**Guilford College**

**Faculty Meeting Minutes**

**September 3, 2014**

**Moon Room, Dana Auditorium**

1. Following a period of opening silence, Clerk Dave Dobson started the meeting with a brief review of the meeting procedures. Citing results from the recent faculty survey on the college work environment[[1]](#footnote-1), Dave introduced a few changes to the way that the meeting was conducted in order to hear more voices and create a more dynamic and transparent atmosphere. He passed out cards and pens for people to write down questions and comments in case they did not feel comfortable or did not have a chance to share them during the meeting. He also introduced the new Moon Room website (moonrm.com) that he created in the summer as another space to share information and thoughts. In addition, he inserted a short break in the middle of the meeting for folks to talk to neighbors in small groups.
2. **Reporting: Update From May Board of Trustees Meeting**

Elwood Parker, faculty representative to the Board of Trustees, gave a report on the Board of Trustees meeting in this May. The Board meets three times a year, respectively in February, May, and October. One part of the May meeting was giving appreciations to two people who were leaving their positions - Kent Chabotar as President of the College and Joseph M. Bryan Jr. as Chair of the Board. Among the many reports heard at this meeting, the fund-raising campaign was completed and 62.2 million was raised. With some additional funds coming in, the total reported number was 72 million.

The main discussion at this meeting was on the financial situation that the college faces. The college ran a deficit last year. The reported deficit numbers ranged from $400,000 to 3 quarters of a million. Due to enrollment decrease, the predicted deficit for this year will be even bigger, estimated at 1.3 or 1.4 million. We won’t know the exact numbers or projections until the October Trustees meeting.

The trustees discussed several options for addressing the deficit. One of the suggested options was to cut expenses by taking a temporary reduction in the retirement contributions. This would be the second time that the college would have done this in its entire history. Another option was to increase spending from the endowment. A third option was to borrow more money from creditors to cover the deficit spending. The trustees favored the third option at this meeting. A decision will be made at the October meeting.

Concerns about deferred maintenance were raised at this meeting. For the past three years, we have failed to use around 1 million dollars for maintenance. This could impact our work environments and student living spaces significantly. On the issue of the budgeted faculty and staff salary raises, Elwood said that his interpretation was that the President has made this a priority, and the Board leaned toward it but did not commit anything. Again, a decision about this will be made in October.

There was a question from the faculty asking how the decision would be made on what is prioritized. Elwood said that in his experience, there were only two or three times that the committee recommended something to the Board and the Board did not approve it. Most of the times the Board approved the committee’s recommendations. So the work on this will happen among the faculty and staff, and it will come to the Board through the committee. There is tension between maintenance and salary raise. He was hopeful that salary raise would remain the priority, but the deficit issue was hard and he was uncertain about this at this point. The Clerk added that some potentially expensive projects were not on this year’s budget, they were separate from the predicted deficits. The Board is trying to decide whether to cut them or not. Cutting is helpful for us temporarily, but not necessarily beneficial in the long term.

One faculty member requested clarification on why the reported deficit numbers varied so much (from $400,000 to 3 quarters of a million) and what contributed to the increasing deficit. Elwood said that the trustees mainly wanted to tell the faculty this information ahead of time, and there will be further communication on this later. Adrienne Israel, Academic Dean, explained that two factors contributed to the large deficit: one, the tuition discount rate turned out to be much higher than expected; two, our CCE enrollment was far lower than expected.

Elwood ended his report by saying that the Board has been very supportive of faculty requests, as is indicated by the special fund-raising for the Summer Research program. Our alumni are also very enjoyable to work with. The Clerk said that he would post the specific numbers in the report if the Board permits it.

1. **For Information: Title IX Reporting Responsibilities for Faculty**

Jen Agor, Dean of Students, discussed faculty responsibilities to report sexual misconduct in compliance with Title IX. All faculty members are “responsible employees” as defined in Title IX, and thus have responsibilities to report sexual harassment, discrimination or sexual assault. Failure to report could result in a lawsuit that affects the college’s federal funding.

Guilford College is being investigated by the Office of Civil Rights in the U.S. Department of Education for handling of sexual assault crimes. The investigation is related to a complaint filed by one former student who was dissatisfied by the way the college handled her case. The student’s side of the story has been published on a previous *Guilfordian* issue.

