

Faculty and Institutional Affairs Committee

Tuesday, November 15, 2022, at 3:30 p.m.

WebEx (<https://uncp.webex.com/meet/kelly.charlton>)

join by phone (415) 655-0001 (meeting number/access code 733 115 810)

Meets the 3rd Tuesday of Each Month

The Faculty and Institutional Affairs Committee (FIAC) will consider the following matters: all matters relating to faculty, economic aspects of matters of concern to the Senate and its other committees; recommendations in areas of University business affairs as they affect educational policies, and of long-range projections and planning for the total development of the University; issues of environmental concern for the campus community including those related to health and sustainability.

Committee Members:

Kelly Charlton (Chair)

Dennis Edgell (Chair, Faculty Development and Welfare Subcommittee)

Mary Ann Jacobs (Chair, Faculty Evaluation and Review Subcommittee)

Gaye Acikdilli (Chair, Health, Safety and Environment Subcommittee)

Gerald Neal (Senator)

Porter Lillis (Senator)

Tracy Vargas (Senator)

Jennifer Whittington (Senator)

James Hudson (Senator)

Tim Anderson (Senator)

Scott Billingsley (Associate Vice Chancellor for Academic Affairs)

Steve Varley (Vice Chancellor for Advancement)

Gabriel Eszterhas (Vice Chancellor for Finance and Administration)

AGENDA

- I. Call to Order
- II. Approval of Minutes from October 18, 2022 ([Appendix A](#))
- III. Approval of Agenda
- IV. Report from the chair
- V. Reports from Administrators
 - a. Vice Chancellor for Finance and Administration, Gabe Eszterhas
 - i. No report
 - b. Vice Chancellor for Advancement, Steve Varley
 - i. No report
 - c. Associate Vice Chancellor for Academic Affairs, Scott Billingsley
 - i. No report
- VI. Reports from Subcommittees
 - a. Faculty Development and Welfare, Dennis Edgell
 - i. Please see [Appendix C](#) for a report from FDW
 - b. Faculty Evaluation and Review, Mary Ann Jacobs
 - i. See [Appendix B](#) for change to paragraph 4 under the “Evaluation of Service” section of the faculty handbook.
 - c. Health, Safety and Environment, Gaye Acikdilli

- i. Brief report
- VII. New Business
- VIII. For the Good of the Order
- IX. Announcements
- X. Adjournment

The next meeting will be January 17, 2023.

Appendix A

Unapproved Faculty and Institutional Affairs Committee Meeting Minutes Tuesday, October 18, 2022 3:30 pm Via WebEx

Members present:

Kelly Charlton (Chair), Dennis Edgell (Chair, Faculty Development and Welfare Subcommittee), Mary Ann Jacobs (Chair, Faculty Evaluation and Review Subcommittee), Gaye Acikdilli (Chair, Health, Safety and Environment Subcommittee), Porter Lillis (Senator), Jennifer Whittington (Senator), James Hudson (Senator), Tim Anderson (Senator), Gerald Neal (Senator), Scott Billingsley (Associate Vice Chancellor for Academic Affairs), Gabriel Eszterhas (Vice Chancellor for Finance and Administration), Tracy Vargas (Senator)

Members absent:

Steve Varley (Vice Chancellor for Advancement)

