Appalachian State University
Faculty Senate Agenda
September 11, 2017
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

(3:45 pm)  IV.  Provost’s Report  INFORMATION

(3:50 pm)  V.  Chair’s Report  ACTION

(4:20 pm)  VI.  Committee Reports

   A.  Academic Policy Committee  INFORMATION

   B.  Agenda Committee  INFORMATION

   C.  Budget Committee  INFORMATION

   D.  Campus Planning Committee  INFORMATION

   E.  Campus Technology Committee  ACTION

   F.  Committee on Committees  ACTION

   G.  Faculty Governance Committee  ACTION

   H.  Faculty Welfare and Morale Committee  INFORMATION

   I.  Welfare of Students Committee  ACTION

(4:50 pm)  VII.  Unfinished Business

(4:55 pm)  VIII.  New Business

(5:00 pm)  IX.  Adjourn (time approximated)
Appalachian State University
Faculty Senate Agenda
September 11, 2017
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 24, 2017 Faculty Senate minutes. Available online at:
   https://facsen.appstate.edu/sites/facsen.appstate.edu/files/april%2024%20meeting
   %20minutes%20unapproved.pdf

(3:25 pm) III. Visitors’ Reports
A. Bob Hill - Ombuds Office
B. Jordyne Blaise - Office of Equity, Diversity & Compliance
C. Jeff Ramsdell - General Administration Policy Manual for
   Regulation on Administering Sponsored Programs - Appendix A

(3:45 pm) IV. Provost’s Report

(3:50 pm) V. Chair’s Report
A. Faculty Senate Proposed Goals for 2017-2018 - Appendix B
B. Resolution 2017-9 - Appendix C

(4:20 pm) VI. Committee Reports (Committee Chair’s name is in bold.)
   A. Academic Policy Committee (Wheeler, K. Williams, R. Williams, Fitts, Fiske, Dalton, Osinsky)
   B. Agenda Committee (Howard, Kruger, Reeves, Reed, Spaulding)
   C. Budget Committee (Sibley, Wright, Szeto, Dunston, Kelley)
      1. Report - Appendix D
   D. Campus Planning Committee (Orkiszewski, Weddell, Ignatov, Spiceland, Crepeau, Thaxton)
E. Campus Technology Committee (Fenwick, Spaulding, Hartley, Wilson, Cheney, Reed, Cook)
   1. Report - Appendix E
   2. Iclicker Resolution - Appendix F

F. Committee on Committees (Shulstad, Mohr, Dubino, Frye, Lee, Gambrel)
   1. Confirmations - Appendix G

G. Faculty Governance Committee (Howard, Behrent, Gates, Rardin, Collier, Doll)
   1. Report - Appendix H
   2. Arts and Cultural Programs Advisory Committee Faculty Handbook Changes – Appendix I

H. Faculty Welfare and Morale Committee (Hester, Albinsson, Marshall, Villanova, Salinas, Waldroup)
   1. Report

I. Welfare of Students Committee (West, Zrull, Udogu, Ortiz)
   1. Report - Appendix J
   2. Faculty/Student Listening Sessions - Appendix K
   3. Faculty Survey on the Textbook Rental System - Appendix L

(4:50 pm) VII. Unfinished Business
   1. Senator Cook - Program Coordinators/Program Director Policies - Appendix M

(4:55 pm) VIII. New Business
   1. Senator Zrull - Clinical Faculty Requirements -Appendix N

(5:00 pm) IX. Adjournment
Appendix A – Faculty Senate Meeting September 11, 2017

The UNC Policy Manual
500.4[R]
Adopted 11/17/00
Amended / /17

Regulation on Administering Sponsored Programs

1. Purpose.

This administrative memorandum regulation establishes the general requirements, responsibilities, and relationships, with respect to sponsored programs, of the University of North Carolina Office of the President and the constituent institutions (together referred to as the "University"), and its faculty, staff, and students. "Sponsored programs" refers to scholarly, professional, and creative activities that University personnel conduct with support from external funding instruments such as grants, contracts, cooperative agreements, or other agreements deemed appropriate by the chancellors of constituent institutions, or the president for agreements issued to the University of North Carolina General Administration Board of Governors of the University of North Carolina. Sponsored programs, therefore, are key instruments through which the University fulfills its diverse mission. The efficient and effective administration of sponsored programs is imperative.

2. Sponsored Programs and Research Council

The University Council on Research is hereby reconstituted as the University of North Carolina Sponsored Programs and Research Council (SPARC). The council will consist of one or more representatives from the Office of the President and one or more representatives from each constituent institution. The Office of the President shall have one voting member on the council who shall serve as its chair, as appointed by the President. Each constituent institution shall have one voting member on the council, as appointed by the institution's chancellor and confirmed by the President. SPARC is authorized to adopt bylaws, not inconsistent with this or other University policies, to govern its administration.

