Appalachian State University
Faculty Senate Agenda
September 12, 2016

AGENDA SUMMARY:
(Full Agenda follows on next page)

(3:15 pm) I. Announcements INFORMATION

(3:20 pm) II. Approval of the Faculty Senate Minutes ACTION

(3:25 pm) III. Visitors’ Reports INFORMATION

(3:50 pm) IV. Provost’s Report INFORMATION

(4:00 pm) V. Chair’s Report INFORMATION

(4:15 pm) VI. Committee Reports

A. Academic Policies Committee INFORMATION

B. Agenda Committee INFORMATION

C. Budget Committee INFORMATION

D. Campus Planning Committee INFORMATION
   1. Committee Report

E. Campus Technology Committee INFORMATION
   1. Committee Report

F. Committee on Committees ACTION
   1. Confirmations

G. Faculty Governance Committee INFORMATION

H. Faculty Welfare and Morale Committee ACTION
   1. Faculty and Staff Childcare Availability/Quality/Affordability Survey Questions

I. Ad Hoc Faculty Morale Survey Committee ACTION
   1. Faculty Morale and University Climate Survey

J. Welfare of Students Committee INFORMATION

(4:45 pm) VII. Unfinished Business

(4:50 pm) VIII. New Business

(5:00 pm) IX. Adjourn (time approximated)
Appalachian State University  
Faculty Senate Agenda  
September 12, 2016 3:15 pm  
William Strickland Conference Room - 224 I.G. Greer  
NOTE: All Faculty Senate meetings are recorded.

(3:15 pm) I. Announcements  
A. Welcome and Introduction of Visitors.

(3:20 pm) II. Minutes  
A. Approval of April 25, 2016 Faculty Senate minutes. Available online at: http://facsen.appstate.edu/sites/facsen.appstate.edu/files/Faculty%20Senate%20Minutes%20Draft%20April%2025%202016_1.pdf

(3:25 pm) III. Visitors’ Reports  
A. Bob Hill – University Ombuds  
B. Bindu Jayne – Associate Vice Chancellor for Equity Diversity and Compliance

(3:50 pm) IV. Provost’s Report

(4:00 pm) V. Chair’s Report - Appendix A  
A. Faculty Assembly Report  
B. Committee Chairs  
C. Committee Assignments

(4:15 pm) VI. Committee Reports (Committee Chair’s name is in bold.)  
A. Academic Policy Committee (Campbell, Crepeau, Fiske, Osinsky, Pitofsky, Wheeler, Stephenson/Waldroup)  
   No report.

B. Agenda Committee (Frye, Gates, Reed, Spaulding, Provost Kruger)  
   No report.

C. Budget Committee (Mohr, Dunston, Kelley, Szeto, Wright)  
   No report.

D. Campus Planning Committee (Doll, Ignatov, Madritch, Salinas)  
E. Campus Technology Committee (Spiceland, Spaulding, Rice, Hartley, Cook, Fenwick, Reed)


F. Committee on Committees (Frye, Sibley/Weddell, Gambrel, Cockerill/Dubino, McGaha)

1. Committee Confirmations – Appendix D

G. Faculty Governance Committee (Frye, Gates, Collier, Dalton, Rardin)
No report.

H. Faculty Welfare and Morale Committee (Albinsson, Hageman, Hester, Howard, Newmark/Sparks, Phillips, Thaxton, Villanova)

1. Faculty and Staff Childcare Availability/Quality/Affordability Survey Questions – Appendix B

I. Ad Hoc Faculty Morale Survey Committee
1. Faculty Morale and University Climate Survey - Appendix C

J. Welfare of Students Committee (Zrull, West, Shulstad, Hamilton, Fitts/Goodson-Espy, Ortiz)

(4:45 pm) VII. Unfinished Business

(4:50 pm) VIII. New Business

(5:00 pm) IX. Adjournment
Outline of Chair’s Report / Committee Assignments for 2016-2017
Sept. 12, 2016

