

# Standing Committee Reports

Academic Year 2010-2011

# Committees

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## **Faculty Academic Planning and Budget Committee**

### **Annual Report 2010 – 2011**

There were several issues addressed that came under the FAPBC tent. For example, I (Freitag, Chair) participated last year and the year before on Vice Chancellor Beth Hardin's ad hoc Budget Council. That group met weekly for much of the period, and that's where I was kept aware of budget issues and invited to represent faculty views on budget issues. Charles, too. Because of extensive activity with this group, I felt less compelled to address budget issues through FAPBC.

An area we did discuss in FAPBC (and in FEC) was the issue of furloughs. Without formalizing our recommendations, we did express the sense of the faculty regarding furloughs for faculty – essentially that there is no realistic way to furlough faculty members.

The primary area FAPBC addressed was the issue of the status of summer programs. I've attached a document prepared by Ken Burroughs several years ago that served as my launch pad. I also attached my summary of Ken's thoughts along with a framework for Faculty Council action. I really wanted FAPBC to explore Ken's recommendations and craft a policy proposal that elevated the status of summer classes to align with overall academic planning. Right now, summer classes are sort of an after-market add-on with little linkage to a student's academic progress. It's my impression that we could use summer courses more effectively to aid students in progression toward graduation and thus improve our graduate rate a few percentage points. We were just moving that issue forward in FAPBC when I had my accident.

Finally, about the time of my accident, the Chancellor sent Charles Bodkin his goals for the coming years, asking for faculty input. Charles rightly forwarded them to me for FAPBC review, but I was unable to get to them. Thankfully, Charles provided feedback to the Chancellor on his own.

## Making Summer School Pay

**Introduction: Summer School Misplaced** On-time graduation rates and the “retention” that improves them, at all degree levels, are crucial institutional Charlotte goals. Yet one of the most powerful and flexible instruments to achieve goals and mitigate the impact of a cap, Summer School, is little more than an afterthought in the planning processes of faculty and academic administration. Since it receives no state appropriation and thus must run as a self-supporting enterprise, Summer School is seen as a poor relative of the Spring and Fall terms rather than as the indispensable third component and complement of the academic year. Consequently, Summer School frequently loses its proper moorings in Academic Affairs and is consigned to auxiliary or outreach units where there is a common requirement for programs to recover their own costs, Summer School thus loses its natural identity and its crucial role in the academic year becomes blurred. A symptom of this blurring is the tendency of these units to reshuffle, reorganize, and re-title themselves: they can be Divisions of Lifelong Learning, of Extended Learning, of Continuing Studies, of Distance and Continuing Studies, of Extension and Distance, and so on, *ad nauseam*. The humorist in me long ago christened the unit at UNC Charlotte, the Department of Certain Things. As far as Summer School is concerned, they all miss the point and they all ensure that Summer School, in terms of contributing to student success, persistence, and on-time graduation, will fail massively to live up to its potential.

**Summer School: An Afterthought** It is natural enough that everybody wants to “grow” summer, convinced that to do so all that is needed are more courses and control by either the department – if you are an academic dean or a chair – or by the administrative “outreach” unit that benefits from owning it. However, apart from occasional oscillations between being “centralized”<sup>1</sup> or “de-centralized”<sup>2</sup>, with variations in the direction of the funded trimester fantasy, Summer School remains to all intents and purposes an afterthought, doomed – to employ a charge leveled at our own Summer School – to “limp along” from year to year.

Summer School is an afterthought – something to which only minimal attention is paid – because academic units upon whom its success depends perceive themselves as having no real stake in it. Sure, summer net revenues are distributed across campus in a variety of ways – for institutional and departmental needs as identified by Academic Affairs. But the *perception* remains that the “source of production”, that is the faculty, are producing income at low pay rates for someone else.

**Lack of Incentives Means Focus is Wrong** When directors of summer schools get together to compare notes about how their summer schools did in terms of enrollment and revenues and what they did or did not do to affect them, a constant theme is the frustration of trying to focus largely uncaring

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<sup>1</sup> I.e., administered by a unit with a title such as those given in the previous paragraph

<sup>2</sup> I.e., its organization and administration the responsibility of either the academic department or the college

faculty and chairs on student and programmatic needs rather than on their favorite topics – the primacy of their pay, their course preferences, and the number of enrollees needed to avoid cancellation. We mull incentive plans, revenue sharing, pay schemes, and how to engage academe (for we are almost invariably outside it in an auxiliary unit) seriously in the summer enterprise. The majority of summer schools at public universities are like UNC Charlotte’s, “centralized” perhaps in a unit such as Continuing Education, or Distance and Continuing Learning. Smaller ones may be tucked into the Registration unit, even Admissions or Business Affairs. But typically they must generate the revenue to pay for summer instruction and its supporting operations, run courses that have “viable” enrollments, cancel ones that don’t, and turn a chunk of money, perhaps the equivalent of 50% of gross revenues, back to the “university”, usually Academic Affairs. Academic Affairs sees summer school as a revenue generator. Faculty see summer school as a possible source of pin money. Deans dream of controlling summer school and its attendant revenue and rather resent the units from which summer school is administered and to which the net reverts.

Thus, Academic Affairs, which recognizes that Summer School is a genuine revenue generator, is perpetually wondering how to “grow summer” in order to increase revenue. It is as if Summer School were a separate enterprise like a discrete continuing-education activity and not a component of the academic year. In this environment, we wind up doing only what we can do: peddling seats and spending ever more on “marketing” to offset the lack of interest in Summer School by those who should have the greatest stake in its success.

“Growing summer” is a constant refrain among those who recognize Summer School as a genuine source of revenue for the University. “Growing salary” is the constant preoccupation of those who, although ultimately responsible for the amount of that revenue, see no benefit other than their own pay. These two foci are counter-productive. Revenue does not increase because little attention is paid to better planning, to curriculum, to what students need. Salary grows proportionately with academic year salary. There may be revenue improvements as a result of tuition increases, which themselves tend over time to depress summer growth.

**Other Indications that Summer “Doesn’t Count”** Over the years, bids have been made to “incentivize” Summer School, that is to consider sharing Summer School net revenues among departments in proportion with departmental effort and success in producing that revenue. These bids have not been successful here. Arguments have been made to include summer faculty effort in promotion and tenure decisions. Although this may be adopted at some institutions and be the unwritten practice in some departments here, it is not our general institutional practice nor encouraged by Academic Affairs. The perception continues that “Summer School doesn’t count.” For faculty, it doesn’t count, even though for students and the institution it can count very significantly.

But Summer School goes along as no more than an afterthought, with, as one person put it at a recent conference of Summer School directors, “each summer a whole new day”, ignored since it went away after the previous summer, an irritation once it returns in May. For faculty, it’s no more than a periodic source of pin money for those indigent enough to, or with enough time to, or lucky enough to, or unlucky enough to wind up with a summer instructional assignment.

### **Lack of Administrative and Academic Coherence between Summer School and Academic Affairs**

Periodically, across the country, “reorganizations” take place. Well-meaning as these events may be, occurring usually because another model seems more practicable or logical or attractive than the existing one, and occasionally even as a putative solution to a problem, they do not address the real hang-up which is the lack of administrative and academic coherence between Summer School and the central academic administration, that is, Academic Affairs. Arguments for such “reorganizations” may be:

- Summer School should be more “centralized” (a decision entirely to do with who gets the money), or
- Summer School should be “decentralized” ( a decision entirely to do with who gets the money) or
- Summer School should be funded like the rest of the year (a chimera, about money. Proponents doom it to failure by not thinking out how, if summer were funded like the rest of the year, this would work, its effect on the two main terms, its effect on operations of the university, physical plant, curriculum, faculty assignment, faculty and student preference, etc.) or
- Summer School should be just another set of “irregular” or “outreach” or “anomalous” activities and placed in the grab-bag unit where other “academically-sort-of-related” activities go. This placing unfortunately encourages the notion that the summer enterprise, gorged with the gains from faculty sweat, supports Continuing Education and other “fringe” academic activities.

Despite the immediate effect of appearing to “do something” about making Summer School work, they are really about who gets the money.

**Summer School Will Continue to Underperform As Is** The summer term as currently operated will continue to be an afterthought in the academy. Both Academic Affairs and the administrative unit in which Summer School is housed will struggle to “grow it”. The struggle will be vain, however, given current assumptions: that Summer School is a discrete “program” to be expanded by just offering more courses, more online opportunities, more “marketing”; or by centralizing, de-centralizing, amortizing, or amorphizing with an inscrutable new title; whatever. Summer School will continue to underperform, and it will continue to need careful management and nurture if it is to operate reasonably productively in an environment where intrinsic benefits are few and where material benefits are deemed small and not commensurate with the efforts of departments in their role as source of production.

**So what would make Summer School work? Plough Revenue Back In** Every dollar earned in Summer School should be ploughed back into Summer School. Now, that may seem preposterous. Just offering more courses? Raising the salaries? Enlarging the empire? The usual short-term, unthinking, gimme-now approach by units encouraged to think about their own immediate returns and resources rather than institutional goals and priorities? (“Stake Your Claim” with a vengeance!) **Not at all.**

**Summer School an Instrument to Achieve Major Institutional Goals** By “ploughing every dollar earned in Summer School back into Summer School”, we recognize the summer term as a crucial component of the academic year, indispensable in encouraging momentum to degree, encouraging and

rewarding student persistence – which are generally thought to be major institutional desiderata (and which make treating summer as an afterthought sheer folly). Recognizing the indispensable nature of Summer School means we must take an approach quite different from the current pot-luck one necessitated by the “do-the-best-you-can-under-the-circumstances” scenario on the fringe. A Summer School whose net revenues are not clearly invested in the enterprise that produced them but are seen to be dissipated in marginally related areas of the campus will remain an afterthought to the chairs and faculty on whom we depend to make it work.

**Realizing Summer School’s Potential** To realize its potential as an institutional asset, Summer School funds must support a year-round planning and integration process. Currently, we spend large sums persuading diffident students to attend, favoring courses that will “go” over courses that may be needed, accepting faculty preference and convenience as main criteria in selecting which courses we offer, “cannibalizing” the Fall and Spring terms to boost summer enrollments (a sure but faulty way to enhance summer enrollment), supporting students and faculty in courses that “make” and withdrawing support when they don’t (which does untold harm to student and faculty support of Summer School and confidence in the institution). Summer revenue, every dollar of it beyond a minimal operational overhead for a summer manager and support, should be ploughed back into a year-round planning and integration process that includes funding for

- A person in each college responsible for year-round summer planning and scheduling and coordination with the Academic Affairs position whose priority is Summer School
- Curriculum planning and re-shaping to include Summer School
- New program design and re-design
- Review of all programs with a view to using Summer School to assure momentum to degree
- Planning for small-enrollment graduate courses, new graduate programs with limited numbers of participants (cf. SDTAI)
- Summer as lab for potential new teachers among grad students, incubator for new courses and specially focused institutes (e.g. schools personnel, who once were one of our largest on-campus constituencies – summer being the optimum time for training, re-training, and professional advancement)
- Encouraging and funding preparation for intensive courses that use instructional technology to overcome the challenges of summer compression (e.g. hybrid courses)
- Soliciting and funding research, design, implementation, and evaluation of learning assessment models that will help continue to refine course selection, instructional methodology, and delivery systems and formats for most effective summer teaching
- Supporting and funding the design of summer academic and academically-related programs for rising college-students: e. g. early freshman seminars, bridge programs, “hard-discipline” prep programs, slice-of-college-life programs that not only improve chances of success but also recruit for the university
- Providing summer work opportunities – office work, research, camp counseling, tutoring, etc. – for undergraduates and graduates wishing to go to Summer School but unable to secure the financial means to do so

- Assuring appropriate salaries to all summer instructors, with acknowledgment to the seniority of full-time faculty, the contribution of all faculty, the encouragement and professional growth of new faculty and advanced graduate students who are future members of the professoriate

**In Short**        Every dollar made in Summer School should be ploughed back into summer school – directly or indirectly – in order not only to pay for classes but make sure that Summer School is an instrument enabling students to continue according to a coherent program plan. This stresses the continuity of the academic year, and places a genuine focus on progress to degree from the Freshman year through Graduate School. Clearly the effects of such investment will not only result in a healthier more purposeful term with consequent growth in attendance and a more organic faculty role but will result in real benefits to departments and faculty with funding available for curriculum/evaluation/course development projects/ instructional development/ professional development – all of which enrich the summer and complete the academic year.

## Alan Freitag: Thoughts on Ken Burrows' Assessment of Summer School

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Ken's observations and recommendations seem sensible and timely. With intensified focus by GA and the NC state legislature on retention and graduation rates, it seems imperative that every aspect of our curricula be channeled toward those efforts. Permitting summer school to function as an "after-market" component lacking comprehensive integration with our overall academic framework diminishes the collective effectiveness of our university.

Although Ken provides a number of concrete recommendations that we should evaluate individually, what appears to be needed above all is a change in culture. The adjustments called for are not likely to be successfully implemented merely by passing a Faculty Council resolution or enacting a few policy or procedural changes. Improving the situation will take time and a unified voice from top administrators as well as the full support and cooperation from deans and chairs. Faculty members would be called upon to set aside personal academic interests in favor of active participation in a year-round, cohesive approach to students' academic progress and timely curriculum completion.

Ken's major recommendations might be arranged categorically as follows:

- Structural recommendations
  - Position summer school more directly within the framework of Academic Affairs
  - A designated person in each college responsible for coordinating and planning summer curricula
  - Support for use of instructional technology to overcome summer course compression
  - Support for more programs aimed at rising college students
  - Providing summer work opportunities for students attending summer classes
- Procedural recommendations
  - Reviewing and recrafting as necessary all majors and minors to identify the potential role for summer school to aid in timely completion
  - Employing summer courses as labs for potential new instructors (grad students, for example) and testbeds for new classes
  - Returning summer school revenue to support other structural and procedural recommendations

What might Faculty Council do? The FAPBC could take the following steps:

- Meet with Summer Sessions Committee Chair Judy Walker to gather further background into the challenges and possibilities associated with summer school
- Meet with Provost Dr. Lorden and key members of her staff to discuss the merits and barriers to implementing the recommendations
- Gather additional background valuable to assessing the appropriate integration of summer school into the academic structure and curricula
- If appropriate, prepare a recommendation, likely in the form of a resolution, to be submitted through the FEC to the Council prescribing a way forward

2010-2011 Annual Report from Faculty Council of University College (formerly Gen Ed Committee  
Submitted by Lisa Slattery Walker

Activities of the Council for this year included:

- Developed guidelines for W and O courses. We currently have a set of requirements for “minimal” and “best practice” criteria for on-going use.
- Developed, submitted, and presented a QEP proposal regarding the development of themes within general education. This proposal is still under consideration.
- Consulted with Steve Coppola regarding the Voluntary System of Accountability and measuring critical thinking among our students.
- Considered and made recommendations regarding various course and curriculum proposals, including extensive discussions regarding the revamping of the first-year writing program.
- Consulted on various issues connected to general education and University College.
- Conducted learning outcome evaluations for LBST courses. We discussed and modified the procedures developed three years ago, met with constituent groups, and advised Dean Smail on administration of the evaluations. Data analysis will occur in May.

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Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology  
Professor of Organizational Science

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# Annual report of activities of the Faculty Academic Policy and Standards Committee for the Academic year 2010-2011

## Committee members

Unit	Representative	Alternate	Term Ends
Chair	Stuart Smith, COE		2012
Arts+Architecture	Thomas Forget, ARCH	Jay Grymes, MUSC	2011
Computing & Informatics	Susan Sell, BINF	Zbyszek Ras, CS	2011
Education	Rich Lambert, EDLD	Suzanne Lamorey, SPCD	2011
Engineering	Yesim Sireli, SEEM	David Cottrell, ET	2010
Health & Human Services	Ahmed Arif, PHS	Kim Clark, KNES	2012
Liberal Arts & Sciences	Bob Anderson, MATH	Gregory Starrett, ANTH	2011
Liberal Arts & Sciences	Tony Jackson, ENGL	Veronica N. Hilliard AFRS	2012
Liberal Arts & Sciences	Evan Houston, MATH	Bobby Brame, CJUS	2012
Library	Chuck Hamaker, LIB	Judy Walker, LIB	2011
Graduate Student	Andrew Besmer		
Office of Academic Affairs	Leslie Zenk, APPFG	Non-voting academic affairs advisor to the committee	

## Motions of the committee

All motions were subsequently passed by the Faculty Council.