3. Delegation of Authority.

The Board of Governors retains overall policy-making authority with respect to sponsored programs, subject to the powers and responsibilities as may be conferred by statute on or delegated by the Board of Governors to the President or the boards of
trustees of the constituent institutions. The Board of Governors has delegated contracting authority with regard to sponsored programs to the president, pursuant to Policy 500.3. The President may further delegate authority to the chancellors for the conduct of sponsored programs of their respective constituent institutions. SPARC may recommend revisions of this guidance pursuant to procedures outlined in its bylaws. The President delegates to SPARC the authority to create guidelines and procedures, ancillary to this administrative memorandum, which shall govern the administration of sponsored programs within the University. The authority not delegated, nor prohibited herein, is reserved to the institutions.

4-III. Guidelines.

Generally, two basic features define sponsored programs: (1) they are separately supported in whole or in part by external sponsors, and (2) they are executed under the terms of agreement between the University and sponsors. While the specific instruments (e.g., grants, contracts, cooperative agreements) authorizing sponsored programs typically are associated with specific individuals or groups, those instruments legally are awarded to the constituent institution or the University of North Carolina. Information about all sponsored programs will be compiled according to guidelines established by SPARC for submission to and approval by the Office of the President. General criteria that must be considered in the development of sponsored programs include:

aA. Adequate budgetary support, both direct and indirect, is to be provided by the sponsor or other appropriate sources. No unauthorized obligations are to be assumed without by the University authorization.

bB. Sponsored programs must be compatible with the overall mission of the University.

Cc. Sponsored programs must be consistent with federal and state laws and University policies.

5-IV. The Office of the President. University of North Carolina General Administration Requirements and Responsibilities. The University of North Carolina General Administration will:
The Office of the President will:

aA. Collect and review sponsored programs data from the constituent institutions and disseminate reports.

bB. Advocate for sponsored programs support and communicate the role of research.

c. Maintain sponsored programs information resources.

dC. Provide leadership in the professional development of research administration staff concerning sponsored programs through support of networking, sharing best practices, and technical assistance.

dD. Maintain and disseminate guidelines and procedures related to sponsored programs.

f. Resolve disputes among constituent institutions.

fE. Interface with state and federal and state governmental entities on behalf of the constituent institutions on broad topics and themes that impact research administration.

gF. Facilitate interinstitutional collaboration on sponsored program activities.

V. Constituent Institution Requirements and Responsibilities. Each constituent institution will:

aA. Report sponsored programs submission, award, and expenditure data to the Office of the President University of North Carolina General Administration consistent with established data definitions and procedures for submission.

bB. Ensure that sponsored programs are conducted and funds are used in a manner consistent with federal and state laws and University policies.
Ce. Ensure that sponsored programs funds reside in a designated University account.

Dd. Ensure that a statement of work and budget exists explaining the purpose and use of each sponsored program's funds.

eE. Ensure that only those with delegated authority enter into agreements that commit the University to provide for the delivery of goods or services.

ff. Ensure that prior approval from the Office of the President is obtained the constituent institution has granted prior approval for the following:

i1. Commitment to continue an activity, retain personnel, provide cash matching/cost sharing funds, or provide capital improvements or equipment beyond the expiration of sponsored support or in excess of institutional resource levels.

ii2. Creation of a new organizational unit within the institution or the University.

iii3. Creation of a new degree program.

�V. Faculty and Staff Requirements and Responsibilities.

Each faculty or staff member involved with sponsored programs will:

aA. Submit all requests for support of sponsored programs through the appropriate institutional office for review and approval prior to submission to the sponsor.

Bb. Adhere to all federal and state laws and University policies.

C. Disclose all financial interests consistent with federal, state, University, and constituent institutions policies and procedures.

De. Conduct sponsored program activities in accordance with the highest ethical standards.
VII. Other Matters

A. Effective Date. The requirements of this regulation shall be effective on the date of adoption of this regulation by the president.

B. Relation to Federal and State Laws and Policies. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or relate to the subject matter of this regulation.

[This is a rewrite of Administrative Memorandum #408.]
Appendix B – Faculty Senate Meeting September 11, 2017

FACULTY SENATE – PROPOSED GOALS FOR 2017 – 2018 ACADEMIC YEAR

Results of Voting Activity, Faculty Senate Retreat, August 26, 2017

Please note: The following table indicates all proposed goals submitted by each Faculty Senate Committee with the accompanying number of individual votes of agreement placed by Faculty Senators. No proposed goals have been omitted, regardless of the voting outcome. Similar goals have been grouped to support analysis.

