The Faculty Senate meeting was called to order by Chair Marking at 3:20 pm in the William Strickland Conference Room in I.G. Greer on Monday, February 12, 2007. Senators Butts, Horton, and Scherlen were not in attendance.

I. Announcements:

A. Chair Marking welcomed senators and asked visitors to introduce themselves. Visitors were Ms. Cindy Wallace (Student Development), Dr. Dave Haney (Academic Affairs), Dr. Tim Burwell (Academic Affairs), Dr. Robert Johnson (Graduate School), Dr. Harry Williams (Academic Affairs), Dr. Paul Gates (Hubbard Center), Mr. Robert White (International Education and Development), Dr. Bill Bauldry (Mathematical Sciences), Dr. Michael Moore (Retired Faculty), Ms. Sara Haynes (Student Publications), Mr. Thomas Brigman (Student Government Association), and Ms. Mang Chang (Student Government Association).

B. Chair Marking welcomed Dr. David Johnson (History) to his first Faculty Senate meeting. He is replacing Senator Diane Mines for the Spring 2007 semester as she is taking an OCSA leave.

II. Visitors Reports:

A. Ms. Cindy Wallace (Vice Chancellor for Student Development) discussed Appalachian State University’s Infectious Disease Pandemic Response Plan. (See Appendix A and B).

B. Mr. Robert White (Office of International Education and Development) discussed Guidelines for Developing International Partnerships and Agreements on behalf of Dr. Jesse Lutabingwa, who was out of the country. The Office of International Education and Development has developed these guidelines to help formalize the process of establishing international partnerships. Mr. White stated that he would welcome feedback regarding these guidelines. (See Appendix C).

C. Chair Marking informed the Faculty Senate that Motion FS 06-07/01-01 needed to be rescinded because the name of the Patent and Copyright Committee had already been changed to the Technology Transfer Committee by a previous motion. Senator McBride moved and Senator Carpenter seconded to rescind Motion FS06-07/01-01. Motion passed (See Vote #1).

D. Dr. Robert Johnson, on behalf of the Intellectual Property Development Advisory Council, distributed an updated copy of proposed Section 7.5.17 of the Faculty Handbook:

**Motion FS 06-07/02-01**

7.5.17 INTELLECTUAL PROPERTY DEVELOPMENT ADVISORY COUNCIL

a. Members on Council: 9-12 – 6 faculty will be recommended by the appropriate Deans and University Librarian and will be appointed by the Provost as follows: One (1) faculty representative from each of the following University entities: College of Arts and Sciences, College of Fine and Applied Arts, College of Business, College of Education, School of Music, and Belk Library. The Faculty Senate will appoint one additional voting member. All faculty will be voting members and will serve three-year terms. One (1) representative each from Research and Graduate Studies and the Small Business and Technology Development Center will be voting members. One representative from the University Attorney’s Office will be non-voting. The Provost may at his/her discretion appoint up to 3 additional non-voting members, which may include non-ASU affiliated individuals. All members should be appointed based on his/her area of expertise and commitment to furthering the intellectual property development efforts of both the faculty and University.

b. Report to: The Provost and Executive Vice Chancellor.

c. Areas of responsibility: 1) receive and review all intellectual property disclosures made by the faculty and staff of Appalachian State University; 2) recommend such measures as are necessary to assure prompt and expeditious handling, evaluation, and prosecution of intellectual property opportunities in accordance with approved University procedures (http://www.academicaffairs.appstate.edu/resources/IntellProp.pdf); 3) other duties consistent with the Appalachian State University Intellectual Property Transfer Policy; and 4) direct questions of intellectual property ownership to the committee charged with hearing faculty grievances.
Dr. Johnson stated that the Advisory Council surveyed other institutions in the UNC system and found that most councils were appointed (not elected) by the Chancellor or Provost. (See Appendix D). This proposal indicates that all academic units, the library, Faculty Senate, and Graduate Studies can make recommendations and that the university attorney will be a non-voting member. Furthermore, Item 2 in the section entitled “Areas of Responsibility” which stated “(2) make recommendations to resolve questions of invention and copyright ownership, and related matters that may arise between Appalachian State University and its faculty and staff members;” was deleted. Dr. Johnson stated that there are other mechanisms already in place to review issues such as ownership and that the council should not make these decisions. Another difference in the proposal brought by Dr. Johnson as opposed to the one distributed with the agenda is that the Small Business and Technology Development Center representative should be appointed as a voting member because of expertise, regardless of whether or not the representative holds academic rank. Chair Marking pointed out the difference between a council and a committee. Councils are appointed bodies and committees are overseen by Faculty Senate. Senator McBride moved and Senator Tiller seconded to approve the proposal as outlined in the handout. Motion passed (See Vote #2). Senator Malloy asked if it should be assumed that the faculty representatives from each college and the library will be voting members and serve three-year terms. Chair Marking clarified that the faculty representatives will be voting members and serve three-year terms as indicated in “a” above.

Chair Marking asked for a motion to delete Section 7.3.4.12 in the Faculty Handbook since it referred to the Technology Transfer Committee which the Intellectual Property Development Advisory Council is now replacing. Senator Huelsman moved and Senator Tiller seconded. Motion passed. (See Vote #3).

III. Minutes:

A. Chair Marking asked for a motion to approve the January 8, 2007 Faculty Senate minutes. Senator McBride moved and Senator Williams seconded. Motion was passed. (See Vote #4).

IV. Provost’s Report:

A. The Provost announced that the Faculty Evaluation and Development Task Force is conducting an extensive online survey that should take approximately one hour to complete. The Provost encouraged all faculty to participate.

B. The Provost announced that the university has decided to publish the Undergraduate Bulletin online in a searchable .pdf file rather than printing hard copies. He stated that most UNC institutions are moving in this direction and it will save ASU $100,000.

C. The Provost reported that ASU is not currently conducting criminal background checks on employees. A new federally-mandated employment verification process for newly-hired students, staff, and faculty has been implemented by ASU effective January 2007. In the Fall 2007 semester, criminal background checks will be conducted on all newly-admitted students. Dr. Tim Burwell stated that the Basic Pilot Program is a database system generated by the Social Security Administration and the Department of Homeland Security that all state agencies must use to verify whether all newly-hired students, staff, and faculty are eligible for employment in the United States. Information provided by newly-hired employees on their I-9 forms must be verified through the database within three days of their employment. This verification process is not for pre-employment screening or for screening current employees. If the information provided by the newly-hired employee results in a “denied” finding based on the employment verification database, their employment will be terminated because the employee would be deemed not eligible to work in United States. If the information results in a “cannot make a determination” finding, the individual will be directed to the appropriate agency (SSA or Homeland Security). Such situations could arise because an employee did not officially change his/her name on Social Security Card after marriage or the employee’s visa is not current. ASU can incur fines if it does not comply with this federal program.

Concerns and questions raised by the senators included issues related to invasion of privacy, the likelihood that the employment verification database has inaccurate and/or outdated information, the presence of adequate mechanisms on campus to help faculty obtain the necessary documents that verify their legal status to work in the United States, and the existence of an appeal process for individuals to pursue should they not receive a positive confirmation. Senator Harris noted that the Communication Disorders Graduate Program conducts criminal background checks and Senator Carpenter stated that the Lucy Brock Development Center conducts criminal background checks on anyone who
works with children. Dr. Aeschleman stated that there are other internship programs that conduct criminal background checks.

Dr. Harry Williams stated that criminal background checks will be conducted on all newly-admitted students effective Fall Semester 2007. Background checks consist of checking the UNC system to see if students have been suspended from any other UNC educational institution, checking the national clearinghouse database, and checking with the North Carolina Department of Public Instruction. Dr. Williams added that if student applicants appropriately answer any one of six trigger questions on their ASU’s admissions application, they will automatically be directed to a campus committee composed of the registrar, representatives from the university police, housing, admissions, graduate admissions, and student conduct offices. This committee meets once a month and makes recommendations to the Provost regarding student admission status.