1. A motion to 'remove 'honors programs' from bylaws of FAPSC was proposed, seconded and approved by FAPSC at the Friday 8<sup>th</sup> October 2010 meeting.
2. FAPSC has considered the supporting materials of the proposal for service learning and recommends approval of the designation of 'Service Learning' for approved courses. The rationale is that this already exists in other National and State universities, it will strengthen the portfolio of the student taking these classes, the framework (requirements and an outline justification form) for its implementation is developed and the process can be readily implemented. It will also initiate a database for organizations that collect information on universities that offer service learning (Carnegie, NC Campus Compact). Motion passed by FAPSC at the Friday December 1<sup>st</sup> 2010 meeting. Motion passed by the Faculty Council on 24<sup>th</sup> March 2011.
3. Approval of the recommendations of the report of the FAPSC Fall 2010 sub-committee on probation and suspension policy. Motion passed Friday December 1<sup>st</sup> 2010 meeting.  
(Appendix A)

4. Request to Modify Existing Quarter Hour Policy for General Education. Tina McIntyre.  
Motion: Approve removal of 2 course maximum for credit transfer to satisfy General Education requirement. Motion passed February 11<sup>th</sup> 2011 meeting. Motion passed by the Faculty Council on 24<sup>th</sup> March 2011.

Original policy reads

**Transfer of General Education Equivalent Courses.** In cases where students are transferring in courses that are one (1) credit hour less than the equivalent courses at UNC Charlotte (typically from schools on the quarter system), students may use a maximum of two (2) such courses to fulfill General Education requirements.

This complete paragraph will be removed.

### **Priority registration.**

1. The FAPSC were requested to consider an application for priority registration from Special Education General Curriculum and Elementary Education K-6 Dual Major. FAPSC input concerning this application was communicated in a memo dated 3-23-2011 to the Provost.
2. The FAPSC recommended continuance of the special registration permissions for the priority groups listed in the registrar's report for 2011. This was passed by Faculty Council at the March 2011 meeting. Motion passed by the Faculty Council on 24<sup>th</sup> March 2011.

From: FAPSC, (Stuart T. Smith, Chair)

To: Joan Lorden, Vice Chancellor for Academic Affairs

Cc: Mary Pat Young, Director of Special Projects and Assistant to the Provost

Leslie Zenk, Coordinator of Academic Policy and Faculty Governance

Date: 3-23-2011

Re: Request for priority registration for the B.A. in special Education (General curriculum) and Elementary Education K-6 Dual Major Program.

In response to the request for priority registration for the Special Education General Curriculum and Elementary Education K-6 Dual Major (attached) submitted by Kelly Anderson on November 29, 2010, and in accordance with the policy on 'Entrance to the Registration Process' by R.H. Toenjjes, 11-5-90 (approved by Faculty Council 1-17-91) the FAPSC met on 3-23-2011 to consider the request and subsequently submits the following rationale for your consideration.

The following issues of relevance to this request were identified:

1. The request did not clearly address justification criteria with explicit reference to the policy procedure.
2. Student numbers and the longer term program plan (that would indicate the funding and other resources to be applied to ensure the sustainability of this program) were not clear from the request.
3. Members of FAPSC expressed a concern that this program was approved without necessary resources for its implementation.
4. Finally, a concern was expressed that this will set a set a general precedent that will encourage other programs to consider the same request.

The aforementioned policy states that FAPSC is to provide feedback in a consultative role to the Vice Chancellor of Academic Affairs who makes the decision of whether or not to allow the special permission (see section III.3 policy); thank you for the opportunity to provide this feedback and please contact me with any questions.

Appendix A: Report of the Subcommittee on Academic Probation and Suspension

Date: 12/1/2010

To: Faculty Academic Policy and Standards Committee (FAPSC)

From: Subcommittee on Academic Probation and Suspension

Stuart Smith	FAPSC
Bob Anderson	FAPSC
Carolyn Blattner	Center for Academic Excellence
Cindy Johnson	Academic Affairs
Chris Knauer	University Registrar
Yesim Sireli	FAPSC
Susan Sell	FAPSC
John Smail	University College

RE: Report on further Academic Probation and Suspension Policy Revisions

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## 1.1 Committee recommended actions

### 1.1 Preamble

This report presents the outcome of an FAPSC sub-committee that was reconvened in October of the Fall 2010 semester to address remaining probation and suspension issues. The subcommittee met four times and held its last meeting on November 30<sup>th</sup>, 2010. With this report, the subcommittee concludes its work.

The outcomes of this effort is a recommendation to establish a “Semester Warning” academic standing as well as two minor changes in the wording of the “Academic Probation” and “Exception for Summer Enrollment” catalog description. The changes should be included with those from the previous sub-committee that were approved during the September 23<sup>rd</sup> Faculty Academic Council Meeting. It is recommended that these changes be implemented for inclusion in the 2010/2011 university catalog. These changes are detailed in sections 2.1 and 3.1. Rationales for these changes and supporting data, as well as other deliberations of this committee are also provided.

### 2.1 Semester warning

#### *Rationale*

Early warning will provide a mechanism to identify students that are heading toward probation, provide necessary instruction about implications of probation, and point them to resources to help improve their study techniques and academic performance. While it is possible to track a dip in semester grades for a student in good standing in a variety of unofficial ways, making it a formal academic standing is more likely to get students’ attention and allows for the development of more concerted responses in the future. It is intended that the following passage (in blue) be added in the ‘Academic Standing’ in the University catalog, immediately above ‘Academic Probation’ and be considered as a separate academic standing category:

**Semester Warning:** An undergraduate student whose cumulative GPA is above 2.0 at the end of a fall or spring semester but whose GPA for that semester is below 2.0 is placed on semester warning. This warning status is an indication of potential academic problems and is communicated to the student and the student’s advisor and major department(s).

#### *Status and recording of warnings.*

Semester warnings will be placed into the students advising record, when possible, and students will receive an email which will be copied to the student’s advisor. In compliance with the national American

Association of Collegiate Registrars and Admissions Officers (AACRO) Guidelines, a semester warning is an academic status that is not required to be recorded on the official transcript. This practice is also consistent with other Universities Nationally.

### **Motion**

Make 'semester warning' a formal academic standing and make this specific in the catalog with the above wording. Pass this on for FAPSC vote.

## **3.1 Probation and suspension**

### **Rationale**

It was considered by those involved in the administration and appeals process that students on probation often do not take probation and suspension as seriously as intended. Rebound programs that are currently being developed could be beneficial for all probation students. Two initiatives were considered: the first was to require that all students on semester warning, probation or those suspended and seeking reinstatement complete an online tutorial provided by the University Center for Academic Excellence. The second initiative was the implementation of a one semester appeal delay for all students on suspension. It was decided not to require the tutorial as that would be too labor-intensive and difficult to manage. The implementation of an appeals delay is currently being addressed with other initiatives (Rebound, UCAE tutorial). Defer further discussion until outcomes of these initiatives are solidified (likely Fall 2011).

### **Motions**

To have all students placed on semester warning, probation, and suspension seeking reinstatement be sent an email encouraging them to complete the student tutorial designed by the University Center for Academic Excellence.

To revise Catalog copy according to the proposed changes (shown in blue) to strengthen the message of the seriousness of academic probation and to clarify process for summer enrollment:

**Academic Probation.** An undergraduate student whose cumulative GPA is below 2.0 at the end of a fall or spring semester is on academic probation, and this is noted on the student's **permanent** academic record.

**Exception for Summer Enrollment.** Students who are on academic suspension are permitted to enroll in summer session classes. They are not eligible to continue enrollment in the fall and spring semesters until they have applied and been approved for **reinstatement or** readmission.

Present to FAPSC at next meeting.

## **4.1 Summer policy**

### **Rationale**

There is some debate that summer classes be treated administratively in a similar fashion to Spring and Fall semesters. A direct result of this would be a further academic status update. From the Spring 2009

survey of 1,823 students on probation this would negatively impact only one student; all of the remaining students achieved a cumulative GPA of greater than 2.0 after summer classes and would therefore be reinstated to good academic status. More dramatically, 33 students on probation in the Spring fail to achieve a cGPA greater than 2.0 in the Fall and would normally be suspended. These would subsequently return to probation status and be eligible to enroll in the Spring. Independent of the outcome from these two semesters, the students could then enroll in summer classes in the following year. Interestingly, the 1 student that would be suspended based on summer performance is not included in the 33 that failed to make a cGPA>2.0 in the Fall.

### ***Motion***

To leave the summer policy unaltered.

## **5.1 Limitation on number of appeals**

### **Rationale**

Progression from probation to good academic status or withdrawal from the University takes two semesters for a majority of students. Based on the table in appendix A, approximately 10% in all categories (probation, continued probation, suspension, reinstated) have not achieved good academic status after two years. However, the reason that students remain in these categories is not apparent from the data. For many of these, it is suspected that there are exceptional circumstances. Consequently, the addition of a limitation on appeals could impose an unnecessary constraint on the administration of these cases.

### ***Motion***

Do not limit on appeals. Present to FAPSC at next meeting.

## **6.1 Further recommendations**

Currently, there appears to be variability in the administration of suspension and two-year and associates degree rules across departments and colleges. To address this, it is recommended that the administration of probation and suspension policies should be included in the job description of a member of the administration within each Department and/or College. Currently, the responsibility for administration varies between, and within, colleges. With a relatively high turn-around within many Departments this often results in administrators having to deal with these problems ad hoc. If incorporated into the job description associated with a specific position, administrators could seek training and learn about correct procedure. This would help the central administration by providing a point of contact within each Department or College.

### **Motion**

Continue discussion with Associate Deans and Registrar's.

## 7.1 Data considered by this committee

### Overview from available data

To assess the typical progression of students whose GPA falls below the acceptable threshold, five sets of data were assembled. Table 1 represents the progression of students who were either on probation (1,395 students), continued probation (258 students) or reinstated following suspension (161 students) in the Fall 2007 semester. Over the following three semesters there is a consistent pattern with slightly more than 50% of these students effectively withdrawing from the University and around 30% achieving good academic status. Of the suspended students, 31% achieve good academic standing after two full semesters while 33% are suspended once again in the first semester after reinstatement. Statistics at two and three semesters after reinstatement are little changed. Even after three semesters, 3% (5 students) are being reinstated to the Fall 2009 semester. Students on probation appear to show a similar pattern with statistics following the first semester (Spring 2008) showing little significant change (Fall 2008 and Spring 2009). For all of these categories the remaining 7% were either suspended or reinstated going in to the Fall 2009 semester, two years after initial change of status.

**Table 1: Average data for students on probation in Spring 2009 and subsequent cumulative GPA scores in summer and Fall.**

Spring cGPA	Summer cGPA	Fall cGPA
2.052	2.189	2.195
Steady increase	Increase followed by decline	Steady decline
50%	40%	3.5%

Figure 1 (Appendix B) shows data from a sample of 53 students on probation in Spring 2009 and subsequent GPAs through summer to Fall 2009. This data was collected in an effort to understand the influence of the summer classes as a means for students on probation to increase their cumulative GPA above 2.0. Correlations between Spring and summer performance are not apparent. However, there does appear to be a reasonable correlation between summer and Fall scores suggesting that a student who performs well in the summer is likely to continue to do so in subsequent semesters. This would suggest that the Exception for Summer Enrollment summer exception policy has a beneficial impact on these students. In a further survey to assess summer performance, a sample of 169 students on probation in Spring 2009 was tracked to look at summer and Fall cumulative GPA. This table indicates a steady increase in average GPA with 50% steadily increasing their GPA and 40% having a high GPA in the summer classes than during the subsequent Fall semester. Again, it appears that summer grades positively benefit a majority of these students.

Data of students on suspension and those reinstated for Spring 2005 through Spring 2010 is shown in Figure 2 (Appendix B). The numbers suspended and reinstated are relatively steady over the first four years of data with a slight increase over the last year or so. Typically it appears that around 40% of suspended students are reinstated.

The final data set (Figure 3, Appendix B) represents 1,823 students that have a cumulative GPA higher than 2.0 and a Spring 2010 semester GPA below this threshold. If this practice is adopted, these students would receive a warning. Of these students, 530 scored 0 and can be considered to be withdrawals or catastrophic failures. The remaining 1,300 or so students fit a bell shaped (or 'normal') distribution and can reasonably be identified as candidates facing potential problems in subsequent semesters.

### **Overview of probation policies of other universities**

One consideration of this sub-committee was the implementation of a delay policy for students who are suspended. A survey of other universities was prepared by the University Center for Academic Excellence and updated by Leslie Zenk (Appendix C). While policies are variable at these different institutions, the general trend for probation suspension and dismissal is broadly similar to that of UNC Charlotte.

A task of this committee was to consider the implementation of a 'wait out' policy for suspended students. Of the 29 Universities surveyed, 20 appeared to require such a 'wait out' condition. However, it is often not clear, possibly on purpose, whether or not students can appeal this condition. Of the four North Carolina universities surveyed, UNC Greensboro, Western Carolina University, and UNC Chapel Hill appear to require a wait-out period while NC State appears to allow immediate appeals. It is also common for universities to have a lower GPA requirement for first year students, typically ranging from 1.5 to 1.85. It can be seen in Appendix C that some institutions determine probation on a scale that takes into account completed credit hours. Feedback at an assembly of academic Deans indicated that such a policy could have disastrous impact on suspended students, in particular, for those from overseas. It was considered that this latter group might lose visa status while others could lose financial benefits. Rules for financial aid already exist (<http://finaid.uncc.edu/SAP-Info.html>). The rules are straightforward. Students must attain >1.8 cGPA in the freshman year and greater than 2.0 thereafter. Students must also earn a minimum of 2/3 credits attempted and cannot exceed 150% of credits required for their chosen major. It seems that students will have already lost financial aid in the first semester (if not fresher year). Some might make it to second semester, after which with a cGPA<2.0 they have certainly lost financial support. Even an existing summer delay will lead students to be required to start repayment of their loans. From the perspective of financial aid, such a 'wait out' policy is unlikely to result in a significant change. As stated in the above motion, the sub-committee recommends further consideration of a wait-out period pending results of the impact of the identified interventions.

## Appendix A: Progression of students on probation and suspension at the end of the Fall 2007 semester (supplied by Carolyn Blattner)

Fall 2007	Spring 2008		Fall 2008		Spring 2009					
Standing	N	Standing	N	% of original fall 07 standing	Standing	N	% of original fall 07 standing	Standing	N	% of original fall 07 standing
Probation	1395	Graduated	2	0%	Graduated	14	1%	Graduated	32	2%
		Good	261	19%	Good	334	24%	Good	322	23%
		Probation	106	8%	Probation	63	5%	Probation	46	3%
		Continued Prob	321	23%	Continued Prob	70	5%	Continued Prob	25	2%
		Suspended-Reinstated	93	7%	Suspended-Reinstated	61	4%	Suspended-Reinstated	36	3%
		Suspended	312	22%	Suspended	119	9%	Suspended	54	4%
		Not Registered	300	22%	Not Registered	734	53%	Not Registered	880	63%
		Totals	1395	100%	Totals	1395	100%	Totals	1395	100%
Continued Probation	258	Graduated	3	1%	Graduated	16	6%	Graduated	24	9%
		Good	70	27%	Good	85	33%	Good	80	31%
		Probation	0	0%	Probation	8	3%	Probation	4	2%
		Continued Prob	35	14%	Continued Prob	5	2%	Continued Prob	6	2%
		Suspended-Reinstated	51	20%	Suspended-Reinstated	19	7%	Suspended-Reinstated	6	2%
		Suspended	52	20%	Suspended	17	7%	Suspended	12	5%
		Not Registered	47	18%	Not Registered	108	42%	Not Registered	126	49%
		Totals	258	100%	Totals	258	100%	Totals	258	100%
Suspended-Reinstated	161	Graduated	1	1%	Graduated	8	5%	Graduated	11	7%
		Good	22	14%	Good	50	31%	Good	50	31%
		Probation	0	0%	Probation	5	3%	Probation	2	1%
		Continued Prob	31	19%	Continued Prob	5	3%	Continued Prob	1	1%
		Suspended-Reinstated	42	26%	Suspended-Reinstated	9	6%	Suspended-Reinstated	5	3%
		Suspended	53	33%	Suspended	14	9%	Suspended	10	6%
		Not Registered	12	7%	Not Registered	70	43%	Not Registered	82	51%
		Totals	161	100%	Totals	161	100%	Totals	161	100%