1) Faculty Assembly Report

2) Committee Chairs
   a) Academic Policy
   b) Budget
   c) Welfare of Students

3) Members – ad hoc Open Access Publishing

4) Committee Assignments
   a) Statement on Academic Freedom / Freedom of Speech (Fac. Welfare & Morale)
   b) Report on Confucius Institute Proposal (Acad. Policy)
   c) Constitutional Changes
      1) Electronic Voting
      2) Abolition of Senate Agenda Committee (Governance)
   d) Distance Education Salary Supplements (Fac. Welfare & Morale)
   e) Role/Status of Program Directors (Acad. Policy)
   f) NTT: multi-year contracts/voting/special faculty (Fac. Welfare & Morale)
   g) Peer Review / Classroom Observation (Fac. Welfare & Morale)
   h) URC membership resolution (Governance)
   i) Senate Reps for:
      1) Intellectual Property Advisory Council (Comm. on Committees)
      2) Undergraduate AP&P (Academic Policy)
      3) Graduate AP&P (Academic Policy)
      4) Strategic Planning Committee (Campus Planning)
      5) Traffic Policy Committee (Campus Planning)
      6) Faculty & Staff Benefits Committee (Fac. Welfare & Morale)
      7) Non-Tenure Track Faculty Committee (Fac. Welfare & Morale)
   j) Traffic Concerns (Campus Planning)
   k) Departmental Space Needs (Campus Planning)
   l) Ranking Faculty Candidates (Governance)
   m) PTC Voting Procedures (Governance)
   n) International Faculty
      1) Visa fees (Fac. Welfare & Morale)
      2) Relocation Assistance
      3) Immigration aid
   o) Move to Sunbelt – Academic impact (Acad. Policy)
   p) University Forum Committee addition to F.H. (Governance)
   q) Syllabi Archive Requirement

5) Chancellor’s Advisory Committee Meetings
   a) 3-4pm on September 19, October 24, February 27, & April 3
Resolution 2017-1

On the Governance Implications of North Carolina Session Law 2016-94

Approved by the UNC Faculty Assembly September 02, 2016

Whereas, NC General Statute 116-11 establishes a Board of Governors to plan and develop a coordinated system of higher education and govern the 17 constituent institutions; and

Whereas, NC General Statute 116-14 provides for the Board to elect a President of University of North Carolina to act as the chief administrative officer of the University; and

Whereas, UNC operates under a system of shared governance leveraging the collective strength of chancellors, and administrators, and honoring the traditional role of the faculty in the governance of the academy; and

Whereas; Session Law 2016-94, section 11.6 (GS 116-239.5) mandates the creation of Lab Schools on eight UNC campuses, circumventing: administrative structures and procedures established by the UNC Code, the Department of Public Instruction, local Boards of Education, and best practices of effective governance by excluding consultation with faculty and administrators of the schools of education at UNC campuses; and

Whereas; Session Law 2016-94, section 11.8 establishes a Policy “Collaboratory” at UNC Chapel Hill in apparent violation of multiple clauses of GS 116, and established procedures for the creation of centers and institutes required by UNC Code 400.5[R], which clearly apply to this entity; and

Whereas; Session Law 2016-94, section 11.9 overrides Board of Governors’ action penalizing UNC Chapel Hill in the 2015-2016 academic year for exceeding the UNC Code mandated 18% out-of-state enrollment cap, thereby undermining the lawful prerogative authority of the Board of Governors and principles of effective institutional governance;

Resolved, The UNC Faculty Assembly opposes the processes of formulating and implementing the aforementioned actions, and reiterates the Assembly’s opposition to all actions establishing restrictive precedent that binds the governance authority of the current faculty and its successors, the Executive leadership of UNC campuses and the UNC system, current and future Boards of Governors, and future representatives of the people of this State, in their efforts to promote the success of public higher education in North Carolina;

Resolved, That the NC General Assembly fully restore all prerogative authority of the Board of Governors in
Resolved, That the appended justification of this resolution (Appendix A) provides a narrative of developments and concerns explaining its origins.

APPENDIX A
Justification for UNC Faculty Assembly Resolution 2016-5
On the Governance Implications of North Carolina Session Law 2016-94

A. **Section 11.6** Lab Schools – NC 116-239
   a. Section NC 116-239 of the NC budget calls for the Board of Governors (BOG) to designate eight campuses to establish “Laboratory Schools” to improve student performance in local administrative units with low performance schools. Except as provided, Lab Schools are exempt from statutes and rules applicable to local Boards of Education.
   b. Board of Governors records (or lack thereof) show that the creation of the Lab Schools was mandated unilaterally by the Legislature without the informed input of GA, chancellors or any of the deans and faculty in the colleges of education in the system.
   c. The legislation establishes new duties for Boards of Trustees well beyond those established by the Code. These include adopting a plan for the location of the Lab Schools, appointing advisory boards that will provide general oversight, and other duties which are within the purview of faculty, such as establishing the standard course of study for Lab Schools and conducting student assessments.
   d. The bill circumvents the Department of Public Instruction, local school boards, and possibly SACS and other accreditation agencies regulating schools of education
   e. The bill provides no resources for its enactment.