D. Senator Arnold shared with the Senate that during a recent Faculty Assembly meeting he attended with other faculty delegates from ASU, President Erskine Bowles singled out Appalachian State University for criticism by voicing his dissatisfaction with ASU’s administration for requesting a large fee increase in lieu of a tuition increase. Dr. Aeschleman stated that ASU received guidelines from the General Assembly which limited tuition and fee increases to a combined amount of 6.5%. ASU requested increases in educational and technology fees which fell within those guidelines at 5.9%. Dr. Aeschleman subsequently reported that ASU’s request had been approved by the Board of Governors.

V. Committee Reports (Committee Chair’s name is in caps.)

A. Academic Policies (HUELSMAN, Butts, Mamlin, Smith, Williams)
   No Report.

B. Agenda Committee (MARKING, Arnold, Harris, Marland)
   No Report.

C. Budget Committee (STRAZICICH, Marland, McBride, Scherlen)
   No Report.

D. Campus Planning Committee (TILLER, Arnold, Kaenzig, Ramey)
   No Report.

E. Committee on Committees (LAMBERT, Horton, Malloy, McGuire, Mines)
   No Report.

F. Faculty Handbook Committee (MARKING, Arnold, Gates, Marland)
   In the interest of time, and with the consent of the Faculty Handbook Committee, this item was deferred to the March 19, 2007 meeting of the Faculty Senate.

G. Faculty Welfare and Morale Committee (FELKEL, Ehenn, Harris, McKinney)

Motion FS 06-07/02-02 to publish the Faculty Voice: A Journal Devoted to the Viewpoints of the Appalachian State University Faculty. Motion passed. (See Vote #5).

Whereas, One of the hallmarks of a University is the promulgation of discourse, and
Whereas, The faculty of Appalachian State University currently do not have a vehicle for disseminating their opinions and writings to other faculty members, and
Whereas, The Faculty Senate has in the past sponsored the journal, Faculty Voice, to provide for just such an outlet for the faculty; therefore, be it

Resolved, That the Faculty Senate resurrect the Faculty Voice for purposes so stated above. Such sponsorship shall include the following provisos:

1. The Faculty Senate shall provide financial support, as it deems reasonable, for both paper and electronic publication, with the option to publish only electronically should costs become too great.

2. The Faculty Voice will not represent the official views of the Faculty Senate.

3. An Editorial Board will be created, consisting of faculty members from across the university (the exact number and constitution to be decided in consultation with the Faculty Senate Welfare and Morale Committee). One member of the Editorial Board will serve as Editor-in-Chief for a term length to be decided by the Board. The Editor-in-Chief will have final responsibility for acceptance of articles published.

4. The Editorial Board will be solely responsible for writing the Bylaws and for determining editorial policy (i.e., length of submissions, suitability of topics, number of times a single author can be published in any one year, etc.).

5. All faculty members (part-time, full time, emeriti, retired, etc.) will be allowed to publish in the Faculty Voice. All submitted articles must be signed, but faculty members can request that their names be withheld from final publication if so desired. Confidentiality of all authors will be protected.

6. Initially, two issues per semester will be produced, but this may vary depending on the number of papers submitted.

H. Welfare of Students Committee (RAMSEY, Carpenter, Davison)

Motion FS 06-07/12-02 to increase GPA requirements for “Degrees with Distinction”. Motion passed. (See Vote #6).

Whereas, Graduating with honors is a formal recognition of exceptional academic performance, as well as a means to add additional value and prestige to the degrees of students who have demonstrated such performance, and
Whereas, Large numbers of students are graduating from ASU with honors, and, thus, the value and prestige of these honors is being significantly diminished: (On average, 26% of graduates for the last three years 2003-2006); therefore, be it

Resolved, That the ASU Faculty Senate recommends current GPA requirements for Degrees with Distinction be increased as follows: Cum Laude 3.55 (from 3.45); Magna Cum Laude 3.7 (from 3.65); and Summa Cum Laude to 3.9 (from 3.85).

Resolved, That this motion be forwarded to the University Academic Policies and Procedures committee for its consideration.

Senator Ramsey stated that this motion is not making a statement about disparities in GPA’s among colleges; the information he received from the registrar’s office indicated that increasing the GPA requirements for degrees with distinction will affect all colleges proportionately and, if any inequities exist, they will continue at the same rate but will not be exacerbated. He also stated that this slight increase in GPA requirements will put ASU more in line with other UNC institutions. Senator Kaenzig stated that the College of Business is very concerned about raising the GPA requirements because it might be unfair to their students. Senator Kaenzig wanted to see data on the number of students currently graduating with honors from each college and how this proposal would affect the numbers of student graduating with honors in the future. She suggested that each college be given the option of determining for themselves what GPA standards constitute degrees with distinction. Senator McBride wanted to know how long the current GPA requirements have been in effect. Dr. Aeschleman stated that the current requirements have been in effect for ten years. Senator McBride remarked that he would like to see further investigation and discussion of this matter since time was not a factor in deciding whether or not to increase the GPA requirements. Motion FS 06-07/12-02 to increase GPA requirements for “Degrees with Distinction” as presented above passed.

I. Ad Hoc Committee on the Role of the Faculty Senate (ARNOLD, Gates, Lambert, McBride, Rardin, Scherlen). (See Appendix E).
In the interest of time, and with the consent of the Ad Hoc Committee on the Role of the Faculty Senate, this item was deferred to the March 19, 2007 meeting of the Faculty Senate.

VI. Unfinished Business

A. Report of the Faculty Senate Ad Hoc Committee on Faculty Retirement, Dr. Michael Moore. (See Appendix F).

After a preliminary review of the twenty-two recommendations submitted by the Ad Hoc Committee on Faculty Retirement, recommendations numbered 3, 4, 5, 6, 12, 15, 17, 19, 20, 21, and 22 were approved. Senator Mamlin moved and Senator Kaenzig seconded to approve these recommendations. Motion passed. (See Vote #7).

Discussion concerning Recommendation #1 included statements from various senators that emeritus status should not be automatic. Senator Malloy moved and Senator Mamlin seconded to amend Recommendation #1 by inserting the words in bold: “We recommend that the nomination to emeritus rank become automatic for a retiring faculty member holding the rank of Full Professor and having at least ten years of continuous service at Appalachian. The emeritus faculty nomination should be accompanied by a letter of commendation from the Chancellor upon official notice of the faculty member’s full retirement from the University, i.e. at the end of any phased retirement service period or upon immediate, full retirement.” Motion to amend passed. (See Vote #8). Senator McBride moved and Senator Malloy seconded to delete the last sentence in Recommendation #1. Motion to amend passed. (See Vote #9). Senator McBride moved and Senator Malloy seconded to approve the amended Recommendation #1. Motion passed. (See Vote #10). Amended Recommendation #1 states: “We recommend that the nomination to emeritus rank become automatic for a retiring faculty member holding the rank of Full Professor and having at least ten years of continuous service at Appalachian.”

