

**Faculty Council Meeting**  
**Wednesday, April 16, 12:45 – 2:00**  
**Minutes**

Members Present

Jeff George – Chair  
Cliff Odle – Vice Chair  
Frazier Smith – Secretary  
Jared Redick  
Claire Fort  
Martha Golden  
Abby Yager  
Anson Koch-Rein  
Rosemary Millar  
Chris Dorr

Bill Volz  
Eric Nottke (alt for Zac Stevenson)  
Steve Lacosse  
Joe Lopina  
Clint Smith  
Dmitri Vorobiev  
Christopher Bruhn  
Joe Mills  
Michael Dodds  
Kara Andersen

1. Call to order: 12:46 PM
2. Old Business
  - a. Faculty elections update
  - b. Faculty Manual updates
    - i. Following up on Course Evaluation Committee exemptions – none.
    - ii. Change in eligibility, addition of procedures for Grievance Committee
      1. Moved by George, seconded by Volz
      2. Tabled until the next meeting
    - iii. Updated language on adjunct eligibility for Faculty Development Grants
      1. Moved by Millar, seconded by Vorobiev, amended by Nottke
      2. Approved without opposition
    - iv. Introduction of future discussion items:
      1. Should there be term limits on FC & standing committee reps?
      2. Should we create a position of Past Chair?
      3. Should we establish formal succession of Vice Chair to Chair?
      4. Is one year the right term length for FC officers?
      5. Should there be more than 3 officers?
      6. What items go to EPC? Why do they approve the calendar, but not Minimum Class Enrollment Policy (for example)?
        - a. Needs attention this summer, plus development of training for new EPC reps.
3. Faculty Assembly/Senate Chairs Reports – Jeff George, Elizabeth Klaimon, Cliff Odle
  - a. Assembly
    - i. Making the Case for Liberal Arts report
  - b. Senate Chairs with President Hans
    - i. Acknowledged chaotic state and national climate, lack of nuance in public discourse right now

1. Better to work through private conversations.
2. Stronger positioning than other states with similar legislative challenges, due to strategic partnerships (including Faculty Assembly).
- ii. Likely tightening of budget on horizon
  1. Commitments: Helene relief, vouchers
  2. Tax Cuts
  3. Possible economic downturn
- iii. Coming examination of administrative growth, reinvest in academic programs
  1. Schools with admin growth but not student population
  2. Later: I expressed need MORE mid-level admin support staff
- iv. Importance of maintaining public support, making strategic decisions to help navigate the chaotic environment.
  1. Commit to mission of teaching, research, and public service
- v. Broader case for Liberal Arts beyond career readiness – use marketing
  1. Economic anxiety fueling “narrower focus”
  2. Our students are thinkers, not just workers
  3. Dramatize/humanize the issue, better marketing
    - a. Later: I expressed the value of getting people on campus to see what we do
- vi. Continued emphasis on ROI
  1. Initial report debunked fallacies about the value of liberal arts education
  2. Helps earnings, but also health, life satisfaction, civic engagement
  3. Enrollment “cliff” coming
    - a. Less HS grads, more of them entering workforce
    - b. Counter false ideas about affordability, access, quality, value
    - c. Reach more adult learners to stabilize funding
    - d. Improve transfer pathways, increase direct admission from NC high schools (to SYSTEM, not to specific schools)
    - e. Increasing out of state cap from 18% (won’t affect us)
    - f. **Collective capacity for sustained attention, critical thought, finding meaning – both in our graduates and in us**
  4. [Insert: DAVE is going to be NC’s DOGE]
- vii. Academic Freedom
  1. “We did this to stay ahead of the legislature” is not landing as a reason for changes.
  2. Refers to “bending but not breaking” in comparison to other states.
    - a. “It could be worse” also isn’t landing well.
  3. Aide (Eric Johnson?): we have to make a “first principles defense” of academic freedom, assert values over individual rights (resonates better with the public)
  4. Has been emphasizing the competitive disadvantage of potentially ending tenure

