



Fayetteville State University
Faculty Handbook 2020

FSU Faculty Senate

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FAYETTEVILLE STATE UNIVERSITY FACULTY HANDBOOK

Foreword

The Fayetteville State University (FSU) Faculty Handbook provides information for faculty about the university and other aspects of their employment and professional lives, and it is a repository of policies that affect faculty. The Faculty Handbook is intended to introduce new faculty to the university, and it is an ongoing resource for all faculty. Faculty should acquaint themselves with the handbook, particularly chapters VI, VII, and VIII.

The online version is the most current and official version of the Faculty Handbook. This handbook is the product of the Faculty Senate and the Office of Academic Affairs, and it is maintained by the Executive Committee of the Faculty Senate. Substantive changes to the Handbook are approved by the Faculty Senate.

Disclaimer

Although concerted efforts have been made to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistake. This handbook attempts to present information which, at the time of preparation for printing, most accurately summarizes the policies, procedures, regulations, requirements, and programs of Fayetteville State University and the Faculty Senate. However, it does not establish contractual relationships. The policies, procedures, and regulations of the University should be consulted in their entirety and reliance should not be placed on summaries provided in this handbook. The content of this handbook is subject to an annual review in order to reflect upon the latest policy changes. Any questions regarding the most current policy should be directed to the Office of Legal Affairs.

CHAPTER I: THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The multi-campus state university encompasses 16 such institutions, as well as the NC School of Science and Mathematics, the nation's first public residential high school for gifted students. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted to Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

The 1931 session of the General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and the Woman's College of the University of North Carolina (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 legislation was passed bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985 the NC School of Science and Mathematics (NCSSM) was declared an affiliated school of the University; in July 2007 by legislative action NCSSM became a constituent institution of the University of North Carolina.

The University of North Carolina System is governed by the Board of Governors, which under Chapter 116 of the North Carolina General Statutes has responsibility for the planning, development, and overall governance of the UNC System. The Board elects the president of the UNC System.

The Board of Governors has 24 voting members, elected by the North Carolina General Assembly to staggered four-year terms. Additionally, the president of the UNC Association of Student Governments serves as a nonvoting, ex officio member of the Board. The Board of Governors elects a chair, vice chair, and secretary from among its voting membership for two-year terms beginning on July 1 of even-numbered years

Each university has a board of trustees consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio.

(The UNC School of the Arts has two additional ex officio members, and the NC School of Science and Mathematics has a 27-member board as required by law.) Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the Board of Governors.

In addition to its teaching role, the University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other University programs and facilities reap social and economic benefits for the state and its people.

History of UNC's Mission

The mission of the UNC is shaped in large measure by the constitutional and statutory mandates by which public higher education is established and maintained. Article IX of the Constitution of the State declares:

[Sec. 8. Higher Education](#). The General Assembly shall maintain a public system of higher education, comprising the University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. . . .

[Sec. 9. Benefits of public institutions of higher education](#). The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

This constitutional mandate for a public system of higher education is effected by Chapters 115 and 116 of the General Statutes. Chapter 115A, enacted in 1963, provides for a statewide network of community and technical colleges and institutes which offer two-year college transfer and technical and vocational programs. Chapter 116 of the statutes, as amended by the General Assembly effective July 1, 1972, provides in [Section 3](#) that:

The board of trustees of the University of North Carolina is hereby re-designated, effective July 1, 1972, as the Board of Governors of the University of North Carolina. The Board of Governors shall be known and distinguished by the name of the University of North Carolina and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

[Section 4](#) of the statute provides for the University of North Carolina to be composed of the 16 public senior institutions in the state.

The Higher Education Reorganization Act of 1971, which placed those 16 institutions under one governing board, asserted the basic objectives and purposes for the University of North Carolina: to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits, and to encourage an efficient and economical use of the state's resources.

Central to the process of strategic planning is the clarification of the overall mission of the University as a whole and the role and scope of the constituent institutions within that overall mission. As a part of the comprehensive mission review of 1992, the Board of Governors adopted a general mission statement for the University. This statement, with minor modifications, was given statutory status in 1995 when the General Assembly amended [Chapter 116-1](#) of the General Statutes to include the following as the official mission statement of the University of North Carolina:

The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 17 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs

of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.

Teaching and learning constitute the primary service that the University renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.

President of The University of North Carolina

The System President, elected by the Board of Governors, is the chief administrative and executive officer of the UNC System. The President has complete authority to manage the affairs and execute the policies of the UNC System and its constituent institutions, subject to the direction and control of the Board of Governors. The President is charged with nominating chancellors for each of the UNC System’s universities for appointment by the Board of Governors.

Equality of Opportunity

All constituent institutions of the University of North Carolina are committed to equality of opportunity, and rules are consistent with the provisions of state and federal law. In general, there shall be no discrimination within the University against applicants, students, or employees on the basis of race, national origin, color, creed, religion, sex, age, physical or mental disability, or veteran’s status.

Composition of The University of North Carolina

The University of North Carolina is a single, multi-campus university composed of the following constituent institutions. Table I below displays the charter or founding year of the institutions, along with the year of admission to the UNC System.

Table I: Constituent Institutions of the University of North Carolina

Institutions Comprising the University of North Carolina	Chartered or Founded	Admitted to the UNC System
Appalachian State University (<i>Boone</i>)	1899	1972
East Carolina University (<i>Greenville</i>)	1907	1971
Elizabeth City State University	1892	1971
Fayetteville State University	1867	1972
North Carolina Agricultural and Technical State University (<i>Greensboro</i>)	1891	1972
North Carolina Central University (<i>Durham</i>)	1909	1972
North Carolina School of the Arts (<i>Winston-Salem</i>)	1963	1972
North Carolina School of Science and Mathematics (<i>Durham</i>)	1980	2007
North Carolina State University (<i>Raleigh</i>)	1887	1931

The University of North Carolina at Pembroke	1887	1972
The University of North Carolina at Asheville	1927	1969
The University of North Carolina at Chapel Hill	1789	1789
The University of North Carolina at Charlotte	1946	1965
The University of North Carolina at Greensboro	1891	1931
The University of North Carolina at Wilmington	1946	1969
Western Carolina University (<i>Cullowhee</i>)	1889	1972
Winston-Salem State University	1892	1972

CHAPTER II: HISTORY OF FAYETTEVILLE STATE UNIVERSITY

1865

In 1865, a "sophisticated" education agenda was already underway in Fayetteville's black community. Black citizens in Fayetteville were zealots for education and tried to have a school at Evans Chapel prior to 1865 but had problems with financial stability and space. John Sinclair Leary made a request to the American Missionary Association (AMA) for a teacher; Reverend Dickson was sent to fulfill the request, but his tenure was cut short by illness.

1866

Robert Harris was named the Superintendent of the AMA school in 1866 and appointed his brother Cicero Harris as his assistant. Robert taught the intermediate level, which he called the Sumner School, and assigned Cicero the primary grades, which he called the Phillips School. The curriculum at the schools emphasized fundamentals in reading, writing, practical math, and moral development. However, financial stability and space were continuing problems due to the large number of schools the AMA was trying to support as well as the number of children and adults who wanted to be educated in Fayetteville.

1867

Black citizens of Fayetteville decided to establish their own school for the education of their children. They held a meeting at Evans Chapel in November of 1867 and agreed to establish the Howard School, named after General Oliver Otis Howard, Commissioner of the Freedmen's Bureau. They designated David A. Bryant, Nelson Carter, Andrew Jackson Chesnutt, George W. Grange, Sr., Matthew N. Leary, Jr., Thomas Lomax, and Robert H. Simmons, and their successors as Trustees. On November 29, 1867, these seven men signed the deed and paid \$136 to Robert Simmons and Henry McNeill for two lots on Gillespie Street so that the Freedmen's Bureau could build a school for the education of black children. Robert Harris became the first Chief Executive Officer of the school when he was designated as Principal of the Howard School. In addition to reading, writing, and math, he expanded the curriculum to include science and geography, trained students to serve as teachers in small rural schools in Cumberland and surrounding counties, and also taught evening and summer school classes, thus greatly increasing the number of blacks receiving an education in the county. The Howard School became the model for graded schools in North Carolina.

1877

Senate Bill Number 472, known as the "Act to establish normal schools," which was ratified on March 8, 1877 by the State Senate, provided for the establishment of a teacher training institution for whites and one for blacks in North Carolina. At UNC Chapel Hill, the Howard School was selected over fourteen other schools in North Carolina as the first State Colored Normal School and also became one of the first public normal schools for blacks in the South. Robert Harris was named Principal of the State Colored Normal School in 1877; he selected Charles Chesnutt as his assistant. The Normal School was taught in the three rooms on the second floor of the Howard School. A new curriculum was designed for teacher certification by the state. Harris also placed emphasis on character building and communication skills. After visits from newspaper reporters, white civic groups, state officials, and Governor Vance, the State Colored Normal School at Fayetteville was given the stamp of approval. Vance stated that "it was as much a success as any man could expect." Robert Harris died three years later in 1880.

1880

Charles Waddell Chesnutt became the second Chief Executive Officer of the school when he was appointed Principal of the State Colored Normal School upon the death of Robert Harris. In addition to high academic achievements, he pushed students to have high ambitions, moral character, and good manners. After three years in office, Chesnutt resigned in 1883 to pursue his desire to become a writer and moved to New York City, and

later to Cleveland, Ohio. His literary career began in earnest in 1889 when *The Conjure Woman*, a collection of his stories, was published. It was followed by many other novels, short stories and essays. In 1928 he was awarded the coveted Spingarn Medal by the NAACP for distinguished achievements.

1883

Dr. Ezekiel Ezra Smith, a graduate of Shaw Collegiate Institute in Raleigh, became the third Chief Executive Officer when he was appointed Principal in 1883. Smith was one of the first six graduates to earn an A.B. degree from Shaw University and had been the principal of the Graded School in Goldsboro for four years. George Williams, an 1879 alumnus of the school who earned an A.B. degree from St. Augustine's, became the First Assistant Teacher. With the Preparatory Department on the first floor of the building, Smith capitalized on remediation for Normal School applicants, and for practice teaching for advanced students. In 1888 President Grover Cleveland appointed Dr. Smith as Minister Resident and Consul General of the United States to Liberia.

1888

George H. Williams became the fourth Chief Executive Officer when he was appointed Principal of the State Colored Normal School in 1888. He maintained the excellence and thoroughness in teaching that had been established. He enhanced the knowledge base of students by instituting a guest lecture series with experts in the field. He resigned in 1895.

1895

Dr. Ezekiel Ezra Smith returned to Fayetteville as Principal of the State Colored Normal School. Dr. Smith obtained a leave of absence in 1898 to serve as Regimental Adjutant of the Third North Carolina Volunteer Infantry during the Spanish-American War.

1898

The Reverend Leonard E. Fairley served as Interim Principal for one year. When Dr. Smith returned in 1899, Fairley had 12 students ready for graduation.

1899

Dr. Smith returned in 1899 and conducted the First Summer Institute for public school teachers in July of that year. The new curriculum developed by the state required more classrooms for training than those available in the Howard School building. Dr. Smith moved the State Colored Normal School to a building in Ashley Heights in 1902, and then back to the city in a rented space in 1906.