Senator McBride moved and Senator Mamlin seconded to approve Recommendation #2. Motion passed. (See Vote #11). Senator McBride moved and Senator Malloy seconded to approve Recommendation #7. Motion passed. (See Vote #12). Senator Ramsey moved and Senator McBride seconded to approve Recommendation #8. Motion passed. (See Vote #13). Senator Malloy moved and Senator Smith seconded to approve Recommendation #9. Motion passed. (See Vote #14). Senator Marland moved and Senator Evans seconded to amend Recommendation #10 by inserting the words in bold: “Some emeritus faculty would like the option of working with their departments and with the University as they pursue their scholarly or creative agendas in new phases of their lives. Indeed, in some departments this is already taking place. Therefore, we recommend that emeritus faculty be able to negotiate with their department chair franking and other electronic services (copier, fax, etc.) and mail services provided to regular faculty by departments and be able to order business cards through their department…….Services other than those noted may be made available to emeritus faculty as a result of deliberations within departments or colleges in the University.” Motion passed. (See Vote #15). Senator Ramsey moved and Senator Mamlin seconded to amend the fourth sentence of Recommendation #10 to state: “Emeritus faculty should be allowed to negotiate for their use in retirement computers and other electronic equipment provided…….” Motion passed. (See Vote #16). Senator McBride moved and Senator Malloy seconded to approve the amended Recommendation #10. Motion passed. (See Vote #17). Senator Marland moved and Senator Malloy seconded to approve Recommendation #11. Motion passed. (See Vote #18). Senator McBride moved and Senator Malloy seconded to approve Recommendation #13. Motion passed. (See Vote #19). Senator Ramsey voiced his concern regarding the statement in Recommendation #14 concerning emeritus faculty teaching courses. Senator Ramsey preferred hiring a new person in lieu of holding a position open for a retired faculty. Senator Tiller moved and Senator Marland seconded to delete the second sentence in Recommendation #14 which states: “The remuneration for these courses should be commensurate with the final salary of the emeritus faculty member at retirement, and the salary should be greater than that provided for employing adjunct faculty in similar roles.” Senator Tiller called the question. Motion passed. (See Vote #20). Motion to approve the amended Recommendation #14 passed. (See Vote #21). Senator McBride moved and Senator Marland seconded to approve Recommendation #16. Motion passed. (See Vote #22). Senator Malloy moved and Senator Marland seconded to approve Recommendation #18. Motion passed. (See Vote #23).

B. Senator Arnold stated that there are 10 open Faculty Senate seats for the 2007-2008 academic year. He further stated that any Senator who will be ending their first term can run again.

C. Chair Marking noted that Dr. Tim Harris will replace Dr. Hugh Hindman on the Faculty Grievance Hearing Committee for Spring 2007.

VII. New Business
A. Senator Harris reported that he attended the Chancellor’s Advisory Committee meeting and will email the Senators a copy of his notes. (See Appendix G).

B. Senator Arnold made no additional comments about the UNC Assembly meeting he attended.

C. Chair Marking stated that the Council of Chairs motion regarding AP&P was no longer an issue.

D. Chair Marking stated that there is interest in reinstating the Forum Lecture Series.

E. Chair Marking stated that Dr. Paul Gates will replace Dr. Hugh Hindman on the Faculty Due Process Committee for Spring 2007 and Dr. Tim Silver will replace Dr. Hindman on the Ad Hoc Committee on Voting Eligibility for Spring 2007. Chair Marking added that a replacement for Dr. Hindman on the Non-Tenure Track Faculty Committee for Spring 2007 is still needed.

F. Chair Marking announced that this would be Senator Davison’s last Faculty Senate meeting for this semester since she is taking a class. Dr. Jammie Price (Sociology) will be replacing Senator Davison.

G. Chair Marking stated that the income tax deadlines have been extended to April 17 and more information can be found on the Human Resources website.

H. Chair Marking reported that volunteers are needed to serve on the Diversity Taskforce and the Honors Program Search Committee.

Chair Marking asked for a motion to adjourn the meeting. Senator Malloy moved and Senator Smith seconded. Motion passed. (See Vote #24). The meeting was adjourned at 6:35 pm.
• David Johnson (History) is replacing Diane Mines for Spring 2007 as she is taking an OCSA leave.
• Jammie Price (Sociology) is replacing Dr. Beth Davison for Spring 2007.

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Vote #1: To approve **Motion FS 06-07/01-01**.

Vote #2: **Motion FS 06-07/02-01** to approve adding proposed Section 7.5.17 entitled Intellectual Property Development Advisory Council in the **Faculty Handbook**.

Vote #3: To approve the motion to delete Section 7.3.4.12 in the Faculty Handbook regarding the Technology Transfer Committee.

Vote #4: To approve the January 8, 2007 Faculty Senate minutes.

Vote #5: To approve **Motion FS 06-07/02-02** to publish the Faculty Voice.

Vote #6: To approve **Motion FS 06-07/12-02** to increase GPA requirements for “Degrees with Distinction”.

Vote #7: To approve Recommendations #3, 4, 5, 6, 12, 15, 17, 19, 20, 21, and 22 in the report submitted by the Faculty Senate Ad Hoc Committee on Faculty Retirement.
Vote #8: Motion to amend Recommendation #1.
Vote #9: Motion to amend Recommendation #1.
Vote #10: Motion to approve amended Recommendation #1.
Vote #11: Motion to approve Recommendation #2.
Vote #12: Motion to approve Recommendation #7.
Vote #13: Motion to approve Recommendation #8.
Vote #14: Motion to approve Recommendation #9.
Vote #15: Motion to amend Recommendation #10.
Vote #16: Motion to amend Recommendation #10.
Vote #17: Motion to approve amended Recommendation #10.
Vote #18: Motion to approve Recommendation #11.
Vote #19: Motion to approve Recommendation #13.
Vote #20: Motion to call the question.
Vote #21: Motion to approve amended Recommendation #14.
Vote #22: Motion to approve Recommendation #16.
Vote #23: Motion to approve Recommendation #18.
Vote #24: Motion to adjourn the meeting.

Appendix A

10-25-06
Academic Affairs Pandemic Flu Plan:

1. General. During a world-wide flu pandemic the University would maintain continuity of instruction to the extent possible, balancing safety and fairness to students with the need to maintain quality of instruction.

1. Assumption. During a world-wide pandemic, up to one-third of faculty and students will miss classes and be unable to perform research for up to eight weeks.

1. Essential Functions.

1. Academic department chairs and Information Technology Services will coordinate transfer of courses to alternate forms of delivery for individual students or entire classes. Department chairs will coordinate delivery of course materials and arrangements for exams to students in isolation or quarantine.
2. Academic Affairs will establish an executive planning committee consisting of the provost, associate vice-chancellors, the university librarian, and a representative of Information Technology Services (for coordinating alternate forms of course delivery) and Research and Sponsored Programs (for coordination of continuity of research).

3. Academic Affairs will maintain redundant communication systems to inform students and faculty of essential information: web, e-mail, telephone trees, and printed flyers.

4. If the university is closed for less than two weeks, classes for the semester will be completed. If the closure is more than two weeks, arrangements will be pursued to extend the semester (for example, into the first summer term for spring semester and through the end of December for fall semester) and/or use alternate methods of instruction (WebCT, podcasts, blogs, conference calls). Faculty will arrange student feedback so that accurate grades can be assigned if classes are cancelled up to two weeks before the end of the semester.

5. In consultation with the Dean of Students, Academic Affairs will review and issue guidelines for class attendance policies and medical excuses to insure fairness and appropriate accountability.

6. If staffing permits, research activities deemed essential by the Office of Research and Sponsored Programs will be continued.

2. Services to be reduced or stopped
   1. Non-teaching related faculty service activities (Faculty Senate, AP&P, college and department planning committees, etc.)
   2. Library services that are not critical to course work and essential research
   3. Programming (e.g., public lectures) that would encourage large gatherings
   4. Some large lecture class meetings
   5. Non-essential research activities. The Office of Research and Sponsored Programs will coordinate efforts to negotiate appropriate arrangements with funding agencies.

3. Critical Supplies
   1. Teaching materials, especially for alternative forms of delivery (textbooks, CDs, computer equipment)
   2. Photocopying supplies for print communication

Appendix B

DRAFT

November 7, 2006

- **General.** Infectious diseases such as Avian Flu and Severe Acute Respiratory Syndrome (SARS) can spread very quickly to become a pandemic. According to the World Health Organization (WHO), the world is overdue for the next influenza pandemic. The threat of a pandemic influenza is not as much a question of if, but rather when.

- **Assumptions.** For planning purposes we need to prepare for the worst. The following are assumptions for a pandemic influenza that our plan should consider.