SUMMARY: This legislation is an unprecedented and unjustified overreach into the management of UNC institutions, including an unfunded mandate that will burden institutional resources, an instance of legislative interference in the curriculum of UNC institutions, and a statutory constraint on faculty working conditions that are more appropriately managed at the campus level.

B. **Section 11.8** UNC-CH Policy Collaboratory
   a. Section 11.8 of Session Law 2016-94 establishes a “Policy Collaboratory” at UNC-CH to facilitate the dissemination of policy and research expertise on environmental matters, primarily for practical use by State and local government.
   b. Board of Governors records (or lack thereof) show that the creation of the Policy “Collaboratory” was mandated unilaterally by the Legislature without approval by the Board or consultation with Chapel Hill academic units carrying disciplinary responsibility for research on these and related topics.
   c. The “Collaboratory” Policy is in our considered judgment a violation of both North Carolina statute, and UNC Policy, including:
      i. **NC GS 116-11.2**, which establishes Board authority “for the general determination, control, supervision, management and governance of all affairs of the constituent institutions,”
      ii. **NC GS 116-11.9c**, which does not “allow the General Assembly, except as to capital improvements, to refer to particular constituent institutions and any specifications as to priorities” in matters pertaining to “new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served...
improvements in levels of operation and increases to remedy deficiencies, as well as other areas.”

iii. **NC GS 116-11.9a** which constrains favoring particular institutions, as it must (per) prepare “a single, unified recommended budget for all of the constituent institutions,” including “funds requested without reference to constituent institutions.”

iv. **UNC Policy 400.5**, which requires campuses to initiate all planning, and the Board of Governors to exercise approval authority, for all research, service, and teaching centers and institutes; this entity clearly falls into this category. Faculty have noted that this action is particularly troubling as these Regulations were altered in 2015 to allow the Board to unilaterally eliminate -- at the behest of the legislature and Governors' office -- centers and institutes. Now it appears that the legislature has arbitrarily superseded all processes and procedures regarding University centers and institutes simply by inventing a non-existing word for the title of this program.

I. **SUMMARY**: The Faculty Assembly counsels that UNC General Administration, and the UNC Chapel Hill Administration, make every effort to oppose and to call for correcting this misuse of legislative powers. This issue has the potential to generate dispute over jurisdictional authority, as well as reviving the kinds of discontents over process and substance that marked the Board's 2015 interventions in campus research, teaching, and service centers and institutes activities.

J. 3. **Section 11.9** Out of State penalty refund to Chapel Hill

L. At the March 4 2016 meeting of the BOG, UNCCH was penalized $1 million for violations of the UNC Code mandated out-of-state enrollment cap of 18%. Session Law 2016-94 partially restores those cuts back to the UNCCH campus, thereby eroding the powers of the Board.

N. **SUMMARY.** It is in general problematic when the legislature overrides authority delegated to the Board, and overturns the provisions of NC GS 116-11.9a, which constrains the legislature from favoring particular institutions, sets a very troubling precedent that allows individual legislators to push through statutes singling out individual campuses for reward or punishment.

**2016-17 Executive Committee**

- G. Lugo UNCW, Chair
- A. Morehead ECU, Vice Chair
- D. Green NCCU, Secretary
- J. Martin NCSU, Parliamentarian
- P. McMurray NCCU, HMI Caucus Chair

- T. Ives UNCCH, 5 delegate Caucus
- C. Thompson UNCW, 4 delegate Caucus
- S. Chao FSU, 3 delegate Caucus
- A. Powell NCSSM, 2 delegate Caucus
- S. Jovanovic UNCG, At-large
- Dohse, At-Large
Appendix B– September 12, 2016
Faculty and Staff Childcare Availability/Quality/Affordability Survey Questions

1) What is your classification? Staff, faculty, part time, full time

2) For how many children are you the legal guardian? 0, 1, 2, 3, 4, more than 4

3) Within what age ranges are the children for which you are the legal guardian? In utero, newborn, 3 months - 1 year old, 1-2 years old, 2-3 years old, 3-4 years old, 4-5 years old, 5-8 years old, 10-12 years old, 12-14 years old, 14-18 years old

4) Are you planning to have children in the future? If so, how many?