<table>
<thead>
<tr>
<th>Category</th>
<th>Proposed Goal by Committee Consensus</th>
<th>Individual Vote Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared Governance</strong></td>
<td>1. Promote faculty governance and the voice of faculty in university affairs and funding</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2. Build bridges to strengthen faculty voice in university decisions</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3. Preserve shared governance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4. Be a body of advocacy for faculty</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5. Add representative from Dean’s council</td>
<td>0</td>
</tr>
<tr>
<td><strong>Participation In Specific Issues</strong></td>
<td>6. Strongly encourage the administration to define a visible, cohesive policy about hate speech and reiterate it often</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>7. Make case for college of education including arts and humanities</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8. Sustainability: Stronger advocates for area resources and mindful growth</td>
<td>6</td>
</tr>
</tbody>
</table>
9. Faculty senate makes decisions regarding academic freedom, tolerance, and free speech 5

10. Faculty senate should have a voice in planning undergrad enrollment growth at App 4

11. Protect free expression, open dialogue, challenging ideas, safety, health, wellness 4

12. Address critical processes for resolving issues (academic freedom; grievance) 3

13. Establishes means to resolve issues through meetings with other parties prior to resolutions 2

14. Promote faculty input in the faculty handbook for improving clarity and fairness 4

15. Amplify the voice of faculty 2

Results of Voting Activity, Faculty Senate Retreat, August 26, 2017 (Continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Proposed Goal by Committee Consensus</th>
<th>Individual Vote Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity:</td>
<td>-Highlighting positive changes&lt;br&gt;-Continuing to work towards diversity in faculty leadership&lt;br&gt;-Continue to support safety for minority communities</td>
<td>1</td>
</tr>
<tr>
<td>Improve faculty diversity in terms of employment and participation in campus</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Promote family support, elder care, child care, snow day care, dual career spouse support</td>
<td>6</td>
</tr>
<tr>
<td>19.</td>
<td>Growth has challenged faculty capacity</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>Address faculty compensation issues (salary, travel money)</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>Incentives to promote faculty creativity</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>Promote a safe and inclusive community for faculty, staff, and students.</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Strengthen relationship between senators and their faculty constituents</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>Continue to collect and summarize data and directly address issues surrounding the proliferation of adjunct faculty of ASU</td>
<td>0</td>
</tr>
</tbody>
</table>

**Student Issues**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Students demographics have changed</td>
</tr>
<tr>
<td>26.</td>
<td>Address advising and articulation of transfer students at ASU</td>
</tr>
<tr>
<td>27.</td>
<td>Address student welfare needs for underrepresented groups</td>
</tr>
</tbody>
</table>

**Other**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Address space and renovation needs</td>
</tr>
</tbody>
</table>
Appendix C – Faculty Senate Meeting September 11, 2017

Resolution 2017-9. On the Proposal to Bar UNC Centers and Institutes from Engaging in Legal Actions
The Faculty Executive Committee resolves:
We respectfully urge members of the UNC Board of Governors to vote “no” on the proposed change to Section 400.7 of the UNC Policy Manual entitled “Involvement of Centers and Institutes in Legal Actions.”

Rationale
The proposed policy makes it harder for campuses within the system to pursue their mission, places arbitrary and unjustified constraints on how we train our students, harms our university’s reputation, threatens our accreditation, and complicates the work of Centers and Institutes in ways that cannot be foreseen.

The proposal has been erroneously characterized as a “litigation ban,” but it reaches far beyond litigation, to the outermost limits of the practice and study of law. Centers and Institutes, in addition to refraining from litigating or employing an outside lawyer to litigate, will be barred from “act[ing] as legal counsel to any third party” or “employ[ing] or engag[ing], directly or indirectly, any individual to act as legal counsel to any third party.” Lawyers “act as legal counsel” to clients in countless ways outside the context of litigation; they counsel, negotiate, draft legal instruments, provide legal opinions, mediate, investigate, and do many other things. This proposal, by its terms, bars all of it.

Currently, faculty members from many disciplines provide professional services through Centers and Institutes across the state. Physicians, nurses, and other medical professionals provide health care; business and information technology professionals perform a wide array of professional services for clients in business and industry; social workers provide direct clinical support to individuals and families; professionals in the field of ergonomics deliver various professional services to corporate and business clients. In all of these engagements, faculty members serve the public, enhance the education and training of students, and carry out research to create new knowledge.

