

## Annual Faculty Senate Workshop (May 10, 2012)

### “Self-Governance: Strength, Improvement and Insight”

*The annual Faculty Senate workshop was held May 10, 2012 in the Miller-Morgan Building Auditorium, NC Central University. Refreshments before the all-day meeting and lunch were provided in room 149. Agenda prepared by Senate Chair and Executive Committee.*

WORKSHOP FORMAT: Following presentations, discussion in auditorium, and panel, participants worked collaboratively on Faculty Senate agenda items and concerns for 2012-13 with *discussions* in small groups, then *presentation* of ideas and reactions to the full meeting, which ended with listing of potential *decisions and actions* to be delegated for next school year. (It was noted that the Senate Committee structure supports decision making and task assignments for work on action items.) Action Items from full meeting and small group discussions listed here and in *italics* in the notes below:

1. Arrange training on shared governance policies for senior administrators, deans and chairs with Senate representatives.
2. To improve communications and clarify protocol, place organizational flow chart on the Senate web site with positions and not names. Also, develop communications flow chart.
3. Recommend establishing of awards for service at NCCU and rewarding faculty for serving.
4. Provide documentation of proposals, resolutions and recommendations to Senators for sharing with departments and schools they represent before Senate meetings and to summarize after meetings. (Can use reports from standing committees.)
5. Recommend having joint committees (with faculty and administration) for reviews and setting example by following the shared governance process recommended by policies with elected, not selected, faculty. Joint committees could have a majority from faculty.
6. Provide Chancellor and Provost with written lists of topics to respond to at Senate meetings.
7. Send written statements from Senate to the Board of Trustees and request copies of meeting notes and information from the administrative assistant. Obtain protocol information on communications with BOT.
8. Faculty Senate becomes involved again in naming rooms, centers, and buildings. Faculty can be helpful bringing money to university, suggesting honorary degrees, and asking wealthy graduates to contribute. Concerning funding, request administration share budget information from conferences and planning groups.
9. Rookie senators should be trained and score cards used so committees and members are goal-oriented and efficient in reporting to Senate with web site providing updated information. Develop list of issues for which Senate is accountable.
10. Ask UNC Faculty Assembly to determine if any rules or regulations were violated by NCCU administration.
11. Support faculty being more active (social media, silent marches, and teach-ins), establishing an AAUP chapter to work with Faculty Senate, actively participating in the NCCU Faculty Institute in the fall, and being active on committees and attending meetings. Faculty Senate can be more visible with staff support, web site, press

(including student newspaper) and public forums as well as publicly disseminating information that is not confidential.

12. Request report and status on Leadership Development training from Dr. Bernice Johnson.
13. Investigate online admissions process that informs faculty late about rolls.
14. Request early reports from University College and two advisors (UC and academic unit) for students.
15. Coordinate activities and communications between college, school and department committees and standing Faculty Senate committees.
16. Provide junior faculty with training on duties and responsibilities in preparation for promotion and establish mentorships (with training).
17. Determine if Administrative Handbook has any policies contrary to shared governance.
18. Clarify faculty governance standards from UNC Faculty Assembly on rotation of chairs and deans.

**Welcome and Announcements:** After the breakfast refreshments, the meeting was called to order at 9:10am. Welcome and greetings were extended by Prof. Sandra Rogers, Faculty Senate Chair. She described the agenda and plans for the day-long workshop. (Chancellor Nelms presented Prof. Rogers with flowers in appreciation for her service in 2011-12.)

**Greetings:** Chancellor Charlie Nelms provided greetings and university updates. Chancellor Nelms had a conversation with faculty present, encouraged attendees to vote, and invited everyone to work collectively. He noted how he appreciated the cooperative relationship between faculty and administration at NCCU compared to an institution he recently visited; for example, work on the Faculty Handbook. He emphasized high expectations and standards remarking that it was a disservice to award degree not earned. Also, he warned faculty to be careful when writing responses to students and to use the process. We will be recommitting ourselves to excellence and continuing professional development activities. Also, there would be a restructuring of orientation and dimensions of learning. As it is his 5<sup>th</sup> year, the Chancellor has a review and is doing a self-appraisal.

