

Minutes
Faculty Assembly November 12, 2010

Welcome and Announcements STE-001 0:00

The November 12, 2010 meeting of the Faculty Assembly was called to order by Chair Sandie Gravett.

A status report was obtained to determine campus action on the Academic Freedom Resolution FA Res 6-2010. ECU, Asheville, Wilmington and Winston Salem State reported having passed resolutions endorsing the Faculty Assembly. Charlotte, Chapel Hill, Appalachian State, Western and North Carolina Central reported that this resolution is on the agenda for their respective faculty senates.

New Funding Formula: A group of four Chancellors was established to look compile recommendations (Bardow-Western, Dubois-Charlotte, DePaolo-Wilmington, and Nelms-Central). The new formula is anticipated to tie enrolment growth to performance measures.

Preliminary budget was passed by the BOG.

January Faculty Assembly meeting will invite in some of the new leadership of the State House and Senate.

A Program Elimination Committee has been established to consider long-term program revisions. This will reshape “the way we do business.” This is not part of this year’s 5, 10, 15% cuts. This will be a process to go through the CODE to determine what is possible/permissible with respect to curtailment of programs, including possible elimination of tenured faculty. Questions being asked include:

- What is a program?
- What does major curtailment/elimination mean?
- What factors guide program elimination other than financial?
- Questions about Tenure and what it would mean to redeploy faculty.
- What is reasonable assistance and fair review? (Provisions required by the CODE.)
- Trying to figure out appellate process and what bodies would hear cases.

These are questions being talked about at the general administration and on campuses.

K. Rigsby Asked for clarification about what questions are being asked regarding appeals processes, since both the CODE and campus policies already in place outline procedures for these matters.

Gravett They are starting with the CODE and then looking at the campus policies to see how correspond.

C. Ramsey What is the membership of the committee? And how was it selected?

Gravett Membership is under change. Currently it includes: Allan Boyette-UNCG, Laurie Charest-VP for Human Resources at GA (position under transition), three vice chancellor/human resource level persons from campuses, Allan Mabe-VP for Academic Affairs (position under transition), Laura Luger-University Counsel, Ernie Murphy-VP finance at GA (position in transition).

Chair Gravett is trying to get a faculty member on this committee. The committee was put together by the General Administration.

R. Burt Programs typically defined by majors. If the definition is broadened, does this mean faculty not directly teaching through a major are vulnerable?

Gravett Yes

S Staub Had always understood tenure to reside in a department. What would it mean to be tenured at the University?

Gravett This is one of the questions this committee is looking at. Where does tenure actually reside?

Zagros If don't dismiss and redeploy? Do you loose tenure when program is eliminated and then possibly fired at a latter time?

Gravett Have heard no discussion to this effect.

Academics Responsibility (STE-001 12:29)

The topic was introduced by Bruce Mallette, senior associate vice president for academic and student affairs, GA . He noted that we are working in a time of increasing needs but finite resources. In such situations, institutional prioritization becomes more important. In the classroom this often tends to decrease the number of sections while increasing class size.

Incoming President Ross and the BOG remain committed to student retention and graduation rates. Both are also committed to keeping the cost of higher education affordable.

With respect to academic responsibility need to provide appropriate and necessary academic support, but also nudge students to be serious about their education. This is the context for focusing on advising, registrars, and financial aid.

Advising:

Carrie McLean-Executive Director, Undergraduate Academic Program, First Year College, NCSU.

Ontario Wooden, Associate Dean, University College, NC Central University

Steve Roberson, Dean, Undergraduate Studies, UNC Greensboro.

Notes that student scores are ever increasing, but faculty report growing student apathy and disengagement. From advisement perspective, tend to find that >70% of students don't know what to expect once they get to college, even though they are capable to succeed. This is where advising, both faculty and professional, is critical.

Advising as much as anything must teach students how to study. Students need effective role models in faculty and staff, need hands on demonstration of academic expectations, and must be held accountable. In general advising in the first two years needs to focus on developmental and study skills. The last two years need advising that provides a greater connection to the students major.

