

**Academic Affairs - Deans Meeting
January 26, 2009
Minutes**

In attendance: Dr. David Barlow, Dr. Leontye Lewis, Dr. LaDelle Olion, Dr. Assad Tavakoli, Dr. Jon Young

I. Enrollment – spring 2009; down by 8.4%

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Spring 2009 Student Enrollment by Career Level Across Residency			
	Residency		
	In-State	Out-of-State	TOTAL
Level			
D	22	2	24
G	471	53	524
U	4799	405	5204
TOTAL	5292	460	5752

Spring 2008 Student Enrollment by Career Level Across Residency			
	Residency		
	In-State	Out-of-State	TOTAL
Level			
D	34	4	38
G	543	52	595
U	5189	460	5649
TOTAL	5766	516	6282

These numbers are final – Consider budget implications of students in classes, but not registered for them. Students who are in classes, but not officially registered represent a loss of total student credit hours (SCH) and the funding based on them. (See UNC funding model – attachment)

- II. Snow day – make up – Dr. Young asked deans to convey to faculty that they should have students complete make up assignments for classes missed due to snow. We will not adjust the academic calendar.
- III. Budget workshop – February 3 – Required for all deans and chairs; the Faculty Senate will have representation. The group discussed various issues that should be addressed in the workshop.
- IV. New Progression Standards – Ad Hoc Committee – Young shared a copy of the power point presentation (see PowerPoint: SAP fall 2009) to be given to members of the committee at their first meeting on January 27.

- V. BIS degree – FTCC feedback - concentrations in general management, information technology, hospitality management, Health Care management; health studies; international studies; environmental studies – Young indicated that a committee from the Philosophy Area is coordinating this proposal.
- VI. Sponsored Research Report - Young shared copy of report
- VII. Post tenure review – Young distributed draft documents. (See attachment with BoG guidelines; draft of FSU policy.)
- VIII. Scholars System – Deans and department chairs are currently providing information to make the Scholarship System operative
- IX. Bookstore issues – Further discussions are planned to address problems that arisen in this first year of implementing book rental.
- X. Unit reports - Dean Barlow reported on his trip to St. George University – Grenada; report is attached. – See below.

- XI. Other

The meeting adjourned at 12:15 pm.

Respectfully submitted,

Jon Young

Additional documents below:

1. UNC Funding Model
2. SAP – fall 2009
3. BoG Guidelines for Post-tenure review
4. Draft of FSU post-tenure review proposal

Report from Dean Barlow

St. George's University and Fayetteville State University

Cooperative Agreement Ideas

Four Primary Goals for Fayetteville State University (FSU)

1. Opportunities for FSU Students
 - a. St. George's University (SGU) Medical School (3+2+2)
 - b. Reverse Relationship – MS in Biology
 - c. Study Abroad - Student Exchanges
2. Increase Enrollment in Undergraduate Courses
 - a. Online courses in Social Sciences, English, RN-BSN, Computer Science, Business, and Sciences
 - b. Resident student exchanges
3. Increase Enrollment in Graduate Programs
 - a. Graduate program opportunities for SGU students in Social Sciences, English and Biology
 - b. MS Degree in Computer Information Systems (CAS/SOB)
 - c. Fall back for Medical Students – MS in BIOL
4. Opportunities for FSU Faculty
 - a. Faculty Exchanges
 - b. Faculty Research Collaboration

Dr. Czejdo and I met with a number of people at St. George's University (SGU) in Grenada, including Dr. Allen Pensick (Provost), Dr. Theodore Hollis (Dean of Arts and Sciences), Dr. Denis Paul (Vice Provost for Institutional Advancement), and Mr. Bob Ryan (Associate Dean for Enrollment Planning). Everyone we met enthusiastically supported the ideas which we presented to them and are listed in this report. They are planning to meet this week as a group to discuss our proposed agreement, determine if any adjustments must be made, and sign an agreement with FSU. We hope to use the umbrella agreement as a foundation on which we can build more specific agreements in the areas listed above. Dr. Paul is the person who is primarily responsible for reviewing

such agreements and recommending them to the Chancellor. Mr. Ryan is actually headquartered in New York and is the primary recruiter for the medical program at SGU. We were lucky to meet with him because he was in Grenada because it was parents' weekend.