The pending proposal singles out legal education and the delivery of legal services for a unique and debilitating disqualification. Lawyers, and lawyers alone, will be barred from serving the public, training students, and deepening their research through the provision of professional services in a Center or Institute. Law students, and law students alone, will be blocked from growing into their professional lives through work in a Center or Institute. If there is a justification for decreeing that a professor of engineering may evaluate the ergonomics of a small business’s workplace through a Center, but a professor of law may not assist that same business by drafting a contract, we do not perceive it.
And although the proposed policy is written in general terms, it disproportionately affects the Center for Civil Rights, a nationally renowned institution committed to protecting the constitutional rights of American citizens, particularly people of color, the poor, and other potential beneficiaries of civil rights advances. We echo the comments of many who have said in recent weeks that this proposal would lead to the Center's termination, which would needlessly injure the university, the law school, the clients who have nowhere else to turn for legal representation, and the legacy of the Julius Chambers, the Center’s founding director. The Center is an integral part not just of the scholarly and service work of its faculty leaders and the training of new lawyers, but also of the very identity of the law school and the university. People—faculty, students, staff, underserved communities, faculty at peer institutions, accreditors—will certainly notice this undermining of the university’s mission to serve the people of North Carolina and the greater public good. The change in policy would hurt our reputation and the people of the state we are mission-bound to serve.

Beyond the public perceptions, we are also concerned about the effects this change in policy might have on our law school’s accreditation.5 While it is appropriate for BOG to set general policies, matters of curriculum and student training should be left to faculty, who are in the best position to judge how to focus their efforts in these areas.

Finally, this proposal risks limiting or complicating the work of centers and institutes in many unanticipated ways. A center dedicated to supporting small businesses and university startups may not bring an attorney on staff— or hire an outside lawyer— to add a business law component to the professional advice it offers its clients. Even the simple act of referring a client to outside counsel might be characterized as “engaging … indirectly … an individual to act as legal counsel to [a] third party.” A medical center presumably may not provide or arrange for advice to patients about insurance coverage through its own lawyer or outside counsel. Neither may a Center secure a lawyer’s guidance on intellectual property rights for the benefits of itself and its external partners or co-investigators. For all these reasons, we respectfully ask BOG to reject the proposed change and to maintain the status quo.

1 Examples include the UNC Kidney Center and the Center for Maternal and Child Health at UNC Chapel Hill and the Pediatric Healthy Weight and Treatment Center at Eastern Carolina University.
2 Examples include the Small Business and Technology Development Center at ECU and the Institute for Next Generation IT Systems and the NC Clean Energy Technology Center at NC State.
3 An example is the Strong Couples Strong Children program of the Jordan Institute for Families at UNC Chapel Hill.
4 This refers to the Ergonomics Center at NC State.
Appendix D – Faculty Senate Meeting September 11, 2017

Budget Committee Report

Chair: Benjamin Sibley

Committee Goals:

1. Meet with the Vice Chancellor of Business Affairs for an overview of the university budget, and to follow up with the VC for additional budget information, as deemed necessary.
2. Disseminate information regarding the university budget to Faculty Senate and the faculty at large.
3. Analyze the university budget to identify areas of concern and/or interest, as well as examine areas of concern regarding the budget raised by faculty.

Meeting Plan:

First priority will be to set up a meeting with Paul Forte. After that meeting, and plan will be established for committee business.
Appendix E – Faculty Senate Meeting September 11, 2017

Campus Technology Committee 2017-18

Chair: Jay Fenwick

Meeting structure: Generally ad-hoc, but with several pre-planned meeting dates

Goals:

1. Investigate Faculty Senate use of iClicker devices.
2. Development of an Open Access resolution.
3. Development of clearer guidelines regarding information security aspects of faculty use of campus technology.
4. Providing faculty voice to important technology issues.
5. Development of improved mechanisms for faculty to be aware of the technology options available to them.
Appendix F – Faculty Senate Meeting September 11, 2017

Resolution on the use of Iclickers in Senate.

Whereas, the Appalachian Faculty Senate has a commitment to sustainable practices, and the use of electronic vote gathering is consonant with that commitment by using less paper in the course of normal Faculty Senate Business;

Whereas, the integrity of vote counting is an essential part of the process of Faculty Senate’s deliberation and reporting and the use of iClickers will ensure that the possibility of mistakes and mis-transcriptions are largely eliminated,

Whereas, it is essential that the Faculty Senate’s time be preserved and time taken to manually count votes (and occasionally recount votes) could be better used for Faculty Senate business and the use of iClickers will allow for automatic vote counting which likely will expedite Faculty Senate’s business;

Be it resolved that, the Faculty Senate approves the use of Iclickers for use in its meetings and authorizes Faculty Senate Leadership to pursue funding for the amount of $3500 to facilitate the purchase and set-up of the iClickers for said use.
Appendix G – Faculty Senate Meeting September 11, 2017

Committee on Committees

University Committee Confirmations:

**Undergraduate AP&P:**

Christina Hayes (MUS) - to serve 2017-2020

**Awards Committee:**

John Ross (MUS) - to serve 2017-2020

**Academic Integrity Board:**

John Marty (THR/DAN - FAA) - to serve 2017-2020
Appendix H – Faculty Senate Meeting September 11, 2017

FACULTY GOVERNANCE COMMITTEE REPORT

SEPTEMBER 11, 2017

Submitted by Barbara Howard, Chair

The members of the Faculty Governance Committee met during the Faculty Retreat on August 26, 2017.