## Appendix B: Statistical data (supplied by Chris Knauer)

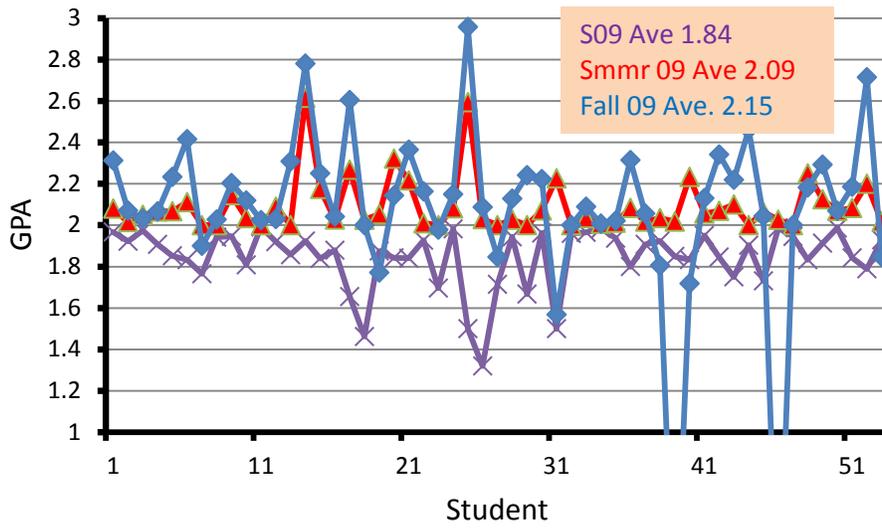
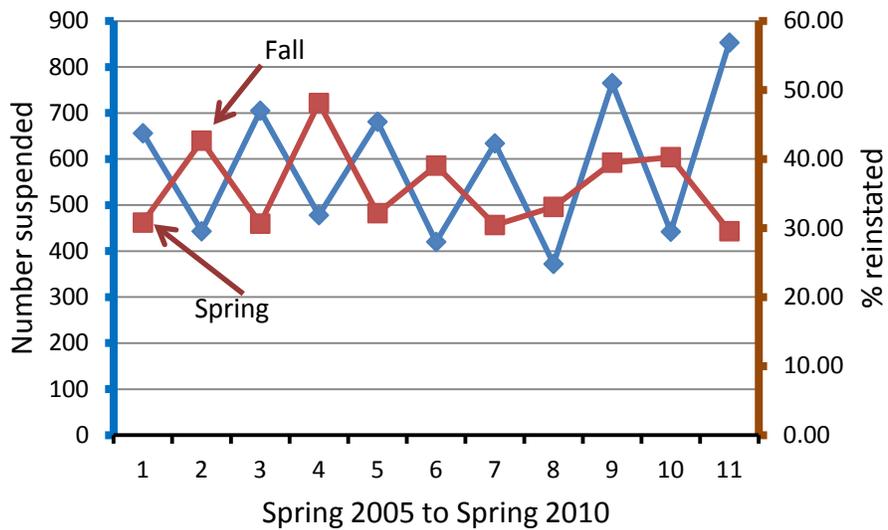
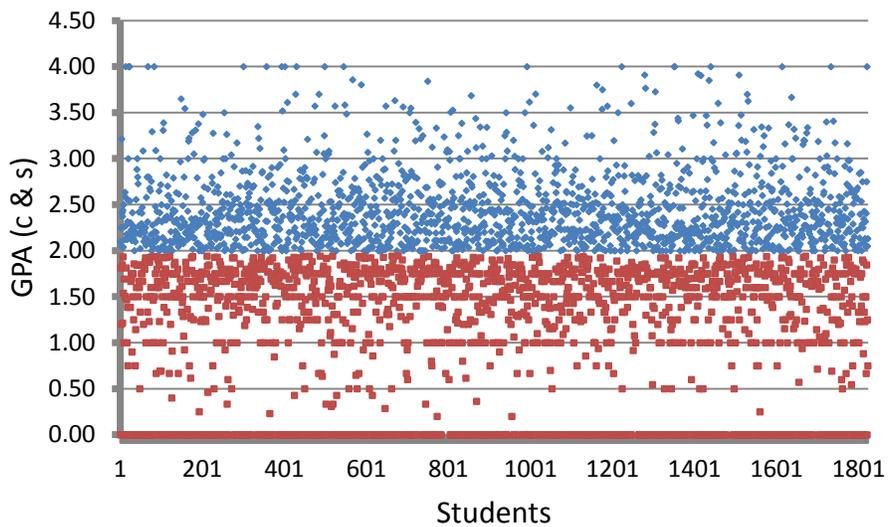


Figure 1: Data indicating the GPA of students on probation in spring 2009 and progression through subsequent summer and fall (lines going below horizontal axis are drop-outs).



**Figure 2: Students suspended and percent reinstated from spring 2005 to spring 2010**



**Figure 3: Students in the Spring 2010 semester who would be issued a warning. Blue dot is cumulative GPA, red dot is semester GPA. Of the 1823 students 509 are withdrawals or zero credit.**

Peer Institution	<p style="text-align: center;"><b>Appendix C: Academic Standing Policy overview</b> (for undergraduate students)</p>	Comments/services to note
University of Delaware	<ul style="list-style-type: none"> <li>• <b>Probation:</b> cumulative GPA below a 2.0 if quality point deficit is 12.99 or less</li> <li>• Quality point deficit greater than 12.99 will be <b>dropped for academic deficiency</b>, pending committee review of the case for each student who is pending dismissal.</li> <li>• <b>Special Probation:</b> deficit greater than 12.99 with extenuating circumstances; also for freshmen in academic difficulty at end of fall semester</li> <li>• <b>Dismissal:</b> 13.00 or more deficit points, are dismissed as a degree student and instead may take up to 7 credits as a continuing education student.</li> <li>• <b>Readmission:</b> May apply for readmission once GPA is above a 2.0 and all deficits are removed. Must sit out at least one semester (excluding summer term). Only allowed to apply for readmission once. <a href="http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_487&amp;ACYEAR=2010-2011&amp;DSPL=Published">http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_487&amp;ACYEAR=2010-2011&amp;DSPL=Published</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students on probation may not register for more than 12 credit hours</li> </ul>
University of Louisville	<ul style="list-style-type: none"> <li>• <b>Academic Warning</b> varies according to Academic Unit (no warning, 2.00, 2.50).</li> <li>• <b>Academic Probation</b> guidelines vary depending on Academic Unit and is given if GPA is lower than 2.00 or 2.50</li> <li>• <b>Academic Suspension</b> guidelines vary and include: both semester and cumulative GPA below 2.00, cumulative and semester GPA below 2.50, etc.</li> <li>• <b>Readmission:</b> Must sit out at least one semester (excluding summer term). No student will be readmitted more than twice, third time is automatic dismissal.</li> </ul> <p>Policy varies by college -- charts are available outlining guidelines for each status for each academic unit/college.</p> <p><a href="http://louisville.edu/culturalcenter/undergraduatecatalog/fall-2010-summer-2011-undergraduate-catalog/u10_s11/univpol/standing.html">http://louisville.edu/culturalcenter/undergraduatecatalog/fall-2010-summer-2011-undergraduate-catalog/u10_s11/univpol/standing.html</a></p>	<ul style="list-style-type: none"> <li>• Advising appointments required in some instances (registration holds)</li> <li>• Some restrictions for credit hours next semester</li> </ul>
University of Rhode Island	<ul style="list-style-type: none"> <li>• <b>Scholastic Probation</b> if cumulative GPA falls below 2.00; may remain on probation for 3 consecutive semesters before being dismissed.</li> <li>• <b>Dismissed for Scholastic Reasons</b> when deficiency of eight or more grade points below 2.00 average after being on probation previous semester</li> <li>• Students who obtain less than 1.00 average in first semester will be dismissed automatically <a href="http://www.uri.edu/advising/status">http://www.uri.edu/advising/status</a></li> </ul>	
George Mason	<ul style="list-style-type: none"> <li>• <b>Good Academic Standing</b> unless academically dismissed, suspended, or on probation. Students on warning are still considered in good standing.</li> </ul>	<ul style="list-style-type: none"> <li>• Only students in good academic standing may hold office in organization,</li> </ul>

<p>University</p>	<ul style="list-style-type: none"> <li>• <b>GPA Retention Levels</b> are listed that link attempted credit hours with warning, probation, or suspension categories. Minimum standard for academic achievement is 2.00 on 4.00 scale.</li> </ul> <table border="1" data-bbox="407 250 1537 618"> <thead> <tr> <th>Credit Level</th> <th>Warning</th> <th>Probation</th> <th>Suspension</th> </tr> <tr> <th>Attempted hours</th> <th>cumulative GPA</th> <th>cumulative GPA</th> <th>cumulative GPA</th> </tr> </thead> <tbody> <tr> <td>7-16</td> <td>0.00-1.99</td> <td></td> <td></td> </tr> <tr> <td>17-29</td> <td>1.75-1.99</td> <td>1.00-1.74</td> <td>0.00-0.99</td> </tr> <tr> <td>30-59</td> <td>1.85-1.99</td> <td>1.25-1.84</td> <td>0.00-1.24</td> </tr> <tr> <td>60-89</td> <td>1.95-1.99</td> <td>1.55-1.94</td> <td>0.00-1.54</td> </tr> <tr> <td>90+</td> <td>-</td> <td>1.85-1.99</td> <td>0.00-1.84</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Academic Suspension</b> is first for one semester; second suspension is for one calendar year. Students returning from suspension are on probation for one academic period.</li> <li>• <b>Academic Dismissal</b> is usually permanent and results after a third suspension</li> <li>• <b>Readmission:</b> After a first suspension, students may resume courses the next term. After a second suspension, students must wait out one calendar year. Students may apply for readmission after a minimum absence of three calendar years from the University.</li> </ul> <p><a href="http://catalog.gmu.edu/content.php?catoid=5&amp;navoid=104#unde_poli">http://catalog.gmu.edu/content.php?catoid=5&amp;navoid=104#unde_poli</a></p>	Credit Level	Warning	Probation	Suspension	Attempted hours	cumulative GPA	cumulative GPA	cumulative GPA	7-16	0.00-1.99			17-29	1.75-1.99	1.00-1.74	0.00-0.99	30-59	1.85-1.99	1.25-1.84	0.00-1.24	60-89	1.95-1.99	1.55-1.94	0.00-1.54	90+	-	1.85-1.99	0.00-1.84	<p>compete in athletics, etc.</p> <ul style="list-style-type: none"> <li>• Students on warning, probation, or returning from suspension are limited to maximum of 13 credits until achieve good standing.</li> <li>• Course credits earned at other colleges during suspension are not accepted for the degree program.</li> </ul>
Credit Level	Warning	Probation	Suspension																											
Attempted hours	cumulative GPA	cumulative GPA	cumulative GPA																											
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60-89	1.95-1.99	1.55-1.94	0.00-1.54																											
90+	-	1.85-1.99	0.00-1.84																											
<p>Georgia State University</p>	<ul style="list-style-type: none"> <li>• <b>Scholastic Discipline Policy</b> requires 2.00 cumulative GPA</li> <li>• <b>Warning:</b> cumulative GPA below 2.0 and not on Supervision or Probation previous semester</li> <li>• <b>Supervision:</b> cumulative GPA is below 2.0 and were on Warning previous semester. However, students on Warning who attempt 6 or more semester hours and earn term GPA of 2.3 or better will remain on Warning</li> <li>• <b>Probation:</b> cumulative GPA is below 2.0 and were on Supervision previous semester. However, students on Supervision who attempt 6 or more hours and earn GPA of 2.3 or better will remain on Supervision</li> <li>• <b>Exclusion:</b> cumulative GPA is below 2.0 and were on Probation previous semester. However, students on Probation who attempt 6 or more hours and earn 2.3 or better will remain on Probation. Students on exclusion are not able to enroll in any courses.</li> </ul> <p><a href="http://www.gsu.edu/es/14494.html">http://www.gsu.edu/es/14494.html</a></p>	<ul style="list-style-type: none"> <li>• Students encouraged/required (depending on academic standing) to complete AIP—Academic Improvement Plan—requiring registration approvals from advisor, course load limits, survival skills instruction.</li> <li>• No transfer credit accepted for courses taken at other institutions while on probation or exclusion.</li> <li>• GSU 1050 Survival Skills for College course offered to students on probation</li> </ul>																												
<p>Kent State University</p>	<ul style="list-style-type: none"> <li>• <b>Good Academic Standing</b> requires 2.00 cumulative GPA</li> <li>• <b>Semester Warning:</b> Students with a semester GPA less than 2.00 will have notation SEMESTER WARNING printed on Web for Students Grades Page</li> <li>• <b>Academic Probation</b> applies to all students with cumulative GPA below 2.00. In addition, students who are readmitted after being dismissed for poor scholarship AND transfer students whose records at previous institutions does not meet minimum requirement at KSU are also on probation. Noted on both transcript and Web for Students Grades. Students on probation must show considerable improvement or the will be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midterm warning:</b> Students who receive a midterm grade point average of less than 2.00 will have the notice MIDTERM WARNING printed on their Web for Students Grades page</li> <li>• Probation students may not exceed 15 hours. Encouraged to reduce participation</li> </ul>																												

	<p><b>dismissed.</b>  <a href="http://www.kent.edu/catalog/2009/Policies/academicstanding.cfm">http://www.kent.edu/catalog/2009/Policies/academicstanding.cfm</a></p>	<p>in social and extracurricular activities.</p>
Portland State University	<ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> Any student with 12 or more attempted credits and cumulative GPA below 2.00</li> <li>• <b>Academic Probation:</b> Students on warning who do not raise cumulative GPA to 2.00 or earn a term GPA of 2.25. If semester GPA of 2.25 but not cumulative GPA of 2.00, student remains on probation.</li> <li>• <b>Academic Dismissal:</b> Students on probation who do not raise cumulative GPA to 2.00 or earn a term GPA of 2.25 (student remains on probation if 2.25 term GPA)</li> <li>• <b>Reinstatement:</b> must petition and include personal statement, letter of support from faculty member or advisor</li> </ul> <p><a href="http://www.pdx.edu/registration/academic-standing">http://www.pdx.edu/registration/academic-standing</a></p>	<ul style="list-style-type: none"> <li>• Registration hold placed on record of those on warning until student attends mandatory workshop.</li> <li>• Status may change based on repeating courses.</li> </ul>
San Diego State University	<ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> cumulative GPA falls below 2.00. Once on probation, student must maintain a term GPA of 2.00.</li> <li>• If student falls below 2.00 in any term after going on probation, student is <b>disqualified</b>. Can remain on probation for maximum of three semesters.</li> <li>• In addition, campus GPA must be a 2.00 at the end of the maximum of three semesters or student is disqualified.</li> <li>• <b>Reinstatement:</b> If disqualified, must wait out a minimum of two regular semesters (fall and spring) before reapply to the University</li> </ul> <p><a href="http://arweb.sdsu.edu/es/registrar/academic.html">http://arweb.sdsu.edu/es/registrar/academic.html</a></p>	
University of Central Florida	<ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> cumulative GPA is below 2.00. If student receives a 2.00 semester GPA while on probation but cumulative GPA is not 2.00, student continues on academic probation.</li> <li>• <b>Disqualification:</b> If student on Probation fails to achieve a 2.0 during the subsequent term.</li> <li>• <b>Readmission:</b> Students must wait out two semesters following disqualification before reapply. Disqualified students must have completed a Florida AA degree or the University's general education program before petitions for readmission.</li> <li>• <b>Exclusion:</b> A student who has been readmitted following disqualification who fails to achieve a minimum 2.0 is excluded from the University and is may not reapply or appeal for any reason.</li> </ul> <p><a href="http://www.catalog.sdes.ucf.edu/UCFUGRDCatalog1011.pdf">http://www.catalog.sdes.ucf.edu/UCFUGRDCatalog1011.pdf</a></p>	<ul style="list-style-type: none"> <li>• Students on probation must complete online assessment and review with advisor</li> <li>• Schedule and complete advising appt no later than six weeks into the semester</li> <li>• Failure to do these results in advising hold that will prevent registration</li> <li>• Strategies for Success course offered (SLS 1501). Enrollment limited to 30 with instructor and peer mentor.</li> <li>• Opportunity to file for grade forgiveness if on probation</li> <li>• Academic Probation Workshops offered.</li> </ul>
University of Maryland - Baltimore County	<ul style="list-style-type: none"> <li>• <b>Good Academic Standing:</b> cumulative GPA of 2.0 or above</li> <li>• <b>Academic Warning:</b> first semester freshmen who earn less than 2.0 cumulative GPA (no notation on record)</li> <li>• <b>Academic Probation:</b> all students who are not first semester freshmen and who earn less than 2.0</li> <li>• <b>Academic Suspension:</b> Cumulative and semester GPA are below 2.0 –suspension is for at least one semester</li> </ul>	<ul style="list-style-type: none"> <li>• May require intensive advising, tutoring or counseling</li> <li>• Reviewing academic standing policy (timeline unclear). Concerns about policy and practice outlined in a document; review of their peer institutions' policies provided.</li> </ul>