5) For those who moved to Boone to start a new job at Appalachian: when you were hired into that position, were you informed about childcare options in Boone? yes, no, it was not applicable at the time. If you were informed, was that information accurate? yes/no comment

6) While at Appalachian, were you or have you been in need of childcare for your children with ages birth to 5 years of age? yes/no

7) What was your child’s age, on average, when you attempted to first find childcare for them? In utero, newborn, 3 months - 1 year old, 1-2 years old, 2-3 years old, 3-4 years old, 4-5 years old

8) Did you find an immediate space available into a childcare program for your child when you first attempted to enroll them? yes/no

9) Were any of your children placed on a waiting list for a childcare facility? Yes/no
   a) If you answered yes to question 9), for how many facilities was each child, on average, placed on a waiting list? 1, 2, 3, 4, more than 4
   b) If you answered yes to question 9), was your child placed in a childcare program by the time of needed care, on average? Yes/no
   c) If you answered no to question 9b), then how long was the average wait time until a space became available?
   d) If you answered no to question 9b), then who cared for your child while you were working? Babysitter, spouse/partner, friend, relative, child came to work, other: explain
   e) If you answered no to question 9b), were you able to eventually find care within a childcare facility? Yes/no. Comment.

10) When a space at a childcare facility did become available, was it within a facility that was of sufficient quality? Yes/no/Never became available.. Comment.
11) And when a space at a childcare facility did become available, was it within a facility with affordable rates for your family? Yes/no/never became available. Comment.

12) When public school is closed for snow and Appalachian remains open, do you have childcare available? yes / no. comment

Please choose the most accurate response.

13) The lack of childcare availability in the Boone area has prevented me from accomplishing my job to the best of my ability. agree strongly, agree, disagree, disagree strongly. comment

14) The lack of childcare availability in the Boone area has affected my family in a negative way. agree strongly, agree, disagree, disagree strongly. comment

15) The lack of childcare availability in the Boone area has affected my children’s education in a negative way. agree strongly, agree, disagree, disagree strongly. comment

16) The lack of childcare availability in the Boone area has affected my children’s social maturity in a negative way. agree strongly, agree, disagree, disagree strongly. comment

17) The lack of childcare availability in the Boone area will affect my decision to keep my family in the Boone area and remain in my current position at Appalachian. agree strongly, agree, disagree, disagree strongly. comment

18) The lack of snow day options in the Boone area has prevented me from accomplishing my job to the best of my ability. agree strongly, agree, disagree, disagree strongly. comment

19) The lack of snow day options in the Boone area has affected my family in a negative way. agree strongly, agree, disagree, disagree strongly. comment

20) The lack of snow day options in the Boone area has affected my children’s education in a negative way. agree strongly, agree, disagree, disagree strongly. comment

21) The lack of snow day options in the Boone area has affected my children’s social maturity in a negative way. agree strongly, agree, disagree, disagree strongly. comment

22) The lack of snow day options in the Boone area will affect my decision to keep my family in the Boone area and remain in my current position at Appalachian. agree strongly, agree, disagree, disagree strongly. comment

23) How much do you spend monthly on childcare, specifically childcare that is necessary for you to do your job? 0 - $100, $100-$200, $200-$300, $300-$400, $400-$500, $500-$600, $600- $700, $700-$800, $800-$900, $900-$1000, over $1000. comment

24) What percentage of your salary is spent on childcare? 0-5, 5-10, 10-15, 15-20, 20-25, 25-30, more than 30. comment
Faculty Morale and University Climate Survey

Greetings, the Faculty Senate is conducting a brief survey of faculty members regarding University issues and priorities. This 15 question survey should only take about 5-10 minutes, and all responses will be ANONYMOUS. The purpose of this survey is to collect information and to determine how faculty perceive recent decisions affecting the University and the apparent priorities guiding these decisions. The purpose is also to identify priorities and issues of importance to faculty. Only aggregate data will be shared with the University, and again, your responses will be ANONYMOUS. Please do not use the "back" button. The questions in this survey define “the administration” as the Chancellor, the Chief of Staff, the Provost, the Vice Chancellors, and the Deans. Thank you in advance for your time in completing this survey.

Q1 Which best describes your current employment status with the university?

