The Faculty Senate meeting was called to order by Chair Koch at 3:15 pm in the William Strickland Conference Room in I.G. Greer on Monday, February 11, 2013. Senator Smith was excused. Senators Campbell, McBride, Napiorski, and Rice were absent.

I. Announcements

A. Chair Koch welcomed senators and asked visitors to introduce themselves. Visitors were Dr. Bobby Sharp (IRAP), Dr. Monica Lambert (RESE), Ms. Martha Marking (T&D), and Ms. Oakes (Watauga Democrat).

II. Minutes

A. Chair Koch asked for a motion to approve the January 14, 2013 Faculty Senate minutes. Senator Aycock moved and Senator Gosky seconded to approve the minutes. Motion passed. (Vote #1).

III. Visitor’s Reports

A. There were no Visitor’s Report.

IV. Provost’s Report

A. Provost Gonzalez reported that approximately 1,000 participants have completed the online strategic plan survey. The deadline is Friday, February 15, 2013.

V. Chair’s Report

A. Motion FS 12-13/02-01 passed to support the Resolution on Faculty Responsibility for Assessment approved by the UNC Faculty Assembly (Appendix A). (Vote #2).

B. Motion FS 12-13/02-02 passed to support the Resolution in Response to January 16, 2013 Draft of UNC Strategic Plan approved by the UNC Faculty Assembly (Appendix B). (Vote #3).

C. Motion FS 12-13/02-03 passed to support the Resolution on Concerns with e-Learning as Presented in the Draft UNC Strategic Plan approved by the UNC Faculty Assembly (Appendix C). (Vote #4).
D. Resolution from Faculty Senate Executive Committee:

Chair Koch introduced the Executive Committee’s proposal to hold a faculty forum and conduct a survey to gain faculty input regarding proposed changes to the *Faculty Handbook* Sections on tenure and promotion. **Senator Anderson** moved and Senator Flanders seconded to strike the two sentences which read: “This can be carried out electronically. The senate shall consider itself bound by the outcome of the faculty vote if, and only if, the response rate on the ballot exceeds 50%.” Motion FS 12-13/02-04 passed. (Vote #5).

**Senator Holcomb** moved and Senator Aycock seconded to solicit demographic information from survey participants (college affiliation, number of years working at the university, and whether you are tenured or tenure track). Motion FS 12-13/02-05 passed. (Vote #6).

Motion FS 12-13/02-06 as amended passed (Vote #7) to approve the following procedures:

“The Senate will distribute the language of the *Faculty Handbook* changes that are proposed. The Senate will then sponsor a faculty forum with some members of the Senate’s *Faculty Handbook* Committee and the *Faculty Handbook* Task Force that worked on the documents. This will be an opportunity to ask questions about the documents and clear up any matters of interpretation. It will also provide an opportunity to make suggestions. The next week, all tenured and tenure track faculty will receive a ballot via email and they will be asked if they support the two changes. These are the people affected by the changes and they should be the people voting.

The resolutions on which the tenured and tenure track faculty will be voting will not be the *Faculty Handbook* changes themselves. Tenure line faculty will be asked to vote on the following two statements:

1. I support the creation of department level promotion and tenure committees that include all tenured members of the department.

2. I support the establishment of college level promotion and tenure committees, with each college creating the structure that best suits its composition and mission.”

VI. Committee Reports (Committee Chair’s name is in bold print)

A. Academic Policies (Alexander-Eitzman, Campbell, Crepeau, **Ehnnenn**, Gates, Martin, Shankland)
Senator Ehnenn discussed the proposed changes to Faculty Handbook regarding faculty workload (Appendix D). Chair Koch remarked that the Council of Chairs has expressed their concerns about some language in Section 6.1.2.1 Department Guidelines for Differential Workloads. In particular, “After soliciting faculty teaching preferences and prior to making final faculty assignments in accordance with department workload guidelines, the unit administrator shall apprise each unit faculty member, in writing, of teaching duties and other responsibilities in addition to teaching. If changes in a faculty member’s assignment become necessary, the faculty member shall be notified in writing of such changes prior to the effective date of the amended assignments”. Senator Lillian moved and Senator Zrull seconded to delete these two sentences. Motion FS 12-13/02-07 failed. (Vote #8). Senator Holcomb moved and Senator Ehnenn seconded to delete the two references to “in writing” and to delete the words “prior to the effective date of the amended assignments” and to insert in their place “as soon as possible”. Motion FS 12-13/02-08 passed. (Vote #9). The last two sentences will read “After soliciting faculty teaching preferences and prior to making final faculty assignments in accordance with department workload guidelines, the unit administrator shall apprise each unit faculty member of teaching duties and other responsibilities in addition to teaching. If changes in a faculty member’s assignment become necessary, the faculty member shall be notified of such changes as soon as possible”.