Major challenges to academic preparation:

- Students connect easily to technology, but less to classes, assignments and professors.
- Competing interests (off campus jobs, unresolved psychological issues, finances)

Recognition that too often success has not received the same attention as access. Learning communities are recommended as a means to create smaller groups that can focus on success.

Suggestion that there is value to tie financial aid to academic success. Also indicated that more effort could be made to integrate academic affairs and student affairs.

Q&A (STE-001 55:30)

S. Russel NCSSM Notes that more students are coming with psychological issues and concerns. How are these dealt with on a policy level? How much effort should be made to help students get through a course? Where does support work? And what are the limits to the extent of support that should be given?

McCLean Students with psychological issues are one of the fastest growing demographics. It is challenging to understand these situations since what goes to the counseling centers is confidential.

It is critical to have candid discussions with students to consider what factors exist to demonstrate the possibility for future success of a student drops or withdraws.

Wooden Must also consider safety of other students when determining appropriate actions depending on the nature of the psychological issues. There must also be strong communication with faculty.

R. Burt UNCW Charts exist in the proposed retention model to specify projected goals. But is there a certain percentage that we cannot retain? If so what is this percentage, and is it used to figure the goals?

McClellan Notes she works primarily with undecided students, but finds a freshman-sophomore retention among this cohort of ~89%. Is not willing to say these students can't succeed. Believes that all students admitted can succeed. Failure, (non-retention) is usually not an issue of ability.

Wooden Success in retention is significantly tied to understanding the context of the student's situation. Better success is found when connect to students at an earlier stage.

Roberson notes in fact retention numbers are better than typically shown if consider transfers.

L. Callahan NC A&T Which is better? And advising center or faculty advising?

Roberson This depends very much on the culture of the university. If advising is a valued part of P&T then faculty advising is generally of higher quality. At larger universities, too often P&T is silent on advising. Further notes that later in student career, advising in home discipline must be conducted by faculty.

Recommended reference: Academic Advising: A comprehensive Handbook, Gordon, Habley eds. Produced by the National Academic Advising Association; Published by Josey-Bass.

Registrars (STE-002 1:00)

Angela Anderson, University Registrar, East Carolina University

Jerome Goodwin, University Registrar, NC Central University

Louis Hunt, Vice Provost for Enrollment Management and Services and University Registrar, NC State

Purpose of academic policies:

- Establish objectives, values and expectations
- Document procedures and processes
- Ensure consistency and equability
- Establish rights and responsibilities
- Provide compliance to state/Federal law
- Ensure adherence to best practices

- Promote efficient use of resources.

Challenges:

- Faculty must own policies. But there is a clear need to get consensus from all stakeholders.
- Need to ensure consistency of definitions in policies.
- Currently on average students are not taking enough credit hours to graduate in four years. At NCSU, for example, students average 14.34 hours, but need 15-16 per semester.
- Course repeats? Are these useful to forgive mistakes? Or just a way to use the State's resources for multiple tries?

It was suggested that it may be time to audit policies to ensure they are aligned with mission of the institution. It is also critical to look at how policies inter-relate. This points toward the later financial aid discussion in which it is advocated that academic standing and financial aid eligibility should not have two different standards.

Q & A (STE-002 35:55)

M. Green UNCC How many institutions allow a student retake a course go replace a B to an A to graduate with higher honors?

General response is most campus only allow D/F replacement

Hunt presented data which shows ~3% drop in courses enrolled after census date.

Mallette All courses funded based on census date. Must understand budget impact of credit hour loss.

Zagros WSSU Notes that students often drop as late as possible in order to collect financial aid. He suggested that graduation rates need to be evaluated not by years enrolled but based on credit hours attempted.

Hunt notes need to also look at total # of years, since cost of education also includes living expenses.

Mallette BOG has been talking a lot about retention. They have focused on the 6-year graduation rate. They do need to also understand seat time. Currently the average student graduates in 8.6 semesters.