1908

Dr. Smith's collaboration with blacks and whites in the community enabled him to purchase a forty-acre site on Murchison Road in 1907, which would become the school's permanent home. The school year for 1908 opened on the new site in Aycock Hall, which was built with state funds. All high school work was discontinued in 1929 and the title of Principal was changed to President. During Smith's tenure the name of the school changed several times based on new curriculum requirements by the state: 1916--State Normal and Industrial School; 1921--State Normal School for the Negro Race; and, 1926--State Normal School. Dr. Smith was successful in getting the city to build Newbold Elementary School on the campus in 1930, which distinguished his signature principle of teacher training: that practice teaching should be done in a real school setting. The campus grew to eight buildings with several cottages and 92 acres of land by the time Smith retired on June 30, 1933 and was elected President Emeritus.

1933

Dr. J. Ward Seabrook, who had served as Smith's Vice Principal and Dean, was the fifth Chief Executive Officer when he was elected President in 1933. He was noted for his scholarship and fatherly concern for students. Under

his leadership the institution became a four-year college granting the Bachelor of Science degree in Elementary Education, was renamed Fayetteville State Teachers College in 1939, and earned both state and regional accreditation. He integrated the members of the Board of Trustees and increased the enrollment of veterans returning after World War II. He added nine new buildings to the campus. Dr. Seabrook retired in 1956 and was elected President Emeritus.

1956

Dr. Rudolph Jones succeeded Dr. Seabrook as President and became the sixth Chief Executive Officer of the School. Advances made during his tenure included the expansion of the curriculum to include programs leading to degrees outside the teaching field in 1959. Additionally, in 1963, the name of the institution changed to Fayetteville State College. Students participated in the Civil Rights Movement and were the catalyst for the desegregation of downtown businesses. Both the faculty and student body were integrated, and Dr. Jones added 60 acres to the campus and eight new buildings with the first major Master Plan. He pushed for University status, which became effective July 1, 1969. Dr. Jones retired and was elected President Emeritus in 1969.

1969

Dr. Charles A. Lyons, Jr. became the seventh Chief Executive Officer of what was now Fayetteville State University, designated as a regional university by an act of the legislature. Fayetteville State University was made a constituent institution of The University of North Carolina by legislative act in 1972. The University became a Comprehensive Level I institution offering a variety of baccalaureate degree programs. The first master's level degree programs were granted. Federal funding increased for research in math and science. The Early Childhood Learning Center was developed, Air Force ROTC was offered on the campus, and the Ft. Bragg - Pope AFB Education Center was established. Eight new buildings were added. Dr. Lyons retired in 1987.

1988

Dr. Lloyd V. Hackley was named the eighth Chief Executive Officer of Fayetteville State University. He greatly increased the diversity of the student population, established the University College to assure success for freshmen, expanded baccalaureate programs to 36 and master's level programs to 15, and led FSU to become the first HBCU to offer the new doctoral program in Educational Leadership. Hackley offered a 100% Educational Warranty for the quality of Teacher Education graduates. He strengthened FSU's community outreach to at-risk children in the public schools and established tutoring/mentoring programs to encourage young people to aspire to academic excellence and a college education. He established the Chancellor's Scholars Program and conducted FSU's first major public Capital Campaign. The ultra-modern School of Business and Economics Building and the new Health and Physical Education Building were completed. On December 31, 1994, Dr. Hackley left his post at FSU to become President of the North Carolina Department of Community Colleges, the first African American to lead the state's system of 59 community colleges.

1995

Dr. Donna J. Benson, Associate Vice President for Academic Affairs for The University of North Carolina, was appointed by UNC President C. D. Spangler to serve as Interim Chancellor and was the first female to hold that position. Dr. Benson completed the air-conditioning of all campus buildings and opened the Distance Learning Center.

1995

Dr. Willis B. McLeod, FSU Class of 1964, was appointed as the ninth leader and first alumnus Chancellor of FSU, effective November 15, 1995. Dr. McLeod developed the Freshman Year Initiative, or F.Y.I., a program designed to enhance the skills and attitudes of first year students and to ensure student retention. He formed a regional partnership of public school, community college, and university leaders to focus on enhancing the educational outcomes for all students at every level. Activities included the Lunch Buddies program with local

schools and College Day on campus. Other outreach efforts included community round table discussions and the development of initiatives funded by the U.S. Department of Housing and Urban Development to revitalize the neighborhoods surrounding the FSU campus, which resulted in Bronco Square and University Apartments. He inspired Bronco pride and alumni participation with stadium renovations and 14 CIAA championships. Dr. McLeod retired on June 30, 2003 and was elected President Emeritus.

2003

Dr. T. J. Bryan was named the tenth chief executive officer of Fayetteville State University and was the first female head of FSU. She was also the first African American woman appointed as head of a University of North Carolina institution. Bryan introduced 10 new academic programs, established Cross Creek Early College High School, and collaborated with the city on the building of Fire Station #14 to complement the new Fire Science Program at FSU. FSU received accreditation by CCNE, AACSB, and CSWE. She resigned in 2007.

2007

Dr. Lloyd V. Hackley came back to FSU as Interim Chancellor in 2007. He improved business practices, returned to the Book Rental system, conducted 64 workshops on ethics for faculty and staff, and FSU participated as a partner in BRAC RTF. The construction of the Lyons Science Annex was completed.

2008

Dr. James A. Anderson became the 11th Chief Executive Officer of Fayetteville State on June 9, 2008. He instituted global initiatives with 14 countries; successfully completed the 2009-2015 Strategic Plan, "The Future is Calling"; and ensured FSU was reaffirmed by SACSCOC, NCATE, DPI, and AACSB. Dr. Anderson broadened community collaborations with the expansion of Bronco Square, the Farmer's Market, and sponsored entrepreneurial activities in schools and with community youth groups. Under Dr. Anderson's leadership, FSU established the Center for Defense and Homeland Security, started eight certificate programs, increased online degree programs, and ranked high as a military-friendly institution. Global initiatives with 14 countries were instituted with Study Abroad and the Fulbright Fellows Program Exchange, and the International Early College High School was established on campus. Nursing, Social Work, the MBA, and Criminal Justice programs all received top national rankings. Three FSU professors received patents for the products or devices that they developed. Three new buildings with LEEDs certification; highly technical, scientific equipment, laboratories, and model classrooms were constructed; and the Student Center was modernized and expanded. The 150th Anniversary Celebration included the largest Capital Campaign ever (\$25 million), campus beautification, a new campus entrance with a water fountain, and the sesquicentennial monument to leadership.

2019

Dr. Peggy Valentine was appointed Acting Chancellor of Fayetteville State University on July 15, 2019. She assumed her duties on August 7 and served until March 2021..

2021

Chancellor Darrell T. Allison, the 12th Chief Executive Officer of Fayetteville State, was appointed on February 18, 2021. Chancellor Darrell Allison is a longtime education advocate and champion of North Carolina's historically minority-serving institutions. A former member of the Board of Governors and former trustee at North Carolina Central University, Chancellor Allison's career and public service have been focused on education. His career in education spans decades of service advocating on behalf of students and expanding educational opportunities for underserved families in North Carolina and across the nation. Serving on the Board of Governors from 2017 to late 2020, he was a vocal supporter of the system's historically minority-serving institutions.

FSU Mission Statement



Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Awarding degrees at the baccalaureate and master's levels, and the doctorate in educational leadership, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields.

FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world (Approved FSU Board of Trustees, Oct. 31, 2008).

FSU Vision Statement

Fayetteville State University is a leading institution of opportunity and diversity committed to developing learned and responsible global citizens.

Core Identity Statement

Fayetteville State University is a Historically Black University founded in 1867 as the Howard School by seven black men for the purpose of educating black children. FSU has a tradition of excellence in teacher education and is the second oldest state supported school in North Carolina. The student body, faculty, and staff today rank among the nation's most diverse campus communities. With program expansion, the university has strong undergraduate and graduate programs in teacher education, the arts and sciences, health professions, business and economics, and is developing programs in unique and emerging fields. FSU has a tradition of collaboration with the Fayetteville/Fort Bragg-Pope Air Force Base community and renders services throughout southeastern North Carolina. FSU has a tradition of an affordable education and of preparing students to be life-long learners, to be responsible citizens, and to render selfless service to mankind.

FSU Core Values

Student Success and the Pursuit of Excellence

We believe in student success and the obligation of the university to provide the highest quality learning experiences and academic programs to facilitate student success, intellectual and cultural growth, excellence in scholarship, leadership, and ethical standards.

Shared Governance

We believe in shared governance, fiscal responsibility, a commitment to life-long learning, and professional development for faculty, staff, and students.

Global Responsibility

We believe in respect for diversity, global responsibility, conservation of natural resources, and a commitment to sustainability.

Collaboration

We believe in outreach, partnerships with educational institutions, engagement with the military and the community, economic transformation of the state, and service to others.

CHAPTER III: THE ADMINISTRATION OF FAYETTEVILLE STATE UNIVERSITY

Board of Trustees

The 1971 General Assembly provided that, effective July 1, 1973, the Board of Trustees shall consist of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body serving ex-officio. The term of office of all trustees, except the ex-officio member, shall be four years.

The Powers and Duties of the Board of Trustees

The Board of Trustees shall promote the sound development of the institution with the functions prescribed for it, helping it to serve the people of the State in a way that will complement the activities of the other institutions and enable it to perform at a high level of excellence in every area of endeavor. The Board of Trustees shall serve as advisor to the Board of Governors on matters pertaining to the institution and shall also serve as advisor to the Chancellor concerning the management and development of the Institution [The Code, 403.A].

Chancellor

The Chancellor is the Chief Executive Officer of Fayetteville State University, and exercises complete authority for the institution. The Chancellor is subject to the direction of the President of The University of North Carolina and is responsible for carrying out policies of the Board of Governors and the Board of Trustees. It is the duty of the Chancellor to keep the president, and through the president the Board of Governors, fully informed concerning the operations and needs of the institution. The Chancellor is a member of all faculties and other academic bodies of the institution and has the right to preside over the deliberations of any legislative bodies of the faculties of the institution. [*The Code*, 502]

The Office of the Chancellor is staffed by assistants to the Chancellor. In addition to the Provost/Vice Chancellor for Academic Affairs, the Chief of Staff, the Vice Chancellor for Business and the Finance, the Vice Chancellor for University Advancement, the Vice Chancellor for Student Affairs, Vice Chancellor for Legal, Audit, Risk, and Compliance, Vice Chancellor for External and Military Affairs are the Vice Chancellors that report directly to the Chancellor.

Chief of Staff

The Vice Chancellor and Chief of Staff ensures that the vision of the Chancellor for Fayetteville State University is effectively implemented. This official is also responsible for the coordination of the Chancellor's staff with the other Vice Chancellors and their units.

Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs (Provost) is the chief academic officer of Fayetteville State University, reporting directly to the Chancellor. The Provost has the broad responsibility for ensuring that the University's programs and faculty are of the highest quality. This involves working with the Chancellor, deans, faculty, students and staff to promote academic excellence throughout the institution.

The Provost leads the University in its academic planning and in the setting of academic values, policies, and practices. S/He is responsible for providing guidance to the dean of each college, and is accountable for regularly

evaluating the deans, associate and assistant vice Chancellors for academic affairs, as well as candidates for those positions. The Chancellor makes the final decision on senior administrative appointments in consultation with the Provost.

The Provost makes major resource allocation decisions relative to state funding and overhead funds. The Provost prepares budget requests for academic and capital projects that are forwarded to UNC General Administration for review and approval. The Provost provides oversight and assigns budgets to the dean of each college, and the director of the library.

