

Educational Policies Committee – submitted by Renata Jackson

- EPC met most recently on **22 February 2017**

At our February 22nd meeting, the EPC returned to the work of reviewing various new course proposals and various course revisions from the Division of Liberal Arts, the School of Design & Production, including the High School Visual arts program, and the School of Music. All were vetted thoroughly and endorsed unanimously.

Key to EPC forms:

EPC-1: New Course Proposal

EPC-2: Proposal for Change in Existing Course

EPC-3N: Proposal for New Curriculum

EPC-3R: Proposal for Revised Curriculum

- Division of Liberal Arts/representative Krys Puc:

EPC-2 for P2P HUM 2108 (change in delivery mode)

- Visual Arts and Design & Production/representative Kjersten Lester-Moratzka:

EPC-2 VIA 0421, 0422 (title change and redescription) Advanced Drawing & Painting I & II

EPC-1 DEP 1154: Technical Graphics I B

EPC-1 DEP 3106: Intro Architecture for Designers -- undergrad

EPC-1 DEP 3720: Medical Wig Project (service learning designation)

EPC-1 DEP 6106: Intro Architecture for Designers – grad level

EPC-1 DEP 6720: Medical Wig Project (Service-Learning designation)

EPC-2 DEP 1153: Technical Graphics I A (title change and redescription)

EPC-2 DEP 3111: Technical Graphics II (redescription)

- School of Music/representative David Winkelman:

EPC-2 MUS 3088: Independent Study (redescription and change in activity type)

EPC-2 MUS 3481: Guitar Hist & Lit I (redescription and reassignment of credit)

EPC-2 MUS 3282: Guitar Hist & Lit II (redescription and reassignment of credit)

EPC-2 MUS 6088: Independent Study (redescription and change in activity type)

EPC-3R Guitar (and curriculum models)

As you see from the list above, DEP 3720 and DEP 6720 – two new new courses entitled “Medical Wig Project,” have been given “Service Learning” designation. I include below the aspects a course must fulfill in order to be so designated:

**Service Learning Designation at UNCSA
Checklist of Course Design and Content
(from Rebecca Nussbaum, Student Affairs)**

Service Learning courses must:

- Include an opportunity to apply content outside of the classroom. This can utilize a number of models including: practicum, internship, and group project.

- Address a specific community need or problem that connects directly into the content of the course. Reciprocal partnerships created for mutual benefit are also requirements of service learning.

- At least 50% of the course time must be based in addressing the community need.
- Contain ample opportunities for intentional, critical reflection. This can happen in a number of forums but should include an examination of a priori beliefs and an exploration of how these shift throughout the course. Reflection should:
 - o Be continuous (before, during, and after experiences)
 - o Connect to learners experiences, knowledge, and development
 - o Challenge learners in order to expand perspectives
 - o Be contextualized through intentional activities that are connected to learning outcomes
- Connect academic knowledge and personal growth with community engagement and civic learning.

Faculty Development Committee – submitted by John Ferri

The committee postponed a final vote on Faculty Reassigned Time until the Chair met with the Provost about funding for two reassigned time awards.

The Chair met with the Provost on Monday, March 13. At that meeting stated that he is open to funding one full award and creatively funding a second award if necessary by supplementing the committee's budget, which is drawn from the foundation, with state resources.

We also spoke about expanding the budget for faculty development by supplementing it with state resources. His recommendation was to fund as many requests as possible in the fall, and then appeal to the Provost for supplemental funds in the spring as budget projections become clearer. He suggested that a Faculty Development budget supplement of \$10,000 or \$15,000 was not unreasonable. Details about the use of state resources would have to be ironed out with the committee.

Faculty Rank Committee – submitted by Greg Walter

The Faculty Rank Committee spent the majority of the fall and early spring schedule composing a proposal to Faculty Council that involved Peer Evaluation Committees, setting up a standard protocol so that each school and/or division would equally follow specific guidelines how these committees are chosen and what procedures they must follow, thus providing an equality of shared-governance to faculty campus-wide.

We began reviewing and editing online content to help make the language and procedure more easily understandable. We are still working on these documents.

We are currently reviewing dossiers from those that applied for rank promotion and we plan to have those to the Provost by April 1, 2017, if not sooner.

Other topics to be implemented will be documenting a procedure of ranking adjunct faculty at UNCSA with the help of the Provost and Faculty Affairs.

Faculty Welfare Committee – submitted by Paul Sharpe

The Faculty Welfare Committee is currently gathering data regarding a comparison of faculty salaries to the rising costs of benefits over the past ten years. We were asked to look

at that data and develop a strategy to deal with what has essentially resulted in what many people perceive as a reduction in take-home pay over the ten years.

Faculty Assembly – submitted by Elizabeth Klaimon

The theme of “Distance Learning” was the focus of the February Faculty Assembly meeting, with a report given by the members of the UNC Task Force on Distance Learning, Tim Petty (NCSU Faculty Fellow) and Peter Hans (Interim Chief of Staff). Petty and Hans both elaborated on the work of the Distance Learning Task Force since it first convened in July 2016, and how the group is moving forward to define expectations, maximize the UNC technology platform, track progress, and measure success.

Key areas of this report included the review of the current state of online education at UNC, online education models from other institutions and systems, business models and financial considerations, the role of online education in degree completion, accessibility, and affordability, operational or structural changes to foster quality, effectiveness, and faculty development in online education. The Task Force is also working to define the conceptual framework for the role of General Administration, including the ability to foster innovation within individual UNC institutions, facilitate cooperation and collaboration between UNC institutions, and make strategic investments in system-level initiatives that benefit from economies of scale by overseeing selection and dissemination of innovations to be deployed system-wide.

So far, the Distance Learning Task Force has defined values and guiding principles, developed a conceptual framework for the role of General Administration in online education, delineated sixteen distinct audiences served (or potentially served) by online education within the UNC system, and identified more than forty implementation actions, grouped into strategies, to advance online education. The goal of this initiative is to extend UNC education into communities statewide, and to enable alternative routes for entering the UNC institutions.

The Assembly discussed the impact of Distance Learning, in particular the expectation of the level and depth of educational experience that may not be reflected in actual student learning; Peter Hans conceded that the Task Force has yet to solve “how to make students have more grit.”

UNCC Fellow Gloria Campbell-Whatley gave a presentation on “Inclusion/Infusion: A Model for Multi-cultural Change for Higher Education” followed by a short group session on how campuses might address solutions pertaining to areas of diversity.

The afternoon session included legislative briefings by Drew Moretz outlining budget updates, and the expectation that “NC GAP 2.0” is coming down the pipeline, even though he has yet to see a draft of this legislation. Junius Gonzales also gave updates from Academic Affairs, including areas affecting student success, such as the “Part-Way Home” project, which encourages graduation. Andrew Kelly also presented a report on the Strategic Plan.

Gabriel Lugo, FA Chair, updated the Assembly on actions regarding the SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) Faculty Assembly Resolution. This Resolution, outlining concerns of the Assembly, has been shared with all Chancellors, Provosts and Faculty Senate Chairs in the system. Chair Lugo has also discussed the resolution with President Spellings, and other members of General Administration, and will be sending a copy of the resolution to the President of SACSCOC, Dr. Belle Wheelan.