The motion as amended to approve new Section 6.1 Faculty Workload in the Faculty Handbook (thus requiring the current Section 6.5 to be renumbered Section 6.2 and the remaining sections to be renumbered accordingly) passed. Motion FS 12-13/02-09 as amended passed. (Vote #10).

B. Agenda Committee (Anderson, Aycock, Ehnenn, Koch, Vannoy, Provost Gonzalez)

No Report.

C. Budget Committee (Geary, McBride, McGrady, Murrell, Pollitt, Strazicich)

No Report.

D. Campus Planning Committee (Everhart, Fenwick, Flanders, Lillian, Osmond, Smith, Stokes)

Senator Lillian stated that the Interpersonal Violence Taskforce is reviewing the Student Conduct Addendum, Article IX, Sexual Misconduct, which was added to the Code of Student Conduct last spring. Focus groups are being conducted with students, parents, and faculty and these groups are being asked specific questions (Appendix E). The Taskforce will submit a report in April.
E. Committee on Committees (Anderson, Coffey, Holcomb, Morehouse, Oliver, Puckett)

No Report.

F. Faculty Handbook Committee (Anderson, Aycock, Koch, Rardin, Vannoy, Provost Gonzalez)

No Report.

G. Faculty Welfare and Morale Committee (Crawford, Cremaldi, Gibbons, Liutkus-Pierce, Miller, Napiorski, Nash, Stoddard)

Senator Stoddard stated that an online faculty morale survey was distributed on Tuesday, January 29, 2013 and the deadline is Tuesday, February 12, 2013. To date, a total of 615 completed surveys were submitted (44% response rate). An analysis of the surveys will be conducted and reports will be forthcoming.

H. Welfare of Students Committee (Cumbie, Gosky, Rice, Woods, Zrull)

No Report.

VI. Unfinished Business

None.

VII. New Business

A. Senator Anderson inquired why a decision was made to extend the “add” period for all students to the end of the second week of classes as it was very disruptive. Chair Koch asked Senator Anderson if she was proposing that the Senate take action. Senator Anderson reiterated her request for an explanation.

VIII. Adjournment

Senator Aycock moved and Senator Stoddard seconded to adjourn the meeting. Motion to adjourn passed. (Vote #11). Meeting adjourned at 5:00 pm.
Faculty Senate Voting and Attendance Record for February 11, 2013
Y for Yes; N for No; A for Abstain

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Jan Woods  Y  Y  Y  Y  Y  Y  Y  N  Y  Y
Mark Zrull  Y  Y  Y  Y  Y  Y  Y  N  Y  Y  Y  Y

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<td>1</td>
<td>To approve the January 14, 2013 Faculty Senate minutes. Motion passed.</td>
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<tr>
<td>2</td>
<td>Motion FS 12-13/02-01 to support the resolution on faculty responsibility for assessment which was approved by the UNC Faculty Assembly. Motion passed.</td>
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<td>3</td>
<td>Motion FS 12-13/02-02 to support the resolution in response to the January 16, 2013 draft of the UNC Strategic Plan which was approved by the UNC Faculty Assembly. Motion passed.</td>
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<td>4</td>
<td>Motion FS 12-13/02-03 to support the resolution on concerns with e-learning in the draft of the UNC strategic plan which was approved by the UNC Faculty Assembly. Motion passed.</td>
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<td>5</td>
<td>Motion FS 12-13/02-04 to delete two sentences in the Faculty Senate’s Executive Committee’s proposal concerning holding a faculty forum and conducting a survey to gain input regarding proposed changes to Faculty Handbook sections on tenure and promotion. Motion passed.</td>
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<td>6</td>
<td>Motion FS 12-13/02-05 to solicit demographic information from faculty as part of the above-stated survey. Motion passed.</td>
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<td>7</td>
<td>Motion FS 12-13/02-06 as amended to approve the Executive Committee’s proposal passed.</td>
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<td>8</td>
<td>Motion FS 12-13/02-07 to delete two sentences in Section 6.1.2.1 which require unit administrator to apprise each faculty member in writing of their teaching duties and to notify faculty in writing when changes occur prior to the effective date of the amended assignments. Motion failed.</td>
</tr>
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<td>9</td>
<td>Motion FS 12-13/02-08 to delete the two references to “in writing” which occur in the two sentences which Motion FS 12-13/02-07 mentions and to delete the words “prior to the effective date of the amended assignments” and to insert “as soon as possible”. Motion passed.</td>
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<td>10</td>
<td>Motion FS 12-13/02-09 as amended to approve the new Section 6.1 Faculty Workload in the Faculty Handbook.</td>
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<td>Motion to adjourn passed.</td>
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Whereas, the UNC Board of Governors is proceeding through the strategic planning process for 2013-18, defining current and future priorities, examining resource allocation, and seeking efficiencies; and