The following meeting schedule was determined: The First Monday of each month (October through April with the exception of January) from 3:30 PM – 5 PM in the Conference Room of IG Greer.

The following goals were established by this committee:

1) Align the Faculty Senate Guidebook with the Faculty Handbook.

2) Address revisions to the Grievance Policy

3) Present Electronic Voting at the ASU Faculty Meeting, Spring 2017.

Accomplishments this month:

Worked with the Committee on Committees and the Arts and Cultural Programs Advisory Committee to revise 7.3.4.3 in the Faculty Handbook to better reflect the actual membership structure of the Advisory Council. These changes will be brought before the full Faculty Senate for vote at the September 11, 2017 meeting.
Appendix I – Faculty Senate Meeting September 11, 2017

The description of the Arts and Cultural Programs Advisory Committee in the Faculty Handbook section 7.3.4.3 does not match with the current make-up of the committee and should be revised. The committee, led by Denise Ringler, would like the Faculty Senate to approve these changes to the handbook.

Reasons for the changes:
1) Current text refers to the “associate vice chancellor for University communications.” This position is no longer active.
2) There are necessary non-voting *ex officio* members not listed in the handbook, which should be listed.
3) There is one voting member that was not included and should be included.
These changes will allow the committee to continue functioning as it has been and do not represent any change to the current committee itself.

Here is what the Committee requests as changes. The updates are highlighted in red.

Faculty Handbook:
7.3.4.3 Arts and Cultural Programs Advisory Committee

a) Members on Committee: Membership on the Committee is divided into voting and non-voting members. Voting membership on the Committee include the following: 14 total comprising of 6 faculty, 2 staff, President of the Graduate Student Association Senate, and 6 undergraduate students. Non-voting *Ex Officio* members of the Committee include the following: Director of Arts Engagement and Cultural Resources; Director of Artist Relations; Director of Multicultural Student Development Center; and other unit representatives as appropriate. The Director of Arts Engagement and Cultural Resources 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 Director of Arts Engagement and Cultural Resources, who reports to the Chief of Staff/Vice Chancellor, Office of the Chancellor.

c) Areas of responsibility: Advise and recommend on selection of artists for the academic year performance series presented by the Schaefer Center.
Appendix J – Faculty Senate Meeting September 11, 2017

Student Welfare Committee Report
2017-18

Committee Chair: Stephanie West, RMPE

2017-18 Goals:
1. Meet with groups that directly address student welfare in order to determine whether student needs are being met or what might be needed to improve that.
   a. SGA
   b. Athletics (re: student athletes)
   c. Student Counseling Center
2. Develop a statement that faculty might include in their syllabus on the topic of resources available for students facing food insecurity or homelessness.
3. Survey faculty re: the need to include e-resources (book or other required, fee-based e-resources) into the textbook rental system. Present findings and make recommendations to faculty senate, as needed, based on survey results.
4. Address the creation of an App 101 Course by either:
   a. Locating an existing group on campus working on this and having a SWC rep serve on it, or
   b. Creating a committee or task force to address the creation of such a course.

Meetings: We will meet as needed, but we have set aside Mondays 2-3p prior to Faculty Senate Meetings.
Appendix K – Faculty Senate Meeting September 11, 2017

Faculty/Student Listening Session
Fall 2016

Topic: What Can We Do to Improve the Campus/Community Climate for Underrepresented Students

On the evening of Sunday, October 23, 2016, approximately 48 students from underrepresented groups on campus met with a group of approximately 48 faculty to discuss their concerns. The list below represents some of the concerns expressed by some of the students in attendance. Following the meeting, the Student-Welfare sub-committee of the Faculty Senate looked into each of the concerns raised to determine what, if anything, can be done to alleviate their concerns. Responses are also indicated below.

1. Develop classroom policies that promote the classroom as a safe space
   a. Consider more flexible/open attendance policies for students with mental health issues or anxiety
      i. While this is not directly possible, faculty may refer students with mental health issues to counseling AND the Dean of Students who can work to provide basic information to all of a student’s professors.

   a. Encourage attendance for campus events through offering class credit or extra credit:
      Students indicated that they very much appreciated faculty making announcements about upcoming events and/or offering extra credit for attendance, when appropriate.
      i. Faculty are not required, but may keep up-to-date with campus events being offered, to consider offering extra credit for attending events that relate to course subject matter and to help keep students informed about the events.