The Provost recommends and approves all promotions, retentions, special hires, tenure decisions, new appointments to the faculty, and helps the schools and colleges establish their own promotion and tenure policies. The Provost also authorizes, directly or through a representative, all salaries and leaves, and reviews faculty grievances.

The Provost is responsible for ensuring the quality of student learning by overseeing the curriculum and supporting educational initiatives, overseeing the conduct of research and scholarship, and stimulating a high level of scholarly productivity on the campus.

The Provost is responsible for oversight of the quality and practices associated with undergraduate, graduate, and professional study; honors and first-year programs; faculty affairs; global relations; and academic budget, planning and administration at the University. The Provost oversees the administrative practices associated with enrollment and graduation, course offerings, and of the policies and values which guide these endeavors. The Provost is responsible for compliance with institutional policies, system-wide policies and external regulations, including accreditations.

The Provost is responsible for working effectively with the Executive Committee of the Faculty Senate and the Faculty Senate on matters of general welfare to the university and faculty.

Vice Chancellor for Business and Finance

The Vice Chancellor for Business and Finance is the chief financial officer and is responsible for the general financial operation of the university, including accounting of financial records, financial reporting, preparation of the university budget and the biennial (expansion budget), legislative appropriation requests and budget control. The Vice Chancellor for Business and Finance assists the Chancellor in allocating university funds, managing properties, capital improvement and debt financing, managing property acquisition, and representing the university's interests and relationships with state and other governmental agencies. The Vice Chancellor for Business and Finance is also responsible for fiscal operations including accounting, auxiliary services, purchasing, and campus safety. The Division of Business and Finance operates under policies and procedures consistent with state and federal laws and the University of North Carolina policies and procedures.

Under the Vice Chancellor for Business and Finance's leadership, its staff is responsible for conducting training and assistance to the university to ensure effective fiscal management.

Vice Chancellor for University Advancement

The Vice Chancellor for Institutional Advancement is responsible for developing and securing philanthropic opportunities through alumni giving and partnerships with corporations and other public or private sources. The Vice Chancellor provides leadership for strategic planning and execution of major campaigns. The Vice Chancellor plays a vital role in building and maintaining relationships with donors. Creating a positive image of the University and managing publicity through media are important responsibilities of the Vice Chancellor for Institutional Advancement.

Vice Chancellor for Student Affairs

The Vice Chancellor for Student Affairs is responsible for the supervision of all areas related to student life. The Vice Chancellor for Student Affairs' office provides programs and activities that complement the academic mission of the university and contributes to the intellectual, social, moral, cultural, and personal development of students. The Vice Chancellor for Student Affairs provides oversight and coordination of units such as residential life, counseling, health and medical services, services for students with disabilities, and career services. This administrator serves as an advocate for students to the administration and interprets university policies to students to assure and maintain quality student life.

Vice Chancellor for Legal, Audit, Risk, and Compliance

The Division of Legal, Audit, Risk and Compliance (LARC), through its units, assists Fayetteville State University in carrying out its mission by managing its ethical, legal, and regulatory responsibilities. The Division consists of the following units: Legal, Internal Audit, Compliance and Enterprise Risk Management and Title IX.

- **Legal Affairs**, in representing the best interest of Fayetteville State University, provides comprehensive high quality legal services on a wide range of legal issues.
- **Internal Audit** provides independent, objective evaluations and other services designed to add value and improve Fayetteville State University's operations.
- **Compliance and Enterprise Risk Management** promotes an organizational culture that encourages ethical conduct and a commitment to complying with policies, regulations and laws governing Fayetteville State University. Compliance and Enterprise Risk Management also identifies, assesses, prioritizes and monitors significant University-wide risks that may adversely impact the University
- **Title IX** assists in fostering a safe and respectful environment at Fayetteville State University in an effort to protect students, faculty, staff, and visitors from incidents of sex/gender-based discrimination.

Vice Chancellor for External and Military Affairs

The Division of External Affairs and Military Relations serves to promote and manage key relationships on behalf of the Fayetteville State University. Developing and maintaining strong relationships with the North Carolina General Assembly, governmental agencies, the United States Congress, the United States Military, the business community as well as a variety of quasi-governmental entities whose missions may support the interests of Fayetteville State University, is vital to our mission.

This division works to engage business and community leaders, and government officials at every level on behalf of the university while leading pursuit of legislative priorities. In doing so, the division seeks to build and strengthen relationships that help develop the university's agenda. In this way, the Division of External Affairs and Military Relations helps to collaborate with partners across the public, private, and nonprofit sectors to bring

the universities intellectual, capital, and human resources to bear on collective public problem solving in Fayetteville and the greater Sandhills region.

College Deans

The deans of the constituent colleges (the College of Humanities and Social Sciences; the College of Health, Science, and Technology; the College of Education; the Broadwell College of Business and Economics; and University College) report to the Provost/Vice Chancellor for Academic Affairs in the fulfillment of their responsibilities. The deans serve at the pleasure of the Chancellor.

As the chief academic officer of an academic school or college (unit), the dean serves as the academic leader of the unit and therefore must have credentials appropriate to be awarded tenure in a department within their respective College. The dean represents the unit to the university and other constituents and must be able to effectively communicate and advocate for the university's concerns to the unit. The dean manages the unit's resources in a fair and equitable manner. In consultation with department chairs, school associate deans, and other leaders within the unit, the dean has the primary responsibility and authority for: (a) developing and articulating a vision, mission, and strategic plan which support the particular goals of the unit, the broader goals of the university and the University of North Carolina, and any relevant accrediting bodies; (b) articulating the budgetary needs of the unit, managing the budget allotted, prioritizing allocations, maintaining accurate records of expenditures, and ensuring adherence to university fiscal policies and procedures; (c) overseeing all personnel matters involving academic and non-academic employees including formulating performance criteria and monitoring their application to unit personnel during hiring, tenure, promotion, retention and performance evaluation processes; (d) recommending leaves and special assignments to the Vice Chancellor for Academic Affairs; (e) ensuring that faculty in the unit are fully engaged in departmental, school, and general faculty duties; (f) reviewing student-related requests to maintain academic integrity while promoting student success, and providing additional support for student academic advising to the various academic units; (g) providing a key communication link between the university administration, faculty, staff, and students for purposes of information sharing as well as mediation when necessary; (h) promoting excellence in teaching, research, and service to include coordinating the assessment and development of academic programs, research and scholarship agendas, and service agendas within the unit; (i) acting as a mentor and facilitator for the department chairs as they carry out their mission, and evaluating department chairpersons, associate/assistant deans, administrative staff, and other direct reports according to university policy; (j) serving on university committees as requested by the Provost and the Chancellor; (k) coordinating development, advancement and fundraising activities at the unit level and promoting and participating in university level fundraising; and (l) promoting the visibility of the college in the region, state, and nation.

Associate/Assistant Deans

The associate/assistant deans report to and support the dean in administration of the college programs. The associate deans of two schools (the School of Social Work and the School of Nursing) report to the deans of their respective colleges. These two associate deans have similar duties and responsibilities as the academic department chairs.

Academic Department Chairs

The academic department chairs report to the deans of the designated college. The academic department chair is responsible for the leadership and administration of the department and responsible for the leadership and

administration of the department and is responsible for engaging faculty in the strategic planning process. Each academic department chair is responsible for the leadership and administration of their departments and is responsible for engaging faculty in the strategic planning process. Each academic department chair is responsible for budget development, management and allocation. Primary responsibilities in personnel management include recruitment, hiring, faculty assignments and workload, evaluation, reward, development and professional guidance, and participation in the reappointment, promotion, tenure, and post-tenure review process. The academic department chair oversees accreditation and curricular and program development, secures external funding, and supports faculty research, teaching and service.

As the chief administrative officer of the department, the academic department chair serves at the pleasure of the Chancellor. Department chairs serve as liaisons between faculty and deans. The academic department chair is responsible for promoting high standards in teaching, research, and service. The academic department chair is expected to communicate with, and solicit the counsel and recommendations of, the faculty in the development of departmental programs and policies. In consultation with the faculty of the department, the academic department chair is responsible for recruiting and maintaining faculty with the proper competencies for implementing the programs of the department.

Assistant Academic Department Chairs/Assistant School Deans

The assistant academic department chair supports the academic department chair, supervises academic programs, coordinates program assessment, coordinates academic advisement, recruitment and course scheduling, and is nominated by the department chair and voted on by the department faculty. The position is a one-year renewable term. The assistant deans in the School of Social Work and the School of Nursing perform the same duties as the assistant department chairs. The associate dean nominates the assistant dean and is voted on by the school faculty. They serve a one-year renewable term.

Program Coordinators

Each academic unit must assign program coordination to a program coordinator(s) to ensure quality of educational programs. A single individual within a program may conduct appropriate program coordination duties. In some instances, the chair can perform some program coordination duties if they have the appropriate credentials.

Fayetteville State University defines an academic program as a combination of courses (equal to 120 credit hours at the undergraduate level and a minimum of 30 credit hours at the graduate level) and related activities organized to achieve specific learning outcomes leading to a degree. Academic programs are assigned a unique Classification of Instructional Programs (CIP) code.

Each program coordinator has the responsibility of overseeing the curricular content of programs. He/she is qualified in the appropriate fields related to curricular content and has earned the appropriate/requisite degree for the program.

The program coordinator is responsible for directing student learning, including overseeing and coordinating educational programs to assure that each program contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Depending upon the structure/size of the program, the coordinator may be responsible for several general program management duties. The duties may include curriculum development and review, reviewing transcripts, program recruitment, creating or maintaining 4-year degree plans, processing admissions (for graduate programs), and advising the department chair. Other duties may also include maintaining the program and student records/files, analyzing program/student data, academic advising/mentoring, and assisting with program assessment and/or accreditation.

In some circumstances, the program coordinator may also be responsible for reporting to accrediting bodies/organizations.

Coordinators of interdisciplinary programs have the same or similar program management responsibilities. However, issues such as changes (i.e., additions or deletions) to curriculum courses are done with collaboration, input, and review from faculty with appropriate expertise from across multiple disciplines.

CHAPTER IV: CHARTER OF FACULTY GOVERNANCE

The Faculty of Fayetteville State University, in concert with the Chancellor, adopts and implements this Charter of Faculty Governance in accordance with the Bylaws of the Faculty Senate. As such, this Charter establishes the general faculty as an organized, deliberative assembly and the Faculty Senate as its representative board.

Article I: Authority

Section 1 – Name

The name of the Faculty Governance organization at Fayetteville State University shall be the Faculty Senate of Fayetteville State University hereinafter called the Faculty Senate.

Section 2 – Purposes

The general purpose of the Faculty Senate is to fulfill the requirements set out in [Section 502 D \(2\)](#) of the Code of the Board of Governors of the University of North Carolina (*The Code*) that allows for an elected, deliberative body of the faculty.

Article II: Definitions

Section 1 – Faculty Member

Fayetteville State University (FSU) defines “full-time faculty” as personnel (tenured and tenure track) who hold an academic rank and whose assignments include instruction, research, and public service. The definition also encompasses personnel on fixed-term contracts whose primary duties include teaching and service. FSU further defines “part-time faculty” as personnel hired to teach classes, as needed, on a semester basis. Administrative/executive employees (i.e., chairs, deans, and above) may hold faculty rank but are not classified as “faculty” since their budgeted lines are administrative. For purposes of this definition, “faculty” shall not apply to post-doctoral fellows and graduate assistants. FSU has set the percentage of full-time faculty in all academic programs at 50 percent or more.

