

Meeting Minutes, Faculty Senate, full meeting, October 29, 2024

In attendance:

Osasohan Agbonlahor (A), Phoebe Ajibade (A), Jeffrey R Alston (S), Ayanna Armstrong (S), Jennifer Beasley (S), Stephen Bollinger (S), Trevor Brothers (S), Dewayne Randolph Brown (S), Celeste D. Butts-Jackson (A), Roymieco Carter (A), Subrata Chakrabarty (A), Eunho Cho (S), Daphne Cooper, Jason DePolo, Sherrie Drye (A), Robert Ferguson (S), Yvonne R Ford (S), Galen Foresman (S), Scott H. Harrison (S), AKM Kamrul Islam (A), Yuhan Jiang (S), George S. Robinson, Jr., Stephanie Kelly (S), Joy Kennedy (S), Luba Kurkalova (S), Roland Leak (S), Mahmoud Nabil Mahmoud (A), Blessing Masasi (A), Lauren Mayo (A), Ahmed Megri (S), Ahmed Megri (S), ADeme Mekonnen (A), Hyosoo Moon (A), Letycia Nuñez-Argote (S), Sharon Parker (A), Bill Randle (S), Kristen Rhinehardt (S), Craig Rhodes, Derrick Robinson (S), Mashooq Salehin (S), Dave Schall (S), John Teleha, Magdalene Tukov-Yual (A), Pauline Ada Uwakweh (S), John Paul Ward (S), Jeff Wolfgang (S), Maria Zhang (A)

(S): Senator

(A): Alternate

Call to order was done by Dr. Scott Harrison at 3:00 pm. Roll call was led by Dr. Fuller. There was a link to attendance sent out and a QR Code. The agenda was presented. A motion was made and seconded for the agenda to be approved. The motion passed unanimously. Dr. Harrison reviewed the current Faculty Senate roster and tallies across represented academic units (e.g., 39 academic departments). Dr. Harrison then provided a reminder on voting procedure - alternates vote only when the Faculty Senator for their academic department is not at the meeting.

The topic of faculty wellness, development and success was discussed. The university has recently made available some of the resources and opportunities for development from the National Center for Faculty Development and Diversity (NCFDD) organization. Dr. Harrison thanked Dr. Rhodes for his work and support in achieving this, and mentioned the many other universities who have effectively connected with the NCFDD. Further mention was made of a prospective speaker to help encourage and catalyze faculty research, in an initiative being led by Dr. Ajibade. A draft of a faculty survey was presented. This draft has a manageable number of questions and will help gauge perspectives on research and teaching climate and infrastructural support. For administering the survey, planning was discussed surrounding how the Faculty Senate would be communicating it directly to faculty across campus.

A report on UNC System Faculty Assembly then proceeded. The UNC System is continuing to take steps to engage faculty, including with working groups in key strategic areas. Representation from our faculty on these groups is as follows: Make the Case for Higher Ed (NC A&T member: Yvonne Ford); Role and Usefulness of Micro-credentials (NC A&T member: Daphne Cooper); Faculty Assembly Governance (NC A&T member: Scott Harrison); Faculty Leadership Development (NC A&T member: Ayanna Armstrong); and AI Policy – (NC A&T

member: Christopher Doss). Dr. Harrison described discussions within the UNC System Faculty Assembly about recognitions and protections for professional-track faculty are a major focus (e.g., proposing edits to Chapter 6 of the UNC System Code). Work from a UNC System-wide Academic Program Review Task Force was then described specifically as follows. "Campus policies for program review should be developed in collaboration with the bodies responsible for faculty shared governance (typically the Faculty Senate or Council). Guidance for the program review should be clearly articulated, publicly accessible, and conveyed to each program in accordance with the below recommendations. University resources should be provided for programs to collect data on an ongoing basis and summarize it prior to the review process. Data used for academic degree program review should be clearly and consistently defined across programs, and incorporate a wide breadth of qualitative and quantitative sources, including the items listed in Section V(A)(ii) of UNC Policy 400.1, forward-looking data points, peer institution program data, and faculty contribution to the core curriculum, other majors, the university, and the academic mission. As no single criterion can fully capture the impact of a program within the university, region, and state, each program review should consider multiple measures of a program's quality, enrollments, costs, student success, and program productivity. Program reviews should ensure measures are applied appropriately to recognize the unique mission and contribution of each program under review. Program reviews should be staggered so that no more than $\frac{1}{3}$ of the academic degree programs are being reviewed in 1-year. During a program review, faculty, regardless of rank or title, should have multiple opportunities for input as review documents are being prepared. Checkpoints should be used for early indication to identify potential programs to expand, contract, or discontinue to allow programs to prepare, respond, or act. · At least 2 checkpoints should occur within the 7-year review cycle with the last checkpoint being no less than two years prior to the 7-year review." The general report concluded with comment on UNC System human resources activities to consolidate classifications of employees and salary ranges, and to unlist vacant positions that had been posted for more than a year across the UNC System.

Feedback on the post-tenure review and teaching effectiveness draft policies was described in its compiled form as had been sent to the university administration. Three pages of written feedback had been submitted in response to the twelve pages of draft policies. The drafting of policies was then discussed as to whether there could be more involvement of faculty in the drafting stages of the policies. It was also discussed whether there was any real follow-up after submission of feedback. It is generally unknown what happens after policies go out for a review and comment.

Discussion also made mention of a faculty handbook revision draft, and gratitude expressed to Dr. Randle and others for their work on a committee that had generated this draft. One of the key concepts of the draft relate to representation for professional-track faculty. Various strategies and implementations occurring at other institutions have been evaluated. Further engagement on this draft was discussed with the draft to make its way across committees and to the full Faculty Senate and overall faculty committee.

A presentation from Dr. Cooper and Dr. DePolo on general education then proceeded. Further updates to the general education curriculum are occurring in alignment with North Carolina A&T State University's university values (Innovation and Learning, Inclusiveness, Integrity & Excellence, and Engagement). Vision: "The General Education curriculum seeks to encourage students to respect and understand human history and culture, enhance written and oral communication to support better thinkers and communicators, cultivate quantitative literacy to solve contemporary issues as well as explore and build transferable skills through integrative opportunities to foster student success." Mission: North Carolina Agricultural and Technical State University's General Education program is a broad, democratic, liberal arts-based education that provides opportunities for life-long learning and advancing the human condition." The General Education program is being developed further to pursue high impact practices. These practices include as follows. First, an ePortfolio for students would be enabled where students demonstrate competencies in writing across the curriculum as well as career preparation. Study Abroad/Global Learning Experiences would be further codified within the curriculum to provides opportunities for students to expand their global perspective and orientation with the world. Service and Experiential Learning would be further promoted to allow students to apply classroom concepts to "real world" contexts and engage with the community. Undergraduate Research creates opportunities for students to collaborate with faculty members to further develop course papers/projects for presentation and/or publication. Finally, Artificial Intelligence (AI) Fundamentals in the general education curriculum are essential for exposing students to the field of AI as well as engagement with career opportunities.

A new business item was brought to the floor on how instructors with master's degrees, who have a substantial and expansive role in a degree program's curriculum, would merit consideration as teaching professors (comparable to professors of practice at other institutions). It was requested that further policy discussions with the university administration and human resources occur in this regard.

The meeting concluded with a motion to adjourn by Dr. Gravely that was seconded by Dr. Schall. The motion passed unanimously.