   a. Provide a statement on syllabuses about faculty willingness to discuss issues that make students feel uncomfortable:
      i. Though it is not required, faculty may adopt or modify the following example: “Because it is important to maintain an open and fair class environment, students in this class are welcome to let the professor know if any issue related to race, gender, religion, sexual preference, or disability has been treated or discussed in a way that can potentially make a student feel uncomfortable. Students are welcome to talk to the professor after class, to visit during office hours, or simply by sending an email requesting an appointment.”
a. Include bias reporting on syllabuses
   i. The Bias reporting system is currently operational but the ability to anonymously report has been removed, as requested by the faculty senate. It now includes more upfront information https://bias.appstate.edu/
   ii. Including information about the bias reporting system in a syllabus might look like this: “Alternatively, if a student feels that a faculty member has treated them or held a discussion that makes that student feel uncomfortable, students may also submit a confidential report of the incident using the Bias reporting system at bias.appstate.edu. However, with a confidential report, it may be more difficult for faculty to correct the situation. As such, students are encouraged to communicate directly with the faculty member or with the chair of the department in which the faculty member resides whenever possible.”

a. Encourage open dialogue in the classroom – promote free speech, use current events
   i. Students at the listening session indicated that they wished more faculty would discuss current events in their classes instead of issues from many years ago. They want to discuss the water situation in Flint, MI, for example. Faculty might wish to consider adopting a more flexible curriculum that allows them to be able to include current topics.

1. Promote an open-door atmosphere (consider signs on faculty doors) – similar to the safety pin idea
   a. Initially, some faculty thought the Open Door stickers meant open to LGBTQIA students but the Open Door initiative on campus is much broader than this so we want to be sure that all faculty are aware of its meaning and consider identifying themselves as having an Open Door. From the Open Door website: “The Open Door program promotes the value of every person's contribution to the community – not in spite of our religion, sexuality, race, gender identity, or ability.”
   b. Re: the promotion of it: From the Open Door Manager, Yormeri Silva: “Currently, we are limited in our marketing options to both students and faculty/staff since we are not considered a "club" officially, but we are working on making the transition. Having an academic channel to reach students would be great in our efforts to reach students! Outside of email announcements, we have a Facebook and Twitter account and have been promoted by the ASU Facebook in the past. I would like to have promotional outlets in residence halls and for incoming freshmen and transfer students during open house week for the Open Door program.”
1. Develop faculty training on identity and privilege.
   
a. Bindu Jayne provided training to administration but, unfortunately, the training was not
   made available to faculty. Once a person is hired to replace Bindu, we will open a
discussion about reestablishing the training/discussion sessions for faculty.

b. Originally, the Student-Welfare committee had planned to establish a committee to
decide on what is needed or could be done. However, seven English faculty attended a
Racial Equity Institute workshop on February 17-18 and reported they found the
workshop enlightening, challenging, and well worth the two intensive days they spent
with 35 other participants from around the state. Part of their aim in attending the
workshop was to determine whether Appalachian could benefit from bringing REI to
campus for a more widespread training and educational forum for ASU faculty and staff,
students, and community members. Based on their experience, we join this group in
urging University administrators to pursue this course.

   About the REI Training: REI training draws on research in biology, history,
sociology, economics, and other fields to teach participants about the nature of
structural racism and its implications for US society, both historically and in the
present day. Unlike overt expressions of racism, systemic racism is largely
invisible, even to those who participate in its structures. While most of us were
familiar with parts of this information, the REI training does an excellent job of
drawing interdisciplinary connections to create a multifaceted perspective on
race and racism and help participants to recognize and reflect upon internal
biases.

1. Ensure all University sites use preferred first name and pronouns (ASULearn, Degree Works,
etc...).

   a. Done. ASULearn, Banner and Degree Works now all identify preferred first names.

1. Provide more resources for psychological services and more psychologists of diverse
   backgrounds.

   a. While we can’t mandate the hiring of psychologists that might reflect underrepresented,
the Student Counseling Center is currently making efforts to hire someone with
experience and expertise in this area.

b. Additionally, the marriage and family therapy (MFT) program is piloting an on-campus
clinic next year that will focus on working with underrepresented students. Because
about 50% of their students (therapist in training) identify as from racially and ethnically
underrepresented groups, this program might be able to provide some of the services
that students feel they aren’t getting from the counseling center. Since they offer a certificate in Systemic Multicultural Counseling in which all interns at the MFT Clinic participate, they have additional training in working with diverse clients.

c. The Department of Wellness and Prevention Services (WPS) has also recently (beginning Summer 2016) been able to secure funding to be able to offer a Post-Master Traineeship in Mental and Social Well-being and Prevention Education. This traineeship in Mental and Social Well-being and Prevention Education advances the mission of the WPS Department in serving the diverse needs of Appalachian State University students through health promotion and risk behavior modification services. More specifically, the trainee provides direct client services within the scope of WPS’s existing framework under the supervision of Mr. Ben Asma, M.A., LPC, LCAS-A. Furthermore, the trainee assists the Department in the development of appropriate prevention education opportunities tailored to special populations on campus. The trainee is also tasked with creating, implementing, and evaluating services designed to meet the unique needs of various student groups, such as racial/ethnic minorities, sexual minorities, transfer students, first-generation students, and veterans. Services rendered by the trainee may be delivered in a variety of manners, including: one-on-one, couples, small group, or large classroom/community wide methods.