One of the first things we discovered about SGU is that its academic programs and ongoing initiatives nicely compliment our needs at FSU. The similarities are striking in that it handles a large number of first generation students, it has well established support programs for students and faculty, it is beginning to launch into online course and program development, it wants to develop a strong criminal justice program, and it is beginning a generic nursing program. We see the four specific areas listed above as the guidelines for future agreements: Opportunities for FSU students, Increase Enrollment in Undergraduate Courses, Increase Enrollment in Graduate Programs, and Opportunities for FSU faculty.

1. Opportunities for FSU Students

a. Medical School Agreement

We discussed the possibility of SGU reserving a certain number of slots in their medical school for our pre-med students. We believe the most attractive arrangement is to sign an agreement with SGU that establishes a 3+2+2 program. FSU students who wish to go to medical school can take three years at FSU in pre-med, go to SGU for two years to medical school, and then do two years back in United States or elsewhere for their clinical rotation, and graduate with a bachelor's degree from FSU and a MD from SGU. SGU would review our pre-med program to make sure it meets their requirements, and establish other admission requirements (i.e., 3.4 GPA) as conditions established upfront, and then guarantee our students admission. We would be willing to accept their first year of medical school as our senior year in the pre-med program in order to grant them a bachelor's degree from our institution. We believe that this provides both a wonderful opportunity for our students while also giving FSU a fantastic recruitment tool. Although SGU has this arrangement with a number of institutions in the United States, they do not have one with any university in North Carolina. We could provide a unique opportunity to North Carolina citizens.

Their medical students have a 10-year average pass rate of 90% for first-time USMLE Step 1 US and Canadian exams. The university has a 90% passage rate for first-time RCVS examinees. Ninety-nine percent of US eligible graduates obtained ACGME-approved residency positions at over 650 hospitals in all 50 US states. Students from the United States who are in the medical school at SGU are eligible to receive Stafford Student Loans. St. George University would also like to explore a similar relationship with their Veterinarian School; however, they have not yet received approval to receive Stafford Loans for students in that program. They hope to have that approval soon.

b. Reverse Relationship – MS in Biology

We also discussed the idea of relationship where we provide their students in Life Sciences an opportunity to earn a MS in Biology. Most of their pre-med students who are not accepted into the medical school or are unsuccessful fall back to earn a Bachelor's Degree in Life Sciences. Typically, they still have strong aspirations to continue their studies and are seeking alternative career paths. St. George's University would like to offer their students more options, so they would encourage these students to go to FSU to earn their MS in Biology.

We believe that this could be an excellent opportunity for growing our graduate enrollment in this Biology and possibly in the Master's in Teaching Biology.

c. Study Abroad

With the directive from UNC Tomorrow to enhance a more global perspective in student learning, we believe strongly that a student exchange agreement with St. George's University in Grenada is an important opportunity. We believe that Grenada would be a particularly attractive choice for studying abroad either during the summer session or regular semester. Our students are likely to find Grenada an easier transition than many other countries because it is English speaking with strong ties to the United States. We also believe that many of our students would find the Caribbean culture and environment particularly attractive. With proper notice, the officials at SGU would be willing to accept FSU students to come study at their university as early as this summer or fall. They would be willing to offer courses in a variety of areas which may have a special focus on the Caribbean (i.e., Caribbean Politics, Natural History of Grenada, Caribbean dance). They would house the students in their dormitories which are very new and right on the campus. Grenada has an excellent bus system which would allow students to travel throughout the island. Our students would not only have an opportunity to meet and learn from Grenadian faculty and students, but also students and faculty from all over the world.