Guests: Cindy Most, Ottis Murray

- I. Call to Order 3:32
- II. Approval of Minutes from September 20, 2022 ([Appendix A](#)), **Approved by Acclamation, As Amended.** Dr. Charlton redlined the words, “no report” for Reports from Administrators, Vice Chancellor for Finance and Administration – there was a short discussion.
- III. Approval of Agenda, **Approved by Acclamation**
- IV. Report from the chair
 - a. No Report
- V. Reports from Administrators
 - a. Vice Chancellor for Finance and Administration, Gabe Eszterhas
 - i. No report
 - b. Vice Chancellor for Advancement, Steve Varley
 - i. No report
 - c. Associate Vice Chancellor for Academic Affairs, Scott Billingsley
 - i. Follett representative, Cindy Most will be available to answer questions about Inclusive Access and Equitable Access.
 1. Links provided by Follett for further information
 - a. [Course Materials for All - Follett ACCESS - Follett Access](#)
 - b. [Equity-based Follett ACCESS Program Delivers on Student Well-being, Academic Success and Course Materials Affordability | Business Wire](#)
 - i. Discussion - Cindy Most came to answer questions about Inclusive Access – gave a short presentation.
- VI. Reports from Subcommittees
 - a. Faculty Development and Welfare, Dennis Edgell
 - i. No report (FDW meeting was moved to 10/20 due to Fall break)
 - b. Faculty Evaluation and Review, Mary Ann Jacobs

- i. No report
 - c. Health, Safety and Environment, Gaye Acikdilli
 - i. Brief report - Safety training occurring on campus, minimal damage reported due to the hurricane, promotion of vaccines and flu shots ongoing.
- VII. New Business - Nothing to report
- VIII. For the Good of the Order - Nothing to report
- IX. Announcements - Nothing to report
- X. Adjournment - 4:28 p.m.

Respectfully submitted by Porter Lillis, FIAC secretary

Appendix B

Suggested Rewording

From page 79 of the Microsoft Word Version

Original

~~University service is evaluated when possible by results: advisees grant applications completed, grants successfully administered, activities of student organizations, valuable contributions to a committee's projects, completion of reports, gaining accreditation, and similar accomplishments. Listing committee membership as a form of service implies that one has fulfilled at least the basic responsibilities of membership. Professional service and community service are evaluated when possible by results: by the importance of contributions made, by how demanding activities were, and by how well objectives were achieved.~~

Suggested

University service is evaluated when possible by the outcomes of the service as well as the effort and time invested to support faculty governance and the mission of the institution. Examples would be activities such as: advisees grant applications completed, grants successfully administered, activities of student organizations, valuable contributions to a committee's projects, completion of reports, gaining accreditation, and similar accomplishments. Listing committee membership as a form of service implies that one has fulfilled at least the basic responsibilities of membership. ~~However, those responsibilities are not fulfilled by simply attending the service activity. Committee service requires participation and effort to attain the goals and charge of the organization.~~ Professional service and community service are evaluated when possible by the outcomes of the service as well as the effort and time invested. Examples would outline the importance of contributions made, the nature of the activities, the effort expended during the activity, and level of achieving the objectives of the activity.

Appendix C

Subcommittee on Development & Welfare
University of North Carolina, Pembroke

Ombudsman Statement

The Subcommittee on Faculty Development & Welfare of the UNCP Faculty Senate recommends that the University establish an ombuds office to assist in preventing, mediating, and resolving conflicts, for the good of the institution and its employees.

The Ombuds Role

"Ombuds" is an adaptation of the word "Ombudsman," a Scandinavian term meaning "representative" or "proxy." Although the original term is gender-neutral and is used by the International Ombudsman Association (IOA) to communicate to the widest possible community, recent usage has moved toward "Ombuds" to further emphasize this intended inclusiveness.

According to the International Ombudsman's Association, an Ombuds can

- Provide constituents with safe and informal opportunities to be heard; assistance in identifying options for managing or resolving concerns; facilitation of communication between or among conflicting parties; conflict resolution skills training; and upward feedback to management about trends in conflicts, hot-button issues, or other matters of importance to organizational leaders.
- Reduce costs related to conflict by resolving disputes informally and helping to avoid the waste of resources, time, and energy of parties in formal grievance processes and litigation.
- Keep administration abreast of new and changing trends within the university community.
- Help supervisors and managers avoid spending excessive time attempting to resolve conflicts.
- Refer individuals toward appropriate formal processes and resources within the organization.
- Provide impartial and confidential conflict resolution services to members of the campus community who are aggrieved or concerned about an issue.
- Remain independent, neutral, and impartial, and exercise good judgment.
- Assist inquirers in obtaining and providing relevant information regarding university policies and procedures.
- Assist inquirers in clarifying issues and generating options for resolution.
- Facilitate the inquirer's assessment of the pros and cons of possible options.
- If direct action by the ombudsman is an appropriate option, obtain the inquirer's agreement and permission before proceeding.
- If necessary, and while maintaining confidentiality, engage in informal information gathering to better understand an issue from all perspectives.
- Consult with department managers and appropriate individuals to develop cooperative strategies for resolving concerns and complaints.

