharge or the Imposition of Serious Sanctions - [Note – this addition addresses the right to an observer in any meeting the faculty member believes could lead to proposed discipline. Since it is assumed that multiple administrators are already permissible at this kind of meeting, this section addresses only the faculty member’s right to an observer.]

Create new section 4.10.1.3 (or thereabouts) –

At any meeting that a faculty member believes may be related to disciplinary action, the faculty member may be accompanied by an observer of their choosing on three days’ written notice to the relevant administrator. There may be more than one administrator present. Unless otherwise agreed, the observer may not take part in the discussion between the faculty member and the administrator(s). The observer may not be present as attorney for the faculty member. Because confidential personnel file information is likely to be discussed at such a meeting, the faculty member and any observer must sign an Observer Waiver. This document includes the faculty member’s authorization of the observer to hear such confidential information, and commits the observer to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.

4.11 Policies and Procedures for Employment Dispute Resolution

4.11.3.5.1 Already contains observer language pertinent to the formal “initial meeting.” In addition, at an earlier stage of the process, Section 4.11.1.2 encourages informal discussions aimed at resolving employment concerns before they become formal grievances. Insert after the 2nd sentence in the paragraph:

In these discussions, on three days’ written notice to the chair or relevant administrator, the faculty member may be accompanied by an observer of their choosing. If the faculty member chooses an observer, the chair or administrator may be accompanied by an administrator observer. Unless otherwise agreed, observers may not take part in the discussion between the faculty member and the chair or administrator. Observers may not be present as attorney for either party. Because confidential personnel file information is likely to be discussed at such meetings, the faculty member and any observers must sign an Observer Waiver. This document includes the faculty member’s authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.

4.12 Policy Regarding Personnel Files

4.12.6.2 Insert at end of paragraph:
On written notice to the dean or other appropriate administrator, the faculty member may be accompanied by an observer of their choosing. If the faculty member chooses an observer, the dean or other appropriate administrator may be accompanied by an administrator observer. Observers may not be present as attorney for either party. Because confidential personnel file information will be reviewed, the faculty member and any observers must sign an Observer Waiver. This document includes the faculty member’s authorization of the observer(s) to view such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.
Appendix H

Observer Waiver
Faculty Waiver
I have requested [Name] _____________________________ to be my Observer in a context where information about me considered under North Carolina’s State Personnel Act, other laws, or applicable policies may be permissibly disclosed. I understand a second Observer, [Name] ______________, not chosen by me, may also be present. I authorize disclosure to Observers of all relevant information that is confidential to me and hold the university and its representatives harmless for such disclosure in this context. I further understand that the University may be obligated by law or policy to provide redacted copies or otherwise safeguard the confidentiality of identities or materials relating to individuals other than the faculty member. I understand that neither Observer is to be an active participant unless the parties agree otherwise. I understand that Observers are obligated to maintain confidentiality of any confidential information disclosed in this context unless I authorize further disclosure.

Observer Waiver
I [Name] ____________________________ have been requested by [Name] _____________ to serve as Observer in a matter regarding [Name] ___________________. I understand that information considered confidential under North Carolina’s State Personnel Act, other laws, or applicable policies may be permissibly disclosed and that [Name] _________________ has authorized such disclosure. I further understand that the University may be obligated by law or policy to provide redacted copies or otherwise safeguard the confidentiality of identities or materials relating to individuals other than the faculty member. I further understand my obligation to maintain confidentiality of any such information unless [Name] ___________________ authorizes further disclosure. I understand that unauthorized disclosure would violate the State Personnel Act or potentially other laws or policies. Finally, I understand that Observers are not to be active participants unless the parties agree otherwise.
Appendix I

Proposed Handbook Language

4.7 Post-Tenure Review (Approved by the PTR Task Force and Governance Committee)

4.7.1 Post-tenure review is a comprehensive, formal, periodic evaluation of cumulative faculty performance, the prime purpose of which is to ensure faculty development and to support and encourage faculty excellence. Post tenure review requirements can be found in the UNC Policy Manual 400.3.3 and 400.3.3.1(G).