H. McKinnon ECU Notes big shifters in drops are for service courses.

M. Sprague-ECU Notes funded for drops that are credits not produced. Question is how many of those drops would have been F's?

Hunt Challenges with accounting. Possibly we have made drops too easy. Do we need to limit how many courses can sign up for? How many should one be able to drop over academic career? Should we require students to talk to their advisor before dropping a course.

Goodwin sees an increasing number of students gaming the system because of tough economic times.

H. McKinnon ECU notes that if a few students drop from a class, there is no cost savings because the class is taught anyway. Can't equate enrollment or drop with cost of delivery.

Mallette It is critical that we effectively articulate all these perspectives to the legislature, particularly as budget cuts are debated.

Financial Aid (STE-002 52:00)

Sharon Oliver, Associate Vice Chancellor for Enrollment Management and Director of Financial Aid, NC Central University

Julie Rice Mallette, Associate Vice Provost & Director of Scholarships and Financial Aid, NC State.

Financial aid requires that a student demonstrate financial need. To obtain that aid, students must continue to make adequate progress toward degree. The rules governing this are largely established by the federal government. Presenters note that ~\$90 million (22134 undergrads) in federal loans and grants is awarded to NCSU and ~\$66 million (5396 undergrads) to NC Central. These demonstrate the significant difference in need of students attending the respective institutions (49% of students at NCSU, 77% of students at NCCU).

Like many things, there are no significant problems with 80% of the cases. Policies tend to exist to deal with the ~20% of problem and challenging cases.

Regulations based on SAP (Satisfactory Academic Progress). This requires a minimum GPA of 2.0, but also measures progress toward degree completion. i.e. withdrawing from a course may maintain a student's GPA, but does nothing to progress them toward degree completion. Federal regulations require that a student complete their degree within 150% of the published length of the program. i.e. if a program requires 124 credit hours, then a student is no longer eligible for financial aid after 186 hrs. (A handout was provided with academic progress policies for each of the UNC schools.)

Unlike academic eligibility, every course attempted counts toward financial aid eligibility. A new requirement stipulates that if no credit is received for a course, a

student must be able to demonstrate that the course was actually attempted. (165 students at NCSU couldn't prove attendance so had to repay their financial aid.)

K. Cook UNCW What is the cost to pursue such fraudulent aid?

J. Mallette can't fully separate staff time for this vs. other responsibilities. However at NCSU found that these "non-attending students" received ~\$3.3 million in financial aid but only ~\$1 million was repaid.

A real challenge is when an institution's academic policies allow a student to be enrolled even though their standing does not meet federal financial aid guidelines. There would be significant advantage to have academic SAP and financial SAP aligned. Chapel Hill has equivalent academic and financial aid policies. Other institutions have up to 25% of their students who qualify based on the institution's academic SAP but do not qualify based on the financial aid SAP set by the federal government.

A variety of "games" some students play to remain eligible were reviewed. These include dropping after census, repeated (retroactive) withdrawals, intentionally failing a course needed to graduate to extend time to graduation and thus years of financial aid, transfer campus to campus, etc.

Suggestions as to how faculty can help:

- Learn requirements of the SAP policy on your campus.
- Advise students to make progress to degree
- Encourage students to complete requirements for their first degree before pursuing a second degree if desired.
- Monitor attendance (Note: if a student shows up on day 1 they are eligible for 50% of their financial aid. If they can document attendance through 60% of the course they are eligible for the full financial aid.)
- Report suspected abuse of SAP guidelines to the director of financial aid
- Make sure late withdrawals understand the impact of that decision on SAP
- Make sure students understand the "tuition surcharge" rules.

Q&A (STE-002 1:27:40)

Zagros WSSU When should/can we report when a student left? How can we differentiate date student requests to withdraw vs. when a student last attended class?

J. Mallette Should use date last attended, but this is not always done. Official withdraw typically uses date student requests. Unofficial, retroactive withdraw tries to ascertain when was last date of attendance, but this is often difficult to determine.