  - Prepare for a 33% absenteeism rate for students, staff and faculty.
  - Expect the pandemic to last 4-8 weeks.
  - Prepare for a percentage of those infected to die.
• Federal and state relief aid may not arrive in time to help.
• Expect disruptions of routine services and shortages of supplies and equipment.
• The surge capacity of our local hospitals and medical facilities will not be able to accommodate the increased health care demands.
• A vaccine against a pandemic strain of influenza will not be available for several months after the start of a pandemic. When a vaccine does become available, the demand will exceed the supply initially.
• The demand locally for anti-viral medicines will exceed the supply.
• The University can expect no more than a 48 hour advanced warning before the local Health Director issues a mass quarantine order on campus.
• A second wave of the pandemic may follow within 3-9 months.

• Definitions (GS Chapter 130A-Public Health).

• **Isolation Authority:** the authority to issue an order to limit the freedom of movement or actions of persons or animals that are infected or reasonably suspected to be infected with a communicable disease or communicable condition for the period of communicability to prevent the direct or indirect conveyance of the infectious agent from the person or animal to other persons or animals who are susceptible or who may spread the agent to others.

• **Quarantine Authority:** the authority to issue an order to limit the freedom of movement or action of persons or animals which have been exposed to or are reasonably suspected of having been exposed to a communicable disease or communicable condition for a period of time as may be necessary to prevent the spread of that disease. It also means the authority to issue an order to limit access by any person or animal to an area or facility that may be contaminated with an infectious agent. The term also means the authority to issue an order to limit the freedom of movement or action of persons who have not received immunizations against a communicable disease when the State Health Director or local health director determines that the immunizations are required to control an outbreak of that disease.

• **Public Health Authority:** the local health department and State health directors have the authority to isolate and/or quarantine. The responsibility to enforce isolation and/or quarantine orders on University property rests with the University Police.
The World Health Organization’s Pandemic Phases

- **Inter-pandemic Period.**

- **Phase 1.** No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk to human infection or disease is considered to be low.
- **Phase 2.** No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.

- **Pandemic Alert Period.**

- **Phase 3.** Human infection(s) with a new subtype but no human-to-human spread or at most rare instances of spread to a close contact.
- **Phase 4.** Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.
- **Phase 5.** Large cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans but may not yet be fully transmissible (this creates a substantial pandemic risk).

- **Pandemic Period.**

- **Phase 6.** Pandemic phase: increased and sustained transmission in the general population.

- **Post-pandemic Period**

- Return to Inter-pandemic Period (Phase 1).
• **Planning and Coordination.** Specific planning, coordination and operational procedures for a pandemic event will follow the World Health Organizations Pandemic Phases. The command and control of a pandemic event will follow the procedures outlined in the University Emergency Response Plan, except that the local Health Director, under NC law (G.S. 130A-145), is empowered to exercise quarantine and isolation authority over the University.

  ▪ **Pandemic Coordinator.** The Director of Health Services is the University’s Pandemic Coordinator and in the event that the Emergency Operations Center is activated will serve in a consulting capacity to the designated Incident Commander.

  ▪ **Operations Group.** The following departments will make up the Operations Group and have the primary responsibility for planning and preparing the University for a Pandemic Event.

    o Health Services
    o Public Affairs
    o Student Development (Dean of Students)
    o Academic Affairs
    o Housing and Residence Life
    o Food Services
    o University Police
    o Physical Plant
    o Safety & Workers’ Compensation Office
    o Counseling Center/Hubbard Center
    o Human Resources Office
    o Business Affairs (Financial Administration & Centrex)
    o International Programs
    o University Attorney
    o Information Technology Services (ITS)

  ▪ **Executive Group.** The Executive Group is chaired by the Chancellor or his designee and is responsible for activating this plan, and approving any modifications to the plan. The following are members of the Executive Group:

    • Chancellor
    • Vice Chancellor for Academic Affairs
    • Vice Chancellor for Advancement
    • Vice Chancellor for Business Affairs
    • Vice Chancellor for Student Development
    • Chief of Staff
    • Associate VC for Public Affairs
    • University Attorney
    • Pandemic Incident Commander
• **Concept of Operations.**

  - **Phases 1, 2 and 3**
    - Develop an annex to the Emergency Response Plan that addresses how the university will respond to a pandemic event.
    - Communicate the university’s pandemic response planning efforts to students, staff, faculty and parents and educate students on what they need to do individually to limit the spread of the flu (e.g. wash hands frequently, cover coughs and sneezes with tissues and stay away from work or class if sick).
    - Monitor the spread of diseases that could become pandemic through the World Health Organization (WHO), CDC, state and local health organizations.
    - Develop a strategic plan to assure continuity of instruction in the event the university is forced to close for a long period of time.
    - Develop continuity of operations plans for maintaining essential operations of the university during a pandemic event in which 25-33% of the employees do not report for work.
    - Alert students (and their families), staff & faculty traveling to geographic areas where potential pandemic viruses have been isolated of the risks and precautions they should take.

  - **Phase 4 and 5 (Pandemic Alert Period)**
    - Continue to communicate and educate students, staff, faculty and parents on our pandemic response plan and what they need to do to individually to prepare and limit the spread of the flu (e.g. wash hands frequently, cover coughs and sneezes with tissues and stay at home from work or class if sick).
    - Consider cancellation of university sponsored travel to geographic areas where potential pandemic viruses have been isolated.
    - Consider closing the Appalachian House and Loft.
    - Departments should begin to identify and stockpile critical supplies that may be quickly consumed during a pandemic and may be difficult to obtain should the pandemic interrupt normal supply lines.
    - Establish an ongoing communication link with state and local health agencies and emergency response agencies.
    - Enhance surveillance among university travelers returning from geographical areas in which a potential pandemic virus has been detected.

  - **Phase 6 (Pandemic Period)**
    - Cancel large gatherings on campus, such as concerts and athletic contests.
    - Consider closing the university and sending students home before a serious campus outbreak occurs.
• Implement community control measures to minimize the spread of the virus, such as curfew, isolation and quarantine.
• Cancel university sponsored travel.
• Implement a work-at-home policy for non-essential staff.
• Establish a means of transporting sick students to and from medical facilities.
• Be prepared to work with local authorities to establish an alternative care medical facility on campus for community overflow patients.
• Establish and publicize distribution plans for antiviral medication and flu vaccines by priority groups as directed by the NC Department of Health & Human Services.
• Be prepared to provide security for flu vaccine and anti-viral distribution sites on campus.

• **CDC Flu-Aid Model Estimates.** (The below estimates are based upon an average of high risk & non-risk mean rates per 1000 for 0-18 and 19-64 year olds).

  ▪ Student population 13,850 (enrolled for fall semester 2006)
  ▪ Outpatient visits – 4,955
  ▪ Hospitalizations – 54
  ▪ Deaths – 22

  ▪ Staff/Faculty population – 2,800 (only used 19-64 yr. old mean rate)
  ▪ Outpatient visits – 241
  ▪ Hospitalizations – 6
  ▪ Deaths – 4

• **Operational Planning for Essential Services.**

  ▪ **Health Services.**
  • Monitor WHO pandemic phases and alert the Operations and Executive Groups when changes have occurred.
  • Establish protocols for communicating with local health department and hospital emergency rooms.
  • Develop plans to assure ongoing student health services in the event of a reduction in staffing due to illness.
  • Identify supplies and medication to be stockpiled for use in the prevention of and exposure to infectious diseases.
  • Identify and stockpile personal protective equipment that will be useful for staff treating infected students.
- Develop clinic protocols for:
  - Evaluating patients with symptoms to determine likelihood of exposure.
  - Caring for students exposed but not symptomatic.
  - Caring for students who are ill but not hospitalized.
- Develop transportation policies for students to and from isolation areas.
- Identify emergency storage protocol of corpses before transfer to a morgue.

- **Food Services.**
  - Develop plans to assure food services can be provided to students in the event of a reduction in staffing due to illness.
  - Identify non-perishable foods, foodstuffs and prepackaged utensils to be stockpiled for use during a pandemic.
  - Coordinate training for essential staff on risks and response to infectious disease exposure.
  - Develop infection control policies to minimize or prevent infection (e.g. replace open utensil bins with prepackaged plastic utensils).
  - Develop plans to offset the impact of a pandemic on food and supply deliveries.
  - Develop plans to safely transport food to students isolated or quarantined.