1. Provide scholarships for students whose funds are threatened as a result of sexual orientation/identity
   a. As a state institution, the University cannot offer scholarships specifically for diverse students. However, the Chancellor has agreed to help us find resources off-campus if we wish to pursue this. The Student Welfare Sub-Committee recommends that faculty senate be polled on whether this is something they want. If so, the Faculty Senate should work with ASU administration to create a Task Force with this specific purpose in mind.

1. Provide decompression/debriefing zones/areas (safe spaces) in buildings on campus or signage directing students to existing ones in nearby buildings
   a. The Student Welfare Sub-Committee is still investigating if this is something ASU should pursue and how this might be accomplished.

1. Provide more open forums between students and faculty
   a. If the faculty are interested in supporting this, the Student Welfare Sub-Committee will pursue hosting one of these sessions each semester where there is no agenda but a
handful of faculty (only faculty) are present to listen. For these open forums, all interested students would be invited to attend.

1. Support offering a freshman orientation class (App 101, a Gen Ed course for all students to address all issues of social justice)
   a. It seems reasonable for faculty to support, and be involved in, discussions about how to make aspects of resource, wellness, community responsibility, social justice, etc. education available in current First Year Seminars, when instructors are willing to include such features in existing courses.
   b. Similarly, it seems reasonable for faculty to support, and be involved in, discussions about whether or not an “App 101” (as described above) as a stand alone course is feasible and what such a course might look like (e.g., required, optional, is there a 201 version for transfers, etc.).
   c. The Student Welfare Sub-Committee therefore suggests a member of the Student Welfare Sub-Committee work with a task force on the creation of such a course or modules that could be added to existing FYS courses.

1. Develop storyboards (capture videos) with the testimonies of students so students don’t have to keep repeating themselves.
   a. Though they were created and developed independently of the Student Welfare Sub-Committee, testimonials on these topics, in video format, are already in place: http://theappalachianonline.com/indepth/a-representation-of-race.html. As such, no action is recommended.

1. Promote the availability of culturally sensitive resources (hair care and products, music/movie choices):
   a. Consider providing a space and having hairdressers skilled in cutting African American hair come to campus once a month.
      i. ASU Administration seems to be aware of this concern and is working on finding some solutions. Willie Fleming has helped the community find someone who would be appropriate. An African American woman was hired at Changes Salon and she does ethnic hair. Changes Salon is located at: 1542 Old US Hwy 421 #E, Boone, NC 28607. Appointments can be made at: 828-265-4006. There are also currently discussions underway with Mr. Damien Johnson, the owner of three barbershops and a barber school in Charlotte. We don’t have a confirmation yet on whether he will be able to provide barber services here in Boone.
b. Consider working with the Schaeffer Center and/or the new Downtown Boone Appalachian Theater to offer movies that celebrate diverse characters (for example, Hidden Figures was not shown at the local Boone theater, could it have been brought in for a single day or weekend while still in theaters)
   i. ASU Administration seems to be aware of this concern and is working on finding some solutions. Willie Fleming is currently investigating how we might pursue options. Possible venues include Schaeffer Center and the App Theater downtown (currently under renovation).
Appendix L – Faculty Senate Meeting September 11, 2017

PLEASE DO NOT ANSWER THE QUESTIONS IN THIS SURVEY. THIS DOCUMENT IS INTENDED FOR YOUR INFORMATION ONLY SO THAT YOU CAN PROVIDE COMMENTS BEFORE IT IS DISTRIBUTED.

Faculty Survey on the Textbook Rental System

At present, Appalachian State University uses a system of printed textbook rentals. All full-time students pay $140 per semester for access to their textbooks. Currently this fee does not cover students’ costs associated with either e-books or workbooks that students get to keep. Some faculty have raised concerns that they cannot use the academic materials of their choice (i.e. e-books) for fear of negative student responses. We are not considering abandoning a rental system, but instead evaluating how e-books or other fee-based e-resources might be incorporated within the existing system.

Reasons provided by faculty for considering the inclusion of e-books into the rental system include:

- Some publishers are opting to eliminate paper versions of texts and are switching to only using e-books, in many cases for several of their texts. This impedes academic freedom as some faculty may have to choose another publisher in order to find a printed textbook that can be used and which may be less than ideal. Additionally, there may be other fee-based e-resources that faculty may with you to use in their classes.
- E-books and e-resources are the future and they are more efficient and sustainable.
- Using e-books would eliminate the following:
  - Having to ship paper textbooks to campus,
  - having to forecast demand and manage inventory,
  - Students having to wait in line to get books and face potential shortages, and
  - Discontinuing books no longer needed and transporting them to be recycled.

Given these concerns, it has been suggested that we consider alternatives for including the adoption of e-books or other fee-based e-resources within the current system. We are unclear yet as to how this might look and whether it would require additional financial support from the University or from the students in terms of a higher fee. Before doing so, we would like to assess whether the current system is adequately meeting faculty needs and how many faculty feel like they would benefit from incorporating e-books or required fee-based e-resources into that system. We are therefore asking that you answer the following five questions (responses will be anonymous):

1. Is the current system of using printed textbook rentals working for you currently?
2. Please provide any additional comments, suggestions or concerns you have about whether the current system of printed textbook rentals is meeting your needs.

3. Do you presently use an e-book or require other fee-based e-resources for any of your classes? Yes, all of them Yes, some of them No

4. Do you think you would use e-books or require other fee-based e-resources for any of your classes if this was an option? Yes, all of them Yes, some of them No Undecided Not Applicable

5. Please provide any additional comments, suggestions or concerns, you may have about the use of e-books or other required fee-based e-resources.

Thank you for your participation. If you have further information to contribute, please speak with your department’s faculty senator. Additionally, if you would you like to participate/serve in a committee to discuss this issue, please email Dr. Stephanie West, Student Welfare Committee Chair, at westst@appstate.edu.

Proposed Timeline for Consideration of Changes to Textbook Rental System that Would Include E-books:

September: Discuss in Faculty Senate Meeting. Request senators to vote to approve the survey instrument and to have the Student Welfare Committee distribute the survey to all faculty.
September 19: Distribute to all Faculty.
September 26: Follow-up #1
October 3: Second and last follow-up
October 10: Compile results, present results to faculty at the next Faculty Senate meeting and determine whether the Faculty Senate feels we should establish a committee to work on developing a list of alternatives to the present system.

REMINDER: PLEASE DO NOT ANSWER THE QUESTIONS IN THIS SURVEY. THIS DOCUMENT IS INTENDED FOR YOUR INFORMATION ONLY. WE WILL DISCUSS THE PROCESS AT OUR MEETING.
Appendix M – Faculty Senate Meeting September 11, 2017

Program Coordinators/Program Directors Policies

There are positions across ASU colleges that are titled as Program coordinators or Program Directors. The faculty handbook currently does not specify the duties or define these two positions clearly and how they might be different. As a new department, Applied Design attempted to verify these job descriptions so that we could incorporate them appropriately into our new department. My latest understanding is that these titles are handled differently in different colleges at the discretion of that college's dean. However, this needs to be verified as accurate. There are potential issues of inequity, inaccurate faculty job descriptions and responsibilities, and salary differences just to name a few.
Appendix N – Faculty Senate Meeting September 11, 2017

Clinical Faculty Requirements

I’m bringing a couple of questions with regard to appointment/promotion requirements for clinical faculty. First, why is there a difference in professional experience required for appointment/promotion between regular tenure track faculty and clinical faculty? Second, would Senate consider aligning the professional experience required for appointment/promotion of regular tenure track faculty and clinical faculty?

The Handbook language follows, and the first change would be in 3.13.5.4 (a) from “… at least seven years …” to “… at least five years …”. The second change would be in 3.13.5.5 (a) from “… at least twelve years …” to “… at least ten years …”.

With regard to associate professor

Regular TT faculty

3.8.6.2 Minimal criteria for consideration of appointment/promotion to the rank of associate professor are:

(a) the appropriate earned terminal degree from an accredited institution, and at least five (5) years of appropriate experience, unless there are exceptional circumstances;

Clinical faculty

3.13.5.4 Minimal criteria for consideration of appointment/promotion to the rank of clinical associate professor are:

(a) The appropriate earned terminal degree in the field of practice from an accredited institution, unless there are exceptional circumstances; and appropriate licensures and certifications; and at least seven years of appropriate professional experience; and

With regard to professor

Regular TT faculty

3.8.7.2 Minimal criteria for consideration of appointment/promotion to the rank of professor are:
(a) the appropriate earned terminal degree from an accredited institution, and at least ten (10) completed years of appropriate experience unless there is exceptional performance;

Clinical faculty

3.13.5.5 Minimal criteria for consideration of appointment/promotion to the rank of clinical professor are:

(a) The appropriate earned terminal degree in the field of practice from an accredited institution, unless there are exceptional circumstances; and appropriate licensures and certifications; and at least twelve years of appropriate professional experience; and