Whereas, the faculty of the UNC system embody the University’s commitment to help North Carolina respond to changing state needs and economic challenges; and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty; and

Whereas, the University already applies a robust, diverse and mission appropriate set of student learning outcomes; and

Whereas, the faculty are leaders in the development and utilization of technology and new teaching pedagogies; and

Whereas, single measures such as the Collegiate Learning Assessment (CLA) or other standardized exams have been established as inadequate measures of the depth and breadth of general education programs; and

Whereas, institutional average scores on the CLA and similar exams are highly correlated with the institutions’ average SAT scores, hence provide no new information; and

Whereas, SACS and other accrediting bodies periodically and comprehensively examine and affirm the quality of educational programs, and require that the faculty lead the assessment of the academic programs of the University;

Therefore, Be It Resolved That the strategic plan must endorse the expertise and control of the faculty in selection of the appropriate method of delivery and assessment of academic programs; and

Be it Further Resolved That that the strategic plan must reflect that the faculty, in their role as educational experts and as those charged with ensuring the highest academic quality programs, are the primary body to select, design, and assess all academic programs.
Resolution in Response to the January 16, 2013 Draft Strategic Plan
Approved by the UNC Faculty Assembly
January 18, 2013

Whereas, the Faculty Assembly of the 17 constituent campuses of the University of North Carolina has met and considered the January 16, 2013, draft report of the five-year strategic plan “Our Time, Our Future: The UNC Compact with North Carolina;” and

Whereas, the Faculty Assembly and President Ross constituted a Faculty Advisory Council (FAC) which submitted a set of recommendations in the document “Our University, Our Future: A Faculty Vision for UNC Strategic Directions;” and

Whereas, the Faculty Assembly affirms the goals of the strategic plan to increase the population of college educated North Carolinians; to provide excellence in teaching, research and service; and to serve the people in North Carolina by ensuring access to the University for all qualified students while maximizing efficiencies and effectiveness; and

Whereas, the Faculty Assembly endorses the commitment to North Carolina as articulated in the “UNC Compact” section of the draft Strategic Plan; and

Whereas, the Faculty Assembly asserts that the commitments of the UNC Compact require the experience and expertise of faculty in determining the direction of the UNC system's constituent institutions to ensure that administrative decisions reflect the missions of each institution; and

Whereas, the Faculty Assembly understands that strategic planning is an ongoing process and looks forward to faculty and student involvement in the implementation of the strategic plan's programs and initiatives;

Therefore, Be It Resolved That the recommendations articulated in the FAC response report and in Faculty Assembly resolutions 2013-02 and 2013-03 be incorporated into the final strategic plan.
Resolution on Concerns with e-Learning as Presented in the Draft Strategic Plan
Approved by the UNC Faculty Assembly
January 18, 2013

Whereas, the UNC Faculty Assembly has serious concerns with the understanding of e-learning in the January 16, 2013, draft of the UNC Strategic Plan; and

Whereas, it is faculty who are responsible for curricular content and its delivery;

Therefore, Be It Resolved That the Faculty Assembly requests that the final version of the 2013-2018 UNC Strategic Plan explicitly address the concerns listed below.