	<table> <thead> <tr> <th>Attempted Credits</th> <th>Minimum Cumulative GPA</th> </tr> </thead> <tbody> <tr> <td>0-14</td> <td>1.25</td> </tr> <tr> <td>15-44</td> <td>1.5</td> </tr> <tr> <td>45-74</td> <td>1.75</td> </tr> <tr> <td>75-89</td> <td>1.95</td> </tr> <tr> <td>90-120</td> <td>2.0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Reinstatement: Students need to show progress – most have taken at least 12 credits at another institution, with a GPA of 2.5, or be absent from the university for a “significant period of time.”</li> <li>Academic Dismissal: A student who has been reinstated and fails to achieve a cumulative GPA of 2.0 for two subsequent semesters will be dismissed.</li> </ul> <p><a href="http://www.umbc.edu/catalog/2010/pages/requirements.html">http://www.umbc.edu/catalog/2010/pages/requirements.html</a></p>	Attempted Credits	Minimum Cumulative GPA	0-14	1.25	15-44	1.5	45-74	1.75	75-89	1.95	90-120	2.0	
Attempted Credits	Minimum Cumulative GPA													
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15-44	1.5													
45-74	1.75													
75-89	1.95													
90-120	2.0													
University of Minnesota (all campuses)	<ul style="list-style-type: none"> <li><b>Probation:</b> If term or cumulative GPA is below 2.000. Hold is placed and student must see advisor to register.</li> <li><b>Suspension:</b> If at the end of the probation term (one semester) both the term and cumulative GPA are below 2.000 or the conditions of the academic contract (drawn up between the student and the college at time of probation) are not fulfilled.</li> <li><b>Readmission:</b> Suspended students must wait out one academic year before applying for readmission. Readmission is not automatic and is rarely offered for a second time.</li> </ul> <p><a href="http://policy.umn.edu/Policies/Education/Education/ACADPROBATION.html">http://policy.umn.edu/Policies/Education/Education/ACADPROBATION.html</a></p>													
University of Nevada—Las Vegas	<ul style="list-style-type: none"> <li><b>Academic Probation:</b> If GPA is less than 2.0, student is automatically placed on college and university academic probation.</li> <li><b>Academic Suspension:</b> If on academic probation for two consecutive semesters, then student is suspended for at least one semester. College may also suspend student if adequate progress is not made toward degree. If grade point balance falls to -15.00 or below and student is already on probation, then student is suspended for minimum of one calendar year.</li> </ul> <p><a href="http://advising.unlv.edu/policies-forms.html">http://advising.unlv.edu/policies-forms.html</a></p>													
University of Texas at Arlington	<table> <thead> <tr> <th>Attempted hours</th> <th>Probation</th> <th>Suspension</th> </tr> </thead> <tbody> <tr> <td>0-29 hours</td> <td>less than 2.0</td> <td>less than 1.6</td> </tr> <tr> <td>30-59 hours</td> <td>less than 2.0</td> <td>less than 1.8</td> </tr> <tr> <td>60+ hours</td> <td>less than 2.0</td> <td>less than 2.0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Academic Dismissal:</b> Must wait out one semester (fall or spring) and then are eligible to continue enrollment. Those on dismissal for a second or subsequent time must apply for readmission after waiting out one calendar year. Academic Dismissal is reflected on the permanent academic record.</li> </ul>	Attempted hours	Probation	Suspension	0-29 hours	less than 2.0	less than 1.6	30-59 hours	less than 2.0	less than 1.8	60+ hours	less than 2.0	less than 2.0	
Attempted hours	Probation	Suspension												
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30-59 hours	less than 2.0	less than 1.8												
60+ hours	less than 2.0	less than 2.0												

	<a href="http://www.uta.edu/catalog/content/general/academic_regulations.aspx#8">http://www.uta.edu/catalog/content/general/academic_regulations.aspx#8</a>	
University of Texas at San Antonio	<ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> GPA below 2.0. Subject to dismissal if term GPA is below 2.0</li> <li>• <b>Academic Dismissal:</b> Students on probation who earn a semester GPA below 2.0 are dismissed. After first dismissal students may return after waiting out one semester. Those on dismissal for a second or subsequent time must apply for readmission after waiting out one calendar year.</li> </ul> <a href="http://www.utsa.edu/infoguide/ch4ug.html#acdism">http://www.utsa.edu/infoguide/ch4ug.html#acdism</a>	<ul style="list-style-type: none"> <li>• Students on probation may enroll in maximum of 13 credit hours (7 in summer)</li> </ul>
University of Wisconsin-Milwaukee	<ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> cumulative GPA below 2.0. In subsequent semesters, if semester GPA is 2.0 or better, but cumulative remains below 2.0, student remains on Probation.</li> <li>• <b>Cleared probation:</b> probation will be removed from transcript following any semester in which cumulative GPA increases to 2.0 or above.</li> <li>• <b>Dropped for One Semester:</b> While on probation, student fails to earn semester GPA of 2.0 or if student is new freshman and fails to achieve 1.0 or higher, student is dropped for one semester.</li> <li>• <b>Final Probation:</b> Academically dropped for any period and then permitted to enroll—return on Final Probation.</li> <li>• <b>Dropped for Two Years:</b> While on final probation, if student fails to earn a semester GPA of 2.0, student is dropped for two years.</li> </ul> <a href="http://www4.uwm.edu/current_students/records_grades/academicactions.cfm#academic_probation">http://www4.uwm.edu/current_students/records_grades/academicactions.cfm#academic_probation</a>	
Western Michigan University	<ul style="list-style-type: none"> <li>• <b>Good Standing:</b> cumulative GPA is at least 2.00</li> <li>• <b>Warning:</b> grade point average for any enrollment period is less than 2.00, but overall GPA is 2.00 or above</li> <li>• <b>Probation:</b> overall GPA falls below 2.00</li> <li>• <b>Extended Probation:</b> following a semester on probation, overall GPA is below 2.00 and semester GPA is 2.00 or above</li> <li>• <b>Final Probation:</b> following a semester on extended probation, overall GPA is below 2.00 and semester GPA is 2.00 or above</li> <li>• <b>Dismissal:</b> Students on probation or extended probation, who fail to achieve at least a 2.00 for enrollment period, or students on final probation who fail to achieve 2.00 overall GPA</li> <li>• <b>Admitted on Probation:</b> student who is admitted to University on academic probation and receives at least .01 GPA first semester will be placed on final probation. First semester GPA of 0.00 will result in dismissal.</li> </ul> <a href="http://www.wmich.edu/registrar/academic_standards.html">http://www.wmich.edu/registrar/academic_standards.html</a>	

UNC System Institution	Academic Standing Policy overview (for undergraduate students)	Comments/services to note										
Fayetteville State University	<ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> GPA of less than 2.0 for any semester</li> <li>• <b>Academic Probation:</b> Students who fail to meet minimum scholastic standards in the fall semester are placed on probation.</li> <li>• <b>Academic Suspension:</b> Students who do not meet eligibility standards at end of spring semester are suspended and ineligible to enroll next academic year.</li> </ul> <table border="0" data-bbox="401 537 842 683"> <thead> <tr> <th>Attempted Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>1-29</td> <td>1.5</td> </tr> <tr> <td>30-59</td> <td>1.8</td> </tr> <tr> <td>60+</td> <td>2.0</td> </tr> </tbody> </table>	Attempted Hours	Minimum GPA	1-29	1.5	30-59	1.8	60+	2.0	<ul style="list-style-type: none"> <li>• Maximum of 13 credit hours for students on academic probation. Required meeting with advisor. Not able to register for subsequent fall semester until attain minimum GPA.</li> <li>• Students on warning required to meet with advisor</li> </ul>		
Attempted Hours	Minimum GPA											
1-29	1.5											
30-59	1.8											
60+	2.0											
Winston Salem State University	<ul style="list-style-type: none"> <li>• <b>Good Standing</b> determined by minimum GPA requirements based on quality hours</li> </ul> <table border="0" data-bbox="401 808 957 1040"> <thead> <tr> <th>Quality Hours</th> <th>Minimum Cumulative GPA</th> </tr> </thead> <tbody> <tr> <td>0-15</td> <td>1.70</td> </tr> <tr> <td>16-29</td> <td>1.80</td> </tr> <tr> <td>30-59</td> <td>1.90</td> </tr> <tr> <td>60+</td> <td>2.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Failure to remain in good standing automatically places student on <b>Academic Probation</b></li> <li>• <b>Academic Suspension:</b> failure to meet required GPA after two consecutive semesters on Academic Probation results in suspension (for two regular term semesters). Students are also suspended if receive grade of F in all courses attempted beyond the first semester at the university or if student falsifies registration.</li> <li>• Students suspended for earning all F's in one semester may appeal.</li> <li>• Student may apply for <b>readmissions</b> and will be on Academic Probation and again has two semesters to address the GPA. Students suspended a second time will be suspended for three years.</li> </ul> <p data-bbox="401 1287 1535 1344"><a href="http://www.wssu.edu/nr/rdonlyres/vault/CurrentStudents/Documents/Revised%20Academic%20Probation%20and%20Suspension%20Policy.pdf">http://www.wssu.edu/nr/rdonlyres/vault/CurrentStudents/Documents/Revised%20Academic%20Probation%20and%20Suspension%20Policy.pdf</a></p>	Quality Hours	Minimum Cumulative GPA	0-15	1.70	16-29	1.80	30-59	1.90	60+	2.00	<ul style="list-style-type: none"> <li>• Student on probation is required to repeat courses with grade of F if offered that semester; repeat courses with grade of D or be excused by academic advisor; register for maximum of 13 hours; enroll in FYI 1104 if Earned Hours are less than 30</li> </ul> <p data-bbox="1570 1013 1864 1037">New policy adopted 12/14/07</p>
Quality Hours	Minimum Cumulative GPA											
0-15	1.70											
16-29	1.80											
30-59	1.90											
60+	2.00											

UNC Pembroke	<ul style="list-style-type: none"> <li>• <b>Good Standing:</b> determined by quality point average based on semester hours attempted</li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>QPA</th> </tr> </thead> <tbody> <tr> <td>1-29</td> <td>1.500</td> </tr> <tr> <td>30-59</td> <td>1.750</td> </tr> <tr> <td>60-89</td> <td>1.875</td> </tr> <tr> <td>90+</td> <td>2.000</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> A student with 1-18 attempted hours must have a QPA of 1.5 or placed on warning. Students on Warning are restricted to no more than 13 semester hours and must have 2.0 semester QPA. If the student does not meet this, he/she is placed on probation. Any student who receives all Fs in academic courses will be placed directly on Probation.</li> <li>• <b>Academic Probation:</b> Students with 19 or more attempted hours that fall below minimum requirements will be placed on Probation and any freshmen or transfer who receives all Fs in academic courses. Students that were on warning and were not able to meet the requirements are also on probation. Students are restricted to 13 semester hours and must maintain 2.0 semester QPA or they will be <b>suspended</b> for two semesters.</li> <li>• <b>Readmission:</b> After a wait out of two semesters, students may apply for readmission. Students must complete an "Academic Success Contract" before registering.  <a href="http://www.uncp.edu/catalog/pdf/acad_pol.pdf">http://www.uncp.edu/catalog/pdf/acad_pol.pdf</a> </li> </ul>	Semester Hours	QPA	1-29	1.500	30-59	1.750	60-89	1.875	90+	2.000	<ul style="list-style-type: none"> <li>• Early Alert referral program (faculty refer students, Center for Academic Excellence contacts student and provide information about services and strategies to address academic issues, report back to faculty)</li> </ul>
Semester Hours	QPA											
1-29	1.500											
30-59	1.750											
60-89	1.875											
90+	2.000											
Elizabeth City State University	<ul style="list-style-type: none"> <li>• <b>Minimum Satisfactory Academic Progress requirements:</b></li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours Earned</th> <th>Minimum CGPA</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>1.45</td> </tr> <tr> <td>48</td> <td>1.60</td> </tr> <tr> <td>72</td> <td>1.75</td> </tr> <tr> <td>96+</td> <td>2.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Students with CGPA below standard must limit course load to 12 hours and are subject to <b>probation</b> for first occurrence and <b>suspension</b> for second occurrence.  <a href="http://www.ecsu.edu/academics/docs/ECSUCatalog2008-2010.pdf">http://www.ecsu.edu/academics/docs/ECSUCatalog2008-2010.pdf</a> </li> </ul>	Semester Hours Earned	Minimum CGPA	24	1.45	48	1.60	72	1.75	96+	2.00	
Semester Hours Earned	Minimum CGPA											
24	1.45											
48	1.60											
72	1.75											
96+	2.00											
UNC Asheville	<ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> cumulative GPA below 2.0.</li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>0-23 hours</td> <td>1.00</td> </tr> </tbody> </table>	Semester Hours	Minimum GPA	0-23 hours	1.00	<ul style="list-style-type: none"> <li>• Student on warning needs to see advisor (hold placed) and is limited to 14 hours.</li> </ul>						
Semester Hours	Minimum GPA											
0-23 hours	1.00											

	<table border="0"> <tr> <td>24-44</td> <td>1.50</td> </tr> <tr> <td>45-74</td> <td>1.75</td> </tr> <tr> <td>75+</td> <td>2.00</td> </tr> </table> <ul style="list-style-type: none"> <li>• <b>First Semester Rule:</b> Students in first semester at UNC Asheville must earn GPA of 1.00 or above. Students whose GPA is below 1.0 at end of first semester will be suspended for one semester.</li> <li>• <b>After First Semester:</b> if on warning for one semester and do not reach required GPA, <b>eligible for suspension.</b></li> <li>• When you return from suspension, must earn a 2.25 semester GPA until cumulative is above minimal levels AND achieve minimum GPA within 24 attempted hours after re-enrollment to avoid <b>Academic Dismissal.</b></li> </ul> <p><a href="http://www.unca.edu/advising/progress/standing/suspension">http://www.unca.edu/advising/progress/standing/suspension</a></p>	24-44	1.50	45-74	1.75	75+	2.00					
24-44	1.50											
45-74	1.75											
75+	2.00											
East Carolina University	<ul style="list-style-type: none"> <li>• <b>Academic Eligibility Standards/Retention Requirements</b></li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>1-29 hours</td> <td>1.6</td> </tr> <tr> <td>30-59</td> <td>1.8</td> </tr> <tr> <td>60-74</td> <td>1.9</td> </tr> <tr> <td>75+</td> <td>2.0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Removed from Academic Probation</b></li> <li>• <b>Academic Warning:</b> cumulative GPA less than 2.0 but meets minimum GPA for his/her retention period</li> <li>• <b>Academic Probation:</b> not met required standards. Student will be suspended unless student earns 2.5 or higher on 12 ore more hours or cumulative GPA results in deficit of 5 or fewer from required retention period.</li> <li>• <b>Academic suspension and Readmission:</b> first time for one semester (readmission on probation); second time for one year; third time must appeal to committee to return. Student is suspended unless: 2.5 semester GPA with minimum of 12 credit hours; deficit of no more than 5 quality points required for retention; appeal and readmitted by Student Academic Appellate committee</li> </ul> <p><a href="http://www.ecu.edu/cs-acad/aa/customcf/ugcat/ugcat0102/S5-2.html">http://www.ecu.edu/cs-acad/aa/customcf/ugcat/ugcat0102/S5-2.html</a></p>	Semester Hours	Minimum GPA	1-29 hours	1.6	30-59	1.8	60-74	1.9	75+	2.0	<ul style="list-style-type: none"> <li>• Probation students required to meet with advisor and attend academic review session</li> </ul>
Semester Hours	Minimum GPA											
1-29 hours	1.6											
30-59	1.8											
60-74	1.9											
75+	2.0											