- **Academic Affairs.**
  - Develop alternative procedures to assure continuity of instruction in the event the university closes for a long period of time.
  - Establish procedures for students placed in isolation and quarantine to obtain class lecture materials and participate in exams.
  - Review class attendance policy and medical excuses policy to ensure they do not unfairly penalize students who are ill as a result of an infectious disease pandemic.
  - Develop plans to assure continuity of academic services (to include research and laboratory projects) in the event of a reduction in staffing due to illnesses.

- **Business Affairs (Finance)**
  - Develop plans to maintain payroll and accounts payable functions in the event of a reduction in staffing due to illness.
  - Develop plans to maintain the purchasing of goods and services in the event of a reduction in staffing due to illness.
  - Identify funds for business continuation in the event of a pandemic.

- **Human Resources.**
  - Develop plans to assure continuity of essential human resource services in the event of a reduction in staffing due to illnesses.
- Develop a plan to allow non-essential staff to work-at-home during an infectious disease pandemic.
- Coordinate to ensure employee emergency contact information is updated and accurate.
- Establish procedures for non-essential staff to volunteer and be trained to fill in for essential staff out of work due to illness from an infectious disease pandemic.

- **Housing and Residence Life.**
  - Identify on-campus housing areas to be used as quarantine units for students who have been exposed to an infectious disease but are not symptomatic.
  - Establish procedures to conduct health & safety checks to identify students who are ill and may require medical care.
  - Coordinate training of staff on risk and response to infectious disease exposure.
  - Identify and stockpile personal protective equipment for essential staff.
  - Establish protocols for caring for ill students who are not evacuated from their residence hall.
  - Establish protocols for dealing with students that may die in their room from an infectious disease.
  - Stockpile germicidal and disinfectant supplies.

- **Physical Plant.**
  - Establish plans to assure the ongoing provision of essential services in the event of a reduction in the work force due to the pandemic.
  - Identify and stockpile personal protective equipment for essential staff.
  - Stockpile germicidal and disinfectant supplies.
  - Be prepared to transport supplies and personnel to isolation and quarantine facilities.
  - Establish protocols to handle the removal and transportation of corpses, respecting cultural and religious beliefs.
  - Coordinate training for all staff on risk and response to infectious disease exposure.

- **University Police.**
  - Establish plans to secure and protect campus facilities and services that have been designated as essential (e.g. infirmary, isolation and quarantine sites).
  - Be prepared to secure and protect campus facilities from encroachment from unauthorized populations seeking services and refuge in the event of a panic.
  - Identify and stockpile personal protective equipment for staff.
  - Coordinate with local emergency response agencies to understand their plans and limitations and to seek their support when possible.
  - Establish a protocol for medical transport of ill students beginning at Phase 5 of a pandemic.
  - Establish protocols to investigate all deaths on campus.
  - Be prepared to provide security for flu vaccine and anti-viral distribution sites on campus.
- **Public Affairs**
  - Develop plans to communicate with students, staff, faculty and parents, including lead spokespersons and links to other communication networks.
  - Advise employees and students where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
  - Disseminate information about the university’s pandemic preparedness and response plans (including potential impact of a pandemic on the closure of the university).
  - Anticipate and plan communications to address the potential fear and anxiety of students, employees and their families that may result from rumors or misinformation.

- **International Programs.**
  - Develop a plan to issue advisory statements as part of the orientation process for persons planning to travel to areas affected by potential pandemic infectious diseases.
  - Establish well-defined policies that address:
    - Trip cancellations
    - Restricted travel regions
    - Academic credit issues
    - Shelter-in-place guidelines
  - Develop a plan for communicating with and assisting students, staff and faculty who may be restricted from returning to the U.S. from affected countries, or who may quarantined while overseas.
  - Develop a plan for communicating with and assisting international students and faculty working at Appalachian, who may be restricted from returning to their homelands if the U.S. is affected or if they are quarantined while here.
  - Establish protocols for reviewing health status and incubation concerns for students, staff and faculty returning from a potentially pandemic infectious disease region of the world.
  - Establish plans for dealing with contractual obligations when travel is restricted or cancelled because of a pandemic infectious disease outbreak.
  - Consider providing hygiene supply kits to students, staff and faculty travel to areas affected by potential pandemic infectious diseases.

- **Counseling Center/Hubbard Center.**
  - Develop a plan to provide counseling services to students and coordinate with the Hubbard Center for staff and faculty during pre- pandemic, pandemic and post pandemic phases with special recognition to the significant number of deaths anticipated.
  - Establish a protocol for offering counseling services by means other than face to face.

- **Safety & Workers’ Compensation Office.**
• Develop a recommended list of Personal Protective Equipment (PPE) for employees and departments that have essential functions that must be accomplished during Phase 6 of a pandemic.
• Develop policies and procedures for fit-testing N95 respirators when required to be worn.

- **University Attorney Office.**
  • Provide legal guidance and advice to the Operations Group during all planning phases of a pandemic to include but not limited to:
    o Travel restrictions
    o Workplace restrictions
    o Temporary employment
    o Volunteers
    o Workers Compensation
    o Enforcement of isolation and quarantine orders
    o Powers of the Health Director over the university
    o Contractual relations
    o Insurance issues
    o Recovery and reopening the university
  • Advise the Executive Group on legal and liability issues during all phases of a pandemic.
  • Advise the Chancellor on legal and liability issues with respect to making the decision when to close the university.

- **Information Technology Services.**
  • Coordinate IT needs for supporting Academic Affairs’ alternative plans to assure continuity of instruction in the event the university closes for a long period of time.
  • Establish and coordinate the maintenance of a Pandemic Information Web-Page.
  • Ensure integrity of the digital communications network on campus.

- **Student Development (Dean of Students)**
  o Develop a plan to share information with parents.
  o Develop emergency and family information plans to share with students – particularly off campus students.
  o Develop a communication plan with campus ministers.
  o Continue dialogue with Student Development staff in all areas to insure provision of essential services.
  o Continue dialogue with Academic Affairs regarding procedures for class attendance and medical excuse policies for students.

- **Critical Supplies.** Each department is responsible for developing a list of their critical supplies (supplies that may be needed during a pandemic and/or may be difficult to
obtain in the event normal supply distribution systems are disrupted) and coordinating the purchase of these supplies with the Director of Materials Management (Purchasing Office) once the pandemic reaches Phase 5.

- **Quarantine and Isolation Sites.** The Director of Health Services in coordination with the Health Department will identify isolation and quarantine sites. Food Services and Housing and Residence Life will be responsible for providing basic services to the students located in these sites.

- **Continuity Plans for Maintaining Essential Operations.** The university considers all departments that make up the Operations Group (see paragraph 5b of the plan) to be essential. Each department’s continuity of operations plan for maintaining essential operations is attached as an enclosure to this Annex.

- **Enclosures.**
  - Health Services
  - Public Affairs
  - Student Development (Dean of Students)- TBP
  - Academic Affairs
  - Housing and Residence Life
  - Food Services
  - University Police
  - Physical Plant
  - Safety & Workers’ Compensation Office
  - Counseling Center/Hubbard Center- TBP
  - Human Resources Office- TBP
  - Business Affairs (Financial Administration & Centrex)
  - International Programs- TBP
  - University Attorney’s Office-TBP
  - Information Technology Services (ITS)

**Appendix C**

**APPALACHIAN STATE UNIVERSITY**

**GUIDELINES FOR DEVELOPING INTERNATIONAL PARTNERSHIPS AND AGREEMENTS**

**WHAT ARE INTERNATIONAL PARTNERSHIPS?**

International partnerships are long-term mutually-enriching relationships between two or more academic institutions, departments, schools or faculties. Appalachian State University (ASU) also plans to implement large institutional development projects involving close cooperation between universities in the U.S. and one or more entities (academic and non-academic institutions) in developing countries. These highly structured projects are subject to guidelines set out by external funding bodies such as the U.S. Agency for International Development (USAID) and U.S. Department of State.
Partnerships often originate through informal faculty or staff contacts, but eventually evolve into formal agreements which may cover a variety of forms of cooperation. ASU’s Office of International Education and Development has established protocols to deal with a range of international agreement possibilities.