2. Increase Enrollment in Undergraduate Courses

a. Online courses in Social Sciences, English, RN-BSN, Computer Science, Business, and Sciences

St. George's University would like to provide their students the opportunity to take up online courses they need or want at FSU. SGU has low enrollment in their College of Arts and Sciences academic programs. Thus, they frequently find that they have to cancel courses because of low enrollment or are unable to offer certain courses because of the lack of available faculty. Although we do not necessarily need more students in our online classes in CRJC, SOCI, PSYC, we may want to consider reserving a few slots for SGA students to support our relationship or consider expanding our online course offerings. Our other online degree completion programs, such as the RN-BSN and Computer Science, do have enrollment challenges and could greatly benefit from having more students enrolled. We believe that all our courses could benefit from having more international students enrolled and participating in discussions.

St. George's University may only have a couple of students wanting to take a course or they may actually provide us with enough students to offer an entire section just for them. If that is the case, they would like to pay for a faculty member to come to Grenada to meet with the students a couple of times during the semester. They are not fully comfortable yet with courses that are completely online with no face-to-face contact. There may also be opportunities for them to learn from us as they move in the direction of teaching online for the Caribbean. Our efforts in this area may actually blossom to serve the entire Caribbean through SGU.

b. Resident student exchanges

St. George's University would also like to offer their students the opportunity to come to Fayetteville State University to take courses face-to-face as well. We believe that developing such a relationship would be

beneficial to us because it would increase the international and cultural diversity of our student body while increasing our enrollment.

3. Increase Enrollment in Graduate Programs

a. Graduate program opportunities for SGU students in Social Sciences, English and Biology

St. George's University has a small, but growing, undergraduate enrollment in the College of Arts and Sciences. Because of their small size, they currently do not have academic degree programs in the social sciences or English at the undergraduate or graduate level. They have an undergraduate degree in Liberal Arts which covers a large number of interests which might be further pursued at the graduate level. These students could be excellent candidates for our graduate programs in English, Criminal Justice, Sociology, Social Work, Political Science, or Psychology. Some of these SGU students may be interested in our proposed graduate degree programs in Environmental Studies or International Studies. They also have an undergraduate degree in Life Sciences which may prepare the student for our graduate program in Biology.

The first social science degree program they are considering developing in the Arts and Sciences is Criminal Justice. The Provost asked me whether I would be willing to assist them as a consultant to guide the development of a possible 2 and 4 year undergraduate program. I said I would be happy to help. They would like to become the major provider of criminal justice education in the Caribbean. Building this program could produce a natural feeder for our graduate program in Criminal Justice, especially since our program is online.

b. MS Degree in Computer Information Systems (CAS/SOB)

This initiative to develop a relationship between FSU and SGU originated from conversations about developing a graduate program in Computer Information Systems. The students at SGU have an undergraduate degree in Information Technology and are looking for a graduate program in Computer Science with a practical perspective. Dr. Czejdo, Dr. Arya, Dr. Lari, and I have had numerous discussions about the need for such a program. At this point, it is not exactly clear whether such a program should be in the Department of Mathematics and Computer Science or the School Business to compliment their Management Information Systems. A graduate program in CIS would require a more practical approach than the Department of Mathematics and Computer Science typically follows and would require more computing skills than what is in the MIS program. This program may develop as a collaboration between the CAS and SOB to meet the needs of SGU students, FSU students, and others who may be interested in obtaining these important skills.

c. Fall back for Medical Students – MS in BIOL

As discussed above, the medical school and B.S. in Life Science at SGU may also serve as a feeder to our MS in Biology.

4. Opportunities for FSU Faculty

a. Faculty Exchanges

Following along with the need to develop more global perspectives in student learning, we believe it would be beneficial to have our faculty participate in teaching abroad and have SGU faculty occasionally teach at FSU. Not only can the students learn from faculty with different world views, the faculty can learn from students with different world views and experiences. FSU faculty who travel to Grenada to teach can be housed in the University Club apartments. The particular arrangements for how faculty can be used by the institutions is open for discussion, although one of the most simple solutions would be to use faculty for summer school classes which are enrollment driven.