1. Concerns about effectiveness and efficiency of e-learning:
   We are concerned that the strategic plan be well-grounded in the extant evidence and research on the effectiveness of e-learning practices and the cost-effectiveness of those practices, as compared to traditional instructional delivery modes.
   Although course learning outcomes must be consistent regardless of delivery mechanism, measures of that learning must be tailored to course structure and delivery mechanism. The use of appropriate measures for determining desired learning outcomes is crucial to successful assessment of e-learning courses. These measures should produce robust evidence for assessing learning outcomes in comparable institutional and discipline-specific settings, disaggregated by e-learning, traditional, and (where appropriate) hybrid (or 'blended') modes of instructional delivery.
   It is essential to evaluate the time and financial costs, to both students and the University, of alternative instructional delivery methods. Such evaluations must employ appropriate, institution- and discipline-specific measures for assessing the cost effectiveness of alternative delivery methods.

2. Concerns about instructor qualifications:
   The quality of e-learning opportunities is primarily a function of instructor skills. Expertise in the substantive intellectual content of course material is essential. Support for training and use of instructional technologies can also be important for successful delivery of e-learning opportunities.
   Appointment to e-learning teaching positions requires demonstrated discipline-specific expertise and a capacity for effective management of instructional technologies. This expertise and instructional capacity must be assessed by appropriate disciplinary faculty using appropriate departmental policies.

3. Concerns about appropriate target groups:
   There is an extensive literature demonstrating that success and completion rates for e-learning opportunities vary widely by the demographic characteristics of student populations. Extant studies also suggest that targeting e-learning opportunities to populations of students who have limited resources for pursuing other educational alternatives can maximize the potential usefulness of e-learning arrangements.
   We recommend that e-learning opportunities be targeted primarily to student populations with demonstrated likelihood of success in an e-learning environment, and especially those in resource-limited situations.

4. Concerns about infrastructure cost and support:
   Instructional and information technology is in very early stages of development. Rapid hardware and software obsolescence is the rule, not the exception. Institutional investment in these goods can be very risky. A thoughtful investment strategy should, wherever possible, maximize adaptability, compatibility, and serviceability.
   We recommend the development of investment policy that can leverage system-wide expertise and efficiencies in software deployment and development (e.g., utilizing open source programs where appropriate), and which promotes hardware and platform compatibility.
Appendix D:

Approved Faculty Handbook Chapter VI Sections 6.1-6.4
(Motion FS 12-13/02-09 as amended approved by the Faculty Senate on February 11, 2013)

6.1 Faculty Workload

6.1.1 Professional Workload
The professional workload for full-time faculty members includes teaching; scholarship and/or creative activities; and professional, university, and community service relevant to faculty expertise. Instructional activities are crucial to the role of all members of the faculty and the primary mission of the university. The University’s current Carnegie classification determines the standard for the distribution of time spent on scholarship and/or creative activities, instructional activities, and service for tenured and tenure-track faculty. However, non-tenure-track faculty members, including Special Faculty appointments, have specific duties that are defined under Special Faculty Appointments (Faculty Handbook Section 3.13) and are further specified by their academic units (department, school, program, etc.).

6.1.2 Instructional Expectations
Activity directly affecting the education of students includes class preparation and student evaluation, scheduled and unscheduled office hours for individual student counseling, and meetings of committees within programs, departments, colleges, and schools of the institution that are responsible for curriculum development, syllabus preparation, and program evaluation. Instructional assignments will be arranged through consultation among faculty, chairs, and deans and determined by the individual faculty member’s total professional workload. Within this framework, classroom teaching assignments for faculty members may vary from semester to semester and from one faculty member to another. The maximum teaching load for faculty is twelve credit hours per semester, or equivalently twelve instructional contact/load hours in formally scheduled lab, clinical or studio courses, in addition to office hours as defined in Faculty Handbook Section 6.1.2.2. For each formal instructional credit/contact/load hour, faculty members typically spend two to three hours in preparation for teaching.

6.1.2.1 Department Guidelines for Differential Workloads
All tenure-line faculty members are expected to engage in some combination of instructional activities, scholarship and/or creative activities, and service. Each department will maintain written guidelines on instructional, scholarship/creative activities, and service workload; these workload guidelines will outline any differential instructional responsibilities resulting from administrative duties, scholarship and/or creative activity, and other special assignments. Department workload guidelines will also specifically outline relevant course load equivalencies for lab, clinical or studio courses and for oversized courses. Department workload guidelines will be developed by the department’s tenure-line faculty in consultation with the chair and dean and be voted on by the tenure-line members of the department. The distribution of duties described in the workload guidelines may vary by academic discipline, college, program, school and departmental missions, and over time in an individual faculty member’s career. Therefore, between and within colleges and academic units, differences in teaching loads reflect the differing distribution of time to scholarly and/or creative productivity, service, administrative and other duties, as well as the differing accrediting standards and missions of the unit and college.
In determining the teaching load of an individual faculty member, departmental chairs use the national standard adopted by the University—currently the Delaware Study of instructional costs and productivity. After soliciting faculty teaching preferences and prior to making final faculty assignments in accordance with department workload guidelines, the unit administrator shall apprise each unit faculty member of teaching duties and other responsibilities in addition to teaching. If changes in a faculty member's assignment become necessary, the faculty member shall be notified of such changes as soon as possible.