**Updates:** Provost Debbie Thomas also thanked Prof. Rogers for being as radio personality Tom Joyner might say “the hardest working Faculty Senate Chair,” who never says no to working on committees. As she updated the Senators, Dr. Thomas referred to list of topics to discuss sent by Prof. Rogers. (1) The final Faculty Handbook is expected in the early Fall, which was delayed by new Vice President of Academic Affairs for UNC getting on board. Thomas calls weekly for status. (2) She had taken seriously the Program Review with performance measures for institutional evaluation realizing that General Administration (GA) requests could be honored with strategic planning. Looking at online education and work of Extended Studies Director Kimberly Phifer-McGhee and staff, NCCU is leading on the cutting edge and has potential for expanding.

Concerning other areas where academic affairs excels with student affairs, Thomas encouraged faculty to look at what their unit does well. She mentioned Community College transfers and success under Ms. Tenita Philyaw-Rogers, who had structured programs for transfers to excel with

enhanced academics and is developing more articulated agreements. (3) Concerning student retention and aid, Thomas noted that 89% of our students are low-wealth students from families making less than \$30,000 a year. Degree efficiency is important with Pell Grants. Not just students but everyone is responsible and accountable for low performance ratings. (4) Concerning faculty workload, we should be able to factor in outside the classroom, direct contact with students as part of evaluation of teaching, research and service. In addition, time to develop courses not just class room time is part of load. The Provost has been investigating faculty eligibility for sabbaticals (year off) noting that peer institutions require them. It is a grievous error, so she would go to battle and investigate sabbaticals as NCCU expects faculty to excel simultaneously in research and service as well as teaching. (5) Concerning contracts for summer and fall, adjunct service period ended in spring. In conversations with Chancellor and Phifer-McGhee, Thomas noted that everything is on the table with budget concerns. (She noted that at NCCU we have “offer letters” and not “contracts.”) (7) Communications with Faculty Senate would continue to be strong.

Provost Thomas thanked Prof. Rogers for teaching her about perceiving faculty. She described herself as “one of you” or as your equal and described her family and background in Louisiana. She called the Provost’s office “your office.” Furthermore, she shared her belief that the NCCU faculty should be recognized as peers with other faculty across the nation.

During Q&A, Chancellor Nelms noted initiative to meet with department chairs as a “council of chairs” to fix bottleneck in communications from Council of Deans and other meetings. Dr. George Wilson commented on good relations with chairs and noted he has served as chair for two years; he also thanked Faculty Assembly representatives David Green (new Vice-President of Faculty Affairs) and Sandra Rogers for representing NCCU well. Concerning sabbaticals, Chancellor Nelms commented that as a low-wealth university compared to other schools with private donations to fund sabbaticals and overhead, NCCU does not have access to resources for “research leaves” but would be able through Faculty Senate and Council of Deans to take up such a ticket item. After Prof. Rogers described low morale concerns, noting how changes in summer school pay as part of monthly pay checks meant higher tax brackets last summer compared to separate paper checks as issued by some schools. The Chancellor would look into concerns, but noted efforts by process efficiency team are leading to ways to reduce so many people handling paper and how some changes have brought astronomical savings for NCCU. In response to question about faculty loads from Jesse Mann, Provost Thomas commented on good work by Dean Chanta Haywood who spearheaded efforts to provide information before UNC Board of Governors determined definitions of productivity and assumed faculty had easy loads. So far there has been no change to workloads at NCCU just the study by Dr. Haywood, but different campuses handle loads differently (including independent studies and thesis reviews).

Dr. Wilson specifically asked for copies of any new criteria for faculty evaluations and noted the need to evaluate chairs as part of shared governance, but there was no formal process for rotations and changes, which would allow faculty to do so without fear of retaliation. Provost Thomas responded that performance evaluation study had not taken place on many levels but there would be conversations with Council of Deans and Academic Planning Council (APC). She noted that some faculty after 20 years or more had not had evaluations, nor had

administrators. She acknowledged concerns about evaluations being used as punitive measures. Her office is looking at succession planning, and she confirmed that rotation can be effective. When asked about support for Fulbright Scholars, Dr. Thomas said she absolutely supported them and such exchanges as adding to relevant global experiences.