We also believe that the interaction between faculty at both institutions can lead to the development of other collaborations. The exchange of faculty is likely to encourage more student exchanges and ideas for new relationships.

b. Faculty Research Collaboration

We also hope to create opportunities for the faculty at SGU and FSU to share research ideas and work on collaborative projects. Many of our faculty may find it particularly interesting to expand their research plans to include perspectives and issues from the Caribbean. We may also be able to find unique research and funding opportunities as collaborative institutions.

In summary, we strongly support expanding these collaborations between SGU and FSU as we believe they will better serve the needs of our students. They may also help us address some of our budgetary issues by increasing our undergraduate and graduate enrollments.

Guidelines on Performance Review of Tenured Faculty

Background

At its meeting on May 16, 1997, the Board of Governors adopted the recommendations in the report of the University of North Carolina Committee to Study Post-Tenure Review. A copy of that report is available at General Administration. Post-tenure review is defined in the report as “a comprehensive, formal, periodic evaluation of cumulative faculty performance, the prime purpose of which is to ensure faculty development and to promote faculty vitality” (p. 8).

The report asserts that review of the performance of tenured faculty in the University shall be “to support and encourage excellence among tenured faculty by:

1. recognizing and rewarding exemplary faculty performance,
2. providing for a clear plan and timetable for improvement of performance of faculty found deficient, and
3. for those whose performance remains deficient, providing for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge” (p. 12).

The report also provides broad principles for carrying out such reviews but leaves room for each institution to develop the details of its own process following the release of guidelines by General Administration. In keeping with Section 602 of *The Code*, the Board of Trustees of each constituent institution shall adopt the policies and regulations governing performance reviews of tenured faculty. Institutional policies and procedures will also be approved pursuant to Policy 400.3.3 and should be included in all appropriate documents of the constituent institutions.

The report further specifies that “developing a system of post-tenure review will require reexamination of the effectiveness of current faculty personnel policies as well as planning and program review policies” (p. 13). Initiation of these performance reviews in the University of North Carolina provides constituent institutions with an opportunity to create a policy that examines individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which faculty teach. Thoughtful attention to the ways in which post-tenure review can promote faculty vitality across their careers will assure that such reviews lead to increased effectiveness within the university.

Guidelines to assist in formulating institutional policy concerning performance reviews of tenured faculty are set out below. Guidelines adopted in June 1997 were used by constituent institutions to develop their post-tenure review policies. Revision of the guidelines was deemed necessary because of the substantial discrepancies in post-tenure review outcomes noted among constituent institutions over a period of years. A review of constituent institution policies identified practices at some institutions that constrained the rigorous application of post-tenure review as intended by the Board of Governors.

Guidelines

The following guidelines shall be observed in developing institutional policies and procedures for post-tenure review:

- 1.** Institutions shall develop policies and procedures for implementing post-tenure review and revise them as necessary to conform with the following amended guidelines. Proposed revised policies must be submitted to General Administration for approval no later than October 1, 2008. Implementation of revised policies will be effective upon approval pursuant to Policy 400.3.3.
- 2.** Institutional policy statements shall show the relationship between the annual performance review of tenured faculty and the post-tenure review. Annual performance reviews, however, are not a substitute for the “comprehensive, periodic, cumulative review” required by the Board of Governors. The post-tenure review process can be informed by annual reviews but must involve an additional assessment as described in these guidelines.
- 3.** Institutional reviews shall provide for the evaluation of all aspects of the professional performance of faculty whose primary responsibilities are teaching, and/or research, and/or service. If faculty responsibilities are primarily only to one or two of these areas, post-tenure review and resulting recommendations should take this allocation of responsibilities into account.
- 4.** Institutional policies shall assure that faculty performance will be examined relative to the mission of the institution, college, and program.
- 5.** Institutional policies shall assure that each tenured faculty member undergoes a cumulative review no less frequently than every five years. (Note: a review undertaken to grant tenure or to decide on promotion qualifies as such a cumulative review.)
- 6.** Institutional policies shall explicitly involve peers in the review process. A peer review committee for a department or academic unit will be selected by a process agreed upon by the tenured faculty in that unit. The faculty member being reviewed will not have the option of selecting members of the peer review committee. The department chair or academic unit head must consult with the peer review committee. Post-tenure review outcomes in an academic unit must be reviewed at one or more higher administrative levels.
- 7.** Institutional policies shall assure that there is written feedback to the faculty member being reviewed as well as a mechanism for faculty response to the evaluation. As intended by the Board of Governors, this feedback should include recognition for exemplary performance. Because performance rewards are often part of the annual review process, the post-tenure review may provide additional support for this form of recognition. A negative review must include a statement of the faculty member’s primary responsibilities and specific descriptions of shortcomings as they relate to the faculty member’s assigned duties. Faculty response to a negative review will also be shared at the next highest administrative level.
- 8.** Institutional policies shall be in compliance with the criteria and procedures for due process and for discharge or other disciplinary action established in Chapter VI of *The Code* of the University.