<p>North Carolina State University</p>	<ul style="list-style-type: none"> <li>• <b>Minimum Eligibility Standard</b></li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>1-59</td> <td>1.8</td> </tr> <tr> <td>60+</td> <td>2.0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> cumulative GPA less than 2.00</li> <li>• <b>Academic Suspension:</b> assigned at end of spring semester to students who do not meet minimum eligibility standard</li> <li>• <b>Academic Probation:</b> suspended students may appeal for re-admission on Academic Probation status  <a href="http://www.ncsu.edu/policies/academic_affairs/academic_progress/REG02.05.1.php">http://www.ncsu.edu/policies/academic_affairs/academic_progress/REG02.05.1.php</a> </li> </ul>	Semester Hours	Minimum GPA	1-59	1.8	60+	2.0	<ul style="list-style-type: none"> <li>• All students on warning or probation are required to meet with advisors during first four weeks of semester</li> <li>• New continuation schedule as of fall 2006.</li> </ul>				
Semester Hours	Minimum GPA											
1-59	1.8											
60+	2.0											
<p>UNC Wilmington</p>	<ul style="list-style-type: none"> <li>• <b>Good Academic Standing:</b> 2.000 cumulative GPA or higher</li> <li>• <b>Academically Ineligible:</b> Student does not meet minimum requirement for retention</li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>1-26</td> <td>1.50</td> </tr> <tr> <td>27-58</td> <td>1.75</td> </tr> <tr> <td>59-88</td> <td>1.90</td> </tr> <tr> <td>89+</td> <td>2.00</td> </tr> </tbody> </table> <p>Determinations are made at end of spring semester. Student is suspended if deficiencies are not removed at end of summer session. Suspension is for fall and spring semesters and student must wait out two semesters before applying for readmission.</p> <ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> cumulative GPA is less than 2.0.</li> <li>• <b>Readmission:</b> Suspended students may apply for re-enrollment.  <a href="http://www.uncw.edu/catalogue/">http://www.uncw.edu/catalogue/</a> </li> </ul>	Semester Hours	Minimum GPA	1-26	1.50	27-58	1.75	59-88	1.90	89+	2.00	
Semester Hours	Minimum GPA											
1-26	1.50											
27-58	1.75											
59-88	1.90											
89+	2.00											
<p>UNC Greensboro</p>	<ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> Freshmen placed on probation if cumulative GPA is below 1.75. Sophomores/Juniors/Seniors on probation if cumulative GPA below 2.00. Any full time, degree-seeking student who fails to pass at least 6 semester hours in given semester is on probation. Must earn minimum of 2.3 semester GPA until regain Good Academic Standing</li> <li>• <b>Academic Suspension:</b> Freshmen on probation will be suspended for one semester if they fail to earn minimum 2.30 GPA each term or raise cumulative to 1.75 by end of probationary term. Sophomores, juniors and seniors will be suspended for one semester if they fail to earn either minimum of 2.30 GPA each term or raise cumulative to 2.00 at end of probationary term.</li> </ul>	<ul style="list-style-type: none"> <li>• Students on probation at end of first semester at UNCG must participate in Student Academic Success Program.</li> <li>• All students on probation limited to 12 credit hours.</li> <li>• SAS 100 course Strategies for Success is required for all students who are placed</li> </ul>										

	<ul style="list-style-type: none"> <li>• <b>Academic Dismissal:</b> Freshmen who return on academic probation after suspension will be dismissed if they fail to earn minimum 2.30 GPA each term or raise cumulative to 1.75. Sophomores, juniors and seniors who return on academic probation after suspension will be dismissed if they fail to earn either minimum of 2.30 GPA each term or raise cumulative to 2.00. One year after dismissal student may petition to return (approval is relatively rare) <a href="http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/AcademicStanding.aspx?cat=probation">http://web.uncg.edu/reg/Bulletin/Current/AcaRegs/AcademicStanding.aspx?cat=probation</a></li> </ul>	on academic probation at the end of their first semester.								
Appalachian State University	<ul style="list-style-type: none"> <li>• <b>Required minimums for Good Academic Standing</b></li> </ul> <table border="0"> <thead> <tr> <th>Semester Hours</th> <th>Minimum GPA</th> </tr> </thead> <tbody> <tr> <td>1-15 hours</td> <td>1.75</td> </tr> <tr> <td>16-30</td> <td>1.90</td> </tr> <tr> <td>31+</td> <td>2.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Academic Probation:</b> cumulative GPA below required minimum Academic probation: first probation term  Continued Probation: second probation term</li> <li>• <b>Academic Suspension:</b> student has used both probation terms and failed to meet minimum. Suspension is for fall and spring – students may take courses in the summer and if they raise their cumulative GPA to the required GPA through summer classes they may reenroll. <a href="http://www.registrar.appstate.edu/records/probation.html">http://www.registrar.appstate.edu/records/probation.html</a></li> </ul>	Semester Hours	Minimum GPA	1-15 hours	1.75	16-30	1.90	31+	2.00	
Semester Hours	Minimum GPA									
1-15 hours	1.75									
16-30	1.90									
31+	2.00									
UNC Chapel Hill	<ul style="list-style-type: none"> <li>• <b>Good Academic Standing:</b> 2.000 cumulative GPA, additional prescribed number of semester hours passed</li> <li>• <b>Academic Probation:</b> student who falls short of standards for Good Standing, but has passed at least nine hours and not already on probation</li> <li>• <b>Academic Ineligibility:</b> do not qualify of probation or do not meet cumulative eligibility standards after a probationary term</li> <li>• <b>Restoration of Academic Eligibility:</b> Students who are ineligible may not register for fall or spring classes, but may work to restore their eligibility (increase their GPA) through summer or online courses or courses at other institutions. <a href="http://www.unc.edu/ugradbulletin/procedures1.html#eligibility">http://www.unc.edu/ugradbulletin/procedures1.html#eligibility</a></li> </ul>	<ul style="list-style-type: none"> <li>• Bounce Back program for those on probation (assessment, success seminar online, probation contract, advisor)</li> <li>• New guidelines for first year students enrolling after May 14, 2007</li> </ul>								
North Carolina Agricultural and Technical State University	<ul style="list-style-type: none"> <li>• <b>Good Standing:</b> student must meet following minimums</li> </ul> <table border="0"> <thead> <tr> <th>Semester hours</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>1.40</td> </tr> <tr> <td>24</td> <td>1.50</td> </tr> <tr> <td>36</td> <td>1.60</td> </tr> </tbody> </table>	Semester hours	GPA	12	1.40	24	1.50	36	1.60	<ul style="list-style-type: none"> <li>• <b>Academic Warning:</b> Freshman or sophomore students whose mid-semester GPA are less than 2.0 are issued an academic warning. This does not become part of permanent record.</li> <li>• Students on probation are limited to</li> </ul>
Semester hours	GPA									
12	1.40									
24	1.50									
36	1.60									



	<ul style="list-style-type: none"> <li>• <b>Academic Probation for First Semester Freshmen and New Transfers:</b> In addition to above criteria, these students must meet specific guidelines to continue enrollment. If cumulative GPA between 1.0 and 1.999, they may return only if they participate in Learning Contract Program.</li> <li>• <b>Academic Suspension for Continuing Students:</b> failure to meet criteria specified while on probation. After one semester suspension, may apply for readmission. Readmitted on probation.</li> <li>• <b>Academic Suspension for First Semester Freshmen and New Transfers:</b> Those who earn a cumulative below 1.0 at end of first semester will be placed on suspension. After one semester wait out, may apply for readmission.</li> <li>• <b>Readmission:</b> If readmitted, students are readmitted on probation.  <a href="http://catalog.wcu.edu/content.php?catoid=20&amp;navoid=346#acad_stan">http://catalog.wcu.edu/content.php?catoid=20&amp;navoid=346#acad_stan</a></li> </ul>	bring cumulative to 2.0.
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Information compiled by University Center for Academic Excellence staff, February 2008

Updated by Leslie R. Zenk, November 2010



**Faculty Advisory Library Committee  
Annual Report  
Academic Year 2010-2011**

Chair: Ralf Thiede, CLAS  
Dept. of English

Date: April 05, 2011

The Faculty Advisory Library Committee at the University of North Carolina at Charlotte has met regularly, once a month. The chair of the Faculty Advisory Library Committee respectfully submits the following report to the President of the Faculty Council. It is ordered by topics.

**A**ssociation of SouthEastern Research Libraries (ASERL) Accreditation

The academic year opened with the potentially bad news that Atkins Library had failed to meet threshold in annual spendings to justify continued membership in ASERL and was put on probation. The chair of FALC took this issue up at the Faculty Governance Chairs' Meeting, with Provost Lorden in attendance, and also requested speaking time for the University Librarian at Faculty Council. The administration secured sufficient funding to avert the loss of accreditation (announced by the Provost at the Faculty Council meeting of Jan. 27). The University Librarian has since received a written statement from ASERL certifying continued membership for a minimum period of four years.

**I**nfrastructure Upgrades

Funding for a \$299,864.30 upgrade to the bottom floor of the library (mostly where Acquisition and ITS are housed now – ITS will move to the renovated Kennedy Bldg.) have been secured; construction is to begin in the summer. The plans, completed by the architecture office of Ashlin, Lee, and Reid, call for collaborative workspace suitable for group study and reading and for an additional guarded entry to the building. The intent is to present a state-of-the-art showcase that might interest future donors to fund later phases. Construction is planned to be completed by the beginning of the fall term of 2011.

**S**helving Space

A library shelf is considered 'filled' if 75% of it is covered; Atkins library is within 2% of that limit now and will have all its shelves 'filled' some time this calendar year. To create new shelving space, FALC supported a plan to concentrate on electronic serial subscriptions with back copies, eliminating paper holdings for resources that are available on line. That measure would clear up to 20,000 square feet of shelving space without loss of holdings to the patrons, buying some 5 years of growth in acquisitions. While bound serials do not see much demand, FALC is investigating whether there are any particular concerns with eliminating duplicate paper holdings (e.g. illustration-intensive titles). It was noted, however, that subscribing to paper copies for a serial that is part of a negotiated electronic database adds costs. It was also noted that there are archives for paper copies elsewhere from which we could draw via interlibrary loan.

## **E**quipment Checkout

FALC was not able to resolve a concern brought to the library by the Dept. of Communication Studies concerning the reduction of equipment checkout to laptops. Some of the other equipment (especially digital recorders) was used by Communication Studies majors. The University Librarian felt compelled to uphold that reduction in services in order to save storage space, money for purchases and repairs, and time for personnel / training. An inquiry into whether other units on campus could take on that service did not lead to a solution, and equipment checkout will be for laptops only for the time being.

## **P**roposal to Amend the Standing Rules of the Faculty Council

On March 31, FALC submitted a proposal to the Faculty Council President, Charles Bodkin, to amend section six s.l. 'Faculty Advisory Library Committee (FALC).' Paragraph two reads that student representation shall consist of one graduate student, one commuter undergraduate, and one resident undergraduate, to be selected by the Student Government Association. This has not been the case for decades, and graduate/professional students now have their own government. The proposed new wording calls for *one student to be selected by the Student Government Association, and one student to be selected by the Graduate and Professional Student Government*. The proposal was put on the Faculty Council agenda for April.

## **I**mprovements in Holdings and Infrastructure

Atkins Library, in consultation with FALC, has implemented the biggest one-year expansion of collections in the history of the library. By the end of 2011, the library will have purchased

- over 19,000 print books
- nearly \$400,000 in databases for the sciences, humanities, and social sciences,
- with one-time money, extensive journal backfiles, adding thousands of serial titles
- e-books to increase our holdings by more than 200,000 titles
- back orders of some 1,000 book titles that were held over from previous years
- special collections and archives (yearbooks, archives of the Charlotte chapter of NOW, mayoral papers of Pat McCory, photography and art collections, etc.)

The library has also migrated its web site to a content-managed platform (DRUPAL), refined the site's design and functionality, and improved search engines and off-site access. The library purchased new laptops for checkout, increased hours, eliminated overdue fines (which cost more to administer than they generated revenue), improved space (for seating, study, public events, etc.), hired staff, and redesigned / streamlined its subject profiles for purchasing. A server for streaming media is to go on line during the summer.

The improvements have had measurable impact. For example, improved search engines for online articles have resulted in a dramatic increase in searches.

## **C**opyright Lawyer

The library has hired copyright lawyer Peggy Hoon, who met with the committee. That position is in the process of being converted from part time to full time, with approval of the Provost. Ms. Hoon will advise (but not represent) faculty on issues such as what materials may safely be posted on Moodle sites, copyright issues in general, and even book contracts that faculty may be negotiating with publishing houses.

### Committee Members and Their Alternates

Listed below are the members and their alternates. Ralf Thiede was originally the alternate for Sally Ives, who stepped down from the committee for health reasons.

<i>Unit</i>	<i>Representative</i>	<i>Alternate</i>
<b>Chair</b>	Ralf Thiede, ENGL	
Arts + Architecture	Thomas Gentry, ARCH	Angela Herren, ART
Business	Alice Tseng, ECON	Keener Hughen, FIN
Computing & Informatics	Jennifer Weller, CS	Celine Latulipe, SIS
Education	Chris O'Brien, SPED	Brian Kissel, REEL
Engineering	Terry Xu, ME	John Hildreth, ET
Health & Human Services	Donna Kazemi, SON	Amy Barsanti, SOWK
Liberal Arts & Sciences	Sallie Ives, GEOG/ES	Ralf Thiede, ENGL
Liberal Arts & Sciences	Heather Perry, HIST	John Diemer, GEOG/ES
Liberal Arts & Sciences	Dennis Ogburn, HIST	Wei Zhao, SOCY
University Librarian	Stanley Wilder, LIB	
	Chuck Hamaker	
Student Representatives	<i>Vacant</i>	



Submitted April 05, 2011  
Ralf Thiede, chair, FALC

TO: Charles Bodkin, Faculty President

FROM: Judy Walker, Chair FASSC

DATE: April 20, 2011

RE: Summary of FASSC activities

This year was a transitional year for the Faculty Advisory for Summer Session Committee. Dr. Ken Burrows, long time director of summer session activities retired in August. The person chosen to replace him after first accepting the position decided not to come to UNC Charlotte. This meant starting the school year without anyone as a point person in the Continuing Education department. The committee did meet once in the fall for an update on the 2010 summer session. We felt we really couldn't address any major issues until we had a permanent Director of Credit Programs in place.

I participated in the interviews for this position in December. Dr. Dennis McElhoe was hire and join the staff the first week of January. The committee met with Dr. McElhoe in February to get acquainted and talk about the future of summer session and distance education at UNC Charlotte. We met again in April.

There are still two issues that probably need to be addressed by this committee. The first has to do with making sure the summer session folks are involved in the curriculum planning/approval loop. In the past new courses have been approved that are to be offered in the summer but their department was not aware of it.

The second issue is broader in scope and probably more difficult to address. The issue is moving the university mindset to planning course offerings across three semesters – fall, spring and summer. This would make it easier for students to complete their degree on time and may even help with some of our space constraints.

**SoTL GRANTS COMMITTEE  
ANNUAL REPORT  
APRIL 2011**

**Chair:** Richard Hartshorne

**Committee Members:** Fred Spano, Caroline Swartz, Eric Heberling, Steve Sabol, Lisa Rashotte, Scott Kissau, Allison Bradley, John Hildreth, Yu Wang, Terri Matthews

**Ex-Officio Members:** Valorie McAlpin, Garvey Pyke (Center for Teaching and Learning)

**Committee Accomplishments**

1. Reviewed 12 proposals for the Scholarship of Teaching and Learning (SoTL) grant cycle. Given budget allocations, 9 proposals were funded (see below) for a total of \$69,996.
2. The current grants program was modified to ensure consistency with SoTL concept.
3. Modified the grant rubric to align with the SoTL grants program. Examined the “Scholarship of Teaching and Learning” (SoTL) grant guidelines and rubric for possible future modifications.
4. A new chair for the span of 2011-2013 will be elected via UNC-Charlotte faculty vote. The elected chair will assume the committee chair role for next year.

**Agenda Items for AY 2011-2012**

1. Work with the Center for Teaching and Learning (CTL) on methods of disseminating success stories and “lessons learned” from both the SoTL (as well as past API/CID) competitions and implementation of awarded grants (Teaching Week, etc.).
2. Make final amendments to the current SoTL grant guidelines and rubric and prior to publication of the 2010-2011 SoTL grants competition.

**Funded Proposals**

Authors	Proposal Title	Amount Funded
Heafner, T.L., & Petty, T.M.	Windows into Teaching and Learning [WiTL]	\$13,320.00
Blankley, A.I., Kerr, D., & Wiggins, C.E.	The State of Accounting Education in U.S. Business Schools	\$5,245.00
Nickel, L., McCullough, H., Wu, S.K., & Lanclos, D.	Online Tutorial to Strengthen Research Skills	\$3,786.00
Delmelle, E., Tang, W., & Garo, L.	Improving Geographic Knowledge Discovery and Spatial Reasoning with Mobile and Web-based Geographical Information Systems	\$11,852.00
Lee, E. K. O.	Engaging Dialogue on Sensitive Issues with Social Work Students	\$8,135.00
DiPietro, M.	Supporting the Transition and Adaptation of Academic Programs for Online Delivery: An Analytic Framework	\$5,850.00
Morrill, D., & Flint, K.	Historical Documentary Video Production: An Innovative Teaching and Learning Tool	\$7,228.00
Sofras, P. & Jones, K.	Preserving Legacy through Repertory: Its Role in Professional Development for Arts Teachers	\$10,000.00
Chen, D., & Chen, S.E.	A Project-Based Integrated Work/Review Cycle (PBIWR) for Design and	\$4,580.00

UNDERGRADUATE COURSE AND CURRICULUM COMMITTEE

UNC CHARLOTTE

2010-2011 ANNUAL REPORT

Submitted by Janet E. Levy, Chair

April 8, 2011

The UCCC met infrequently during the academic year: twice in each semester. At these meetings, we handled several Long Form proposals, including major revisions to the BA in Religious Studies, revision of the BS in Meteorology, a new minor in Military Science, a new minor in Bioinformatics, new concentrations within the major in Sociology, new certificate in Jazz from the Department of Music. The committee as a whole also evaluated one Short Form proposal from the Dept. of Biology because this had implications across colleges.

Between August 1, 2010, and April 6, 2011, the committee chair alone handled 67 Short Form proposals, which impacted over 150 courses (because some short form proposals impact numerous courses), including over 100 courses in Art and Art History. The committee chair also worked with University College and Leslie Zenk, Academic Affairs, to revise forms for adding “W” and “O” designations to courses, and to improve the web instructions for submitting undergraduate curriculum proposals. At the time of this report, the committee chair is also working with Ms. Zenk and others on implementing the new “Service Learning” designation for courses.

The committee chair set up a Moodle site, under “Projects,” for communication within the committee. This has proved to be very useful.

The committee chair established a new procedure: if she finds typos or other mistakes in any proposals, they go back to the originating unit for correction prior to being forwarded to Academic Affairs. If there are numerous mistakes, the proposal is returned to the originating unit before approval. By the time any proposal gets to the UCCC, it has presumably been reviewed by a department, a college committee, and an associate dean. There is no excuse for any mistakes (e.g., referring to course numbers that don’t exist) or typos to still be in the document at that point.

Members:

<b>Unit</b>	<b>Representative</b>	<b>Alternate</b>	<b>Term Ends</b>
<b>Chair</b>	Janet Levy, ANTH		2012
Arts + Architecture	Jay Grymes, MUSC	Angela Herren, ART	2011
Business	Ted Amato, ECON	Ellen Sewell, ECON	2012
Computing & Informatics	Bruce Long, SIS	Min Shin, CS	2011
Education	Charles Wood, SPCD	Drew Polly, REEL	2012
Engineering	Bruce Gehrig, ET	Larry Sharpe, MEES	2012
Health & Human Services	Erik Wikstrom, KNES	Jeff Barto, KNES	2011
Liberal Arts & Sciences	Benny Andres, HIST	Dorothy Smith Ruiz, AFRS	2011
Liberal Arts & Sciences	Suzanne Leland, POLS	Bruno Wichnoski, MATH	2011
Liberal Arts & Sciences	Kathy Asala, CHEM	Debra Smith, AFRS	2012
Library	Shoko Tokoro, LIB	Bridgette Sanders, LIB	2011
Undergraduate Student (Full-time), Tom Walsh			

Note: We have never seen a student named Tom Walsh. When I check during Fall semester, there was no student of that name registered in the university. An inquiry to SGA went unanswered.

## Faculty Employment Status Committee

Report for 2010-11

Robert C. Reimer, Chair

The Faculty Employment Status Committee, consisting of the following members, Deb Ryan, Bob Guinn, William Ribarsky, Jim Bird, Gloria Elliott, Lori Thomas, Martha Kropf, David Gilmore, Carol Leeman, Bridgette Sanders, Robert Reimer (chair) and Leslie Zenk, ex officio, met three times during the 2010-2011 academic year, and otherwise conducted business through. The committee worked on two issues: the first, a carryover from the previous year, was to read through and edit a final time the online faculty handbook.

Members also debated at length a proposal to add language on the role of community engagement in reappointment, promotion and tenure decisions to the Academic Personnel Procedures Handbook. Members discussed the introduction of the language with their departments and/or colleges and reported back to the group. A final proposal was then passed and introduced to the faculty council as a seconded motion from the committee for a vote at its final meeting in April 2011. The motion is reprinted below. The Faculty Council tabled the proposal from the FESC at the request of a motion by Dr. Nancy Gutierrez, Dean of the College of Liberal Arts and Sciences.

### **Motion**

**“Faculty and Community-Engaged Scholarship:**

#### **Recommendations from the Faculty Employment Status Committee**

##### **UNC Charlotte and Engaged Scholarship**

The University of North Carolina at Charlotte has an important role to play as the state’s urban research university. Opportunities for scholarship that investigate and transform the community around us are endless; UNC Charlotte maintains a commitment to addressing the economic, social, and cultural needs of our region.

In addition to a growing national movement to formally incorporate community-engaged scholarship at all levels of institutions, UNC Charlotte has heard the call from other constituencies, as well. In 2008 UNC Charlotte was named to the list of institutions with the Carnegie Elective Classification for Community Engagement. According to the Carnegie Foundation, this classification:

“...describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”<sup>1</sup>

Similarly, the UNC Tomorrow initiative set forth by former UNC president Erskine Bowles acknowledges the need for University of North Carolina institutions to be leaders in developing stronger partnerships between the institutions and the community outside the institution:

- The UNC Tomorrow Commission recommended that campuses “develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.”<sup>ii</sup>
- Public input regarding UNC Tomorrow stated that the resources and expertise of UNC faculty should be used to address important community and statewide issues, as well as apply and translate research and scholarship more directly to broader constituencies focused on identified needs.<sup>iii</sup>

At a time when institutions more than ever are expected to make relevant their areas of research, and are looked to as the leaders from which new initiatives, ideas, and changes in our world can occur, the time is now to make explicit the institution’s commitment to scholarship that engages with the world around us.

**Recommendations:** The following four recommendations come as seconded motions from

The Faculty Employment Status Committee (FESC), whose members are Ryan, Ribarsky, Bird, Elliott, Thomas, Kropf, Gilmore, Leeman, Sanders and Reimer (Chair).

**Motion 1.** The FESC recommends the following language be incorporated in the current Academic Personnel Procedures Handbook (Section VI.C: Areas of Performance to be Reviewed)<sup>iv</sup> to integrate community-engaged scholarship within the institution and particularly as a core component to the criteria used in reappointment, promotion, and tenure decisions.

#### **Section VI.C**

The areas of performance in which a faculty member is reviewed for reappointment, promotion, and conferral of permanent tenure are: 1) teaching, advising, curriculum and instructional development; 2) scholarly research, creative, community engagement and other professional activities; and 3) service to the University, the public, and the profession. The criteria for evaluation for tenure and promotion should be interpreted broadly enough to include an individual’s professional engagement with the community in areas of teaching, research, and service. As required by Section 3.1 of the [Tenure Document](#), the assessment of the candidate’s performance in each of these areas addresses at least the following: (a) the faculty member’s demonstrated professional competence; (b) potential for future contribution to UNC Charlotte; and (c) institutional needs and resources. To say that a professional activity and contributions have been reviewed, refereed, or the equivalent means that they have been evaluated by peers, professionals, and beneficiaries beyond the immediate department and college, and that the activities engage issues of significance and/or utility in the field. Such activity reflects an individual’s direct involvement in the broader marketplace of ideas and applications pertinent to one’s scholarly work and signifies that one’s contributions to teaching, scholarly inquiry, creative endeavor and/or community involvement are substantial and are being recognized as such.

Motion 1 should be seen in the framework of what follows: When reviewing each of the areas of performance, it is essential that at the department, collegiate and university-level community-engaged scholarship is seen as crossing the boundaries of the reappointment, promotion, and tenure categories of teaching, research, and service; it is not a “4<sup>th</sup> thing” or only a component of service. This philosophy is echoed by the University of North Carolina General Administration:

“UNC should lead the campuses in a refinement and adjustment of the tenure, promotion,

and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state’s competitiveness without decreasing support for teaching, basic research and scholarship.”<sup>v</sup>

The following provide examples of community-engaged scholarship within teaching, research, and service.

- Working with CMS or other regional school system, faculty individual helps develop a unique curriculum for a particular discipline. Program’s outcomes are documented and disseminated.
- Faculty individual undertakes statistical study with community organization on the effectiveness of its programs for use in improving services.
- Faculty individual curates a major exhibition for local art museum, including identifying art works, preparing accompanying catalog and perhaps audio guide.
- Leading an international symposium
- Creating a documentary and curricular resources
- Creating a community theater
- Developing programs linking youth, professional artists, and scholars in a series of collaborations
- Documenting the buildings and artifacts of a distinct population’s experience in the U.S.
- Building a network of course programs offering a college-level humanities curriculum for low-income adult
- Developing and implementing a program evaluation for a community agency or institution
- Facilitating strategic planning process with community stakeholders and drafting a strategic plan to guide community change efforts
- Completing a comprehensive literature review for a community organization’s decision making process

**Motion 2.** The FESC recognizes that community-engaged scholarship will be best supported when institutional structures are in place to make it so. To that end, we recommend the consideration of capacity building opportunities to help provide support mechanisms across campus for engagement scholarship. We propose the creation of a community-engaged scholars program at the junior faculty level to provide tools and support for those new faculty who intend to make engagement a core part of their portfolio. Such a program would provide tools for helping tenure-track faculty translate this important work into the necessary mechanisms for support they will encounter during their review. A program would also help to connect those individuals who are engaged with this work and provide opportunities for collaboration on symposia, articles, and other projects.

**Motion 3.** The FESC proposes the funding of an award that mirrors the existing award for teaching (Bank of America Award for Teaching Excellence).

**Motion 4.** The FESC recommends that a Faculty Fellow in the Office of Academic Affairs or similar position be dedicated to implementing advances in community engaged scholarship at UNC Charlotte.

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<sup>i</sup> The Carnegie Foundation for the Advancement of Teaching (2011). Classification Description. Retrieved February 27, 2011 from: [http://classifications.carnegiefoundation.org/descriptions/community\\_engagement.php?key=1213](http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213).

<sup>ii</sup> UNC Tomorrow (nd). Highlights of UNC Campuses' Responses to the Needs of North Carolina: Outreach and Engagement. Retrieved February 27, 2011 from: [http://www.northcarolina.edu/nctomorrow/UNCT\\_Highlights\\_-\\_Outreach\\_Engagement.pdf](http://www.northcarolina.edu/nctomorrow/UNCT_Highlights_-_Outreach_Engagement.pdf).

<sup>iii</sup> UNC Tomorrow (nd). UNC Tomorrow Listening: Listening Forum Summary. Retrieved February 27, 2011 from: [http://www.northcarolina.edu/nctomorrow/UNC\\_Tomorrow\\_Listening\\_Forum\\_Comments\\_Summary\\_-\\_Charlotte.pdf](http://www.northcarolina.edu/nctomorrow/UNC_Tomorrow_Listening_Forum_Comments_Summary_-_Charlotte.pdf).

<sup>iv</sup> UNC Charlotte (nd). Academic Personnel Procedures Handbook: Section VI.C: Areas of Performance to be Reviewed. Retrieved February 28, 2011 from: [http://provost.uncc.edu/epa/handbook/chapter\\_VI.htm#C](http://provost.uncc.edu/epa/handbook/chapter_VI.htm#C)

<sup>v</sup> UNC (2009). Innovate Collaborate Accelerate: The UNC Vision for Innovation and Technology Development. Retrieved February 28, 2011 from: [http://www.northcarolina.edu/research/initiatives/tech\\_transfer/Innovate-Collaborate-Accelerate.pdf](http://www.northcarolina.edu/research/initiatives/tech_transfer/Innovate-Collaborate-Accelerate.pdf).

## **Report of the University Hearing Committee**

This year the University Hearing Committee received two requests for a hearing. The committee granted both requests however, one petitioner withdrew the request before the hearing occurred. The committee appointed a hearing panel for the other case. They conducted the hearing and forwarded their ruling to the appropriate Administrator.

Two other matters came to the committee's attention this year. The first had to do with a member's term on the committee. In the past there have been some issues because these matters have to be taken in to consideration during the summer. The committee considered two alternatives: 1) That the term would be four years and would run from May 15<sup>th</sup> Year 1 to May 15<sup>th</sup> Year 4 or 2) The term would be four years and would run from August 15<sup>th</sup> Year 1 to August 15<sup>th</sup> Year 4. The committee approved Alternative 1. A proposal to make this change will go to Faculty Council at the April 21<sup>st</sup> meeting.

The last item that the Committee is working on is changing the Hearing Committee's Procedure to comply with the University's updated Reappointment, Tenure and Promotion document. The updated Procedures document will go to the committee for a vote the last week of April.

Submitted by

Hughlene A. Burton, Chair

**Faculty Information and Technology Services Advisory Committee (FITSAC)  
UNC Charlotte  
Annual Report - 2010/2011**

**Online Course Evaluations**

Fall 2010 Faculty Council asked FITSAC to create a subcommittee for online course evaluations. FITSAC member, Eric Sauda, volunteered to chair this subcommittee.

Following are the motions that were passed at the March 22, 2010 Faculty Council meeting:

1. Faculty Council should support further investigation of online student course evaluations by appointing a University wide committee with faculty representation from each College, Office of Institutional Research, Student Government, FITSAC, and Center for Teaching and Learning. The committee would examine a systems approach for administering course evaluations.
2. Faculty Council should support a pilot study to examine user perceptions of an online student evaluation system. FITSAC recommends voluntary participation in a pilot study of top rated systems including Student Voices, an enterprise system currently used on Campus to conduct University wide student evaluations.

Subcommittee membership:

Belk College of Business	Nabil Elias
College of Arts + Architecture	Eric Sauda
College of Computing and Informatics	Diane Cassidy
College of Education	Michael Matthews
College of Health and Human Services	Susan Lynch
College of Liberal Arts and Sciences	Joanne Robinson
William States Lee College of Engineering	Cathy Blat
Office of Institutional Research	Steve Coppola
Center for Teaching and Learning	Valorie McAlpin
FITSAC member and committee chair	Eric Sauda

- A pilot study will be implemented in the spring of 2011. Mike Algozzine will be leading the team that will manage the software. The system will be using Student Voice, software with which we already have experience on this campus and that integrates seamlessly with Banner.
- Units participating in the pilot include the entire School of Architecture, the College of Engineering and one department from the College of Business, and units from other Colleges.
- There will be various methods of encouraging compliance, including emails reminders, in-class only evaluations and making it mandatory in order to get grades.
- The committee will be gathering data and evaluating 51 classes and 2000 students.
- A randomly selected half of each class will get the traditional paper evaluation while the other half will get an email requesting their participation in the online evaluation.
- Valorie McAlpin from the Center for Teaching and Learning will be heading an evaluation group that will be guiding our effort to quantify compliance levels and other pedagogical issues. The committee will be looking at the response rates and the quality of the data and plan to have a report ready for August.
- The data will be analyzed in the summer with the hopes of going live in Fall 2011.
- There will be a need to have a centralized support unit on campus to manage the system.

**Digital Portfolios**

The College of Liberal Arts & Sciences has been leading a pilot project on digital portfolios for reappointment, promotion and tenure. A brief video of the process is at <http://www.youtube.com/watch?v=EF6x90gMdpl>.

- The project has been successful with positive feedback from the second year of implementation.
- CLAS is now requiring participation in the electronic format for all RPT applicants.
- Improvements have been made which include an interface that allows department chairs more control over adding participants to the system as well as manipulate and modify the portfolio as it moves through their purview.
- CLAS believes the code could be shared with ITS for possible campus-wide adoption (at least the workflow). It could be modified to meet the needs of the campus community.
- This solution is a delivery channel for electronic documents and does not record, measure or aggregate review results.
- The purpose of the application is not to mandate any specific regimented portfolio structure. One of the improvements is to add a folder structure which would not be mandated which will allow flexibility.
- Workflow of the application which includes a user, portfolio and a station:
  - Once an instance is generated it creates an account and automatically generates a portfolio at a "station."
  - The applicant can then add documents to the portfolio.
  - Once the portfolio is created additional stations are created where members are added. Some members will have editing privileges to add additional documents.
  - When the applicant is finished adding documents it moves to the next station.
  - Each member of that station checks off that he/she is finished and the portfolio automatically moves to the next station. This continues until the end of the process.
  - Multiple portfolios can be received at the same time.

### **Student Computer Ownership**

Jay Dominick created a document called [Student Computing White Paper](#) which outlines a plan, benefits of a computer ownership project and difficulties and challenges.

### **Email replacement**

- Work is underway to move the student email to Microsoft Live@edu.
- The migration is planned to occur February-April 2011.
- All email accounts and calendars will be migrated.
- Students will additionally be able to forward email off campus to another address.
- This system will support mobile devices better than the current system.
- Student email addresses will not change.
  
- The faculty/staff email migration to Outlook 2010 will occur in mid to late April 2011. This solution will be hosted on campus.

### **Computer news**

- Funds were obtained from the Chancellor to rewire parts of campus including Bernard, Denny, Fretwell, Friday, Garinger Macy, Smith, and Winningham.
- For the foreseeable future Office 2010 will not be deployed on campus. ITS is planning to wait for Service Pack 1 before deployment.
- Office 2003 users will need to convert to Office 2007 before the university moves to Outlook 2010 server. There will be no change to the smart podium computers in the classrooms.
- Mac users will need to install Office 2011 in order to connect to the Outlook 2010 server. Entourage will no longer function.

Official FITSAC membership:

Name	Representative	Alternate
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Arts + Architecture	Eric Souda	John Allemieier
Business	Cem Saydam	Jack Cathey
Computing & Informatics	Shannon Schlueter	Yu Wang
Education	Adam Harbaugh	Drew Polly
Engineering	Edward Morse	Maciej Noras
Health & Human Services	Bret Wood	Diana Rowan
Liberal Arts & Sciences	Maureen Brown	Gabor Heteyi
Liberal Arts & Sciences	Cheryl Hicks	Mark Faust
Liberal Arts & Sciences	Sallie Ives	Debra Smith
Library	Michael Winecoff	Bridgette Sanders
Chief Information Officer	Jay Dominick	
Student Representative	<i>Vacant</i>	

Respectfully submitted,

Michael Winecoff – Chair  
J. Murrey Atkins Library

<http://facultygovernance.uncc.edu/committee-meeting-information/committee-reports>

## 2011-2012 Faculty Research Grant Awards

LastName	FirstName	Dept	College	Title
Allemeier/ Balcos	John/ E. E.	MUSC/ DANC	COAA	Allemeier/Balcos Collaboration
Alterowitz	Gretchen	DANC	COAA	Female Ballet Choreographers and Women on the Ballet Stage
Arreola	Brian	MUSC	COAA	Premiere and Record a New Opera
Azarbayjani	Mona	ARCH	COAA	Development of an airflow modeling tool for architectural applications
Bianchi	Emanuela	PHIL	CLAS	Toward a Bastard Politics - Chapter 3
Blanchard /Walker	Anita / Lisa Slattery	PSYC/ SOCY	CLAS	Entitativity in Online Groups
Brintnall	Kent L	RELS	CLAS	Formalizing Desire: Mysticism, Pornography, Subjectivity
Brockman	Diane K.	ANTH	CLAS	Seasonal Variation in Hormonal Indices of Reproduction, Energy Balance, Nutritional Stress, and Immunity in Income and Capital Breeding Lemurs
Buchenau	Jurgen	HIST	CLAS	Reforms, Repression, and Rewards: The "Sonoran Dynasty" and the Mexican Revolution, 1910-1934
Burfield	Allison H.	SON	CHHS	A Pilot Study Examining the Feasibility of a Pain Protocol Program in a Multi-Site Skilled Nursing Home Setting
Cameron	Christopher	HIST	CLAS	To Plead Our Own Cause: African Americans in Massachusetts and the Making of the Antislavery Movement, 1630-1830
Cecchi /Kamalasadan	Valentina /Sukumar	EEGR	COE	Towards a Future Micro-Grid: Renewable, Sustainable, and Transportable Energy Source
Cifarelli	Victor	MATH	CLAS	Examining Students' Relational Knowledge in Open-Ended Problem Solving Situations
Dávila	Liv	MDSK	COED	The School Experiences of English Language Learners with Limited Formal Education
Dávila	Jerry	HIST	CLAS	Redemocratization and Racial Integration in Brazil
Deng	Shaozhong	MATH	CLAS	Modeling Three-dimensional Turbulences via the Spectrally-Hyperviscous Navier-Stokes Equations
Dika	Sandra L.	EDLD	COED	Dimensions of student engagement in the Spanish translation of the NSSE: A confirmatory factor analysis approach
Eppes	Martha	GEO/ES	CLAS	Determining the influence of soils and geomorphology on anthocyanin production in deciduous trees
Fried	Nathaniel	PHYS	CLAS	Selective Laser Vaporization and Removal of Prolene Mesh Materials used in Female Incontinence and Hernia Procedures
Gagné	Sara A.	GEO/ES	CLAS	Exploring the effects of urbanization on biodiversity in remnant forests of the Charlotte metropolitan region.
Gaultney	Jane F.	PSYC	CLAS	Risk for Sleep Disorders and Academic Outcomes Among College Students
Godlewska	Maja	ART	COAA	<i>Timeless Beauty: Subject to Decay</i>
Grymes	James A.	MUSC	COAA	"Archival Research to Complete a Book about Ernst von Dohnányi"
Haynes	Christine	HIST	CLAS	The Culture of Capitalism in Post-Revolutionary France
LastName	FirstName	Dept	College	Title
Hilger	Helene	CEGR	COE	More Sustainable Energy Production Using Waste for Fuel
Howden	Reuben	KNES	CHHS	The effect of Angiotensin-II induced hypertension on heart rate and cardiac gene expression
Hull	Gordon	PHIL	CLAS	Cultural Branding at the Intersection of the Geographies of Capital and Culture

Jones	Marcus	CHEM	CLAS	Unraveling complex dynamics in colloidal nanocrystals
Krueger	Joanna K.	CHEM	CLAS	Structure and stability of the potential biotherapeutic protein, gelsolin.
Lara-Cinisomo	Sandraluz	SPED	COED	Employment trajectories and mental health of military caregivers
Leland	Suzanne	POLS	CLAS	Understanding and Managing Public Transit Contracts
Lewis	Janaka	ENGL	CLAS	Civil Discourse: Narratives of Freedom from 1861-1892 (manuscript proposal and article)
Lin	Zhongjie	ARCH	COAA	Constructing Utopias: China's Emerging New Town Movement
Lu	Na	ET	COE	The Impact of Surface Modification on Mechanical and Thermostability Properties of Hemp Fiber Reinforced Green Composites
McCarter	Susan	SOWK	CHHS	Holistic Representation Project
Melnikoff	Kirk	ENGL	CLAS	<i>Elizabethan Publishing and the Early Development of English Literature</i>
Munroe	Jennifer	ENGL	CLAS	<i>Mothers of Science: Women, Nature, and Writing in Early Modern England</i>
Peterson	Nicole D.	ANTH	CLAS	Global Commodities, Social Networks, and Agency in a Mexican Fishing Community
Prasad	Ritika	HIST	CLAS	"Tracking Modernity: The Experience of Railways in Colonial South Asia, 1853-1947
Quinlan	Margaret	COMM	CLAS	Patients' Experiences with "Door to Door," an Arts Program in a Hospital Setting
Ranis	Marek	ART	COAA	<i>Albedo (Whitness) - Greenland</i>
Rogers	Thomas	AFRS	CLAS	Hunger and Environmental Destruction in Brazil's Forgotten Ethanol Boom, 1971-1990
Rowan	Diana	SOWK	CHHS	Examining cultural competence in HIV service providers: Understanding barriers to HIV prevention and care for the house ball community
Sabol	Steven	HIST	CLAS	"The Touch of Civilization: Russian Colonization of the Kazakhs and American Colonization of the Sioux"
Schmedake	Thomas A.	CHEM	CLAS	Development Of New Dyes For Dye Sensitized Solar Cells
Schneider	Stanley	BIOL	CLAS	Molecular Basis for Ritualized Aggression and the Evolution of the Vibration Signal of the Honey Bee, <i>Apis mellifera</i>
Shealy	Daniel L.	ENGL	CLAS	<i>Little Women: An Annotated Edition</i>
Shore /Goolkasian	Rebecca /Paula	EDLD/ PSYC	COED /CLAS	Practical Applications of Cognitive Science Principles to Improve Retention in Science Classrooms
Smith	John David	HIST	CLAS	Seeing the New South: Race and Place in the Photographs of Ulrich B. Phillips
Sokolova	Inna	BIOL	CLAS	Effects of ocean acidification on metal uptake and toxicity in eastern oysters, <i>Crassostrea virginica</i>

<b>LastName</b>	<b>FirstName</b>	<b>Dept</b>	<b>College</b>	<b>Title</b>
Su /Lu	Zhengchang /Aidong	BIOINFO /CS	CCI	Development of a novel method for charactering the molecular determinants of cell fate specification in the embryogenesis of <i>C. elegans</i>
Suleski	Thomas J.	PHYS	CLAS	Biomimetic Wide Field-of-View Solar Concentrator
Szmer /Walsh	John /James	POLS	CLAS	Targeted Killings, Collateral Damage, and Terrorism: Evidence from Drone Strikes
Tanner	Amanda E.	HLTH	CHHS	Increasing Care Engagement (ICE) Study: Understanding HIV care linkage behaviors in Mecklenburg County
Thomas	Lori	SOWK	CHHS	Aging on the Streets: An Examination of Older Adult Homelessness in the Greater Charlotte Area
Thorsheim	Peter	HIST	CLAS	Collateral Damage: Chemical Weapons, Health, and the Environment in Britain
Troutman	Jerry M	CHEM	CLAS	Biosynthesis of a Bacterial Sugar Required for Normal Immune System Function
Tsivitse	Susan	KNES	CHHS	The interaction of Msx1 and Notch signaling in skeletal muscle repair following downhill running
Tullis	Jillian A.	COMM	CLAS	Tumor boards and patient care: A description and analysis of providers' communication practices
Vetter	Lara	ENGL	CLAS	"Traversing History: Epiphany, Astral Projection, Time Travel, and Otherworldly Spaces"
Webster	Murray	SOCY	CLAS	Race, Education, and Perceived Status and Ability
Wikstrom	Erik	KNES	CHHS	Influence of attentional demands on balance in those with ankle instability
Wilson	Mark R.	HIST	CLAS	Destructive Creation: American Business and the Winning of World War II
Yan	Shan	BIOL	CLAS	Biochemical dissection of DNA replication checkpoint signaling pathway in <i>Xenopus</i> egg extract
Zhao	Wei	SOCY	CLAS	Significance of Interpersonal and Interorganizational Networks in a Transitional Economy

# MEMORANDUM

To: Dr. Michael Green, President  
UNC Charlotte Faculty

From: Dr. Rob Roy McGregor, Chair  
UNC Charlotte Graduate Council

Date: November 11, 2011

RE: Report on Graduate Council Activities for 2010-2011

The Graduate Council held one organizational meeting and eight business meetings during academic year 2010-2011. We dealt with 45 course and curriculum proposals and considered the minimum GPA to require for admission to the Graduate School.

The GPA discussion led to the following motion being forwarded to the Faculty Executive Committee (FEC):

The Graduate Council moves that the minimum overall GPA for admission to a master's degree program at UNC Charlotte be raised from 2.75 on a 4.00 scale to 3.00 on a 4.00 scale and that the following revised Graduate Catalog copy be approved:

***Doctoral and Master's Programs:** To be admitted to a doctoral or master's program, an applicant must have earned an overall GPA of at least 3.0 (based on a 4.0 scale) in the undergraduate degree or in the latest graduate degree program. A given program may have more rigorous admissions criteria.*

A supporting memorandum from the Dean of the Graduate School noted that exceptions to the minimum GPA requirement could be made on a case-by-case basis as warranted. The FEC returned the motion to the Graduate Council for clarification of the effective date of the proposed policy change and for resolution of the discrepancy between the Graduate Dean's comment about flexibility in accepting students and the absence of such a statement in the Council's motion. At its first business meeting of academic year 2011-2012, the Graduate Council will reconsider its original motion to address the issues raised by the FEC.

Graduate School Dean Tom Reynolds also requested that the Council consider the issue of graduate program review at UNC Charlotte. A subcommittee of the Council began discussing graduate program review this past spring. This subcommittee will complete its work and make its report to the full Council in academic year 2011-2012.

**University Honors Council  
Annual Report  
2010 - 11 Academic Year**

**1) The University Honors Council approved 38 Candidacy applications during the Fall semester and is currently considering 19 submitted during the Spring semester.**

**2) The University Honors Council certified students for Graduation with Honors as follows:**

**University Honors - 2 for December graduation; 30 for May graduation**

**Business Honors - 8 for May graduation**

**Computing and Informatics Honors - 2 for May graduation**

**Art History - 1 for May graduation**

**Biology - 5 for December graduation; 3 for May graduation**

**Chemistry - 1 for May graduation**

**Geology - 1 for May graduation**

**History - 1 for December graduation; 2 for May graduation**

**Physics - 3 for December graduation; 2 for May graduation**

**Political Science - 1 for May Graduation**

**Psychology - 4 for May graduation**

**(It should be noted that eight students received both University Honors and Honors in a discipline; these students appear twice in the list above.)**

**3) The University Honors Council approved a new Honors Program in Religious Studies.**

**4) The University Honors Council approved revisions to the Honors Programs in History and in Communications Studies.**

**5) The University Honors Council forwarded a request for a change to the Standing Rules of the Faculty to bring these rules into conformity with the University document governing all Honors programs. This latter document specifies that the University Honors Council shall elect its own chair from the membership of the Council. The proposal to change the Standing Rules was unanimously endorsed by the Faculty Executive Committee and passed by the Faculty Council.**

**6) Unfinished business to be concluded this academic year includes final action on Candidacy applications from candidates for Honors graduation in August or December, 2011.**

**Respectfully submitted,**

**Daniel Jones, Chair**



April 20, 2011

To: Charles Bodkin  
Faculty President 2010-2011

From: Mike Olson  
Chair, Faculty Welfare Committee 2010-2011

Subject: Faculty Welfare Committee 2010-2011 Annual Report

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On behalf of the Faculty Welfare Committee (FWC), I have the privilege of submitting its inaugural annual report to Faculty Governance. Members of FWC in 2010-2011 included:

Amy Barsanti, SOWK (representative, Health & Human Services)  
John Bender, GES (representative, Liberal Arts & Sciences)  
Jim Bowen, CE (alternate, Engineering)  
Charles Brody, SOCY (representative, Liberal Arts & Sciences)  
John Doherty, SOWK (alternate, Health & Human Services)  
Paul Fitchett, MDSK (alternate, Education)  
Karen Flint, HIST (representative, Liberal Arts & Sciences)  
Paul Foos, PSYC (alternate, Liberal Arts & Sciences)  
Janaki Gooty, MGMT (representative, Business)  
Jean Hiebert, LIB (representative, Library)  
Kathryn Johnson, RELS (alternate, Liberal Arts & Sciences)  
Dave Murphy, ET (representative, Engineering)  
Lisa Nickel, LIB (alternate, Library)  
Mike Olson, LIB (chair, Library)  
Paola Pilonieta, REEL (representative, Education)  
Julia Robinson-Harmon, RELS (alternate, Liberal Arts & Sciences)  
Betsy West, ARCH (representative, Arts+Architecture)

## Establishment of and Charge to FWC

In October of 2009, a Faculty Welfare Sub-Committee (composed of Charles Bodkin, Sonya Hardin, and Yvette Huet) proposed and sent a draft motion to the attention of the Faculty Executive Committee (FEC).<sup>1</sup> FEC approved and forwarded to Faculty Council the motion to create a Faculty Welfare Committee. Faculty Council approved the creation of FWC and charged it accordingly:

The function of the Faculty Welfare Committee shall be to advise and consult with university leadership on policies, processes and practices, as well as the enforcement of same, regarding the welfare of the faculty and their families including matters related to the workplace environment that can affect recruiting, retention, professional development and morale of faculty. These issues could include, but not be limited to affordable and available faculty housing, faculty and university services, working environment, diversity, safety, wellness, public transportation, and child care/elder care.<sup>2</sup>

The Spring 2010 Faculty Council election ballot included the position of chair of FWC. FWC's representatives and alternates were then elected or appointed, and the committee began its work in Fall Semester 2010.

FWC communicated regularly throughout the academic year, either meeting in person or conversing via email. At its first two meetings, FWC reviewed the lead-up to its establishment and its present charge. The group also reviewed previous UNC Charlotte documents thought to be germane to the committee's initial interests. These documents included "University Sponsored Childcare Needs Assessment," dated June 11, 2009; COACHE Report - Tenure-Track Faculty Job Satisfaction Survey (2008-2009); and Faculty President-Elect Charles Bodkin's "Survey of Faculty, dated Spring 2010."<sup>3</sup>

Throughout the year, FWC's chair reported on the committee's work, and received welcome guidance, at monthly meetings attended by Faculty Governance Committee Chairs, the Faculty President, and the Provost. At the committee chairs' first meeting, Faculty President Charles Bodkin distributed a handout of issues and items for each committee's consideration.<sup>4</sup> FWC's were:

- Liaison to Health and Wellness committee and Safety committee
- Change this committee to a standing committee instead of a policy committee?
- Identify parameters for committee
- Balance between teaching and research
- Review the faculty climate survey results
- Non-tenure track faculty report available – review and make recommendations
- Daycare for Children / Elderly

FWC attempted to prioritize one or two key issues interwoven in these documents, so as to proceed most effectively with its work in Year One, amid considerable external and internal expectations. Issues included, in no particular order: Affordable and available housing; University services; Working environment; Diversity; Safety; Wellness; Public transportation; Child care; Elder care; Promote idea of changing committee from advisory to policy; Balance between teaching and research; Review climate survey results; Review and make recommendations: non-tenured faculty report; Smoking policy; Salary

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<sup>1</sup> "Motion to create a new standing committee, Faculty Welfare Committee," dated October 27, 2009. (See electronic attachment "Appendix 1.")