**Exercise:** Noting the need for reflection and self-efficacy for shared governance, Prof. Rogers introduced Dr. Phillip Mutisya as the man with a plan who lead the attendees in an exercise in Self-Centering and Strengthening. Everyone was given a worksheet to fill-in covering naming, reflecting, and recommending activities. Senators provided answers to (summary):

1. List major barrier to performing your duties.
2. Should things be as they are or how should they change?
3. Why are things this way?
4. Who is to blame?
5. What is your role in the situation?
6. What can be done?
7. What should be done?
8. What have you done or will do?

Based on the Socratic method of dialogue, Dr. Mutisya described the background and plans for the requested written feedback. *Praxis* is both reflection and action. Problem solvers do not blame someone (that is naïve), and to see staying as usual is magical thinking. If system is seen as part of problem, then change is possible. Noting the Dunning-Kruger Effect, Dr. Mutisya provided PowerPoint slide that summarized concerns about being clueless: ...Across intellectual and social domains, the poorest performers hold the least accurate assessment of their own skills and performance and grossly over-estimate believing they perform well. Prof. Rogers offered to forward the slides and summary of results from Dr. Mutisya to the Faculty Senate and suggested similar exercise in departments. (She reminded attendees that NCCU colors are maroon and grey, as she noted colors of slides were maroon though they appeared rust colored on screen.)

Later, emphasizing that we are all academics, Dr. Mutisya noted to Senators that we can minimize toxicity. He recommended the book, Fall of Faculty and Rise of Administration by Ginsberg. He encouraged everyone to use learning to liberate with the following quote that is by Paulo Friere: “All education is with a purpose and that purpose can only be political; for either we educate to liberate, or we educate to dominate.”

**Overview:** Atty. David Green, NCCU Law School faculty and member of executive Board of the UNC Faculty Assembly (recently elected Vice-President of Faculty Affairs), reviewed the issues of Faculty Governance. Shared governance is in theory a responsibility, but are you able to do it with enough data, collegiality, power, time and energy. Using PowerPoint slides, Green provided key elements that define support of shared governance from SACS (3.7.5 publishing policies), the Faculty Handbook (2.3 on shared governance), and the Board of Governors (Preamble: essential that faculty have impact on decisions on curriculum, instructional standards, and grading criteria by means of the Faculty Senate.

Green summarized: 1) The roles are defined in terms of *faculty* (all, full-time and tenure track and other faculty and librarians as afforded voting privileges in the Senate), the *Faculty Senate*

(an elected body) and the *Chair* (elected by Senate). 2) Furthermore, according to Faculty Governance the university curriculum is the responsibility of the faculty. Does the faculty have the option to vote or have decisions already been made? 3) Curriculum and policies lead to the awarding of degrees. 4) Faculty is consulted on adoption of policies for reappointment, tenure, and promotion. 5) Faculty is afforded information in handbooks, manuals, and policy statements. [Workshop attendees expressed concern that another whole year has passed without the revised and approved Handbook being available. As one professor noted, conditions of employment are in the handbook, such as office hours, attendance at events, advisees, etc.] 6) Committees exist to support joint governance, including standing committees of the Faculty Senate. The faculty representatives on committees reflect degree of faculty governance at stake and faculty members are selected in consultation with elected representatives of faculty leadership or by a process approved by the Senate. 7) Honorary degrees are determined with faculty participation.

Other points included Board of Trustees exercising due respect for governance with perspective of faculty and a summary of decision making with term of appointment for chairs and dean to to exceed 5 years or if appointed to indefinite term, there be evaluations (after 5 years). Green also noted that collegiality is an important part of shared governance in terms of collegial, candid, and cooperative relationships as the administration (Chancellor and Provost) voluntarily supports but is not required to support a Senate. Furthermore, senior administrators choose to uphold decisions on promotion and tenure. During Q&A, it was asked whether administrators were trained in shared governance or if they have a session like this workshop. Prof. Rogers explained plans to get back on track with shared governance. She was eventually included on Program Review for budget cuts this year, but more involvement by faculty is possible. She noted the need for professional development for every role on campus, including chairs. It was pointed out that deans may look good on paper, but need to learn the system. Dr. Mary Phillips, School of Business, reminded attendees that the Governance Committee looked at these issues three years ago and that is what led to changes in the By-Laws. At the end of Q&A it was asked about the university being in direct violation of policies or technically illegal. Dr. Mutisya suggested faculty must discuss self-governance and junior faculty learn what is going on though scared.