9. Institutional policies shall require individual development or career plans for all faculty receiving less than satisfactory ratings in the cumulative review. These plans must include specific steps designed to lead to improvement, a specified time line in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated time line. The use of mentoring peers is encouraged, and progress meetings with the department chair or academic unit head must occur on at least a semi-annual basis during the specified timeline. If duties are modified as a result of a less than satisfactory rating, then the development plan should so indicate and take into account the new allocation of responsibilities.

10. As policies are developed, institutions shall consider resource implications of a meaningful performance review system, identifying in advance the sources of support for the process and its outcomes.

Approved:
Erskine B. Bowles
March 10, 2008

Fayetteville State University

Post-Tenure Review Policy

Introduction

Fayetteville State University (FSU) considers excellence in faculty performance a necessary condition for achieving the university's mission and goals and ensuring institutional effectiveness. Since faculty members who enjoy the benefits of permanent tenure have an especially important role in helping the university fulfill its mission, FSU has established Post-Tenure Review to ensure ongoing faculty development and promote faculty vitality among tenured faculty. Post-Tenure Review (PTR) is a comprehensive, formal, periodic, and cumulative review that supports and encourages excellence among tenured faculty by

1. Recognizing and rewarding exemplary faculty performance.
2. Supporting increasing effectiveness in teaching, services, and research/creative activities and ongoing contributions to the department, school/college, and university.
3. Providing for a clear plan and timetable for improvement of performance of faculty found deficient.
4. For those whose performance remains deficient, providing for the imposition of appropriate sanctions, which may, in the most severe cases, include a recommendation for discharge, consistent with the criteria and procedures established in Chapter VI of *The Code* of the University of North Carolina.

Faculty to be Reviewed

The following factors will be considered in determining who must complete PTR:

1. All tenured faculty members who teach at least 50% of the standard teaching load will be required to complete PTR.
2. Tenured faculty members who receive release time for research or service activities, regardless of their teaching load, will be required to complete PTR. The allocation of responsibilities will be considered in the PTR process and the resulting recommendations.
3. Tenured faculty members who are on leave from the university for at least one year may request that PTR be postponed for an amount of time equivalent to the leave.
4. Faculty members in the phased retirement program will not complete PTR.
5. Tenured faculty members who serve as department chairs, deans, and in other administrative positions will not be required to complete PTR until they relinquish their administrative roles.

Timetable

Every tenured faculty members will complete PTR in the year of the fifth anniversary of the last personnel action. "Personnel action" includes decisions about tenure and/or promotion, the last PTR, or the reassignment of an administrator to a faculty position. An application for promotion in rank will substitute for PTR. For example, a faculty who is awarded tenure at the rank of associate professor in 2011-12 will be scheduled for PTR in 2016-17. If this faculty member is promoted to the rank of professor in 2014-15, then he or she will complete PTR in 2019-20 and every subsequent five years.

Upon the approval of the revisions of this policy, faculty members who are tenured in the current year or who are already tenured will complete PTR according to the following schedule.