Section 2 – Senator

Any tenured or tenure-track faculty member is eligible to be a Senator except the following administrators:

- a. The Chancellor
- b. The Provost and Vice Chancellor of Academic Affairs (hereinafter referred to as “Provost”)
- c. Those faculty in which Provost or Vice Chancellor is part of their title
- d. Those faculty in which Dean is part of their title
- e. Those faculty in which Department Chair is part of their title
- f. Any of the above who are serving on an interim basis

For purposes of senate membership eligibility, assistant department chairs and school assistant deans are not considered as administrators and can be regular members of the Senate.

Section 3 – Department/School

Department/School as used in this document refers to an academic unit in which the chair or associate dean reports

directly to an academic Dean.

Article III: Members

Section 1 – Senatorial Representation

By amending the Bylaws, the Faculty Senate may choose to enact criteria as to the minimum or maximum number of faculty of any given rank or status. Additionally, the Bylaws may be amended as needed to change the ratio of Senators to faculty to ensure that the Senate remains at a size that is representative of the general faculty and can work together effectively.

Section 2 – Ex Officio Members

The *ex officio* members of the Faculty Senate shall be nonvoting and shall consist of the Chancellor, the Provost, all Vice Chancellors, all Deans, the immediate Past Chair of the Faculty Senate and the Chair of the Staff Senate. Undergraduate and graduate student representatives shall also be included as *ex officio*, nonvoting members. The number and method of choosing such student representatives shall be specified in the Bylaws.

Section 3 – Elections and Terms of Office

Any faculty member eligible to be elected under Article II, Section 2, may serve a three-year term as Senator from his or her department or school.

- a. Senators shall be elected at a department or school meeting.
- b. Senators shall be elected for a three-year term.
- c. No Senator may be elected to serve more than two consecutive terms. A faculty wishing to serve more than two terms should allow a minimum of one year out of office prior to seeking re-election.
- d. A Senator who has been duly elected shall serve the full term unless removed or recalled from office.
- e. Should a department or school's Senate seat become vacant for any reason, that department or school shall hold a special election to fill that seat. If the remaining term for that seat is less than one year, this shall not count as a full term.
- f. Elections of Senators by department or school shall be held each calendar year during the month of March. The results of these elections shall be reported to the Secretary of the Senate not later than the first week of April of the same calendar year.
- g. One member shall be elected by the faculty of each academic department, school or unit, regardless of the number of faculty members. One additional member shall be elected for each six full-time faculty equivalents in a department or school.
- h. A department or school, by two-thirds vote of its total voting membership, may recall any one or more of its Senators for good cause shown. In such a case, a special election shall be held as provided for in Article III, Section 3 (e).
- i. Newly elected Senators will assume office in August of that year.

Section 4 – Voting

Each member of the Senate shall be entitled to one vote on all matters decided by the Faculty Senate. Voting by proxy shall not be permitted.

Article IV: Officers and Duties

Section 1 – Duties of Officers

The Officers of the Faculty Senate shall consist of a Chair, Vice Chair, Secretary, and Parliamentarian.

- a. The Chair should preside over the meetings of the Faculty Senate and may be asked to preside over a general faculty meeting. However, the Chancellor of the University shall have the right to preside over meetings of these bodies and all other meetings of deliberative bodies of the faculty of this University pursuant to those rights and duties given that office under [Section 502 D \(2\) of The Code](#). The Chair is the elected representative of the faculty. In this capacity, it shall be the responsibility of the Chair to carry out the general purposes of the Faculty Senate. The Chair shall also serve as one of the delegates to the UNC Faculty Assembly.
- b. In the absence of the Chair, the Vice Chair shall perform the Chair's duties. In the event that the office of Chair becomes vacant, the Vice Chair shall assume that office and shall have the authority to appoint a temporary Vice Chair until the election of officers.
- c. The Secretary shall be responsible for recording the minutes of each Faculty Senate meeting, providing copies of the minutes to each member of the Senate by the next meeting (see Article V, Section 6) and maintaining a permanent file of the minutes for public inspection. The Secretary shall also maintain a list of the current membership of the Faculty Senate, certify the presence of a quorum at the beginning of each meeting, obtain a list of the full-time faculty at Fayetteville State University in preparation for meetings of the general faculty, certify the presence of a quorum at such meetings, and perform any other necessary duties at those meetings.
- d. The Parliamentarian shall be responsible for advising the presiding officer on points of parliamentary procedure, calling for a point of order if proper procedure is not being followed, giving advice to any member who may request it during a meeting. The Parliamentarian shall also ensure that the procedures being followed by the Faculty Senate and its committees comply with the North Carolina Open Meetings Act.
- e. In the event of the absence of an officer for a meeting, the Chair shall have the authority to appoint a temporary officer to serve.

Section 2 – Qualifications of Officers

- a. The Chair and Vice Chair must be qualified to be Senators as specified in Article II, Section 2. In addition, they must be tenured faculty.
- b. The Faculty Senate elects the Secretary and Parliamentarian from its membership. If these officers cease to be Senators during their terms in office, their terms in office cease as well. The Secretary and Parliamentarian must be tenure-track faculty.

Section 3 – Election of Officers

- a. Officers shall serve terms of three years not to exceed two consecutive three-year terms.
- b. The election of officers shall be held annually for a three-year staggered term. If the positions of the Chair and the Vice Chair are both being vacated at the time of their election, the new Vice Chair shall be elected to a one-year term. If the positions of the Parliamentarian and the Secretary are both being vacated at the time of their election, the Secretary shall be elected to a one-year term.

- c. The election of the Chair and Vice Chair shall take place at a meeting of the Faculty Senate that occurs in April.

Article V: Meetings

Because the Faculty Senate and its committees are public bodies under North Carolina law, all meetings of the Faculty Senate and its committees are public, and the conduct of such meetings shall comply with the North Carolina Open Meetings Law.

Section 1 – Regular Meetings

Regular meetings shall be held once each month from August through April of each academic year. If necessary, a regular meeting may also be held in May.

Section 2 – Adjourned Meetings

In the event the Senate is not able to conclude its business at a regular meeting, the adjourned meeting may be ordered by the Senate, scheduled before and in addition to the next regularly scheduled meeting. At the beginning of the adjourned meeting, the minutes of the regular meeting are read and approved, but the business of the adjourned meeting begins at the point of the agenda where the regular meeting ended with no additional agenda prepared for the adjourned meeting. To comply with the Open Meetings Act, the time and place of the adjourned meeting must be announced during the regular meeting, and noted in the minutes, with the exception of certain autonomous committees whose business includes confidentiality.

Section 3 – Special Meetings

Special (or called) meetings may be called at the discretion of any of the following: 1) the Chair of the Faculty Senate, 2) the Chancellor, 3) the members of the Faculty Senate during a regularly scheduled meeting, or 4) members of the Faculty Senate (at least 25%) outside a regularly scheduled meeting. Agenda items to be discussed at such a meeting are restricted to those mentioned in the written request for the called meeting.

Section 4 – Quorum

A quorum for conducting official business of the Faculty Senate shall consist of a majority of the members of the Senate.

Section 5 – Notice and Agenda

No meeting shall be called unless written notice of such meeting shall have been mailed or delivered to each Senator not fewer than three (3) nor more than thirty (30) working days prior to the meeting date, unless such notice requirement has been waived. The Executive Committee in preparing the agenda for all Faculty Senate meetings shall consider the concerns of the faculty, staff, students, and administration. This Committee shall also be free to suggest resource persons who may be invited to come and inform the Faculty Senate on a specific subject.

Section 6 – Minutes

Written minutes of all actions taken by the Faculty Senate during any meeting shall be provided to all Senators and faculty. All previous records that exist in electronic form shall be made available electronically to the general public on the website.

Article VI: The Faculty Handbook

The Faculty Senate is responsible for maintaining and reviewing the Faculty Handbook on a regular basis to reflect the latest policy changes. The Faculty Senate Executive Committee shall conduct a review of the Faculty Handbook by the end of March each academic year. Any recommended policy or procedural changes that arise from this review shall be submitted to the Administration in accordance with Fayetteville State University's Policy on Policies and Rules and submitted to the Faculty Senate for approval at the last scheduled meeting of that academic year.

Article VII: Committees

The Faculty Senate may establish standing and ad-hoc committees and general criteria for membership in these committees in its Bylaws. The Senate shall also be responsible for the conduct of annual elections by the faculty at large for delegates to the UNC Faculty Assembly, as well as members of Fayetteville State University's autonomous committees.

Article VIII: Senate Resources

Resources necessary for the conduct of the affairs of the Faculty Senate shall be made available through the office of the Vice Chancellor for Academic Affairs. The Senate shall annually prepare and submit its operating budget to the Chancellor through the Provost.

Article IX: Review of Senate Actions

Section 1 – General Faculty Review

The general faculty may review the actions of the Faculty Senate as follows:

- a. The Faculty Senate shall promptly distribute after its meetings, a written report of its actions and recommendations.
- b. Non-Senators are invited to attend meetings of the Faculty Senate and have a voice, but they may not vote on matters brought before the Faculty Senate.
- c. The Faculty, by a written petition signed by at least one-third (1/3) of the total faculty members as defined in Article II, Section 1, and presented to the Chancellor, shall require presentation and discussion of any action of the Faculty Senate at either a special called meeting or the next regular discussion, in an open meeting, a vote by secret ballot administered and with a majority vote of the total faculty members in order to reconsider any Faculty Senate action.

Section 2 – Chancellor's Review

When the Chancellor rejects recommendations of the Faculty Senate, the Chair of the Senate shall be notified in writing by the Chancellor of any such action and the reasons for such action within two (2) weeks of the decision.

Article X: Amendment Procedure

This Charter of Faculty Governance may be amended as follows:

- a. After formulation, an Amendment proposal, approved by two-thirds (2/3) of the entire membership of the Faculty Senate may be presented by the Chair of the Faculty Senate for consideration.

- b. To become effective, the Amendment, including each and every provision thereof, must be passed by a two thirds (2/3) vote of the total faculty as defined in Article II, Section 1, voting in either a General Faculty Meeting or in meetings of their respective Schools or Colleges.

Article XI: Ratification and Implementation

This Charter of Faculty Governance shall become effective as follows:

- a. This Document shall be presented to all members of the faculty as defined in Article II, Section I for consideration. When all of its provisions have been approved by a majority of faculty members, it shall then be presented to the Chancellor, and when it is thereby approved, this Charter shall become ratified and effective.
- b. Upon ratifications, this Charter shall be implemented by giving proper notice to the General Faculty, setting up the elections machinery and immediately proceeding to the election of Senators who shall, upon having been elected, meet and organize themselves to commence operations as herein provided.

CHAPTER V: FACULTY SENATE BYLAWS

The Faculty of Fayetteville State University, in concert with the Chancellor, adopts and implements the Bylaws of the Faculty Senate in accordance with [Section 502 D \(2\)](#) of the *Code* of the University of North Carolina. As such, these bylaws govern the manner in which the Faculty Senate shall conduct its business.