- 5. Faculty: death by 1000 papercuts – implementing sub-optimal policies to avoid worse, but still destabilizing and dismantling.
    - viii. Acknowledges need for better communication from System Office regarding DEI mandates and waivers
      - 1. Chancellors control the waiver process – hasn't really affected us.
      - 2. Provosts need better guidance – program or course level?
      - 3. Faculty concerns about unwritten directives
    - ix. Neither system office nor campus police were warned ahead of ICE raids on NC State campus, elsewhere.
    - x. Faculty engagement in curriculum (see “we have it better” below) – agreed to send stronger message from System Office to Provosts etc. regarding the need to involve and engage faculty.
  - c. Other items from Senate Chairs Meeting
    - i. March 20 memo (tied to ROI below)
      - 1. Evidence of cost-cutting before being allowed to raise tuition
      - 2. Admin costs, but also “efficiencies” in academic programs
      - 3. Also coming after state-funded “centers & institutes”
    - ii. REACH Act
    - iii. “Berger Bill” - DEI & Higher Ed:
    - iv. Space utilization reports – generating same “efficiency” push as ROI
    - v. Chapter VI – Academic Freedom & Tenure: delayed, but under revision
4. New Business
- a. Adjunct Faculty Concerns:
    - i. Gathering them; reps asked to invite conversations & suggestions
    - ii. Will return to this in May, major agenda item for '25-'26
  - b. Course Enrollment Minimums Policy (for discussion)
    - i. Tied to ROI, Mar 20 Memo
    - ii. Verified this information at the system level and other campuses.
    - iii. Met with Patrick on 4/15 to get answers to faculty council questions from pre-meeting survey.
    - iv. Main theme from pre-meeting survey: WHY?
      - 1. From Patrick: “delicate and vulnerable position” –
        - a. We are on the FTE model, not credit hour generation (CHG)
        - b. Second phase of ROI “study” focuses on CHG
        - c. We expected to report based on FTE, but were told after start of school year that we would have to report CHG – and we look terrible
          - i. Told directly by system VP of finance that we would not have anywhere close to our current funding
        - d. ROI dashboard (public) will have program-by-program numbers, but in the case of small schools and programs will be easy to identify specific teachers.
        - e. System understands – legislators, those behind BOG may not (or may not care) – DAVE again

- f. Every other school in the system (and elsewhere) is wrestling with this.
  - i. Many independently determined that they needed to implement this policy, others followed suit.
  - ii. UNCG, UNCA – whole programs cut based on ROI
  - iii. Cornish College: part of the data set we used to determine our numbers, had the closest minimums to ours, just got absorbed by Seattle University.
- g. Our minimums (6 for undergrad/HS, 4 for grad) are FAR lower than any other
- h. Because of the analysis Karen and Patrick did, they have data to justify our minimums, and feel they are defensible.
- i. Harsh realities:
  - i. We ARE part of a system and cannot always act independently.
  - ii. We DID have an exemption we negotiated, and they removed it unexpectedly.
  - iii. We DO live in a world where higher education is under outright attack, from within and without.
  - iv. We NO LONGER live in a world where faculty can run their tiny kingdoms, let alone run schools.
- v. Theme 2: concrete examples
  - 1. Why we stand out in a bad way, and therefore need this policy
    - a. Our institutional average for credit hours generated by teacher is 270 – 135 per semester, or 45 students in 3-hour classes per semester. We have faculty at 40 or lower, which is off the scale low.
    - b. Course(s) on our books that **we define** as having capacity of 18, has only 3 enrolled – projects to “serving” 12 students yearly
  - 2. Cancellation/reassignment clause in our policy:
    - a. “I think it will never happen.”
    - b. Phased implementation next year
      - i. Flag courses that WOULD run afoul of the policy
      - ii. Include co-listed courses (this will reduce the number of course below minimum) – hasn’t been done yet
    - c. When policy does take full effect:
      - i. Window of 2-3 consecutive semesters being flagged before cancellation
      - ii. Reassignment comes from dean
- c. Employee Engagement Survey key points – provided for information only
  - i. 66 faculty participated – roughly 33%. Overall, 49% of those who received it responded.
  - ii. Inequities
    - 1. Treatment of schools and programs

- a. Music & drama are the areas of personal background for Chancellor & Provost
      - b. HSAP grants diplomas, DLA does not grant degrees
    - 2. Compensation – the missing 3<sup>rd</sup> component of wellness & workload
      - a. Low compared to other UNC system schools
      - b. Large inequities from school to school within UNCSEA
    - 3. Workload: wide disparity in hours worked from school to school, within some schools.
    - 4. Funding to support faculty projects & professional development
      - a. Disparities in access to conferences etc.
      - b. This impacts “faculty success” and therefore rank promotion, which impacts compensation
    - 5. Application of unwritten standards for “faculty success.”
      - a. Narrow view impacts contract renewal and rank promotion.
      - b. Wider view is needed to recognize and support different types and amounts of workload on campus.
    - 6. Adjunct treatment vs MYC
  - iii. Communication and “collaboration” from senior leadership (I believe this means shared governance, ie “allowing us to help”)
    - 1. True active listening without defense or rebuttal – take time regularly to assess the values and needs of each school
    - 2. True desire to support all constituents equally
    - 3. Avoidance of difficult conversations (better this year)
      - a. “Very little presence” at large campus conversations – this one confuses me (other than CSI), as Provost gets criticized when speaking at FED, All-Faculty, etc.
    - 4. Improve messaging on and use a wider range of faculty recognition.
  - iv. Responses reflect different micro-cultures within the 7 schools.
    - 1. Faculty don’t always feel free to voice their opinions – support of and value for this varies.
    - 2. Senior admin micro-management of some programs hurts morale
5. State of Shared Governance at UNCSEA – provided by video after meeting
6. Adjourn: 2:10 PM