1. Faculty members who were awarded tenure and/or promotion or who completed post-tenure review in 2006-07, 2007-08, 2008-09, or 2009-10 will complete the new process on the fifth anniversary of the past personnel action and every subsequent five years. Faculty members who are awarded tenure and/or promotion in 2009-2010 and thereafter will be complete post-tenure review on the fifth anniversary of the action.
2. Faculty members currently tenured at the rank of assistant professor, but have not had a personnel action in 2006-2010, will complete PTR in 2010-2011 and every five years thereafter. Promotion to the rank of associate professor will substitute for PTR and the schedule for subsequent PTR will be adjusted accordingly.
3. Faculty members currently tenured at the rank of associate professor, but have not had a personnel action in 2006-10, will complete PTR in 2011-12 and every five years thereafter. Promotion to the rank of professor will substitute for PTR and the schedule for subsequent PTR will be adjusted accordingly.
4. Faculty members currently tenured at the rank of professor, but have not had a personnel action in 2006-10, will complete PTR in 2012-13 and every five years thereafter.
5. Faculty members who are awarded tenure in 2008-09 will complete PTR in 2013-14. Promotion in rank will substitute for PTR and the schedule for subsequent PTR will be adjusted accordingly.

Procedures

At the beginning of each academic year, the Office of Academic Affairs shall provide a list to each dean of faculty members required to complete PTR during that year. PTR will substitute for the annual performance evaluation for the year in which it is conducted. By December 1 of that year, the faculty member will submit a reflective statement and portfolio in which the faculty member evaluates his/her own accomplishments in teaching, service, and research/creative activities and contributions to the department, school/college, and university during the time period covered by the review. The reflective statement must address, as a minimum, how the faculty member has used the results of the annual comprehensive evaluations and student evaluations of the period under review to improve his or her effectiveness in each of the areas of teaching, service, and research/creative activities. Additional documents should be attached only to the extent that they support the faculty member's reflective statement. Such additional documents may include the following.

1. Evidence of publications, creative activities, presentations, grant proposals, and other professional activities completed during the time period under review. (Items should not be included if the decision regarding publication or funding is pending at the time of PTR. Such works should be included at the next PTR.)
2. Evidence of instructional innovations that have had a positive and measurable impact on student learning. Such evidence may consist of student work, instructional modules, and/or videotapes of classroom activities.
3. Evidence of university and community service that has contributed significantly to achieving institutional mission and goals.
4. Any other evidence to support the faculty member's self assessment as presented in the reflective statement

The faculty member's self-evaluation and documentation will be assessed by each of the following in succession: a. the tenured faculty of the department; b. the department chair; c. the College Tenured Faculty Committee; and d. the dean of the college/school. At each level of review, the faculty member will be assessed as Exceeds expectations, Meets expectations, or Needs Improvement. Committee assessment will be determined by a simple majority vote of the faculty members participating in the review

Prior to the implementation of this revised post tenure review process in fall 2010, each department will develop and publish criteria for assessments of Outstanding, Satisfactory, and Needs Improvement for post-tenure review. If the chair, dean, or a faculty committee assesses the faculty member as needing improvement, the committee or individual making the assessment will recommend specific steps the faculty member should take to make the needed improvements. The overall result of PTR will be determined by the following factors.

1. Exceeds expectations (overall) – The faculty member is judged exceeds expectations at three or more levels of review with no findings of needs improvement.
2. Meets expectations (overall) – The faculty member is judged exceed expectations and/or meets expectations at three or more levels of review with no more than one finding of needs improvement.
3. Needs improvement (overall) – The faculty member is judged as needing improvement at three or more levels of review regardless of the assessment at the remaining level of review.

Recommendation based on PTR findings

Before the end of the academic year in which PTR is completed, faculty members will be informed of outcomes of the review. Faculty members who are assessed as Exceeds Expectations or Meets Expectations will be awarded salary increases as indicated below.