Guilford has policies and procedures in place that address such issues. While the policies and procedures are being reviewed, the college is also conducting and planning a series of campaigns to promote education on consent in sexual encounters, alcohol and drugs, masculinity, relationships, and so forth. The online training on Title IX and the SaVE Act required of the faculty represents another effort to prevent discrimination and sexual violence. Once a sexual misconduct case is reported, the college has a duty to investigate. There is no other option for the college. But the students involved will have options about what to do next.

The Threat Assessment and Students of Concern Meeting on campus consists of representatives from Residence Education, Academic Affairs, Judicial Affairs, Public Safety, and Counseling. Faculty and staff are encouraged to report unusual behaviors by students, even if they look small. Concerns can be lack of attendance in class, crazy outbursts in class, changes in attitude, and so forth. The more information we have, the better.

Jen also mentioned that the Judicial Committee on campus advocates for both sides of a case. The committee currently needs faculty assistance and whoever wants to be in this committee should contact Jen.

1. **For Information: New BannerWeb Early Feedback Form for Students**

Barb Boyette, Assistant Academic Dean for Academic Support, enthusiastically introduced the new Bannerweb early feedback form for students. The reporting procedure has become much more convenient than before. The steps are as follows:

1. Logon BannerWeb
2. Click “Faculty & Advisors”
3. Click “Faculty Feedback” on the list. This will bring up the list of classes that the faculty is currently teaching.
4. Click “Provide Feedback” on the left column to bring up the class list.
5. Click the arrow to provide feedback on students for whom the faculty has concerns. Faculty can select any issues that apply to the student, and offer one or more recommendations for the students. There is also a box to enter comments.
6. Click “Submit.” The information will automatically go to all relevant faculty and staff.

This new BannerWeb form allows faculty to report concerns about students throughout the semester. It applies to both traditional and CCE students.

1. **For Information and Discussion: New Quality Enhancement Plan (QEP) Process and Proposals**

Steve Shapiro, Chair of the Ad Hoc QEP Topic Selection Committee, reviewed the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) QEP guidelines and introduced the timeline for QEP topic selection. He mentioned that our previous QEP has got great reviews. Our next QEP topic should not only engage the wider academic community and address one or more issues that contribute to institutional improvement and enhance student leaning, but it also needs to be doable and assessable. We need to consider the institutional capability for the initiation, implementation, and completion of the QEP plan. The QEP Topic Selection Committee will organize discussions on the QEP topics among the faculty, staff, students, and the wider community during the next weeks. Then the Committee will sift through the ideas and conduct more discussions if necessary. A QEP topic proposal will be submitted for faculty consideration at the December 3 faculty meeting.

Questions were asked about the budget for QEP and the expectations on the breadth and depth of the topics. The answer was that QEP is part of the operating budget. Thus it needs to be financially sustainable. The topic has to be assessable. It does not have to be on something that we are failing at, but we need to show significant improvements in student performance in that regard.

Then Steve presented the current QEP topic suggestions which he divided into different categories, including Curriculum, Entrepreneurship, Learning and Teaching, Literacy, Principled Problem Solving, and Wellness. About 3/4 of the topics came from the faculty, several from traditional students, several from CCE students, and several from the alumni. So far there is no topic suggestion from the trustees, the staff, or the broader community.

The faculty was then broken into small groups to talk about the QEP topic suggestions. After 5 minutes of vigorous discussions, the faculty was invited to share their group’s ideas and comments. Several ideas and topics were mentioned or recommended by some faculty in the discussion. These included:

* Engaged Learning
* General Education Revision
* Increasing Internationalism, Community Involvement, and Team Teaching
* Enhancing Student Wellness (physical, financial, etc.; Could include staff as well)
* Effective Communication
* A PPS project that allows us to articulate who we are and how we can do it well.
* Collaboration

The faculty will have more discussion on QEP topics at the faculty forum on September 17. The Clerk encouraged the faculty to visit the QEP library link (<http://libguides.guilford.edu/QEP>) for more information. A faculty member requested that our last QEP report and data be made available to the faculty for information.

1. **Closing Remarks and Silent Announcements**

The Clerk reminded the faculty about the silent announcement. He also encouraged the faculty to share good stories or experiences during the silence period at the end of the meeting. No story came up on this day, and the meeting closed with a moment of silence.

Submitted by Zhihong Chen, Recording Clerk

1. The survey indicates that over 80% of responding faculty members named their colleagues as one of the most positive parts of their work environment. Over 80% of responding faculty members also mentioned students as one of the best parts of their work. At the same time, about 50% of responding faculty members listed faculty culture as one of the worst aspects of their work at Guilford. The full survey report is available at <http://moonrm.com/?page_id=2> . [↑](#footnote-ref-1)