- tenure-track faculty (1)
- tenured faculty (2)
- non-tenure track faculty, full-time (3)
- non-tenure track, part-time (4)
- other (please specify) (5) ____________________

Q2 Do you currently hold an administrative position at ASU in which you are compensated with additional salary or one or more course reductions?

- Yes (1)
- No (2)

Q3 How long have you been a faculty member at ASU (not including this year)?

- 0-2 years (1)
- 3-5 years (2)
- 6-10 years (3)
- 11-20 years (4)
- >20 years (5)
Q4 Which College(s) or School(s) are you associate with? (select more than one only if applicable).

- College of Arts and Sciences (1)
- Beaver College of Health Sciences (2)
- Walker College of Business (3)
- College of Fine and Applied Arts (4)
- Hayes School of Music (5)
- Reich College of Education (6)
- University College (7)
- The Honors College (8)
- Other (specify) (9) ____________________

Q5 Please indicate how strongly you agree or disagree with the following statements regarding the administration at ASU and the future of the University.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Don't Know (6)</th>
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<tr>
<td>The administration has an appropriate vision for the future of the University. (1)</td>
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<td>The administration has shared their vision for the future of the University with the faculty. (2)</td>
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<td>The priorities of the faculty are included in the vision for the future of the University. (3)</td>
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<td>The administration generally makes the right decisions for the future of the University. (4)</td>
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<td>Generally speaking, the University is moving in the right direction. (5)</td>
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<td>Recent administrative changes at ASU have positively affected the University. (6)</td>
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Q6 How would you summarize the administration's vision for the future of the University?

Q7 In recent years, there has been some discussion about altering the university's focus when it comes to teaching and research. Which of the following statements best describes your view when it comes to the future of teaching and research at ASU?

☐ I would like to see ASU move in a more research-oriented direction. (1)
☐ I would like to see ASU continue with its current balance between teaching and research. (2)
☐ I would like to see ASU move in a more teaching-oriented direction. (3)
☐ I do not have a preference on this issue. (4)

Q8 Please indicate how strongly you agree or disagree with the following statements regarding the administration at ASU and the faculty.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Don't Know (6)</th>
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<tbody>
<tr>
<td>Generally speaking, the faculty trust the administration. (1)</td>
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<td>Generally speaking, the administration trust the faculty. (2)</td>
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<td>Generally speaking, the administration encourages shared governance. (3)</td>
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<td>The administration is generally transparent with decision-making. (4)</td>
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<td>The administration should be more transparent with decision-making. (5)</td>
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<td>Generally speaking, the administration has demonstrated a commitment to increasing academic excellence. (6)</td>
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<td>I am generally satisfied with the way the University is meeting my professional needs. (7)</td>
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<td>I am generally satisfied with the way my College is meeting my professional needs. (8)</td>
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<td>I have witnessed differential treatment by the administration based on gender at ASU. (9)</td>
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Q9 Recently, the Office of Equity, Diversity, and Compliance has been tasked with developing a "Bias Incident Reporting System," that would allow anonymous complaints against university personnel to be filed and aggregated with the University. Proponents argue that this reporting system is designed to make ASU a safer and more inclusive campus by allowing complaints to be filed in cases where individuals are not comfortable making such complaints. Opponents claim that anonymous complaints deny individuals due process rights and the right to confront their accusers. How favorable or unfavorable to you feel about the "Bias Incident Reporting System?"

- Extremely favorable (1)
- Somewhat favorable (2)
- Neither favorable nor unfavorable (3)
- Somewhat unfavorable (4)
- Extremely unfavorable (5)

Q10 What do you think are the highest administrative priorities of the University, regardless of what you think should be prioritized (list up to 3)?

- First Priority (1)
- Second Priority (2)
- Third Priority (3)

Q11 What do you think should be the highest administrative priorities of the University (list up to 3)?

- First Priority (1)
- Second Priority (2)
- Third Priority (3)