Green offered to *send overview of policies slides to attendees and Faculty Senate* and warned faculty about silo mentality that leads to not sharing information effectively and always playing catch up with accreditation or budget. Barriers include budget, lack of discretion by senior administration, UJNC-GA directions, lack of participation and lack of tangible applications for service. Dr. Charmaine McKissick-Melton, Mass Communications, noted that instead of “silo mentality” it could be called “slave mentality” and that top-down management went out of business 30-40 years ago. She *recommended a session with all chairs, deans, and administrators to go over these policies*. In further discussion, Dr. Phillips suggested *training should be annual as well for administrators* as is done for new faculty. She also described having told the Chancellor that there needs to be *awards for service* not just emphasis on publishing only and that he was supportive. Dr. Sandy Waters, Psychology, suggested that ideas be *put to paper so suggestions as documentation can move up the line* and not have only talk at Senate meetings. Dr. Alade Tokutu, Math and Computer Science, described having been a chair and every year distributing manuals and handbooks, but despite having information on shared governance what was done to program structures in 2011-12 was something not to be condoned. Dr. Robert

Ballard, School of Library and Information Sciences, agreed it was the culture, silo or slave, and that as he noted three years ago, there is fear. He recommended always to look at the code and to know in times of conflict or financial problems that power goes down the line at UNC as it does in the military. Noting the Chancellor had asked faculty to be careful in how they communicate with students, he asked the administration to be careful, too, in communicating with faculty.

Dr. McKissick-Melton noted that protocol for communicating not possible without an *organizational flow chart and suggested one be placed on the Senate web site* with positions and not names. Dr. Mutisya reminded others of problem-solving approach and the *need for policies to be enforced* as well as written although shared governance does not resonate until faculty are cut. *Information needs to be taken to constituents.* Some Senators noted that they do take it back to school or department, which is needed for effective self-governance. Dr. Phillips expressed concern that junior faculty could not attend Senate workshop because of pressure to work on research. Dr. Claudia Becker suggested department committees work with Senate and standing committees and come to the Senate for agenda. Prof. Green commented that if there is no consequence, there will be no change. Dr. Ballard reminded attendees of standing policy that tenure decisions be based 51% on teaching. Dr. Wilson noted that each department can have reappointment, promotion and tenure criteria, such as 55% on teaching. Dr. Deborah Swain, School of Library and Information Sciences and Senate Secretary, commented that after recent RPT Committee meetings, Dr. Bernice Johnson, Associate Vice-Chancellor, suggested that all criteria would be reviewed and departments may be facing requirement to be consistent. Therefore, it is up to faculty in departments to be pro-active about criteria and review. Dr. Wilson believes all criteria should be copied, retained, and available from the Provost's office. Dr. Ravanasamudram Uma, Math and Computer Science, described meetings on Program Review and perception that professional protocol was violated as faculty were talked down to when they expected to be respected; she suggested that "the culture has to change here." Atty. Green suggested the need for *joint committees (with faculty and administration) and setting example by following the process recommended by policies.* Dr. McKissick-Melton suggested that elected, not selected, faculty be represented on committees, and Dr. Wilson noted that the number of faculty needed to be higher than 1 on a committee of 10, such as 3-4. Dr. Claudia Becker, Modern Foreign Languages, shared comments from Dr. Johnson that faculty did not seem able to meet on a Saturday morning or give the time administrators can if GA requires last-minute, fast responses or information. Dr. Mutisya noted how joint committees would allow sharing and feedback loop for faculty, Chancellor, and administration; as Senators are leaders, they can enforce policy so there is shared governance.