PRINCIPLES GOVERNING INTERNATIONAL PARTNERSHIPS

- General ASU policies and rules of conduct apply to all students, faculty, and staff participating in a University exchange program. Institutions involved with ASU in partnership should subscribe to the principle of academic freedom.

- While all exchanges are begun with the expectation that there will be continuing interest on the part of institutions involved, all agreements should include a provision for review, continuation or closure, every three to five years.

- Many exchanges operate under a principle of reciprocity. For faculty exchanges, this means that small, informal exchanges need not require external funding. Although there may be no cash outlay other than travel support, the in-kind contributions of housing, office space, ground transportation, and administrative support must be considered carefully. Incoming international faculty should be made aware that such financial arrangements may have tax consequences. For some student exchanges, the reciprocity principle involves each student paying the tuition of the home university. This tuition is "banked" to pay the tuition of the incoming international student. Because of the financial implications of an imbalance created by lack of student demand at either institution, there should be a clear and continuing need for any bilateral exchange program coupled with regular review and renegotiation of applicable agreements.

HOW ARE INTERNATIONAL AGREEMENTS ESTABLISHED?

- As mentioned previously, international partnerships often originate through informal contact between faculty or staff at two or more institutions who share some form of common interest. For short-term projects or academic interactions of limited scope or duration, formal linkage agreements may not be necessary. However, if there is sufficient interest, support, and potential for sustained long-term interaction, then informal arrangements should evolve into formal international agreements.

- All formal international agreements at ASU are coordinated through and administered by the Office of International Education and Development. The Office of International Education and Development acts as a registry and clearinghouse for all of ASU’s international agreements and provides assistance to faculty, departments, and colleges in developing international exchange relationships and agreements.

- STEPS TO ESTABLISHING SUCCESSFUL INTERNATIONAL PARTNERSHIPS
  - If a ASU faculty or staff member would like to establish an international linkage between ASU and another institution abroad, she or he must follow the steps outlined below:

  - Step 1: Starting Out
The faculty member or staff must and answer the following questions before proceeding:

- What is the degree of institutional commitment to a sustained partnership? There must be a strong base of support in the relevant academic and administrative units in order for the partnership to be effective.

- Will the partnership support ASU’s vision, mission, needs, and strengths?

- Has careful consideration been given to credit transfer for participating students?

- Will ASU’s academic and research standards be maintained or enhanced as a result of the partnership?

- What are the existing personal contacts between the partnering institutions that could form the basis of a partnership?

- To what degree is the linkage dependent upon the interests and activities of one individual or a small number of people on either side? If the base of support is very small, then the partnership is likely to become inactive as personnel and interests change.

- Is the proposed partner located in a region of the world in which ASU has a particular interest? Prior consultation with the Office of International Education and Development is strongly encouraged to learn about other existing interest/programs/partnerships in the region.

- Are there any natural affinities between the partnering institutions (size, location, historical ties, linguistically shared experiences, etc.)?

- What would be the financial implications of the proposed partnership for the institutions? How will the partnership activities be funded? The potential for access to funding possibilities to support the proposed partnership activities should be considered...
and addressed. If funds, or a potential access to funds, are not likely to be available to support the relationship, a formal partnership should be pursued with great caution.

- **Step 2: Establishing Informal Contacts**
  - Informal contacts with institutions abroad may be made by faculty, staff, administrators, or alumni. These steps should be followed in making informal contact:
    - Notify the Associate Vice Chancellor for International Education and Development that informal contacts are being made with an institution abroad.
    - Prior to going abroad to investigate partnership possibilities, write, telephone, or fax the appropriate senior institutional official (usually the rector, vice chancellor or international affairs director) for an appointment.
    - Obtain a letter of introduction from the Associate Vice Chancellor for International Education and Development, as well as bring material about ASU to exchange with prospective partner(s).
    - Subsequent to the visit abroad, develop a proposal to establish a partnership. The proposal should answer the questions stated in Step 1 above. Submit the proposal to and discuss it with the Associate Vice Chancellor for International Education and Development.

- **Step 3: Negotiating the Partnership Agreement**
  - A clear and shared understanding of the benefits and objectives of the proposed partnership must be arrived at through negotiations between the partnering institutions.
  - Detailed preparation for the partnership must include input from and be based on the solid commitment of all ASU units to be involved. This is particularly critical in the case of student exchanges, where the issue of mutual recognition of degree credits must be addressed and resolved.
The initial formal contact may be between the chancellor, provost, or other senior administrators of partnering institutions.

An individual with overall responsibility for the administration of the proposed partnership should be identified in the proposed partner institution. At ASU, the Associate Vice Chancellor for International Education and Development fulfills this role.

Following the exchange of correspondence between the chancellor/vice chancellors/rectors or their designees, the counterpart administrators at the partner institutions would develop in greater detail the programmatic parameters set out in the initial contact between the senior administrators.

A preparatory visit to or from the international partner, involving the administrator and/or faculty member(s), may be deemed appropriate by either of the partnering institutions.

Step 4: The Agreement

A written agreement should be prepared for signature of the chancellor/vice chancellor/rector of each partnering institution. At ASU, all international agreements must be signed only by the chancellor or provost and executive vice chancellor. Any agreement that is not signed by the ASU chancellor or provost and executive vice chancellor is not legally binding and does not commit ASU.

At the minimum, the agreement should contain the following provisions: mutual goals; definitions; a statement describing the expected participants, and their numbers; payment of fees and other costs; mutual recognition of credits where student exchange is involved; responsibilities of each university; a clause providing for future rectification of weaknesses and problem areas in the agreement and renewal of the agreement subject to mutual satisfaction; and a withdrawal clause (providing for advance notice).

Sample agreements can be found at the Office of International Education and Development’s website at http://www.international.appstate.edu/.
Before an agreement is presented to institutional leaders for signing, it must be reviewed by the Office of the University Attorney. This might also be the case at the international partner institution. Once the Office of the University Attorney has approved the agreement, the Office of International Education and Development will present it to the chancellor or provost and executive vice chancellor for signature.

Once the agreement has been signed by appropriate ASU official(s) and the international partnering institution, one original will be sent to the international partner institution and a copy to the ASU unit initiating the agreement process. The ASU original copy will be maintained in the Office of International Education and Development.

Regular contact between the institutions following signature of the agreement will help to ensure that the partnership will remain relevant, effective, and free of serious problems.

Appendix D
Patent and Copyright Committees

 UNC-CH  No committee; all disclosures reviewed in-house
          Used to have a committee

 UNC-G  2 committees; Patent and Invention and Copyright
         5-10 members
         All appointed by Chancellor to 3-year staggered terms
         Includes outside members

 NCSU  Appointed by Chancellor
        Recommendations from Dir. Of Tech Transfer and AVP Research

 UNC-W  Appointed by Provost to staggered terms
        8 members; can bring in outside expertise

 ECU  Appointed
      Academic Deans make recommendation to Tech Transfer office
      Look for specialities

Appendix E

Recommendations from the Ad Hoc Committee on the Role of the Faculty Senate (Edwin Arnold, Paul Gates, Monica Lambert, Jeff McBride, Patrick Rardin, Allan Scherlen)

Motion 1: The Faculty Senate shall consist of one member from each department/unit that make up the university. A department or unit may choose not to fill its senate seat, in which case the seat will remain empty. Questions of quorum and voting matters will be determined by the number of active seats and may vary from year to year. In addition, there shall be five “At Large” seats filled by faculty from across the university.

Motion 2: Faculty senators shall serve three-year terms.
Motion 3: Faculty senators may not serve consecutive terms.

Motion 4: At the last Senate meeting of the academic year, the Senate shall elect the executive officers for the following year, chosen from a minimum of two names for each position nominated from the floor. Candidates must give permission before their names are place in nomination. Officers may be reelected each year for the duration of their tenure on the Senate.

Motion 5: The Chancellor of the University shall meet with the Faculty Senate at its first and last meetings of the academic year. At the first meeting, the Chancellor shall review administrative plans and goals for the upcoming year. At the last meeting, the Chancellor shall review administrative accomplishments and on-going initiatives.

Motion 6: The Faculty Senate Executive Committee, consisting of the elected officers and the committee chairs, shall meet with the Provost at least once during each semester to discuss mutual concerns.

Motion 7: The Agenda Committee shall be defined as the elected officers of the Faculty Senate and shall meet at least once prior to each regularly scheduled Senate meeting to formulate and approve (by a vote of the members in attendance) the agenda for each upcoming Senate meeting.

Appendix F
Summary of Recommendations

1. We recommend that the emeritus rank become automatic for a retiring faculty member holding the rank of Full Professor and having at least ten years of continuous service at Appalachian. The emeritus faculty designation should be accompanied by a letter of commendation from the Chancellor upon official notice of the faculty member’s full retirement from the University, i.e. at the end of any phased retirement service period or upon immediate, full retirement.

2. The emeritus designation should also be available to those faculty members in other ranks, including Lecturer, who have at least ten years of continuous service to Appalachian. For these ranks the application for the emeritus designation may be initiated by either the faculty member or by his or her department chair or dean. A review of the faculty member’s record of achievement and contribution should be made by an appropriate departmental DPC with a recommendation for approval or non-approval as provided for other personnel decisions. A positive DPC recommendation would require additional approval by those responsible for personnel decisions and recommendations, the department chair, dean, provost, chancellor, and trustees.

3. We recommend that there be increased recognition of the emeritus faculty at Appalachian, in addition or as a supplement to the collection of biographies ably compiled and edited by Richard Howe (The Appalachian Faculty Emeriti, 6th ed., 2004). We have sought a public place on campus in which to make a permanent record of faculty accorded emeritus status. We have been in contact with Mary Reichel, University Librarian, and suggest with her blessing, that the wall outside the Faculty lounge/reading room on the second floor of Belk Library become a place where a permanent display of an emeritus faculty’s name, department, dates of service at Appalachian, and notation of other distinctive Appalachian/UNC awards earned by the faculty member be placed on a small plaque and become part of the display. The display should begin initially with plaques for those faculty members who have already received the emeritus rank (about 275) and be annually updated. This display should not become the responsibility of Library personnel or be funded or maintained by the Library. We recommend that its design and maintenance should be the responsibility of Academic Affairs and/or the Chancellors office in concert with Business Affairs.

4. We recommend that the University create a special medallion for emeritus faculty with a ribbon in the University’s colors that can be worn at academic functions such as commencements or can otherwise be displayed on an appropriate base, for instance, in one’s home. This medallion would be presented to the emeritus faculty member at a ceremony such as a distinctive annual luncheon or dinner, hosted by the University wherein the achievements of retiring emeritus faculty may be publicly recognized.

5. We also strongly recommend and encourage departments and/or colleges to consider establishing a permanent recognition for emeritus faculty within their communities and to provide other distinctive functions appropriate to this significant transition. Also, emeritus faculty should, for instance, be included in invitations to department and college functions and their achievements and other life changes be recognized along with those of regular faculty.
6. We recommend that departments and colleges maintain email lists that include emeritus and retired faculty to use for announcement of events and other information that are not part of the diurnal communications about department business. For instance, if a colleague is retiring, other retired colleagues should be informed. Further, we suggest that departments and/or colleges update regularly their web sites with appropriate listings and information about emeritus and retired faculty in a manner similar to that for regular faculty.

7. We recommend that in all University academic convocations involving faculty processions there be a special place at the head of the faculty contingent for emeritus faculty who desire to participate. The University should also create a special flag for this contingent to be carried by one of the participating emeritus faculty.

8. Since the most important connections between emeritus faculty and the University will center on the University Library we recommend that at least three parking spaces be reserved for emeritus faculty either in the new parking deck or under Duncan Hall to facilitate library access.

9. We recommend other ways in which emeritus faculty can work with the University, such as in being directors for the University’s Appalachian House and Appalachian Loft. We welcome the initiative of Provost Aeschleman in establishing a review of this possibility. Also, we encourage the Office of International Education and Development to investigate the beneficial use of emeritus faculty in their international programs.

10. Some emeritus faculty would like the option of working with their departments and with the University as they pursue their scholarly or creative agendas in new phases of their lives. Indeed, in some departments this is already taking place. Therefore, we recommend that emeritus faculty be afforded franking and other electronic services (copier, fax, etc.) and mail services provided to regular faculty by departments and be able to order business cards through their department. Emeritus faculty should be allowed to keep for their use in retirement computers and other electronic equipment provided to them as regular faculty (as required by auditing policy, equipment identity will be maintained in department physical assets inventories and must be returned when retired faculty are finished with its use). Services other than those noted may be made available to emeritus faculty as a result of deliberations within departments or colleges in the University.

11. We recommend that emeritus faculty be able to negotiate with their department chair other privileges such as use of office, lab, or studio space, and for travel and other support necessary to carry on projects consistent with the mission of the department and the University. There is no guarantee of such privileges; but department, college, and University administrators should welcome such emeritus faculty initiatives and provide the requested services if the resources for such are feasible and are not at the expense of the requirements or needs of regular faculty and programs.

12. We recommend that departments report on the professional activities of their emeritus faculty in departmental annual reports. Emeritus faculty in order not to become nearly invisible to the University upon their retirement, should continue to be listed for a period of at least five years in all appropriate faculty directories, especially the University phone book (with their consent), and for the duration of their lives be listed in the Faculty Register section of the Undergraduate Catalogue. Emeritus faculty information should be maintained in appropriate databases such as the Banner system, so that they are included in University email services and other appropriate University information services, such as the Library.

13. We recommend that emeritus faculty should enjoy all those services, discounted services, and other perquisites and amenities accorded to regular faculty such as tickets to Athletic or cultural events, special promotions in Athletic or cultural events, and use of on-campus technology services for faculty electronic equipment.

14. We recommend that emeritus faculty may, through negotiation with and approval by their department chairs, teach courses, on or off campus, online or otherwise, in the regular and summer terms and that their pay be commensurate with their status and experience. The remuneration for these courses should be commensurate with the final salary of the emeritus faculty member at retirement, and the salary should be greater than that provided for employing adjunct faculty in similar roles. Emeritus faculty should be able to continue supervision of graduate theses and student creative projects in which they are involved when they retire, and they may serve on other thesis or project committees with the approval of the department chair and/or dean. Other graduate teaching responsibilities would be contingent upon approval by the department chair and/or dean.

15. We recommend there should be developed one point of contact on campus through which all non-departmentally concerned services, information, and activities can be secured by retiring faculty. We recommend that this single point of contact for information and administrative location be Human Resource Services, and be available on its web site. Here, for instance, should be a full FAQ page, a checklist of what procedures to expect and what to do to prepare for completing all necessary forms for retirement, a suggested timetable for completion, and office locations with the telephone numbers of people to contact. Faculty should also find on the HRS website full and accurate information regarding Phased
Retirement and the name and contact information for any specially designated University officer with responsibility for Phased Retirement (presently, this person is Associate Vice Chancellor for Academic Affairs, Tim Burwell).

16. It is extremely important that the University find a way to assure continued use without interruption of the faculty identity card, since there have been many instances when, even without difficulties associated with the transition to the Banner system, emeritus and retired faculty have been dropped from the rolls. By accomplishing this, retired faculty will enjoy full and reliable access to library resources, to other email services such as the email list management page, and be able to park in gated lots that require active ID card access. Designations for retirees and faculty emeriti retirees have been requested in the Banner database. The appropriate coding at employment termination would facilitate communication with faculty retirees. Similarly, it facilitates the transfer of information to other subsystems such as the Library to ensure that privileges are continued.