### 6.1.2.2 Office Hours

Every faculty member is required to be available a minimum of 1.5 hours per week for every three (3) student credit or instructional workload hours during the regular academic year to consult with students. During the term of a summer session in which a faculty member teaches, office hours expectations are half of those during the regular academic year. Each academic unit will maintain an office hours policy that establishes standards regarding a mix among formal office hours, meetings in other locations, and electronic communications appropriate for faculty members and curricula in that department. A schedule indicating the times available for formal office hours, meetings in other locations, and electronic communications must be listed on course syllabi and provided to the departmental, program or school office at the beginning of each semester. Electronic communication addresses, URLs, and/or phone numbers must be listed on course syllabi and also provided to the faculty member's academic unit office.

### 6.1.2.3 Faculty Absences from Class

Whenever a faculty member must cancel a class for any reason, she or he must notify the unit chair. The faculty member must make appropriate arrangements for the missed student class time.

### 6.1.3 Research and Creative Activity Expectations

Because faculty scholarship and/or creative activity informs teaching, faculty productivity in scholarship/creative activity is crucial for generating, understanding, and disseminating new knowledge. Thus, every member of the tenure-track and tenured faculty is expected to pursue research/creative activity in that person’s area of specialization. Such scholarly and/or creative activity may be specifically relevant to instruction, it may add generally to the body of knowledge and understanding in a particular field, or it may have direct practical applications, as in business, industry, government, primary and secondary education, public health, and national defense.

#### 6.1.3.1 Expectations for Pre-tenure Scholarship/Creative Activity

Prior to tenure, all tenure-line faculty are expected to engage in all three professional activities (instructional activities, scholarship/creative activity and service). All three professional activities are necessary in order for a tenure-line faculty member to achieve tenure and promotion to associate professor, as defined in *Faculty Handbook* Section 3.8.6. Department workload guidelines for pre-tenure, tenure-line faculty therefore will reflect college minimum requirements for the production of scholarship/creative activity. (See *Faculty Handbook* Section 6.1.2.1 on developing department workload guidelines)

#### 6.1.3.2 Workload Adjustments for Scholarship/Creative Activity after tenure is attained

Post tenure, and over the course of a long career, faculty involvement with scholarship/creative activities may substantially increase, resulting in decreased instructional responsibilities (within the limits of departmental need); or, faculty involvement with research may decrease and be less than the college minimum, resulting in increased instructional load. Department workload guidelines should clearly outline the parameters for such differential workloads. Workload guidelines should also provide a mechanism by which tenured faculty who have
previously arranged for decreased scholarly/creative responsibilities can return to a level of instructional responsibility that accommodates the department standard for scholarly/creative production. Any change in instructional workload due to increased or decreased scholarship/creative responsibilities should be discussed between chair and faculty member and put in writing in the faculty’s annual review.

6.1.4 Service Expectations
The collective faculty has extensive authority and responsibility for the governance of the institution. Such work usually is accomplished through membership on various committees at the department, college, school, and institutional levels that address personnel, financial, and other administrative issues. Faculty service includes faculty governance, participation in one’s discipline, outreach and public service based on teaching and scholarship and/or creative activity.

6.1.5 Summer Teaching
The summer session, consisting of two summer terms, provides coursework equivalent to that of the academic year. Faculty should submit requests for summer teaching to the department/unit chair in writing, but no faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments are made pending enrollment statistics.

6.1.6 Chair Workload
The professional workload for academic unit chairs, as tenured faculty members, includes: instructional activities; scholarship and/or creative activity; and professional, university, and relevant community service. The distribution of time to scholarly and/or creative productivity, service, administrative and other duties, will be determined by the dean to whom the chair reports considering accrediting standards as well as the scope and mission of the unit and college.