K. Cook UNCW Are there provisions for military students, particularly when called to active duty?

J. Mallette Yes special provisions for military call-ups.

Notes there are real issues that warrant withdrawal. Want to eliminate repetitive withdrawals. Cannot use this as means to stay in school. Don't want students to build up high amounts of debt when don't graduate. Student's need to understand impact of withdrawal...withdrawal is forgiveness for course credit, but not from financial aid perspective. Can't get financial aid for the same course multiple times.

D. Ribar UNCG Why separate policies for students on federal financial aid from all students who by the way education is funded in NC, they are subsidized by the state. Effectively all students receive state financial aid.

J. Mallette agrees that it makes no sense to have multiple SAP or different rules for withdrawal.

Oliver reiterates that the federal requirements dictate that must 67% of hours attempted to remain eligible for financial aid. So fed guidelines set the basic requirements. And we would reduce confusion for the students if we had a common set of academic and financial aid policies.

B. Mallette notes that just this week the state legislature asked how do we know that students receiving \$162 million in State financial aid are not failing? This will come under tougher scrutiny as external bodies are asking about their return on investment. Why shouldn't the state have a SAP like that of the federal govt?

J. Mallette notes that it costs extensive staff time to evaluate exceptions, and appeals. This would be minimized if there were common academic and financial aid policies.

M. Green UNCC affirmed the idea that return on investment is entering into the academic discussion, but further notes that like any investment, one also must recognize the reality of risk. Some money is always lost in the process of investing. It is impossible to only invest in success.

B. Mallette agrees. Question is what is the appropriate level of risk? And emphasizes the need to be attentive to, and participate in the process of educating the public and legislators.

Lunch Break-out groups

Academics First (STE-003 0:55)

Combining academic and student affairs under office

Faculty hiring and T&P need to change
Orientation needs to involve faculty
Homecoming/Alumni weekend needs to be tied in to academics
Efficiency criteria needs to address **quality**
Numbers game is about credentialing people, not educating people
Every class may grow in size so we have less quality = higher ROI.
Rankings for looking at qualitative ratings (US News?)
Rethink the packaging -> engaged faculty (Elon University)
What is the definition of academics?
Change in who are entering classes (all they care about is getting a job)
Students as customers view (students believe this) vs. State of NC as customer (what we need)
Interdisciplinary programs – what to do with them?
General Administration has said that a 2 year Associate of Arts degree wipes out GE requirements
K-12 online counting for college credit
What are the good measures???

Units Attempted rather than years to completion
Graduation Rate after the Sophomore Year
Retention Rate and Graduation Rate end up fueling grade inflation
Scholarship of Teaching and Learning (SOTL)
Retraining for the Professorate
7 Vectors of Good Pedagogy (National Study of Student Exchangement)
Time to Mentor Doctoral Students
What is the remedy rather than parade of complaints?
% of graduates employed, grade school, pass licensure
School of the Arts wants to be held harmless from issues such as employment
Qualitative Feedback (Survey of Past Graduates – 2 year study after graduation)
Graduation starting with people who have 60 units/AA (not from initial entry)
Feedback from Employer Survey
“The quality and effectiveness of the Academic Core is the highest priority of the university”

SUMMATION:

“The quality and effectiveness of the Academic Core is the highest priority of the university”
Units Attempted rather than years to completion for graduates (140 units, 160 units?) (to minimize Ds/Fs/Ws)
% of graduates employed, grade school, pass licensure (gets at quality of output)
Qualitative Feedback (Survey of Past Graduates – 2 year study after graduation)
Graduation starting with people who have 60 units/GE completion measured against those with an Associate of Arts (rather than from initial entry)

Feedback from Employer Survey

Student Advising (STE-003 7:40)

Discussion

- We should not be penalized for students who transfer into other UNC schools.
- Mandatory advising is needed at least for first year students
- Advising day instead of a reading day.
- Facilitate the use of Banner/Peoplesoft