17. The Committee also believes that Human Resource Services would be well advised to develop and publish a Frequently Asked Questions section as part of its Phased Retirement information as does the University of North Carolina at Chapel Hill. Faculty members will benefit from reading the questions asked by other potential retirees but do not now know of the questions or of the university’s answer to those questions.

18. We recommend that colleges include in their salary metrics used by department chairs to recommend salaries for their faculty an identifying section for phased retirement faculty who might be eligible for merit raises. There is now no such identifying part to remind appropriate administrators that phased retirement faculty are eligible to be considered for merit pay after their first year in the program.

19. The Committee also believes that it would be beneficial to the faculty as a whole if HRS would publish a series of questions that each faculty member should review prior to making retirement decisions. Qualified professional retirement planners should be asked to compile such a list of questions and the list should be published as part of the retirement information page maintained by HRS. Additionally, the questions should be reviewed during pre-retirement briefings offered by the University. It might be helpful if these questions were integrated into the FAQ recommendation above (17).

20. We recommend that the University task HRS or another appropriate body responsibility to investigate, in conjunction with available emeritus faculty, the establishment of an Emeriti Faculty Association at Appalachian.

21. We recommend that the University News Bureau more actively publish stories about emeritus faculty and their past and/or present contributions to Appalachian in appropriate University publications. This will require departments to make this information available to the News Bureau. However, we also suggest that the News Bureau run stories about the annual retirement ceremonies for emeritus and retiring faculty, such as the University sponsored event recommended above.

22. We recommend that consideration needs to be given as to how best to honor retired and emeritus faculty who have died in a given period of time. For example, it may be appropriate to publish their names in connection with the annual Retirees’ Luncheon.

Appendix G

Chancellor’s Advisory Committee
2/5/07

Present: Chancellor Peacock, Provost Aeschelman, Loren Baumhover (Chancellor’s Chief of Staff), Martha Marking (Chairperson, Faculty Senate), and Senators Chip Arnold, Eric Marland, Mark Strazicich, Mark Malloy, Jeff McBride; Steve Smith, Allen Scherlen, Betsy Williams, and Tim Harris

Question 1 – Do you see any future changes in the role of faculty research at ASU?

Chancellor Peacock stated that he wants to see more of it (faculty research). He wants ASU to evolve to have more graduate programs and “industry-based” research (e.g., Google coming to Lenoir (these tend to draw other firms). They chose to locate in Lenoir because we are a better fit with them than many other universities (technology, CIS, Math, etc.). He would also like to see research in sustainable development and alternative energy.
Provost Aeschleman indicated that he would like for ASU to enhance its research profile in targeted areas (such as those noted above). He noted that doing so would probably not change things much, especially in Arts and Sciences and Business, since they currently have emphasized faculty research. Further, it will be difficult to get much more productivity without providing more reassigned time for research.

**Question 2** – What are the current plans for the Cultural Museum?

Chancellor Peacock stated that the Cultural Museum was not at the top of his priority list. His top priority guaranteeing that we can put a shovel in the ground by September 1, 2007, in order to get any funds for the new college of Education Building. The university is still trying to locate a place for the museum, and is supporting it at current levels. It is really tricky to negotiate for property given the interests of the Town of Boone and private property owners and developers.

**Question 3** – There has been some concern expressed to us over the apparent support of the athletics program, specifically football, over the support shown for academics. Your comments please.

Chancellor Peacock stated that he is not really sure where this question is coming from. His involvement with athletic events appears to have “coverage interest” with the media while his involvement with academic events does not seem to. He regularly and consistently attends academic events and promotes them. He tries to be and means to be equally supportive of all areas of the university.

**Question 4** – Are all of our athletics programs self-supporting? Are any university resources used to support them (new buildings, athletic fields, stadiums, etc.)?

Chancellor Peacock stated that funds for all of our athletic programs come from donations, student fees (athletic), and gate receipts, not from state allocated university funds. He does not believe that the university should set up a separate 501C3 organization for athletic funding. Athletics will be getting and paying for its own advancement officer. He university could conceivably reduce student athletic fees if gate receipts and other sources of funds increase.

Regarding advancement efforts for non-athletic activities, he noted that Advancement Interim Vice Chancellor Hutchens has begun to put endowment funds into faculty research ($100,000 for now, with potential for increasing it).

**Question 5** – Do local university boards have authority to increase student fees, or does the permission for increases in tuition come from the board for the UNC system? Is there a corresponding increase in financial aid? How will the middle-income family afford to send their children to college if it keeps going up?

Chancellor Peacock noted that fees are approved by both the ASU Board of Trustees and the Board of Governors for the UNC System. There will be some increase in financial aid with an increase, specifically, with tuition increases. Tuition increases are “hold harmless” decisions – meaning that financial aid keeps pace with them. Fees are in another category – that part of costs that is included in the family’s cost. Costs to families are increasing, but so are the costs of operating educational institutions. Universities need to find ways to provide aid to students who really can’t afford to attend. Appalachian has put a program (Appalachian Access) in place to address these needs.

**Question 6** – How is the university going to pay for the changes being proposed by the General Education Task Force?

Senator Arnold specified this further by bringing up team-taught courses. Provost Aeschleman addressed this issue. Changes that are proposed will be mainly considered in the context of enrollment increase funds – the only current source for funding new academic activities. Some funds will also be available through restructuring. He will have to consider what is pragmatic. He further noted that General Education needs to change here and in the country as a whole. He noted that some changes in the new program could be addressed through large courses. Senator Harris, representing the Faculty Senate on the General Education Task Force, reinforced these points, noting that the changes being proposed are not expected to be addressed solely or largely through team-taught courses or very small enrollment seminars.

**Question 7** – What are the plans for the new property on Homespun Acres (10.9 acres purchased December 2006)?

Chancellor Peacock indicated that at most half the property is suitable for building (steep slope issues). It was bought primarily because it was adjacent to the Broyhill Inn property, and would give the university a second route in and out of campus via NC 105. Funds to build a road through it would come from the Department of Transportation. The “buildable” part of the property could probably be used for some sort of student housing. It may be needed for that purpose with (not if) Mountaineer Apartments come down. They are in bad disrepair.

**Question 8** – I would like to address the issue of the 10 student minimum enrollment numbers for a course to make. In our advanced production courses, these are the cream of the crop students who stand a real chance of being the best in the industry. There are quite often not 10 students that are of this caliber in a single semester for our advanced audio and video courses. I would like to discuss totaling all production courses enrollment and dividing by the total number of production courses to arrive at an average enrollment of 10 or more per class. This would show that the total enrollment is sufficient to support faculty salaries since the professors who teach the beginning production courses are also the same professors who teach the advanced production courses. The lower level production courses have a maximum of 15 per section and are always full. That means that the total dollars derived from all courses combined covers the spread.

Provost Aeschleman stated that there is no university policy regarding a minimum class size. 10 students. Class size is to be managed by Chairpersons and Deans. New faculty positions will go to departments or programs with the greatest needs (based on FTE student credit hours).

**Question 9** – There was also a question about Bowles, student fees, our paychecks, etc.
This question arose in response to something that happened at UNC Faculty Assembly this semester. President Bowles reportedly asked if the ASU delegation was present. When our delegates responded that the delegation was present, he then reportedly said that the ASU faculty will get no raises this year because he has been “gamed” by the ASU Chancellor. President Bowles is irritated with Chancellor Peacock because ASU proposed to increase fees, but not tuition this year. Chancellor Peacock has been trying to discuss this issue rationally with President Bowles, but has made little progress thus far. Everyone at the Chancellor’s Advisory Committee meeting agreed that, given the description of what reportedly happened at the Faculty Assembly, President Bowles’ comments were inappropriate, and should have been directed, privately to Chancellor Peacock.

Respectfully submitted,

Senator Timothy B. Harris
Recorder