Prof. Rogers commented on disgruntled feelings and noted how this workshop would provide long list of where we can go as a unified faculty. She emphasized the need to follow up and share information. As part of her duties as Chair, the Faculty Senate office is organizing records in file cabinets and documentation about grievances, committees, minutes and resolutions. She promised that files would be straight when she leaves office. So much was misplaced, treated as private notes, and lost after office moves. Prof. Rogers says Senate will be able to provide access to policy and codes, for example, putting minutes on website. Furthermore, with recorded notes of today, the Executive Board will be able to review lists of action items from workshop to determine Senate agenda for 2012-13. Also, as Chair she will be able to *give Chancellor and*

*Provost lists of topics in writing to respond to again as done for today's meeting. She has established rapport this year. In addition, to support communications Prof. Rogers can send written statements to the administrative assistant for the Board of Trustees and request copies of meeting notes and information.*

Atty. Green concluded overview supporting concept of joint training for faculty and administration on shared governance and reiterating need for consequence for there to be compliance with policies.

**Panel (Senior Faculty, the Governance Committee, and *ad hoc* Senior Faculty Advisory Committee):** Responding as senior faculty and reporting for the *ad hoc* Senior Faculty Advisory Committee, the following panelists addressed issues and questions: Dr. Freddie Parker, Dr. Phillip Mutisya, Dr. George Wilson, and Dr. Robert Ballard. Dr. Parker remarked on how the “heat goes on” and reformation as faculty trains and retrains each administration when they change. It is a lot of work. (Dr. Parker had been in Senate since 1987, when issues were similar; and he recalled the power of the Senate during Chancellor James Ammons term. He noted that “institutional memory dies very quickly.” During first interview meetings with Chancellor Nelms, Dr. Parker had asked him about shared governance and was told that running the university was the responsibility of the administration (not the faculty).

Dr. Parker announced that the *ad hoc* Senior Faculty Advisory Committee was dissolved at the end of the semester. Faculty is now aware of need for reclaiming shared governance after we have allowed a culture to develop so administration does what it wants behind the scenes. He noted for himself and other faculty that we do not need permission to protest and on principle should not be afraid to speak out. Suggestions for Senate Executive Committee to act on next year from the *ad hoc* Committee were summarized:

1. Support training to stop the culture of underhanded behavior (behind-the-scenes).
2. Recover power that was usurped for Faculty Senate to be involved in naming rooms, centers, and buildings. The buildings around campus are named for those who contributed (service) to the campus; in the past naming was not connected to money.
3. Since 1994, NCCU rotated department chairs. More recently Provost changed to fixed term appointments, and later chairs had to be tenured. Suggested criteria be changed so that chairs serve 3-4 years and then leave or be evaluated with 2/3 vote for reappointment or 75% to continue/repeat.

There were additional comments from the panel about NCCU teaching awards be to those who spend at least 60% of time as teachers, not as administrators. As one committee member noted, they already follow procedures when reviewing for award recommendations. Senate Executive Committee was asked to follow through next year about teaching per cent. On all issues, it was hoped that the Senate (this body) and the Executive Committee would be the body for change and act as one faculty (not bifurcated with a Senate and an *ad hoc* advisory group). As Dr. Mutisya noted, faculty can think global and act local. It was hoped that academic freedom would be protected. He hoped for reflection on policy perspective by faculty because the prestige of faculty was going down due to inaction.

Dr. Ballard shared his perspective (he came to NCCU in 1976) reminding faculty that if they “diss” each other, cannot expect administration to show respect. The Senate was a powerful group but when Provost Reubens was removed in 2004, later administrations wanted to be sure it did not happen to them. He recommended giving tenure guidelines to new faculty if no one else provides the information, or administration will write its own rules.

The panel hoped to pass on the power to change policy to the new faculty now on the front line.

**Discussion Forum Issues and Concerns:** Prof. Sandra Rogers, Faculty Senate Chair provided handouts with overview of the issues and topics for discussion collected from forums and faculty input to the Senate during Spring semester. After lunch, attendees met in groups to review issues and concerns. Results were reported to the meeting of the whole workshop. Prof. Rogers explained that *group discussion results would help when we return in the fall and will have list of what to do and so will not table until next session*

#### AFTER LUNCH

**Exercise:** