

Faculty Council Minutes

April 6, 2022

Attendance:

Allison Gagnon, at-large rep, music
Andy Paris, Drama rep, Drama
Elizabeth Klaimon, faculty rep fac assembly, DLA
Eric Rimes, chair of FRC, D&P
Ellen Rosenberg, faculty rep to fac assembly, DLA
Janna Levin, DLA rep, DLA
Jared Redick, Dance rep, asst dean of Dance
Jim DeCristo, Vice Chancellor for Economic Development
Josh Selander, chair, D&P
Karen Beres, vice provost, Dean of Academic Affairs
Kait Dorsky, Library rep, Library
Kevin Lawrence, Music rep, Music
Lauren Vilchik, vice chair, Film
Marci Harvey, secretary, chair of FWC, HSAP
Michael Dodds, chair of CDC, Music
Martha Golden, HSAP rep, HSAP
Renata Jackson, chair of EPC, Film
Rosemary Millar, chair of FDC, DLA
Tracey Ford, Vice Provost, Dean of Student Affairs

1. Call to Order/Welcome – Selander called the meeting to order at 12:47pm.
2. Approval of Minutes – Golden made a motion to approve minutes. Jackson offered a second. No discussion. Minutes approved unanimously.
3. Dashboard Update - Jim DeCristo attended to give an update on the Covid dashboard. Updates will become weekly on the webpage; it is currently updated daily. Notifications and protocols will NOT change. Data collection will not change. This is strictly for reporting. An announcement will be made the week before the change begins. Contact Jim DeCristo if you have any questions.
4. Chair Update
 - a. CSI Update – Selander sent an email on Monday with 3 new CSI meetings happening 4/7 and 4/8. Issues going to EPC for a vote will be start/end times for the calendar year, start/end times for school days, and when banded time will take place during a week. These items do not include the production calendar or the daily class schedule. Discussion around Nutcracker and Intensive Arts is happening now. The CSI group (Deans and Liaisons) have a meeting next Monday and reports will come out next week from that meeting.

- b. Rosters for Committee – Selander sent out full rosters of all committees. Schools need to have voting in the next 2 weeks (before 4/27) and updates should be sent to Selander for Faculty Council. If any school needs a Qualtrics survey set up for elections, please contact Josh Selander for assistance. Emails for Faculty Assembly delegates will come out as soon as the nominees accept the nominations. EDIB Committee is still being formed and hopefully they will also hold nominations and elections next week. Provost Sims is planning to use Foundation Funds to hire a Chief Diversity Officer. Selander hopes to get the EDIB governance committee in place before the CDO search begins with an outside firm (that will likely begin end of Summer). EDIB Committee Membership: Three Faculty (Chosen at large), Three Staff, Three Alumni, Three Community Members, Four Students (One student from Student Government, Grad Student Council, High School Student Government, and Artists of Color). If a student organization or advocacy group does not want to participate, additional students from the larger campus community will be asked to serve on the committee. Faculty, staff, alumni, and community representatives shall serve a two-year staggered term and may be reappointed to a second consecutive two-year term. Students shall only serve a one-year term and are eligible for reappointment.
5. Kim Pauley Resolution – Selander made a motion to read the resolution. Jackson offered a 2nd. Resolution approved unanimously. A printed copy will be given to Kim the last week of school during a celebration (like the 1st Thursdays that happened pre-Covid) hosted by Faculty Council or during the Celebration of Excellence. Full resolution text is attached at the end of the minutes.
6. Committee Updates
 - a. Faculty Development – Millar reported FDC had 4 applications for reassigned time. Two were awarded to Elizabeth Klaimon and Tim Olsen. An announcement will go to campus from Provost Office soon. Please apply for reassigned time in the future now that there are two positions available. Six grants for faculty development have been submitted. Committee will meet next week to review all applications.
 - b. Faculty Rank – Rimes reported FRC met last week. Informational meetings for faculty interested in the rank promotion process will continue. Provost Sims attended and shared his plan to provide a raise with rank in the future. Work continues to try and fix salary issues for those who already have rank, but at present, there is no solution. Vilchik added that a request to the Deans to use discretionary funds to provide raises has been made. There are no guidelines for the raises, so raises could be inconsistent between schools. Redick questioned if this would be for a one-time bonus for salaries, or if the money would have to be raised each year for salaries. Selander also asked where this money would come from. NC has a budget now, so the question is does the funding come from discretionary funds or is it that the Deans have discretion to give a raise? All faculty need to ask their dean what their school proposal is. Selander will talk with Provost Sims about where the money is coming from.

c. Faculty Welfare – Harvey shared updated grievance policy edits for Council review. Goal is to make process easier to understand. Plan to post an editable form on website and updated flow chart for faculty to follow. Selander suggested the policy edits be tabled until 4/20 so everyone has an opportunity to read and review before approving. FWC will meet again next week, 4/13.

d. Educational Policies – Jackson shared the finalized updated guidelines for online instruction (attached). As best practice, this document needs to be included in the faculty manual. Jackson suggested it be included in section 9. Selander suggested the motion be tabled so everyone has a chance to read and review before approving and finding the most appropriate place in the manual. EPC meets next Wednesday, 4/13, to hear the CSI proposal from Provost Sims and the proposal will then be taken back to each school for discussion before the EPC vote on 4/27.

e. Campus Development – Dodds reported CDC did not meet due to the DLA Dean search events.

7. Faculty Assembly – Klaimon reported there are 2 more meetings (4/22 and 4/29) and a lot of business to cover this year. These meetings will be face-to-face. 4/29 will be elections for assembly committees for next year.

8. Open Q&A – A short discussion about CSI and comparing how schools have been working on this. Responses include:

- still not enough time in schedule for rest/reflection,
- faculty have not had time to talk about the templates,
- concern that templates have not been created or not shared yet,
- responses from administration addressing faculty concerns have not happened,
- schools are open to adjusting but we are not able to decide what to eliminate,
- the plan still does not account for all the hours of work students/faculty put into each day,
- concern for inter-disciplinary courses developed right now when faculty are already overworked,
- concern about creating art school calendars around DLA calendar (and vice-versa) for students to get all courses and credits they need to graduate,
- Student Affairs shares the concerns about wellness and health for faculty and students,
- schools cannot move forward until more information/templates from other schools is shared.

9. Adjourn – Selander adjourned the meeting at 2:15 pm.

RESOLUTION STATEMENT FOR KIM PAULEY

April 6, 2022

UNCSA Faculty Council Resolution

In Gratitude and Appreciation for Kimberly Pauley

WHEREAS, Ms. Kimberly Pauley served the University of North Carolina School of the Arts for 23 years, first as Executive Assistant to the Vice Chancellor of Finance and Administration from 1999-2000; then, as University Administrative Manager in the School of Filmmaking from 2000-2008; and since then as Director of the Office of Faculty Affairs from 2000 until February 18, 2022.

WHEREAS, Throughout that time, the university has experienced the typical, yet necessarily unsettling forces of transition in human and physical resources, and decades of transitions in policy at both institutional and system level; and

WHEREAS, Accommodating these challenges required exceptional labor, intelligence, flexibility and dedication

WHEREAS, she faced these transitions and challenges with exceptional skills and intelligence, commitment to continual professional development, and application of sophisticated understanding of and attention to individual needs and institutional policies

WHEREAS, she addressed all that came across her desk with patience, a cooperative spirit, and vigilant attention to faculty needs; and

WHEREAS, She consistently and capaciously served every member of the faculty, sharing generously with them from her deep wells of wisdom and hope; and

WHEREAS, She has, through her high administrative, organizational, and communication skills, created management systems that have seamlessly supported changes in faculty culture and processes, these and other extraordinary efforts on behalf of the faculty, made a substantial and lasting contribution to the betterment of the faculty and the university

therefore, be it RESOLVED, That the Faculty Council does hereby commend Director of Faculty Affairs Ms. Kimberly Pauley for her tireless dedication and service to the faculty, the university, and the entire university community.

UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS

Guidelines for Online Instruction

[[[EPC suggestion to Faculty Council: add these guidelines to **UNCSA Faculty Manual Section 9. Instructional Faculty Guidelines and Responsibilities**]]]

I. Purpose

These guidelines ensure that (1) the academic standards of online courses are consistent with the standards for classroom-based courses and (2) that delivery of online courses is consistent with the educational mission of the University.

II. Scope

These guidelines apply to all faculty, staff, and students.

III. Definitions

A. Distance Education

Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same location. A distance education course may use the internet, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, wireless communications devices, or audio-visual conferencing if used as part of the distance learning course or program. Instruction may be synchronous or asynchronous.

Synchronous online classes are those that require students and instructors to be online at the same time. Lectures, discussions, and presentations occur at a specific hour. All students must be online at that specific hour in order to participate.

Asynchronous classes are just the opposite. Instructors provide materials, lectures, tests, and assignments that can be accessed at any time. Students may be given a timeframe during which they need to connect at least once or twice. But overall, students are free to contribute whenever they choose. (For further information on the distinction between synchronous and asynchronous learning, refer to this [link](#).)

B. Classroom-based Course

A course in which the instruction is face-to-face, and is most likely to be scheduled in a specific location and at a specific time.