Q12 Please indicate how highly you believe the Administration at ASU prioritizes the following issues for the University, regardless of what your preferences are.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Very High Priority (1)</th>
<th>High Priority (2)</th>
<th>Medium Priority (3)</th>
<th>Low Priority (4)</th>
<th>Not a Priority (5)</th>
<th>No Opportunity to Observe (6)</th>
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<tr>
<td>Increasing Diversity (1)</td>
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<td>Increasing Student Enrollment (2)</td>
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<td>Increasing Faculty Salaries and Benefits (3)</td>
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<td>Increasing Support for OCSA's (Off-Campus Scholarly Assignments) (4)</td>
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<td>Maintaining Small Class Size (5)</td>
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<td>Supporting Global Learning and Global Initiatives (6)</td>
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<td>Increasing Academic Excellence of Incoming Students (7)</td>
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<td>Increasing Academic Excellence Throughout the University (8)</td>
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<td>Increasing Support for Research and Creative Activities (9)</td>
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<td>Increasing Resources for Teaching (10)</td>
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<td>Increasing Support for Athletics (11)</td>
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<td>Public-private Partnerships of University Auxiliary Services (12)</td>
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<td>Increasing Academic Space (13)</td>
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</table>
Q13 Please indicate what you believe should be the level of administrative prioritization for the University.

<table>
<thead>
<tr>
<th>Q13 Options</th>
<th>Very High Priority (1)</th>
<th>High Priority (2)</th>
<th>Medium Priority (3)</th>
<th>Low Priority (4)</th>
<th>Not a Priority (5)</th>
<th>No Opinion (6)</th>
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<td>Increasing Diversity (1)</td>
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<td>Increasing Student Enrollment (2)</td>
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<td>Increasing Faculty Salaries and Benefits (3)</td>
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<td>Increasing Support for OCSA’s (Off-Campus Scholarly Assignments) (4)</td>
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<td>Maintaining Small Class Size (5)</td>
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<td>Supporting Global Learning and Global Initiatives (6)</td>
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<td>Increasing Academic Excellence of Incoming Students (7)</td>
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<td>Increasing Academic Excellence Throughout the University (8)</td>
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<td>Increasing Support for Research and Creative Activities (9)</td>
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<td>Increasing Support for Athletics (11)</td>
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</table>
Q14 With which gender do you most identify?

- Woman (1)
- Man (2)
- Transgender (3)
- Not listed (please indicate) (4) ____________________
- Prefer not to answer (5)

Q15 In the space below, please elaborate on any issues, concerns, or priorities that have not been addressed in this survey.

<table>
<thead>
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<td>Other (please specify) (19)</td>
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Committee Confirmations for September 12, 2016 Faculty Senate Meeting

Tuition Appeals Committee:
Kevin Richardson
Neel Das

Faculty Coordinating Committee:
Sarah Greenwald – Prof. MAT – First year seminar
Eric Koontz – Assoc. Prof., MUS – Fine Arts Designation
Susan Lappan – Asst. Prof., ANT – Science Inquiry
Alexander Schwab – Assoc. Prof., CHE – Science Inquiry
Robyn Kondrad – Asst. Prof., PSY – Social Science Designation
Laura Ammon – Assoc. Prof., P&R – Historical Studies Designation
Laurie Atkins – Asst. Prof., T&D – Wellness Literacy
German Campos Munoz – Asst. Prof., ENG – Literary Studies
Jeanne Dubino – Prof., CG&G – Integrative Learning Experience
Mike Helms – Prof., T&D – Integrative Learning Experience
Sue Williams – Assoc. Prof., T&D – Liberal Studies Experience
Vicky Klima – Prof., MAT – Quantitative Literacy
Alexandra Hellenbrand – for Fall 2016 only – Prof., LLC – Integrative Learning Experience
Francois Amet – replacing Jennifer Burris – Asst. Prof, P&A – Science Inquiry

Academic Integrity Board:
Paul Orkiszewski

Undergraduate AP&P:
Teresa Carnevale
John Beebe
Tanga Mohr (replacement for Dinesh Dave)
Ellen Cowan (replacement for Jennifer Burris)

Graduate AP&P:
Scott Collier
Audrey Dentith
Victor Mansure

Admissions Committee:
Nancy Bargerstock
Jeremiah Kitunda
Cate Smith (replacing Leslie Farlson for 2016-2017)

Arts & Cultural Programs Advisory Committee:
George H. Olson
Janice Pope
Susan Weinberg
Library Services Committee:
Betty Coffey
Dave Koppenhaver
Jennifer Dalton
Yu Ju (Mandy) Wu (replacing Eli Bentor for 2016-2017)

Non-Tenure Track Faculty Committee:
William Cook
Laurie Rivera

Registration and Calendar Committee:
Michael Rall
Anna G. Ward

Traffic Policy:
Brian Eric Bookwalter

University Forum Committee:
Jeanne Dubino
Beth Davison (substitute for Dubino for Fall 2016)
Regina Hartley
Jana Joy James
Ji Yan