1. Faculty members who earn an overall assessment of Exceeds Expectations will be awarded a 4% salary increase in addition to any other increases for which he or she is eligible.
2. Faculty members who earn an overall rating of Meets Expectations Satisfactory will be awarded a 2% salary increase in addition to any other increases for which he or she is eligible.

(Note: All salary increases are dependent upon the availability of funds. If a faculty member completes post-tenure review in a year in which a salary freeze is in effect, the faculty member will receive the salary increase in the next year in which salary increases are available.)

Guidelines for Implementing Plan of Improvement

Faculty members who earn an overall rating of Needs Improvement will be required to develop and implement a plan of improvement according to the procedures outlined below.

Before the end of the academic year in which PTR is completed, the department chair will meet with the faculty member to report on the results of the PTR.

Based on the recommendations of each reviewing committee, the faculty member will develop a plan according to the guidelines outlined below. The plan

1. Must address the suggestions of reviewing committees.
2. Must identify specific outcomes that will be achieved in the subsequent two years.
3. May request support from the university such as the following:
 - a. Release time of at least one course for one year if he or she explains how the release time will be used to achieve improvements.
 - b. Funds to participate in conferences and workshops if he or she explains how these activities will be used to achieve improvements.
 - c. A plan to work with the Center for Innovation in Teaching and Learning (CITL) in the areas of teaching performance.

The plan must be approved by the department chair and dean of the school/college. At the end of the first year of implementation of the plan, the faculty member will report on progress in implementing the plan for improvement. The department chair will convene a meeting of the tenured faculty members in the department to consider whether the faculty member is making satisfactory progress in completing the plan. If not, the tenured faculty will recommend specific actions by the faculty member in the upcoming year.

In no circumstances may this one-year review substitute for the review at the end of the second year of the improvement plan. It serves exclusively to give the faculty member comments and suggestions for further implementation of the plan. The results of this review will be documented as part of the faculty member's annual comprehensive evaluation. The faculty member is not eligible for a merit salary increase during the period of implementing the improvement plan.

By February 1 of the second year of implementation of the improvement plan, the faculty member will submit to the department chair a copy of the improvement plan along with a written report to demonstrating that he or she has achieved the outcomes delineated in the improvement plan. The report will be reviewed in succession by the following individuals and committees: the tenured faculty of the department, the department chair, the College Tenured Faculty Committee, and the dean. At each level of review, the committee or individual will assess the faculty member's progress as satisfactory or unsatisfactory.

If the faculty member's progress is found to meet expectation at three or more levels of review, the faculty member will be determined to have successfully completed the plan of improvement and no further sanctions will be imposed on the faculty members. He or she will complete subsequent PTR according to the guidelines of the policy.

If the faculty member's progress is found to need improvement at three or more levels of review the faculty members may elect to participate in the phased retirement program (if eligible) OR procedures for discharge will be initiated according to the Section VI of the Code. Fayetteville State University considers unsatisfactory results of PTR as sufficient basis for discharge in accordance with Section 603 1.a. of the Code of the University of North Carolina, which states that a faculty member who is the beneficiary of institutional guarantees of tenure may be discharged for "incompetence, including significant, sustained unsatisfactory performance after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time." The faculty member may exercise his or her right of appeal according to

Section 603.3. of the Code. The faculty member will be given a one-year terminal contract while the discharge process is being conducted. If the faculty member's appeal of discharge based on PTR findings is successful, the faculty member's tenured status will be restored and he or she will complete PTR according to the schedule and guidelines of the policy. If the faculty member's appeal of discharge is rejected, his or her employment will end with the expiration of the one-year fixed term contract.

Review of Post-Tenure Review Policy

To ensure that due process is followed in post-tenure review, the Faculty Evaluation Committee of the Senate will implement a procedure to monitor the administration of the policy and recommend revisions of the policy, as needed, to the Faculty Senate and the Provost and Vice Chancellor for Academic Affairs.