15 Questions advisers should ask advisees

1. Tell me a little bit about yourself?
2. Do you plan to graduate from this institution? (All students)
3. What do you want to do with your degree? (All students)
4. Have you decided on a major? Why? What is your plan B? (Undecided students)
5. What are your interests and strengths? (Undecided students)
6. Do you understand the general education requirements? Tell me about them.
7. When do you plan to graduate? Have you mapped out your classes to meet the requirements for graduation?
8. Where are you starting academically? Are you taking the right prerequisite courses?
9. Do you work? How much do you work per week? Is it on- or off-campus?
10. Are you a first-generation college student?
11. How are you doing in your courses this semester?
12. How do you study? Where? Do you study?
13. Do you have the books for your courses?
14. Are there any reasons why you cannot succeed?
15. Are you on financial aid? Do you understand the financial aid SAP requirements?

Registrars (STE-003 15:08)

Discussion:

- Recognized that there is a significant problem with differences in definitions across the system. E.g. what does “drop” mean? 5-Days during late registration? Withdrawal after last day of late registration... Does a drop appear on a transcript or not?
- There is a need to align academic and financial SAP policies. The Chapel-Hill model was seen to be effective. Also it was noted that the NCAA has an effective SAP policy geared toward a 5-year graduation rate. There was some discussion about whether an external body should set standards. Overall it was agreed that the UNC system should require common academic and financial aid SAP’s. Conceivably GA would establish an eligibility baseline, likely derived from the federal guidelines. Individual institutions could establish higher academic eligibility standards. But never should academic SAP be lower than financial aid SAP.
- Registrars were asked what is the one thing they would like to change?
 - Tuition sur-charge (that penalizes students with more than 110% of courses required for degree). Penalty should not impact students completing credits in less than 4 years. This penalty particularly impacts transfer students.
 - Lack of course repeat rule.
 - Improve mechanism to create/implement/change policy. Suggested academic policy should be owned by faculty. But noted that policies may clear the Faculty Senates and then get bogged down at some unknown administrative level.
- What stands in the way of creating a common academic/financial aid SAP?
 - Question as to who “owns” the policies. A registrar noted that even the administrative contact for a policy is not empowered to actually change things.
 - Tendency to make policy in response to exceptions instead of letting general policy stand and deal with exceptions as exceptions.
- Questions about accurately reporting what failures actually mean.
 - One registrar noted that some faculty failed to submit grades, these were recorded as F until submitted, changed to grade of NR.
 - Faculty noted problem that students not doing work are guaranteed to fail, but no way to drop the student from rolls. Faculty get labeled as having too high D/F rates. From a registrars perspective suggested that students signed up for the course so still should have to pay for it.

Summary and Actions:

1. The Faculty Assembly should consider a resolution to endorse the establishment of a common SAP for both academic and financial aid

- eligibility. It would also be possible to work with registrars and financial aid officials to draft a recommended best practice policy.
2. Consider best practices for drops/withdrawals. These might include limited number (including number of repeats), require advisor approval, establish a review panel for retroactive withdrawals such that it is not in the hands of a single councilor.
 3. Establish a faculty based systematic review of academic policies, with empowerment to enact changes after appropriate review.

Financial Aid (STE-003 19:40)

This group will discuss how students use financial aid and what policy directives might improve our academic mission and most effective use of our finite financial aid funds, e.g., students who enroll in more hours (15 or 18 and then drop back); the needs of part-time students; of independent vs. dependent students, and what this means to funding in the State of NC.

The workgroup focused on the overlap of financial aid concerns and academic policies, since faculty have a significant influence on the formulation of these policies

- 1. Consider a policy to drop students in the first day of class who do not attend or notify the professor. An attendance policy requirement university wide to validate enrollment on the first day has two advantages:**
 - a. It addresses the increasing need for seats in classes**
 - b. Financial aid would receive notice of the attendance of students on the first day – which is necessary to allow the students to justify receiving aid.**

We may be moving to the system used by the athletic eligibility – a system to check attendance with a sliding scale of penalties.