- With the inquirer's permission, consult with all parties to clarify and analyze problems, focus discussions, and develop a mutually satisfactory process for resolution.
- When appropriate, facilitate group meetings, use shuttle diplomacy, or negotiation skills to facilitate communication and generate agreed solutions for mutual gain among parties in conflict.
- Encourage flexible administrative practices to maximize the institution's ability to meet the needs of all members of the campus community equitably.
- Whenever possible and appropriate, provide inquirer with referrals to other resources, such as Human Resources, Employee Assistance Program, ComPsych, Police & Public Safety, and the like.
- Follow up with inquirers as appropriate to determine outcome and further needs for assistance.

In the area of policy analysis and feedback, an ombuds can

- Serve as a campus resource for officials in formulating or modifying policy and procedures, raising issues that might surface because of a gap between the stated goals of the institution and actual practice.
- Act as a liaison between individuals or groups and the campus administrative structure, serving as a communicator or informal facilitator, as appropriate, and providing upward feedback.
- Function as a sensor within the campus community to identify problems or trends that affect the entire campus or significant parts of the community; if appropriate, recommend creative ways to address these concerns.
- Provide early warning of new areas of organizational concern, upward feedback, critical analysis of systemic needs for improvement, and make systems change recommendations.

In the area of campus community outreach and education, an ombuds can

- Oversee ongoing education and communication about the office's role to all potential inquirers as well as to campus leadership.
- Design and conduct training programs for the campus community in dispute/conflict resolution, negotiation skills and theory, civility, and related topics.
- Coordinate services with resources on campus to include trained mediators.

Current Status in UNC System

The Faculty Development Committee of the UNC system Faculty Assembly in AY2021-2022 surveyed faculty senate chairs, and the chairs indicated the following institutions currently have an ombuds office: Appalachian State University, East Carolina University, NC State University, UNC Asheville, UNC Charlotte, UNC Chapel Hill, and UNC School of the Arts. Of these, two indicated the Ombuds is a private consultant, and the rest are university employees. Six chairs indicated they believed the Ombuds Office is effective at their institutions, and one Chair declined to comment without having more objective data to assess effectiveness. All these Chairs indicated their institutions have a grievance committee as well as an Ombuds Office. In addition to these seven institutions, UNC Greensboro is now in the process of adding an Ombuds Office.

Rationale

An Ombuds Office can be an independent and objective mechanism allowing faculty, staff, students, and administrators to confidently speak without fear of reprisal or negative backlash, thereby helping to rebuild trust, strengthen relationships, and pursue further investigation where warranted. An Ombuds Office can also serve to educate the campus about policies, rules, and regulations. It can be instrumental for improvements in diversity, equity, and inclusion. An Ombuds Office can empower the various constituencies to utilize existing resources to settle disputes before they escalate to the level of destructive conflicts.

The Subcommittee on Faculty Development & Welfare affirms that the advantages of establishing an Ombuds Office are as follow:

- Improved conflict management and resolution practices among all employees
- Increased employee morale and productivity
- Reduced burdens on offices and individuals with specialized responsibilities, such as the offices of Human Resources, General Counsel, and departmental leadership
- Education of time and resource costs of formal grievances and litigation
- Improved faculty retention
- Increased organization effectiveness by identifying areas for improved policies and practices
- Increased sense of belonging and transparency across differentials of power in the organization

Structural Options

An Ombuds may be full- or part-time; may be a university employee or private contractor; may serve faculty, staff, and students separately or in combination; and may be employed by one institution or several.