<sup>2</sup> "FEC Motion to Create Faculty Welfare Committee," passed by Faculty Council in Fall Semester 2009. (See electronic attachment "Appendix 2.")

<sup>3</sup> See, respectively, electronic attachments "Appendices 3-5."

<sup>4</sup> "Issues and Items for Consideration by Faculty Council Committees, 2010/11," distributed September 3, 2010. (See electronic attachment "Appendix 6.")

balance; Environmental scan of like committees, nation-wide or among peers; and Explore liaison options to related University committees/agencies.

FWC ultimately chose to concentrate on the final two items. On behalf of FWC, the chair (Mike) initiated a conversation with Sophia Marshall, who chairs the Advisory Committee to the Chancellor for Employee Health and Wellness (ACCEHW). Mike will attend the next ACCEHW meeting and invite Sophia to attend an FWC meeting early in the next academic year, enabling both committees to explore successful collaboration.

FWC has produced below an environmental scan of UNC Charlotte's sixteen peer institutions and their respective relationships to Faculty Welfare Committees. Our peers are:

- University of Central Florida
- University of Delaware
- George Mason University
- Georgia State University
- Kent State University
- University of Louisville
- University of Maryland, Baltimore County
- University of Massachusetts Lowell
- University of Nevada, Las Vegas
- Portland State University
- University of Rhode Island
- San Diego State University
- University of Texas at Arlington
- University of Texas at San Antonio
- Western Michigan University
- University of Wisconsin-Milwaukee

Committee members volunteered to determine: *Does each peer have a Faculty Welfare Committee? What is the committee charged to do? What has it accomplished since its inception? What did it accomplish in the last academic year?* FWC typically reviewed each institution's webpages to retrieve the relevant information. In some cases, we communicated directly with individuals at an institution.

The overview below is intended to serve as a useful document for the consideration of UNC Charlotte's faculty and FWC itself, and to allow FWC to proceed with momentum as it enters its second year.

**University of Central Florida** (reported by: Lisa Nickel, LIB)

Does not have a distinct faculty welfare committee. The University sometimes tackles faculty welfare type issues at the state university level, but those issues are more academic, like class sizes, faculty compensation, etc.

**University of Delaware** (Jean Hiebert, LIB)

The Faculty Welfare and Privileges Committee (Committee), part of the Faculty Senate Committee, is charged to develop and review general policies in the areas of reappointment, dismissal, faculty evaluation and appraisal, academic freedom and other areas of personnel policy and conditions of faculty employment, and to prepare recommendations concerning such policies for transmission to the

Trustees through the faculty or its Senate, and through the President of the University, in accordance with Trustee Bylaws. The Committee is charged with jurisdiction over faculty complaints which are not grievances as defined in the Collective Bargaining Agreement. Procedures for mediation and hearing of complaints are detailed at: <http://www.udel.edu/facsen/termcomp.html>, which was approved by the University Faculty Senate March 1998 and is maintained in the office of the University Faculty Senate. The Committee's decisions on complaints are presented as advisory opinions to the Provost. The Committee shall consist of seven faculty members, one of whom shall be designated chair and one of whom shall be an assistant professor. Nothing in the charge to this Committee shall be interpreted as overriding the Collective Bargaining Agreement or the laws of the State of Delaware governing collective bargaining.

### **George Mason University** (Hiebert)

Human Resources provides for these things (see: [http://hr.gmu.edu/emp\\_relations/](http://hr.gmu.edu/emp_relations/)).

### **Georgia State University** (Hiebert)

There does not appear to be any committee or department responsible for faculty welfare.

### **Kent State University** (Amy Barsanti, SOWK)

Dr. Donald "Mack" Hassler, Chair of the Faculty Senate at Kent State University, and Dr. Susan Roxburgh, who is a member of the Faculty Senate, provided the information for this report. The following is a summary:

- Dr. Roxburgh indicated that Kent State University has as a Work Quality of Life Committee. Dr. Roxburgh described this committee as not very active at present. Yet, Dr. Hassler described it as in the process of being established. Dr. Roxburgh identified the Work Quality of Life Committee Chair as being Jamie Seeholzer, but Dr. Seeholzer is not a member of the Faculty Senate, so the status of this committee and its place within Kent's structure were unclear.
- Dr. Roxburgh indicated that the above noted Work Quality of Life Committee wrote a "Tolling Policy" in 2008 which stops the tenure clock for untenured faculty members who may need to extend their probationary period if family or other personal circumstances warrant this change. In approximately 2007, the University contracted with a group to conduct a Quality of Work Life Survey of faculty in approximately and establish a Work-Family Life policy. Unfortunately this group is no longer under contract with the University and the data from the survey has disappeared. Interestingly, Dr. Hassler said that it was the Professional Standards Committee, not the Work Quality of Life Committee that looked at the Tolling Policy. Dr. Hassler said the Professional Standards Committee, which is part of the Faculty Senate, has also worked on other policy changes, including a recent new policy on "ranks" for extraordinary types that they call the "Distinguished Ranks Policy."
- The University (Associate Provost who is charged with administering their AQIP assessment) recently completed a "climate survey" to assess "contentment" with work conditions at Kent. According to Dr. Roxburgh, the survey found some significant gender differences in perception of allocation of resources and as a result they've initiated further evaluation of these issues. This largely happened without consultation of faculty governance channels (i.e. – Union, Faculty Senate, etc.). Therefore it is unclear as to the direction this is headed.

- Two broad areas of concern that Dr. Roxburgh believes faculty would like to see addressed at Kent are:
  - Redressing imbalances in work-life, due to gender/race/ethnicity. For example, net of scholarly achievements, women are less likely to be promoted than men (see: <http://www.aaaup.org/AAUP/pubsres/academe/2011/JF/Feat/misr.htm>).
  - Facilitating work-family balance, particularly for faculty members with young children. This may include the development of a strong Parenting Leave Policy
- Both Dr. Hassler and Dr. Roxburgh felt that Kent State University could benefit from learning from UNC-Charlotte as we move forward with our Faculty Welfare Committee. Neither felt Kent State at this time had in place an ideal model for us to follow.

### **University of Louisville** (Barsanti)

Dr. Ray Austin, Chair of the Faculty Senate at the University of Louisville, indicated that the institution does not have a committee that likens that of our Faculty Welfare Committee at UNC-Charlotte. Dr. Austin said that sometimes initiatives are started, such as the “Get Health Now Program” that impact faculty, but that these are begun through Human Resources.

### **University of Maryland, Baltimore County** (Mike Olson, LIB)

No faculty welfare committee, nor an indirect equivalent (see: <http://www.umbc.edu/provost/AcademicPolicies/PlanofOrganization2004.pdf>).

### **University of Massachusetts Lowell** (Olson)

No faculty welfare committee, nor an indirect equivalent (see: <http://www.uml.edu/faculty-senate/default.html>).

### **University of Nevada, Las Vegas** (Olson)

No faculty welfare committee, nor an indirect equivalent (see: <http://facultySenate.unlv.edu/committeerosters.html>).

### **University of Rhode Island (URI)** (John Bender, GES)

URI’s faculty welfare committee is called the Equity Council. Its minutes or decisions are not listed on URI’s website. Its charge is described below.

5.36.10 The Equity Council is a University-wide advisory and advocacy group for issues of diversity and equity for the entire University community. Its purpose is to provide a forum for University individuals, groups, committees, commissions, and offices that are active in University diversity and equity issues and to make recommendations to the President.

5.36.11 The President shall appoint the members by October 1 of each year from a list of nominees recommended by the Council and other appropriate constituencies. The Council shall have approximately 25 members representing a variety of faculty, staff, administrators and students involved in equity issues. The President shall appoint the Chair of the Council.

5.36.12 Members serve for a three-year term and shall be appointed on a staggered basis.

5.36.13 The Council shall meet at least once each month during the academic year. The Chair shall be responsible for preparing the agenda and calling the meetings, with notification to members of at least one week in advance.

5.36.14 Meetings of the Council are open to all community members who have an interest in matters of equity and diversity.

5.36.15 The Council shall meet with the President and Provost regularly to discuss progress on recommendations and emerging issues.

5.36.16 The Chair shall meet with the President's Management Team on a regular basis.

**San Diego State University** (Paola Pilonieta, REEL)

Does not have a distinct faculty welfare committee. University committees are described at: <http://newscenter.sdsu.edu/universitysenate/fa.aspx>.

**University of Texas at Arlington** (Janaki Gooty, MGMT)

Does not have a distinct faculty welfare committee. Of University committees described at: <http://www.uta.edu/uta/committee/>, two committees, Faculty Senate and Employee Wellness, cover selected features of faculty welfare.

**University of Texas at San Antonio** (Dave Murphy, ET)

UTSA's Staff Council serves as a consultative and deliberative body for Staff in:

1. addressing issues of concern that are unique to Staff,
2. fostering expanded opportunities for Staff involvement in campus governance,
3. building a sense of community by encouraging the exchange of ideas and concerns,
4. providing advice on university policy and procedures impacting Staff,
5. advising the University on Staff nominations to University Standing Committees as equal members, and
6. promoting the growth and welfare of Staff, contributing to the success of UTSA.

The Staff Council, in keeping with the mission of UTSA, is an advisory body and can convey information and make recommendations to the President regarding interests and concerns of Staff. The Staff Council is constituted by the President and by the Board of Regents of The University of Texas System, with the goal of continually improving university operations and the well-being of UTSA's Staff. The Staff Council is not intended to supplant existing procedures for addressing issues. Staff council is a registered Staff organization.

Key past concerns include:

1. Policy –
  - a. Sick Leave Pool
  - b. Hazard Pay
  - c. Performance Appraisal
2. Work Life Balance –

- a. Alternate Work Schedules
  - b. Flextime
  - c. Stress Management
  - d. Child Care
  - e. Elder Care
  - f. Commuter Subsidies
3. Wellness (Promoting Health) –
- a. Incentives for Health
  - b. Health Screenings
  - c. Exercise Programs
  - d. Fitness
  - e. Behavioral Modification
  - f. Employee Assistance Programs (EAP)
  - g. Special Funding for Programs
4. Recruitment and Retention –
- a. Recognition Programs
  - b. Service Awards
  - c. Going the Extra Mile Awards
  - d. Discount with Identification (DID)
  - e. Employee of the Month
  - f. Employee of the Quarter
  - g. Employee of the Year
  - h. Perfect Attendance
  - i. Incentive Programs
  - j. Total “R” Statements
  - k. Longevity Awards
  - l. Special Incentive Plans (SIP)
  - m. Holiday Turkeys, certificates, etc.
  - n. Employee Engagement Programs
  - o. Suggestion/Idea Programs
  - p. Employee Advisory Councils
  - q. Staff Councils
  - r. Breakfast or Lunch with an Executive
  - s. Training and Development Programs
  - t. On-Line Training
  - u. New Employee Orientation
  - v. Tuition Reimbursement
  - w. Certificate Programs
  - x. Software Training
  - y. Interpersonal Skills

**Western Michigan University** (Olson)

No faculty welfare committee, nor an indirect equivalent (see: <http://www.wmich.edu/facultysenate/index.html>).

**University of Wisconsin-Milwaukee** (Charles Brody, SOCY)

Faculty Senate had a standing committee known as the Faculty Welfare Committee from 1957 until 1974. An ad hoc committee in 1957 recommended its creation. In 1974, the name of the committee was changed to the Economic Benefits Committee.

Annual reports of the committee can be found at:  
[http://www4.uwm.edu/secu/policies\\_new/facdocs.cfm?start=1&rows=100](http://www4.uwm.edu/secu/policies_new/facdocs.cfm?start=1&rows=100).

The charter, membership and recent minutes of the Economic Benefits Committee are at:  
<http://www4.uwm.edu/secu/ebcmail/>.

The functions of the current Economic Benefits Committee are as follows:

- a. Advises faculty, academic staff, and campus administration ( in consultation with the University Committee and when appropriate the Academic Staff Committee ) on all matters of faculty and academic staff welfare, including, but not limited to, salary, sick leave, group insurance, and retirement.
- b. Prepares and disseminates information on the economic status and needs of the faculty and academic staff, including comparative data from other universities and professional fields, as deemed necessary.
- c. In consultation with the University Committee, and when appropriate the Academic Staff Committee, plans representation of faculty and academic staff interests in discussions, hearings and other appropriate activities, including the exchange of information on faculty and academic staff benefits with the administration, Board of Regents, Governor, and members of the Legislature.
- d. Formulates recommendations for faculty and/or academic staff action.

During 2009-2010, the annual report of the Economic Benefits Committee indicates the following activities/accomplishments:

- Communicated to their Chancellor advice regarding space and other needs of the UWM Children's Center and reaffirmed the key importance of the Center to serving faculty, staff, and student needs related to childcare and education.
- Arranged for the Director Employee Trust Funds Division of Retirement Services to provide an update to the Faculty Senate to review the investment strategies and issues around retirement funds and planning. The presentation was video streamed and archived with links available via Human Resources and the Secretary of the University websites. As a result, key information remains available to faculty and staff who could not attend this presentation.
- Worked on salary analysis using teaching academic staff with included data on job titles, indefinite vs. probationary, and numbers of persons in these categories. The EBC decided to defer this exercise and await the findings from the 2010 Competitive Workforce Commission, a report comparing UWM to peer institutions.

- Conducted discussions around tuition reimbursement for faculty and spouses to clarify existing policies. The committee also considered non-resident tuition remission for faculty spouses and domestic partners.
- Completed changes to the committee’s charter that were approved by the Faculty Senate.

UWM’s Economic Benefits Committee has undertaken wide-ranging activities and discussions over the course of its long history: compensation for summer sessions, travel reimbursements, rental property for faculty, sick leave policies, orientation of new faculty, creation of a faculty handbook, creation of a campus blood bank, sabbatical leaves, out of state travel expenses, long-term illness insurance, faculty dining and lounge facilities, parking issues, contributions to the state retirement system, moving expenses for new faculty, availability of low interest housing loans, group automobile insurance, unionization of the faculty and collective bargaining, and returning to work after retirement.

**Portland State University** (Brody)

PSU has no faculty welfare committee. The PSU faculty constitution, however, states the following:

The Faculty shall have power, subject to legal limits, to take action to promote faculty welfare. The Faculty shall have power to act upon matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and to decide upon curricula and new courses of study. This power shall include, but not be confined to, action upon the establishment, abolition, or major alteration of the structure or educational function of departments or of programs which include more than one department or instructional unit of the University. The Faculty will normally exercise this power through its representative, the Senate.

Standing Committees of the Senate include a Budget Committee, Faculty Development Committee (concerned primarily with reviewing proposals and making recommendations to the Provost on awards to faculty) and a commission on the status of women. The Faculty Governance Guide notes the creation of a variety of ad hoc committees. This Handbook is available at:

[http://www.pdx.edu/sites/www.pdx.edu.faculty-senate/files/media\\_assets/2010-11%20FGG%20nd%20Final3-7.pdf](http://www.pdx.edu/sites/www.pdx.edu.faculty-senate/files/media_assets/2010-11%20FGG%20nd%20Final3-7.pdf).

A faculty union represents the interests of part-time faculty members on the PSU campus.

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**Noteworthy FWC-related miscellany throughout the year**

*1. Expression of interest in child care services*

Alan Freitag, immediate past Faculty President, kindly forwarded to FWC an email from Logan Cason, UNC Charlotte’s Coordinator for Veteran Students Outreach in the Dean of Students Office. Logan expressed interest in bringing child care services to the University. “After hearing mention of the need from several of my veteran students over the past few months I started asking around to other departments on campus, such as OASES and HR, and they all expressed the same interest. I understand

that there are budgetary constraints, but I believe that this would ultimately prove to be a great addition to the services offered on this campus, for both students and faculty/staff.”

On behalf of FWC, the chair thanked Logan for the groups’ interest and pledged that FWC would remain in contact after the delivery of its annual report to Faculty Governance.

## *2. Best News Last*

FWC concludes its first annual report with a very happy “faculty welfare” news item. Committee member Karen Flint had a baby girl, named Zia, three months ago. Congratulations, Karen!

The committee consisted of Andrew Harver and Mark Clemens (previous nominee) and Michael Green (Chair), all appointed by the FEC. The committee solicited nominees from all the college deans, and two nominations were made. Dr. Diane Browder was selected as UNCC's nominee for the award, a dossier was prepared with external and internal letters of support, and the package was forwarded to the Chancellor in early December 2010. In February the Chancellor was notified that Dr. Browder was this year's O. Max Gardner award winner.