We may be heading that way.

Online courses – attendance can also be determined

- 2. Retroactive Withdrawals– retroactive withdrawal is a big abuse for financial aid – they have a full semester of aid without making progress. There is a need for consistency among the decision-makers across the university as to reasons for granting retroactive withdrawal.**
- 3. Date of withdrawal from classes should not be before 60% of semester. The date of withdrawal has ramifications for students receiving financial aid.**
- 4. Student Academic Progress rate for Academic Standards should match the federal requirements for financial aid. But appeals would be a problem since financial aid needs to make the exceptions.**

- 5. Repeat rules – In light of new federal guidelines, financial aid may not apply for any repeat courses unless they failed – a D will not be repeatable for financial aid purposes. This will create a difference among students seeking to repeat courses**

Observation: *Funding on retention will perhaps encourage policies to help students but these may move away from the financial aid need to apply the resources to others.*

Recommendation: The need for faculty senates and academic standards committees to work with financial aid officers. Encourage faculty senates to open a dialogue with financial aid officers in formulating policies.

Business (STE-003 28:00)

Conclusion to Academic Responsibility session.

HMI Meeting (STE-003 30:25)

Math Department at NC A&T – Placement Examination Required; Study of Effectiveness of Placement; Assessment; Focus Groups with the Students: 3 major 009 (Arithmetic); Algebra for non-science; Calculus for STEM. 60%+ failure (D/W/F rates).

NCCU: Programs to increase retention (such as QEP): we need time and resources to allow us to do this.

FSU:

Tweak Graduation Rate/ Retention Rate Goals based on Downturn in Economy (most at risk students are more likely to drop off in economic downturns so HMIs are more likely to have drop outs)

Graduation Rate: Why not based on credit units attempted? 140 UA, 150 UA, etc.

More experiential math experience

Focus with the faculty to see why students and how to fix it with strong assessment.

Book Fee Rather than Allowing Students to Buy (Increase retention rate by *requiring* students to have books by having institution buy e-books instead)

Other Business (STE-003 35:59)

There is a sense that some of the items from discussion of today should be crafted into a resolution. M. Sprague ECU suggested that topics possibly be drafted into a white-paper.

President Ross starting December 13 during which time his administration will overlap with President Bowles. He will fully transition January 1, 2011.

Search for VP of Human Resources and VP Finance are underway with the goal of selection before the end of December.

Have added a benefits position at GA, as part of human resources. This will be important to address health care and furlough issues.

BOG passed preliminary budget. All issues normally in expansion budget were limited to the expected continuation budget increase. This does not take into account what will be done for implementing cut.

Expecting 8-10% minimum cut. 10% cut is anticipated to be ~1700 jobs. Bowles has indicated these will be mostly academic because nowhere else to cut in administration. Cuts will be initiated from the campus level.

Senior VP for Academic Affairs is expected to be published in the Chronicle of Higher Ed by end of November. Chair Gravett will be on this search committee, but is the only faculty member. Search Committee also includes Laura Luger, C. Nelms-Chancellor NC Central, J. Lorden-Provost UNCC, D. Perrin-Provost UNCG, , K. Rhinehardt-VP for federal relations, L. Luger-General Counsel, N. Houston.

V. Goldman NCCU Is there a commitment to shared (faculty governance) for this position?

Chair Gravett Yes.

Sixteen members of the BOG are eligible for turnover this year. Most are legislative appointments.

Jeff Davies is staying on as chief of staff.

Chair Gravett requested input regarding:

- Enrollment funding issues
- Program elimination issues
- Faculty workload issues.

There will likely be a new selection of Peer institutions. Some discussion suggested that we should not only compare ourselves to peers in other states, but also foreign universalities.

BOG is still talking about executive compensation issues. Chair Gravett has communicated to the BOG that the same issues regarding compensation to attract competitive executives pertain to hiring and retaining faculty.

The January 21 Faculty Assembly meeting will focus on getting to know the new state legislature, and how to effectively engage in legislative advocacy.