I. Meetings

A. Regular Faculty Senate Meetings

a. Quorum

- i. A quorum shall consist of more than one half of the Senate members.
- ii. When a meeting cannot be held or must adjourn because the quorum needed to conduct business is not present, a formal roll call shall be entered in the minutes.

b. Order of Business

- i. The Order of Business for each regular meeting shall be prepared by the Executive Committee.
- ii. Any member of the Senate may submit an item for consideration for the Order of Business through a written request to the Secretary of the Faculty Senate not less than two weeks prior to the Executive Committee meeting.
- iii. The Executive Committee shall meet no less than one week prior to each regular Faculty Senate meeting to prepare the Order of Business. Items will be placed on the Order of Business by a majority vote of the Executive Committee.
- iv. An item may be added to or deleted from the Order of Business by a two-thirds majority vote of the Faculty Senate.
- v. The Order of Business of regular meetings shall include, but is not limited to the following:
 1. Call to Order
 2. Roll Call
 3. Approval of Minutes
 4. Adoption of Order of Business
 5. Remarks/Report of the Chair of the Senate
 6. Remarks/Report of the Chancellor and/or Provost
 7. Report of the Faculty Assembly Delegates
 8. Committee Reports
 9. Unfinished Business
 10. New Business (presentations, visitors, etc.)
 11. Good of the Order
 12. Announcements

c. Order of Business – Order of Business, notices, and minutes of Senate meetings shall be disseminated to the general faculty, the administration, Staff Senate, and student representatives of the Faculty Senate.

d. Conduct of Business

- i. In order to act on Order of Business items, a quorum must be present. In the absence of a quorum, Order of Business items shall be presented as information only.
- ii. Unresolved Order of Business items shall be referred to the Executive Committee for subsequent action.
- iii. When a committee recommendation is in consideration, the chair of the committee making the

recommendation, or his/her designated representative, must be present. When reporting to the Senate, committee chairs or their representative will have the consent of the Senate to speak during the debate concerning that report.

- iv. Non-Senators are invited to attend meetings of the Faculty Senate and have a voice, but they may not vote on matters brought before the Faculty Senate (See Article IX, Section I).

e. Voting

- i. Voting in the Senate shall be either by voice vote, by division of the members (e.g., by show of hands), or by written ballot. When a vote is by written ballot, the Chair of the Faculty Senate or a presiding officer (when appropriate) shall appoint two tellers, and the record of the vote shall be announced by the Chair or the presiding officer and entered into the minutes. At the request of a member and with concurrence of a majority of Senators present within an established quorum, a roll-call vote shall be taken and entered immediately following the meeting at which the vote took place.
- ii. The presiding officer shall vote only in case of a tie.
- iii. All elections of officers within the Senate shall be by secret, written ballot, and the presiding officer shall appoint tellers for each election.
- iv. After the teller's report is read into the minutes by the Chair, the teller shall give the ballots to the Secretary for filing until the next regular meeting, after which the ballots will be destroyed.

f. Closed Session

- i. Closed sessions may be conducted by a majority of the Executive Officers.
- ii. Closed sessions are only permitted for reasons outlined in the University's Open Meeting Policy.

B. Special Faculty Senate Meetings

- a. All of the provisions of Article I, Section A above shall pertain to Special Meetings, except for 2a, 2b, and 2d. The Order of Business for a Special Meeting shall be specified by the person(s) requesting the meeting.

II. Duties of Faculty Senate Members

Faculty Senate members are expected to attend all meetings of the Faculty Senate, to participate in its deliberations, and to report periodically about the Faculty Senate's actions to the members of their respective departments. After missing three or more meetings in one academic year, at the discretion of the Faculty Senate Executive Committee, a Senator may be referred to their department.

III. Parliamentary Authority

The most current revised edition of Robert's Rules of Order shall be the source of parliamentary authority for all Faculty Senate meetings and those of auxiliary bodies, unless the formulations contained in this work conflict with the Faculty Governance Document, Senate Bylaws, or the *University Code*.

IV. Amendment Procedure

Amendments to the Bylaws shall require a two-thirds vote of the Senators present at a regular or special meeting of the Senate. Amendments may be proposed by any member of the Senate. Such proposals shall be submitted in writing to the Governance Committee and shall be reported upon by that committee no later than the next regular meeting. The proposed amendment shall be distributed to Senators at least one week prior to the meeting in which the amendment proposal is to be acted upon.

V. Committee Organization

A. Types of Committees

1. **Executive Committee** – The administrative committee within the Faculty Senate, which is made up of the Faculty Senate Chair, Vice Chair, Secretary, Parliamentarian, Provost/Vice Chancellor, Standing Committee Chairs, the Senate Student Affairs Liaison, the Senate University Budget Liaison, and the immediate past Faculty Senate Chair. The chair of each standing committee and the Senate Liaisons are selected from the Senate membership by the chair of the Faculty Senate.
2. **Standing Committees** – These are committees required by the Senate to fulfill its purposes as stated in Article 1, Section 2 of the Charter of Faculty Governance Document. Committee chairs are selected by the Faculty Senate Chair. The committees report to and make recommendations directly to the Senate. These committees are:
 - a. Academic Affairs Committee
 - b. Faculty Affairs Committee
 - c. Governance Committee
 - d. Information Technology and Telecommunications Services Committee
3. **Autonomous Committees** – The mandates for these committees supersede the provisions of Article 1, Section 2 of the Faculty Governance Document in that these committees report to and make recommendations directly to the Chancellor. These committees may report to and make recommendations to the Faculty Senate on matters not pertaining to a particular faculty member's challenge to an employment decision. Members are elected from and by the general faculty. These committees are the Faculty Grievance Committee and the Hearing and Reconsideration Committee. In order to maintain compliance with policies and/or state and federal regulations, these committees may seek advice from the Office of Legal Affairs and the Faculty Senate on matters related to procedures.
 - a. **Membership Selection** – Members of these committees are elected from and by the full voting faculty. These committees shall consist of one representative from each college, and one full professor, two associate professors at large, and one alternate to serve in the absence of a committee quorum. Only tenured faculty members may serve on these committees. No officer of the administration shall serve on these committees. "Office of the administration" in this context includes department chairs and school associate deans. Elections of members to these committees shall be conducted annually by the Faculty Senate. Nominations should come from the general faculty, excluding those faculty deemed administrators.
 - b. **Term of Office** – Members will serve three-year, staggered terms. No members shall serve more than two consecutive terms. No member shall serve simultaneously on two or more autonomous committees. For the first election only, at-large members and alternates of these committees will be elected for one-year terms. Office terms will begin the first day of the fall semester.
4. **Ad Hoc Committee** – An Ad Hoc committee is convened to perform a specific task for the Faculty Senate. When the objective is complete, the committee will be dissolved.
5. **University Administrative Committees and Councils/Committees** – It is expected that the following committees consult the Faculty Senate whenever their duties or actions pertain to any of the areas specified by Article I, Section 2 of the Charter of Faculty Governance.

B. General Provisions

1. **Senate Committees**
 - a. **Membership Selection** – All members of the Faculty Senate committees will be selected from either

the Senate membership or the general faculty. The chairs of the committees must be Faculty Senators.

- b. Term of Office – The Provost and Vice Chancellor for Academic Affairs is a permanent member of the Executive Committee. The Chair, Vice Chair, Secretary, Parliamentarian, chairs of the Faculty Senate standing committees, the Senate Student Affairs Liaison, the Senate University Budget Liaison, and the immediate past Faculty Senate chair are members of the Executive Committee and will serve for three years or until the expiration of their respective, current terms.

2. **Faculty Committees of the Senate**

- a. Membership Selection – Criteria for membership on these committees shall be established with approval of the Faculty Senate. Each senator must be a member of at least one faculty committee of the Senate.
- b. Term of Office – Committee members will serve three-year, staggered terms. No person should serve more than two consecutive terms on any one committee. Office terms will begin on the first day of the fall semester.

C. Conduct of Business (See Article V of the Charter of Faculty Governance)

1. The chair of each committee shall convene the committee no later than September 30. The Faculty Senate Chair shall select a Senator to serve as chair. The purpose of the meetings is to review the committee's responsibilities and determine the conduct of committee business.
2. The number of members needed to conduct business shall be at least 51% of the membership of the committee.
3. Non-members of the committee may attend committee meetings, and, with the consent of the chair, may speak, but may not vote.
4. All committees may form subcommittees.

D. Description of Duties of Committees

1. **Senate Committees** – See Article VII of the Charter of Faculty Governance
2. **Faculty Committees of the Senate:**
 - a. *Academic Affairs Committee* – Duties of this committee are:
 1. To review and make recommendations regarding all curricular reform.
 2. To review and make recommendations regarding policies and procedures that pertain to academic standards, as the grading and attendance policies.
 3. To review and make recommendations regarding the policies and procedures of units within the university that affect academic affairs, such as the Bookstore or the Library.
 4. To review and make recommendations regarding the long-range planning efforts of the university as they pertain to academic affairs.
 5. To review the budget-making process and the budgetary support of various academic programs and to recommend changes, when deemed necessary, in specific components of the above.
 6. To monitor and recommend guiding policies and procedures related to: student recruitment, financial aid, academic scholarships, registration, admission of freshmen and transfer students, evaluation of transfer students, transcripts, student advisement, retention of students, and athletic programs.
 - b. *Governance Committee* – Duties of this committee are:
 1. To mediate disputed interpretations of the Faculty Governance Document or Senate Bylaws.
 2. To review, and recommend amendments of, the Faculty Governance Document or Senate Bylaws.

3. To review all policies and procedures that pertain to university governance and to recommend policies and procedures that ensure and increase the role of the faculty in university governance.
 4. To review and recommend policies and procedures for the production, collation, review, dissemination, and editing of the Faculty Handbook.
- c. *Faculty Welfare Committee*– Duties of this committee are as follows:
1. To identify and make recommendations involving support of faculty in teaching, research, and service.
 2. To monitor and make recommendations to ensure due process in making decisions affecting faculty.
 3. To review and make recommendations regarding issues affecting faculty, including but not limited to employment, benefits, salary, professional concerns, collegial grievances, and work environment.
 4. To review and recommend policies regarding the use of comprehensive evaluations in determining salary increases, promotion, and tenure
 5. To ensure uniformity and fairness in the interpretation of evaluation forms.
 6. To plan and make recommendations for workshops and other development activities in conformity with perceived faculty needs.
 7. To review and make recommendations regarding policies and procedures for awarding Faculty Improvement Funds, and all other resource allocations for faculty development and professional activities.
 8. To review and oversee the annual administration of the evaluations of the Provost and Academic Deans.
 9. To review all existing evaluation forms and procedures pertaining to faculty evaluation of administrators and to recommend changes, when needed, in these forms and procedures.
- d. *Information Technology and Telecommunications Committee*– The duty of this committee is to identify faculty information and technology needs and to make appropriate recommendations.

3. **Autonomous Committees**

- a. *Faculty Grievance Committee* – The purpose of the grievance process is to provide current members of the faculty a means by which to redress matters concerning employment related grievances other than those involving decisions pertaining to reappointment, the conferral of tenure, discharge, imposition of serious sanctions, termination, or those within the jurisdiction of another standing committee.

As a prerequisite to accessing the formal grievance process outlined in Section 607 of the Code and Section VIII of the Fayetteville State University Tenure and Promotion Policies, Regulations and Procedures, a faculty member must utilize the mediation process delineated in Fayetteville State University’s (“University”) Mediation Policy for Faculty and EPA Non-Faculty Employees. Following the termination of mediation for any reason other than a settlement, the faculty member will have twenty (20) days to petition the Grievance Committee for redress.

The Grievance Committee is authorized to hear representations by individuals directly involved in a grievance, and to advise on adjustments to administrators, when appropriate. The role of the Grievance Committee is not intended to second-guess the professional judgment of officers and colleagues

responsible for making administrative decisions. More information about this process can be accessed [HERE](#)

- b. *Hearing and Reconsideration Committee* – A decision not to reappoint a faculty member may be made for any reason that is not an impermissible reason. The purpose of reviewing decisions not to reappoint is not to second-guess professional judgments based on permissible considerations, but to determine whether the decision was based on considerations that the university considers to be impermissible. Decisions based upon (1) the faculty member's exercise of rights guaranteed by either the First Amendment to the United States Constitution or Article I of the North Carolina Constitution; (2) discrimination based upon the faculty member's race, gender, religion, age, national origin; disability as defined by law, or honorable service in the armed services of the United States or (3) personal malice¹ are considered to impermissible.

Hearings in non-reappointment cases serve several important purposes. The primary purpose of the hearing is to give the faculty member (hereafter, "Petitioner") the opportunity to prove his or her contention that the decision not to reappoint was impermissibly based. Conversely, the hearing provides an opportunity for the decision maker, (hereafter, "Respondent") to answer the Petitioner's allegations. Another important purpose of the hearing is to create a record of testimony and documentary evidence for review by the parties, and the Board of Governors, should the Petitioner seek further review of the non-reappointment decision.

The role of the Hearing and Reconsideration Committee (hereinafter, "HRC") is to create a clear, permanent record of the evidence presented at the hearing and to advise the chancellor whether or not the faculty member has demonstrated, by a preponderance of the evidence, that the decision not to reappoint the faculty member was based in significant part on an impermissible reason. The Chancellor has final administrative responsibility for deciding the issue, with the assistance of the faculty committee. The HRC's role is not to "second-guess" the professional judgment of administrators and colleagues responsible for making the non-reappointment decision. In other words, the HRC does not reexamine the merits of the faculty member's candidacy. Its sole function is to determine if the decision was based on one of the three impermissible grounds. More information about this process can be found [HERE](#).

E. Faculty Assembly Delegates/Representatives

Representation in the Faculty Assembly is apportioned among the constituent institutions of the University of North Carolina (UNC) with regard to the number of full-time faculty and professional staff members in the service of each institution. Currently, [FSU is a three-delegate institution](#). Therefore, the Fayetteville State University faculty elect two (2) delegates and one (1) alternate to the UNC Faculty Assembly. The Faculty Senate Chair is also a delegate to the Faculty Assembly. The term of office is three (3) years. Specific requirements regarding term length and number are governed by the bylaws of the Faculty Assembly. The Faculty Senate is responsible for the process of election of the FSU Faculty Assembly delegates. The delegates are expected to make periodic reports to the Faculty Senate.

F. University Administrative Committees and Councils/Committees of the Chancellor

Duties of these committees are assigned by the Chancellor.

CHAPTER VI: TENURE AND PROMOTION POLICIES, REGULATIONS, AND PROCEDURES OF FAYETTEVILLE STATE UNIVERSITY

Authority: Issued by the Chancellor. Changes or exceptions to the policy may only be made by the Chancellor with approval by the Fayetteville State University Board of Trustees and the President of the University of North Carolina.

Related policies are linked below:

- Academic Freedom and Tenure ([UNC Policy #100.1, Chapter VI](#))
 - Policy on Regulations and Guidelines Implementing Chapter VI of The Code ([UNC Policy #101.3.1](#))
 - Regulation on Review of Intention to Discharge or Impose Serious Sanction Under Section 603 of The Code ([UNC Policy #101.3.1.1\[R\]](#))
 - Regulation on Review of Nonreappointment Decisions Under Section 604 of The Code ([UNC Policy #101.3.1.2\[R\]](#))
 - Policy on Grievances Filed Pursuant to Section 607 of The Code ([UNC Policy #101.3.2](#))
 - Policy on Delivery of Notices ([UNC Policy #101.3.3](#))
-

SECTION I: Freedom and Responsibility in the University Community

Fayetteville State University is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. This institution, therefore, supports and encourages freedom of inquiry for faculty members and students to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.

Fayetteville State University shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth. Faculty and students of this institution shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

SECTION II: Academic Freedom and Responsibility of Faculty

It is the policy of Fayetteville State University to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staffs of this institution. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as men and women of learning. They should not represent themselves, without authorization, as spokesmen for Fayetteville State University. Fayetteville State University will not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

SECTION III: Appointment, Reappointment, Promotion, and Tenure

- A. [Categories of Appointments](#)
- B. [Tenure in Relation to Faculty Rank](#)
- C. [Permanent Tenure](#)
- D. [Probationary \(Tenure-Track\) Faculty](#)
- E. [Tenure Upon Appointment](#)
- F. [Specialty \(Fixed-Term\) Faculty Appointments](#)
- G. [General Provisions](#)

SECTION IV: Due Process before Discharge or the Imposition of Serious Sanctions

- A. [Reasons for discharge](#)
- B. [Procedures for the imposition of discharge or serious sanctions](#)
- C. [Appeals of decision imposing discharge or serious sanctions](#)

SECTION V: Non-reappointment and Requirements of Notice for Faculty Members with Probationary (Tenure-track) Appointments

- A. [Notice of Non-reappointment](#)
- B. [Impermissible Grounds for Non-reappointment](#)
- C. [Interview with Administrator or Committee Coordinator](#)
- D. [Subsequent Interview](#)
- E. [No Request for Interview Made by the Faculty Member](#)
- F. [Scope of Review by Hearing and Reconsideration Committee](#)
- G. [Request for Review by Hearing and Reconsideration Committee](#)
- H. [Procedures Following the Conclusion of the Hearing](#)

SECTION VI: Termination of Faculty Employment

- A. [Reasons Justifying Termination and Consultation Required](#)
- B. [Termination Procedure](#)
- C. [Procedures Following the Conclusion of the Hearing](#)
- D. [Assistance for Faculty Members and Rights to New Positions](#)

SECTION VII: Retirement of Faculty

Faculty may retire in accordance with the provisions of Chapter 135 of the North Carolina General Statutes ("Retirement System of Teachers and State Employees"). Tenure ceases on the effective date of retirement or resignation.

Faculty may retire in accordance with the provisions of Chapter 135 of the North Carolina General Statutes. Tenure ceases on the effective date of retirement or resignation.

SECTION VIII: Faculty Grievances

Procedures Following the Conclusion of the Hearing

- Grievance Committee's Decision
- The Chancellor's Decision
- Notice of Appeal Rights
- Grievance Decisions Which May be Appealed
- Appeal to the Board of Trustees

SECTION IX: Effective Date

- A. Section IIID of these policies and regulations are applicable only to faculty appointed to probationary terms on or after July 1, 2007. All other sections of these policies and regulations supersede all other institutional documents governing the matters covered herein.
- B. The Chancellor shall review these policies and regulations periodically, but at least every five (5) years, and shall report to the president whether or not amendments or revisions are appropriate. The chancellor shall involve the faculty in this review.

CHAPTER VII: EMERITUS FACULTY

I. Introduction

If a Professor Emeritus is engaged in scholarly and/or educational activities, the University may consider allowing the Professor Emeritus the use of University facilities and equipment, if such is available. Such usage must be preceded by written recommendations and justifications by the department head, school associate dean and the dean to the Provost. The Provost shall determine whether such usage is appropriate

II. Criteria for Candidacy

Emeritus status is not considered as automatic. To be **considered** for Emeritus status, the following criteria must be met:

- A. The faculty member must have at least ten (10) successive years of full-time employment at the University prior to retirement.
- B. The faculty member must hold the rank of Professor and be tenured at the time of retirement.
- C. The faculty member must have a consistent record quality performance as demonstrated by one or more of the following:
 1. A substantive record of scholarly achievement commensurate with state, national and international standards within the faculty member's specific discipline;
 2. A recognized record of outstanding teaching and educational contributions; or
 3. Clear evidence of outstanding service to the University beyond what is required to obtain tenure and/or promotion at the various ranks.
- D. The faculty member must present evidence or a plan of continuing outstanding activity of service to the University.

III. Selection and Appointment

In considering a faculty member for Emeritus status, a department chair or school associate dean must first consult with the tenured faculty in the department or school. After such consultation, the department chair or school associate dean may initiate the application process by submitting comprehensive curriculum vitae along with supporting documentation that details how the faculty member meets the criteria outlined in Section II above. Thereafter, the department chair or school associate dean shall forward the department chair's or the school's recommendation along with the faculty member's vitae and supporting documentation to the dean of the respective college. After considering the department chair's or schools associate dean's recommendation and the supporting documentation, the dean shall forward the dean's recommendation to the Provost and Vice Chancellor for Academic Affairs. After considering the recommendations and reviewing the supporting documentation, the Provost shall forward the Provost's recommendation to the Chancellor. The Chancellor shall determine whether the recommendation will be forwarded to the University's Board of Trustees for consideration. The Board of Trustees shall have the final decision on whether to honor a faculty member with Emeritus status. If such status is approved by the Board of Trustees, the faculty member will be notified, in writing, by the Chancellor.

IV. Privileges

Faculty approved for Emeritus status shall receive the following privileges:

- Listing indicating Professor Emeritus status in appropriate University catalogues and directories
- Full library privileges
- E-mail address and support including listings in FSU directories
- Access privileges to the University's physical fitness facilities
- Invitation to attend and/or participate in University public ceremonies

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- Parking pass (faculty must request pass from the Office of the Provost).
- Athletic pass (faculty must request pass from the Office of the Provost).

CHAPTER VIII: GUIDELINES FOR PROFESSIONAL CONDUCT AND ANNUAL EVALUATION PROCESS

In order to pursue its purpose with vigor and implement its educational programs with optimal effectiveness, Fayetteville State University subscribes to the belief that there should be mutual understanding between administration and faculty on the question of faculty responsibilities and professional ethics. These statements are not intended to be exhaustive: Instead, they provide a framework for employment conditions and professional behaviors at Fayetteville State University. These statements also address faculty expectations for employment and obligations.

A. General Expectations of Employment

Initial faculty appointments are explained in Chapter VI of the Faculty Handbook entitled *Tenure and Promotion Policies, Regulations, and Procedures of Fayetteville State University*. All full-time permanent faculty members are paid on the last day of each month in twelve equal installments.

Persons on a nine-month contract who are to be employed in the summer school are issued a separate summer school contract and are paid on a separate basis.

All full-time employees are required to participate in the retirement and social security programs. Insurance plans for hospitalization, disability, or life are provided under a group plan on a voluntary basis.

If, for any reason, the person does not begin his/her term of employment as indicated on the contract, payment shall be made for the time of actual service. Also, where an employee, for any reason, ceases his/her service with the University prior to completing his/her term of employment, payment will not be made for the uncompleted term.

Fayetteville State University is committed to equality of educational opportunity and employment and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, sexual orientation, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty and staff from diverse backgrounds. Any individual with a concern, grievance or complaint of discrimination or retaliation should utilize the internal grievance procedures available under the *Code of Student Conduct*, the SPA Grievance Policy, or the grievance procedures for faculty and EPA non-faculty employees.

No academic or personnel decision shall be made based on a granting or a denial of sexual favors. [See Fayetteville State University's sexual harassment policy.](#)

It is misconduct, subject to disciplinary action, for a faculty member to neglect or abuse any instructional, research, administrative, or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.

No employee of Fayetteville State University should have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction, or incur any obligation of any nature, that is in substantial conflict with the proper discharge of his/her duties in the public interest.

Faculty who wish to engage in external professional activity for pay shall submit the completed form, “Notice of Intent to Engage in External Professional Activity for Pay,” to his/her department head for approval in advance of undertaking the activity. The Notice of Intent should be submitted not less than ten calendar days before the date the proposed activity is to begin.

Faculty is also required to submit a [Conflict of Interest Disclosure Form](#) annually. Consult the University’s [Conflict of Interest and Commitment and External Professional Activities for Pay](#) policy for additional details.)

The conditions of employment and the policies governing promotion and tenure of the faculty are described fully in Chapter VI, Tenure and Promotion.

B. [Ethical Conduct](#)

I. Purpose

Fayetteville State University (University) is committed to maintaining the highest ethical standards in all of its academic and administrative operations and in promoting such standards among its administrators, faculty, staff, and students. In so doing, the University expects all members of the University community to execute their duties and responsibilities with the highest level of integrity, objectivity, and prudence, avoiding acts or the appearance of acts that may be interpreted as improper or unethical.

The purpose of this policy [Ethical Conduct Policy] is to ensure that members of the University community are knowledgeable of the policies, regulations and laws that govern the conduct of University employees as such applies to accountability and ethical conduct. This policy applies to all University employees whether full-time, part-time, temporary or permanent.

II. [Personal Conduct](#)

Employees are expected to exhibit personal integrity and honesty in all of their actions. Personal interactions among employees and other members of the University community or members of the public should be characterized by mutual respect, openness to new ideas, collaboration, and consideration of the rights of others.

Employees are expected to report and strictly follow the University’s policy on the *Misuse of State Property* and notify the University’s police department and/or internal auditors when circumstances reasonably indicate fraud or theft of University funds or property has occurred. [See policy on misuse of state property.](#)

III. [Contracts, Gifts, and Favors](#)

University employees shall conduct their duties with contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the University in a completely impartial manner, without showing favor or preference.

IV. [Confidential Information](#)

University employees shall preserve and respect the confidentiality of University records (i.e., personnel records and student educational records) and recognize the responsibilities of preserving the security and

confidentiality of such records.

V. State Government Ethics Act

Certain University officials (members of the Board of Trustees, Chancellor and Vice Chancellors) are governed by the State Government Ethics Act. The purpose of the Act is to ensure that elected and appointed State agency officials exercise their authority honestly and fairly, free from impropriety, threats, favoritism, and undue influence. To this end, the State Government Ethics Act was enacted to ensure that standards of ethical conduct and standards regarding conflicts of interest are clearly established for elected and appointed State agency officials that the State continually educates these officials on matters of ethical conduct and conflicts of interest, that potential and actual conflict of interests are identified and resolved, and that violations of standards of ethical conduct and conflicts of interest are investigated and properly addressed.

VI. Consequences of Failure to Comply with the Ethical Conduct Policy

Each employee is responsible for ensuring that the employee's own conduct and the conduct of anyone reporting to the employee fully complies with this policy. Violations will result in appropriate disciplinary action up to and including discharge from employment. Conduct representing a violation of this policy may, in some circumstances, also subject an individual to civil or criminal charges and penalties.

C. Annual Evaluation Process

I. Evaluation of Academic Administrators

Academic administrators (provost, deans, associate deans, assistant deans) will undergo an extensive evaluation every year by the faculty and staff in their respective units. The electronic survey is designed to collect data for the use of evaluating the performance of academic administrators. The information obtained through this survey will be included in the evaluation of the administrator and in the development of action plans for needed improvement. Responses are confidential and participation is voluntary. The evaluation process is initiated by the Faculty Senate Chair, Chair of the Faculty Evaluation Committee, and administered through the Office of Institutional Research and is anonymous through the random electronic numerical assignment to protect the identity of individual respondents. Each academic dean's results shall be reported in a collective summative format for the purpose of continuous improvements and distributed to the faculty by the Provost. No individual's personal identification will be revealed.

All evaluations must be completed no later than April 15th of each year and should be included on the academic calendar. The results of the evaluations, in order to identify strengths and areas needing improvement, shall be discussed annually with the academic administrator, in consultation with their immediate supervisor and will be a part of the academic administrator's annual evaluation documents.

II. Faculty Evaluation of Academic Department Chairs

The academic department chair is a senior academic officer who serves at the pleasure of the Chancellor. Each Chair shall be evaluated annually based upon the results of the chairs' evaluation instrument. Each chair shall be evaluated by the departmental faculty. The departmental faculty evaluations must be completed no later than April 15th of each year. The results of the evaluations shall be discussed annually

with the department. [See more information on the selection and evaluation of department chairs](#) and school associate deans.

III. Annual Faculty Evaluation (AFE)

All full-time faculty are expected to undergo and complete the faculty annual evaluation process. The process is an annual review of the achievements and activities in the areas of research/creative activities, teaching and service. The evaluation documents the activities faculty have undertaken in their goals of being excellent teachers, outstanding scholars, and citizens of the academic community. Annual assessment in the AFE by self, peers, and the Chair of the department or Associate Dean of a school should guide faculty toward reappointment, promotion, tenure, post-tenure, and assist in deciding award recognitions.

Faculty should be aware of the following tenets of the AFE:

- a. Information submitted in the annual faculty evaluation is documented for review by peers and the Chair or Associate Dean in a hard copy portfolio or an electronic version.
- b. The current university policies and procedures for the annual evaluation and how the evaluation impacts reappointment, promotion, tenure and post-tenure.
- c. The current expectations for reappointment, promotion, tenure, post-tenure according to department, school or college.
- d. The impact the AFE has on the consideration of university awards.
- e. The Class Climate Evaluation is the university-wide accepted assessment tool. Record teaching, research, and service in Digital Measures. Login to: <http://www.digitalmeasures.com/login/uncfsu/faculty/>

Forms for Personnel Action Requests: The policy and required forms can be accessed [HERE](#).

IV. Post-Tenure Review

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 the following:

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 the performance of faculty found deficient; and
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](#).

V. Awards and Recognitions

Departments, schools/colleges annually recognize the achievements of faculty with awards for research, scholarship, creative achievement, teaching and service.

Teacher of the Year:

Teachers of the Year are recognized annually in departments and schools. The Departmental/School Teacher of the Year portfolios are submitted to the college committees for the selection of the College Teacher of the Year. The results of the awards culminate with one member receiving the Teacher of the Year award for the entire university. Teacher of the Year is recognized during the spring commencement. More information [HERE](#).

UNC Board of Governors Award for Excellence in Teaching:

Each year nominations are requested for the UNC Board of Governor Award for Excellence in Teaching. The faculty member who earns this prestigious award represents Fayetteville State University as one of the faculty members in the 16 campuses in the UNC system earning this honor. Guidelines can be accessed [HERE](#).

VI. Sponsored Faculty Development and Training

Fayetteville State University has sources to fund support for research, creative achievement and special projects for faculty. In addition, workshops are offered throughout the year to assist faculty in their teaching, service objectives, new faculty orientation, and in the area of technology.

Office of Sponsored Research and Programs

The Office of Sponsored Research & Programs serves as the university's official coordinating office to assist faculty and staff in locating funding support for research, instruction, public service, and other special projects. Information on the Office of Sponsored Research & Programs can be accessed [HERE](#).

Travel requests and reimbursements funded by Title III must be sent to the Title III office for approval prior to submission to the business office. Information on Title III can be accessed [HERE](#).

Office of Faculty Development

The goal of the Office of Faculty Development is to provide faculty the support necessary to carry out their teaching, research, and service objectives. Staff is available to assist faculty, and workshops are regularly conducted throughout the academic year in the following areas: tools and methods for teaching, online teaching and distance education resources, instructional technologies, and classroom resources. Click [HERE](#) to get information on the Office of Faculty Development.

Office of Online Education

The mission of the Office of Online Education is to promote quality and integrity in the online course environment by providing high quality services and support to faculty and students. We support high quality online courses and programs that provide access and educational opportunities to students wherever they are located. Further information for Online Education can be accessed [HERE](#).

Information Technology Services

ITS provides training in the form of workshops, one-on-one consultations, and online training. ITS provides computer instruction to members of the faculty who would like to learn new technological skills

or improve their existing ones. Information Technology Services can be accessed [HERE](#).

Tuition and Fee Waiver Program

A tuition waiver may be available to full-time members of the faculty. Find the regulations [HERE](#) and the application [HERE](#).

VII. Faculty-Student Relations

- **Freedom in the Classroom**

The instructor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

- **Academic Evaluation**

Students should have protection through orderly procedures against prejudices or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established by the instructor at the beginning of each course in which they are enrolled.

- **Improper Disclosure and Student Confidentiality**

Protection against improper disclosure is an important professional obligation. Information about students' views, beliefs, political association and grades which faculty members acquire in the course of their work as instructors, advisors, and counselors is considered confidential under the Federal Education Rights and Privacy Act (FERPA). Anyone who improperly discloses confidential information shall be subject to disciplinary action. Information about FERPA can be accessed [HERE](#).

- **Unrealistic and Excessive Academic Requirements**

It is the responsibility of students to know the major requirements of their curriculum. If a student elects to meet the requirements of a catalogue other than the one in force at the time of original entrance, the student must meet all requirements of the catalogue elected. Students cannot be held to requirements other than those in the catalogue.

- **Student Exploitation and Student Involvement in Experiments**

A student shall not be asked to serve as an assistant to a faculty member or as a subject for research except on a voluntary basis or when the research activity is directly related to the course. Whenever a student is to be a subject for research, prior approval must first be obtained from the Institutional Review Board Committee on Human Subjects. Students, graduate and undergraduate, shall not teach classes unless prior approval has been given by the academic dean of the college concerned.

Graduate Faculty Status

Graduate Faculty status is conferred to members of the general faculty who, by their scholarly attainments in their fields of specialization have demonstrated high competence and commitment to offer graduate instruction. Click [HERE](#) for detailed information on Graduate Faculty application guidelines, evaluation criteria and selection process. Find the [APPLICATION HERE](#).

CHAPTER IX: ACADEMIC RULES & FACULTY EXPECTATIONS

A. Academic Rules

Academic rules convey consistent information to students and ensure consistency with regard to the institution's academic expectations and procedures. There are fifty-six academic rules in the Undergraduate Academic Catalog and they can be found [HERE](#). There are fifty-four academic rules in the Graduate Academic Catalog and they can be found [HERE](#).

B. Faculty Expectations

1. **Faculty Participation**

Faculty and staff are expected to participate in spring and winter commencement exercises; fall convocation, and Founders' Day in academic regalia attire. Faculty are also expected to participate in Bronco Kickoff and the Mid-year Conference.

2. **Admission to Class**

Members of the faculty shall permit only those students who have completed official registration to attend classes. Official registration is determined by official class rosters available on Banner.

3. **Attendance at Professional Meeting**

Members of the teaching, research, administrative, and extension staffs are encouraged to attend professional meetings deemed beneficial to both the individual and to the University. Brief leaves from official duties will be granted for attendance at such meetings when circumstances permit. Applications for leave for attendance at professional meetings must be approved in advance by the appropriate administrative personnel. When funds are available, the University will budget funds for travel of faculty members to professional meetings.

4. **Conducting Classes – Faculty**

Members of the faculty are expected to convene assigned classes on a timely basis. A member of the faculty who finds it necessary to be absent from class will notify his/her department chair, school associate dean or college dean. Department chairs or school associate deans who are absent will notify their college deans.

Deans who are absent will notify the Provost and Vice Chancellor for Academic Affairs. Students are expected to wait at least fifteen (15) minutes for an instructor who is late for class. Faculty must conduct classes according to official designation as face-to-face, online, or hybrid. A faculty member is not permitted to convert a face to face class to an online class without approval from the department chair.

5. **Office Hours**

Eight (8) regularly scheduled office hours in which faculty are available to advise students about academic and career plans or provide academic support and enrichment activities. Office hours are to be conducted in the faculty member's campus office, and the times of office hours must be published each semester. *Note: While faculty are encouraged to make themselves available to students via tools for online interactions, "virtual" office hours conducted off campus shall not substitute for the required on-campus office hours. (see the Faculty Handbook Policy)*

6. **Research and Creative Activities**

The University recognizes the importance of teaching and public service in carrying out its mission.

Research (funded and/or non-funded) and creative activities constitute another significant aspect of the program of the institution. Faculty members are encouraged and expected to engage in research and creative endeavors that will enhance their effectiveness as teachers.

7. Service to the University

It is expected that all faculty members will devote sufficient time to fulfill the teaching assignments, committee work, advisement, research and related activities deemed appropriate as service to the University.

8. Faculty Teaching Load

Faculty members at Fayetteville State University (FSU) perform the primary role in carrying out the university's mission to provide high quality learning experiences for students and achieve excellence in teaching, research, scholarship, and service. This Faculty Workload Policy ("Policy") provides guidance for faculty workload assignments that will enable individual faculty members and the faculty collectively to assist FSU in fulfilling its mission. FSU is a constituent institution of the University of North Carolina (UNC) and holds institutional accreditation from the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC). Hence, this Policy is in compliance with requirements of both entities as delineated [HERE](#). Faculty are also responsible for distributing syllabi on the first day; submitting interim and final grades according to the specified schedule; verifying accuracy of class rosters and correcting errors in accordance with university policies and procedures; submitting textbook adoption according to the required schedule.

9. [Title IX](#) Statement on Sexual Misconduct (To be included on all syllabi)

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Prohibited Sexual Conduct policy can be found [HERE](#).

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. Students are also encouraged to report incidents of sexual misconduct to the University's Police and Public Safety Department at (910) 672-1911.

C. Administrative Regulations

The Office of Legal Affairs maintains an alphabetical listing of policies that relate to university-wide and academic affairs, business and other administrative services, employment, research, students, university relations and development and the UNC Policy Manual. Check the Policies and Procedures A-Z list [HERE](#) for more information.

CHAPTER X: UNIVERSITY SERVICES AND SUPPORT

Fayetteville State University offers development programs, services and support to faculty members, including individual, group or departmental training, and online training materials and resources. The programs, services and support provided to faculty include the following:

Section I. Faculty Development Training Opportunities

- The Office of Faculty Development maintains a **Canvas** site that contains past webinar recordings and hand-outs, along with other teaching and learning resources, allowing faculty members to view them at their convenience and pace.
- [*Online Instructor Certification*](#): The certification process allows instructors to demonstrate appropriate levels of competency in developing and teaching online courses. After the development and successful review of the required coursework, the instructor receives a certificate of completion and is considered a certified online instructor.
- *Hybrid Instructor Certification*: Hybrid Instructor Certification Training is designed to introduce faculty members to the best practices in hybrid course design and teaching by providing faculty with the information and tools needed to be successful in this environment. Check the [*OFD programming schedule*](#) for available training dates.
- *New Faculty Orientation*: Each August, the Office of Human Resources, in partnership with the Provost's Office conducts an orientation for newly hired faculty members. Additional orientation sessions are scheduled at other times if necessary.

Section II. Faculty Support Services

- *Quality Assurance*: To ensure quality and integrity in new and existing online courses, the Office of Faculty Development utilizes two rubrics based on industry standards for best practices in hybrid and online course development and teaching. The [*Quality Matters*](#) rubric is used in the development of new online or hybrid courses. Deans, Department Chairs, School Associate Deans, and individual faculty members may contact The Office of Faculty Development to request a Quality Assurance Evaluation completed.
- *Exam Proctoring*: The [*UNC Online Proctoring Network*](#) is a web-based centralized database of approved proctors who facilitate the distribution and collection of exam materials for proctored exams for online courses.
- [*Student Orientation to the Online Environment*](#)
This is a self-paced course covering the basics of Canvas and skills that lead to online learning success.

Section III. Curricular and Instructional Development

- ***Curriculum Development: Substantive and Nonsubstantive Changes***
Fayetteville State University (University) is required to comply with standards established by its accrediting body, the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC). SACSCOC requires the University to have a policy and procedures in place to ensure that all substantive changes (Substantive Change) are reported to SACSCOC in a timely manner. To comply with SACSCOC, the University has established this Substantive Change policy (Policy) which establishes the requirements, procedures, and processes necessary to ensure timely coordination and notification of Substantive Changes to the Office of Institutional Effectiveness, Research, and Planning. The SACSCOC Accreditation Liaison shall be responsible for notifying the Commission of any Substantive Changes in accordance with the University's Substantive Change Compliance Procedures. Non-substantive curriculum and academic related changes also have a university review process that is not as extensive

as the substantive change process and procedures.

SACSCOC defines a Substantive Change as a significant modification or expansion of the nature and scope of an accredited institution. Substantive Changes include high-impact, high-risk changes and changes that can impact the quality of educational programs and services. Employees are expected to adhere to the procedures outlined in the Substantive Change SACSCOC [Substantive Change Policy and Procedures](#). The procedures will ensure timely coordination and notification of Substantive Changes through the University's process and SACSCOC.

The following outlines the duties and responsibilities of University officials related to substantive changes.

Academic Unit Program Coordinators

The Academic Unit Program Coordinator shall be responsible for the following:

1. Submitting a substantive or non-substantive proposal(s) to the departmental curriculum committee.
2. Ensuring and verifying the appropriate Classification of Instructional Program (CIP) Codes.

Department or School Curriculum Committee Chairs

The Departmental or School Curriculum Committee Chair shall be responsible for the following:

1. Supervising the proposal review process.
2. Ensuring and verifying the appropriate Classification of Instructional Programs (CIP) Codes.
3. Submitting the proposal and vote tally to the Academic Unit Program Coordinator.

Academic Department Chairs or School Associate Deans

Academic Department Chairs or School Associate Deans shall be responsible for the following:

1. Reviewing proposals and determining whether to approve or not approve.
2. Ensuring employees under their supervision are knowledgeable of current Substantive Change policies and procedures.
3. Ensuring employees under their supervision receive appropriate training in identifying and reporting Substantive Changes.
4. Consulting with the SACSCOC Accreditation Liaison when a proposal under consideration may be defined as a Substantive Change.

Deans

Deans shall be responsible for the following:

1. Reviewing their respective College proposals to determine whether to approve.
2. Ensuring employees under their supervision are knowledgeable of current Substantive Change policies and procedures.
3. Ensuring employees under their supervision receive appropriate training in identifying and reporting Substantive Changes.
4. Consulting with the SACSCOC Accreditation Liaison when a proposal under consideration may be defined as a Substantive Change.

SACSCOC Liaison

The SACSCOC Liaison shall be responsible for the following:

1. Reviewing to determine approval for all substantive changes
2. Serving as the University's point of contact with SACSCOC for Substantive Changes.
3. Ensuring that University employees are aware of and abide by this Policy.
4. Ensuring that University planning related to modifications or expansions of programs and services is consistent with this Policy.
5. Assisting employees with proposals that may result in a Substantive Change.
6. Maintaining a database of Substantive Changes that will be or have been reported to SACSCOC.

Provost

The Provost shall be responsible for reviewing and approving all Substantive and Non-Substantive changes.

Chancellor

Upon the University's approval of a Substantive Change, the Chancellor can notify the President of SACSCOC of the proposed Substantive Change.

- ***Course Design/Redesign***

The goal of the [Office of Faculty Development](#) is to support faculty in face-to-face, web-enhanced, hybrid and online course design; develop appropriate goals and objectives; identify student characteristics; select the appropriate instructional strategies, media and technology, and the use of relevant assessment strategies. This is done to meet the needs of individual faculty members within the context of the courses and with the needs of the students in mind.

The course design support takes different forms including consultations, workshops, and provision of resources that will guide faculty at the different stages of design, development, revision, and teaching, including either an entire course or a component of a course. Some specific areas of consultations include:

- Providing guidance in creating or revising course goals and objectives to meet accreditation requirements
- Providing support in exploring and using innovative teaching strategies that engage students in the learning process
- Guiding faculty in the selection of appropriate media and technology for the course
- Guiding faculty in the selection and use of appropriate assessment and evaluation Strategies
- Guiding faculty in developing web enhanced, hybrid or fully online courses and reviewing completed courses
- Helping faculty in developing learning-focused syllabi

Section IV. Instructional Technology

The development of courses often involves the inclusion of technology or relevant media. The selection and use of any technology in a course is guided by the learning objectives set by the instructor and the availability of the technology. The technology used in the course serves as a tool to facilitate student learning.

Support provided by the Office of Faculty Development in the selection and use of instructional technologies includes design, development, and management of face to face, web-enhanced, hybrid or online courses, creating and embedding video or audio files, interactive PowerPoint presentations, use of Adobe Connect, Respondus, Captivate, Articulate, Camtasia, and others.

Section V. Assessment and Evaluation

The Office of Faculty Development sees assessment as a very important part of the instructional process. Work in this area includes, but is not limited to, support in developing formative and summative evaluations, creating quizzes, developing rubrics, and the selection and use of electronic portfolios. In addition, the Office of Faculty Development staff can assist faculty in developing surveys to collect data that can help enhance students' learning experiences.

CHAPTER XI: EMPLOYEE BENEFITS

INTRODUCTION

New employees should attend the New Employee Orientation Program, which is designed to welcome each new employee to the university and to provide the new employee with information about the university's benefits. Assistance with the enrollment process and more detailed information are also provided during this session.

- **Benefits: North Carolina State Health Plan for Teachers and State Employees**
 - [After Tax Benefit Plans](#)
 - [Educational Programs](#)
 - [Employee Assistance Program](#)
 - [Flexible Benefits Program: NC Flex](#)
 - [Dental](#)
 - [Health Care Flexible Spending Account & Dependent Day Care Flexible Spending Account](#)
 - [Vision](#)
 - [Cancer & Specified Disease](#)
 - [Group Term Life Insurance](#)
 - [Voluntary Accidental Death & Dismemberment \(AD&D\) and Core AD&D](#)
 - [Income Protection Benefits](#)
 - [Leave Administration](#)
 - [Retirement](#)
 - **[Phased Retirement](#)**
 - [Savings Programs & Perks](#)
 - [State Health Plan](#)
 - [Workers' Compensation](#)
- **Office of Human Resources (FSU)**
 - [COVID-19 HR Employee Resources](#)
 - [EEO & ADA](#)
 - [Employment at FSU](#)
 - [Payroll](#)
 - [Training and Professional Development](#)
- **North Carolina Office of State Human Resources**
- **Tuition Waiver**