Fayetteville State University

Academic Progression Standards – Undergraduate Students

(DRAFT)

Effective Fall 2009

1. Students must earn a minimum cumulative GPA of 2.0 to maintain good academic standing. The following actions will occur when a student's cumulative GPA falls below 2.0.
 - a. The first time a student's cumulative GPA falls below 2.0, the student will be placed on probation for one semester to give him/her an opportunity to improve the GPA. *Please note: Some degree programs require a GPA higher than 2.0. See program requirements.*
 - b. If a student's GPA is below 2.0 for two consecutive semesters, the student will be placed on academic suspension and will not be permitted to re-enroll without successfully appealing academic suspension or attending summer school to improve the GPA. (See "Academic Regulations" in catalog for appeal procedures.)
 - c. A student who is placed on suspension two times will not be permitted to re-enroll except through the provisions of the Academic Fresh Start program. (See "Academic Regulations" for guidelines.)

2. Students will be permitted to withdraw from a maximum of five classes during their academic career. For the first five class withdrawal, students will receive a final grade of W, which does not affect their GPAs. After five class withdrawals, students will earn the appropriate final grade, which will affect their GPAs. Students may use the Course Repeat Policy to replace grades of D or F to improve their GPAs. (See "Academic Regulations" for guidelines.) Currently enrolled students will be permitted five withdrawals beginning in fall 2009 regardless of the number of withdrawals they have prior to fall 2009. *Please note: Students who wish to withdraw from all classes in a semester must withdraw from the university; students will receive WU grades of WU do not affect the number of class withdrawals permitted.*

To achieve these standards, each student must

- Communicate with his or her advisor to ensure the student is enrolled in appropriate classes.
- Monitor interim grade warnings and take actions to improve academic performance immediately.
- Take full advantage of all academic support resources.
- Withdraw from classes only after exercising all other opportunities for academic improvement.

To help students achieve these standards, faculty members must

- Monitor student academic progress and issue interim grade alerts as early in the semester as needed.
- Communicate with advisees who are identified through the early alert system.
- Refer students in classes and advisees to all appropriate academic support resources.
- Develop academic support strategies in classes with high rates of D, F, and W grades. Consider applying the Extension Grade Policy in these classes. This policy permits a student to earn an EX grade

(Extension) in 100- and 200-level courses in which the student completed at least 16 hours of documented academic support activities. The EX grade does not affect the GPA; however, the student must repeat the course in the next semester. The EX grade does not count as course repeat.

To help student achieve the new standards, the entire campus community must

- Help students understand the need to make wise choices about time management so that they are devoting sufficient time and effort to their academic studies.
- Help students understand the new standards and give them correct information on resources to assist them in achieving the new standards.
- Encourage students to give their best effort in all classes so they will remain on track to degree completion.

UNC Funding Model (DRAFT)

Cat	Disciplines	term	SCH / Faculty FTE / year			Funding/ SCH*		
			Undergrad	Graduate	Doctoral	Undergrad	Graduate	Doctoral
1	Communication, English, Mathematics, Philosophy, Psychology, Criminal Justice, Social Sciences, History	year	708.64	169.52	115.56	\$92.74	\$387.68	\$568.71
		sem	354.32	84.76	57.78			
2	Education, Foreign Languages, Business, Management,	year	535.74	303.93	110.16	\$122.67	\$216.23	\$596.59
		sem	267.87	151.965	55.08			
3	Computer Science, Student Teaching, Biological Sciences, Physical Sciences, Visual and Performing Arts, Health Professions	year	406.24	186.23	90.17	\$161.78	\$352.90	\$728.85
		sem	203.12	93.115	45.085			
4	Engineering, Nursing	year	232.25	90.17	80.91	\$282.97	\$728.85	\$812.26
		sem	116.125	45.085	40.455			

- Based on average faculty salary of \$65,720

Uses of these data:

1. Calculate total number of SCHs for department
2. Divide by the appropriate number above
 - a. Undergrad SCH = 2841 / 352.32 = 8.02 FTE faculty
 - b. Grad SCH = 99 / 84.76 = 1.17 FTE faculty
 - c. Total – 9.19 faculty