Conclusion

When two or more people work together, conflict at some point is likely if not inevitable. Given the potentially substantial positive impact of the ombuds role and the variety of ways that the Ombuds Office can be configured to suit the University's institutional needs, the Subcommittee on Faculty Development & Welfare joins the UNC System Racial Equity Task Force in recommending that UNC Pembroke create and maintain an Ombuds Office to assist in resolving conflicts when needed.

Sources

Howard, C. L. (2009). *The organizational ombudsman: Origins, roles, and operations*. American Bar Association.

NASEM Live. (2021, Oct. 12). *Organizational ombuds: History, expansion, and cultural impacts*

[Video]. YouTube. https://www.youtube.com/watch?v=qYCM_6QyrOY

Rowe, M., & Gadlin, H. (2014). The organizational ombudsman. In *Oxford handbooks online: Scholarly research reviews*. <https://doi.org/10.1093/oxfordhb/9780199653676.013.013>

Smith, R. (2020). A brief history of the student ombudsman: The early evolution of the role in US higher education. *Journal of the International Ombudsman Association*, 1-10.

Section of Dispute Resolution Ombuds Committee (2017, Feb. 4). [Resolution No. 103]. American Bar Association. <https://abaombudsdays.files.wordpress.com/2018/09/2017-aba-resolution-103.pdf>

NB: This resolution is adapted from a resolution, "The Role of the Ombuds in Higher Education," presented to the UNC Faculty Assembly at its meeting Dec. 3, 2021.

Statement on Teaching Loads

“The Subcommittee on Faculty Development and Welfare believes that the teaching expectations for UNCP faculty should be brought more in line with the 3/3 load prescribed as the minimum by the System office and followed by our peer Master’s Comprehensive institutions. According to the Delaware Report, which the UNC System accepts as a valid instrument for measuring such things, faculty on our campus teach on average about .9 classes per semester above that average for our sister institutions, though without clearly lower expectations for scholarship or service. At present, UNCP faculty are asked to fulfill both the teaching expectations of a baccalaureate institution along with the additional labors demanded by a Master’s Comprehensive institution such as ours, creating unsustainable and unreasonable workloads for many. Adding to this burden is the reality that faculty in some departments regularly assume course overloads out of a sense of obligation or fear that there is nobody else to do it. Untenured faculty have expressed anxieties that declining to accept such overloads could impact their prospects for tenure and promotion, despite the impossible work/life balance that this creates. The result of that many find ourselves unable to deliver to our students the kinds of mentorship and guidance for which our institution has become known. While some have raised the prospect that reduced teaching loads could result in higher publication and service expectations, such standards are set by the faculty, rather than the administration, and are already in line with our sister institutions. The syncing of UNC System and UNCP teaching expectations is thus an issue of both faculty welfare and retention and of our capacity to fulfill UNCP’s mission to the fullest extent of our abilities.”

Statement on Program Coordinators/Directors

"The Subcommittee on Faculty Development and Welfare believes that changes need to be made to how program director and coordinator positions are apportioned and compensated at UNCP. At present, since there are no set standards across the University, compensation and workload vary greatly among these positions. Further, some program directors/coordinators have expressed concerns over the tremendous gap between the workload associated with these additional responsibilities and the current rate of compensation. For instance, one faculty member has expressed that, while their director position demands up to 60% of their time, the pay is trivial to the point of being insulting. Other faculty members, and especially those lacking tenure, have expressed that, although their already excessive teaching loads do not leave time for these additional responsibilities, they are essentially required to assume them because there is nobody else able or willing to do so, given the high workload and low rate of pay. The SFDW is putting together a survey of faculty experiences and thoughts on the issue so that we can begin to draft some potential standards that could be applied across the University. As we await these results, we recommend that FIAC begin its own discussions on the issue so that we can coordinate a solution."