C. Hybrid Course

A course in which approximately half of the instruction is face-to-face and half is delivered in a distance education format. Students are generally expected to meet at a campus location at specified times during the course.

D. Online Instruction

Online instruction is a formal, internet-based or internet-supported educational process in which all regular instruction and substantive interaction occurs between instructor and learner in an online environment. Online instruction may be synchronous or asynchronous.

IV. Guidelines

A. Student Support and Information

1. The Schedule of Classes shall clearly identify online courses as such through the use of instructional method codes. Students shall be able to use the advanced search feature in E-Z Arts to quickly identify which courses will be offered online prior to registration.
2. Online instruction courses must provide an opportunity for regular and substantive interaction between students and the faculty member responsible for the course, so that students can receive prompt responses to their questions.
3. Criteria for student success in online instruction courses must be as rigorous and comprehensive as those used in classroom-based courses; faculty will articulate all course expectations (course content, student learning outcomes, assignments, exams, criteria for assessment, etc.) on the course syllabus.
4. Students enrolled in online courses are subject to the same University policies and procedures applicable to students attending classroom-based courses as covered in the Academic Integrity Policy. In addition, appropriate online behavior (“Netiquette”) must be clearly communicated to students.
5. Each student enrolled in an online instruction course must be informed of available instructional and other support services, such as student accessibility resources, library resources, and student accommodations.

B. Faculty Support Rights and Responsibilities

1. Faculty will have the same control and ownership of the substantive and intellectual content of their online instruction course-related materials that they have with respect to classroom-based courses, at the time of production, at any time during their use, and thereafter. Faculty teaching online courses are expected to abide by all applicable or relevant copyright laws, which differ from the copyright laws that apply to face-to-face teaching. (See [Intellectual Property Policy #115](#).) Faculty teaching online courses will be evaluated in the same manner as classroom-based courses.

B. Faculty Support Rights and Responsibilities, cont.

2. In courses where classes are offered both online and in classroom settings, the online section(s) must meet the same course objectives as those covered in the classroom-based sections.
3. Faculty should work closely with the appropriate Library and Student Life staff to ensure students have adequate access to resources and any training needed for students engaged in distance education.
4. A faculty member engaging in online instruction must indicate the following course information to registered students:
 - a. On-campus meeting requirements or any synchronous activity requirements;
 - b. How participation in online activities will be assessed and graded (e.g., participation in chat sessions, frequency of web access, postings, etc.);
 - c. Whether (and how) the faculty member will track student online activities, for example, by maintaining a copy/log of online discussions and chat sessions, etc.;
 - d. All deadlines (due-dates and times) for postings, homework assignments, blogs, chats, etc.;
 - e. Office/contact hours, how often the faculty member will be online, and alternate communication options;
 - f. Safeguards as to how student work will be authenticated;
 - g. Explanation of appropriate online behavior (“Netiquette”);
 - h. Technical competencies expected or required of the students;
 - i. Minimum computer hardware and system specifications, software requirements, and course website access requirements;
 - j. Whom to contact in case of technical problems; and
 - k. Alternative procedures for submitting work in the event of technical problems.

C. Institutional Responsibilities and Procedures

1. The University shall offer appropriate training, continuing education, and technical support services to faculty in order to prepare and support them in developing and teaching online instruction courses. The faculty are strongly encouraged to avail themselves of these services and training. The development of a course shall include evaluation of course materials' accessibility and compatibility with assistive technologies.
2. The appropriate Art School or Liberal Arts Dean (or designee) shall communicate with Information Technologies (IT) to ensure appropriate support and coordination for the creation and delivery of online courses; the Deans shall also work with the Provost's Office to define and encourage the best in online practices for their respective School or Division, as well as appropriate pedagogical and assessment standards and procedures.
3. All new courses for which the method of delivery will be online or hybrid must be reviewed in accordance with the Educational Policies Committee Guidelines and Procedures (See Faculty Manual Section 7.3.5 Educational Policies Committee).
4. Changes in or additions to method of delivery for an already existing classroom-based course must be presented to EPC for vetting and approval. The School or Division requesting the change shall complete an EPC-2 Change in Existing Course form that demonstrates that the academic standards and quality of the course will be consistent with, and comparable to, those of classroom-based instruction.
5. All online courses will utilize appropriate University funded and approved computer services.

Sources of Authority and Related Policies:

[UNC Policy 400.1.1 Sections B & C](#)

[SACS Policy on Distance Education;](#)

[UNCSA FERPA Policy # 803](#)

[Student Code of Conduct and Discipline #802;](#)

[Technology Use Policy #508;](#)

[Academic Integrity Policy\]](#)