4.7.2 In addition to the annual review for all faculty, described in section 4.3.2, each tenured member of the teaching faculty will be subject to a comprehensive, cumulative review on a regular and systematic basis, no less frequently than every five years. A review undertaken to decide on promotion qualifies as such a cumulative review.

This comprehensive review shall provide for the evaluation of all aspects of the professional performance of faculty, whose primary responsibilities are teaching, and/or research, and/or service. If faculty responsibilities are primarily in one or two of these areas, post-tenure review and resulting recommendations should take this allocation of responsibilities into account.

Faculty performance will be examined relative to the mission of the University, college, and program. Exemplary faculty performance will be recognized and rewarded. Because performance rewards are often part of the annual review process (described in section 4.3.2), the post-tenure review may provide additional support for this form of recognition.

Any academic year during which a tenured faculty member is on approved leave for more than twenty-five class days of the academic calendar or receives a total teaching-load reduction of more than six credit hours for medical or family reasons (6.2) or other adjustments of employment obligation (6.2.3) will not count for the post-tenure review five-year cycle unless the faculty member requests in writing to the departmental chair that it be counted. Such a request must be made within one calendar year following the end of the leave or course-load reduction.

4.7.3 At the beginning of the post-tenure review cycle, the faculty member shall develop with his/her department chair a five-year goal or plan. This plan can be modified annually by the faculty member, in consultation with the department chair, as deemed appropriate by changes in institutional, departmental, or personal circumstances. Annual performance evaluations should be considered as a component of post-tenure review, but alone are not a substitute for a comprehensive 5-year evaluation.

4.7.4 A post-tenure review committee for a department or academic unit will be elected by a vote of the tenured faculty in the department or academic unit. The tenured faculty will elect from among themselves three tenured faculty, who will serve staggered, non-renewable, three-year terms. The post-tenure review committee elects a chair from among its members. The tenured faculty will elect tenured faculty members to fill any vacancies each year. The tenured faculty may also fill vacancies caused by resignation or other contingencies.

In the event that there are not three tenured faculty in the department or academic unit, the tenured faculty will make nominations and will elect from among those nominated a tenured faculty member or members from an allied discipline to serve on the post-tenure review committee.

4.7.5 The campus will ensure that all members of post-tenure review committees and administrators have training and ongoing support available in how to perform a meaningful and unbiased review of the faculty member.

4.7.6 At the time of review, the faculty member under review will provide the committee with a brief one-page summary of their accomplishments over the previous five years and a current vita. The department chair will provide the review committee with copies of the faculty member’s annual reviews for the previous five years, and a copy of the faculty member’s five year plan.

4.7.7 After review of submitted materials, the post-tenure review committee shall provide to the faculty member being reviewed and the departmental chair a one page summary concerning its evaluation and shall designate the faculty member’s performance as “exceeds expectations,” “meets expectations,” or “does not meet expectations.” The summary with designations shall be provided to the faculty member and chair within fifteen (15) working days (barring extenuating circumstances) of receiving the materials. The post-tenure review committee’s feedback should include recognition for exemplary performance.
4.7.8 The faculty member under review may provide written responses to the post-tenure committee and chair’s reviews. A written response to the post-tenure review committee’s evaluation shall be submitted to the department chair within ten (10) working days (barring extenuating circumstances) after receipt of the committee’s evaluation, and will not be shared with the post-tenure review committee. A written response to the chair’s review may be submitted to the dean within five (5) working days (barring extenuating circumstances) after receipt of the chair’s review and will not be shared with the chair.

4.7.9 Department chairs shall provide a written review in addition to the review of the committee. The chair shall provide a written copy of his/her evaluative review to the faculty member within fifteen (15) working days (barring extenuating circumstances) from the time that the department chair receives the review committee’s summary or from the time that the faculty member provides his or her written response to the committee recommendation (see Section 4.7.8). The chair shall forward the candidate’s material, the post-tenure committee summary and recommendation, his/her recommendation, and faculty response, if any, to the dean within this same time period.

4.7.10 Deans shall provide an evaluative review in addition to the reviews conducted by the committee and the department chair. The dean’s review is cumulative and taken to be the final evaluation. This review will be shared with the faculty member within ten (10) working days (barring extenuating circumstances) from the time that the dean receives the chair’s and the committee’s written reviews or from the time that the faculty member provides his or her written response to the chair’s recommendation (see Section 4.7.10).

In cases where the dean functions as a department chair in an academic unit without departmental divisions, the higher administrative review will be performed by the provost.

4.7.11 All reviews must include a statement of the faculty member’s primary responsibilities and delineate specific strengths and weaknesses as they relate to the faculty member’s performance in teaching; scholarship and/or creative activities; and service.

4.7.12 The provost must certify that all aspects of the post-tenure review process for that year are in compliance with policies and guidelines.

4.7.13 Any faculty member who receives a “does not meet expectations” rating in the post-tenure review will be given the opportunity to improve performance. In consultation with the dean, the faculty member’s chair will: (a) consider the evaluation from the post-tenure review committee and the faculty member’s response; and (b) prepare a written individual professional development plan for the faculty member.

A specific timeline including steps for improvement must be included in the development plan, with a clear statement of consequences should improvement not occur within the designated time line. Consequences may include discharge or demotion for “sustained unsatisfactory performance” after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time, pursuant to section 4.10.1.1 of the Faculty Handbook.

The chair is encouraged to assign one or more mentoring peers to the faculty member, and the chair must hold a progress meeting with the faculty member on at least a semi-annual basis during the specified time line. If the faculty member’s duties are modified as a result of a less than satisfactory rating, the development plan should indicate and take into account the new allocation of responsibilities.

History: Language revised and approved by Post-Tenure Review Task Force on 1/20/15. Language revised further and approved by Faculty Governance Committee on 1/22/15.
Appendix J

7.2.11 Campus Technology Committee

The Campus Technology Committee:

a) represents the Faculty Senate on technology-related committees, councils, task forces and administrators that deal with technology issues across campus, and/or identifies appropriate faculty to provide representation,

b) assists the Faculty Senate in identification of faculty technology needs, seeks consensus on needs within the Faculty Senate, and reports on these needs to the various technology groups on campus,

c) member will serve as representatives of the Faculty Senate on each of the Information Technology Services Technology Portfolio Committees.
Appendix K

Resolution calling for the University of North Carolina Board of Governors to reconsider the decision to eliminate the UNC-Chapel Hill Center on Poverty, Work and Opportunity, the East Carolina University Center for Biodiversity, and the NC Central University Institute for Civic Engagement and Social Change.

Whereas, an important mission of the University of North Carolina system is to encourage partnerships within, across, and beyond its constituent institutions that maximize the capacities of UNC universities to address complex problems of importance to the citizens of North Carolina, the nation and the world; and

Whereas, such partnerships include the form of centers and institutes; and

Whereas, individual universities and their respective Boards of Trustees do and should have primary responsibility to authorize the establishment and discontinuation of institutional centers and institutes; and

Whereas, the elimination of the Center on Poverty Work and Opportunity at UNC-Chapel Hill, the Center for Biodiversity at East Carolina, and the Institute for Civic Engagement and Social Change at NC Central will not result in significant savings; and

Whereas, the closing of these Centers gives the appearance of being motivated by political factors rather than fiscal concerns,

Whereas, political interference in the UNC system undermines both the independence and objectivity of the UNC constituent institutions,

Therefore Be it Resolved that, the Faculty Senate of Appalachian State University urges the Board of Governors to reconsider its decision to eliminate these Centers.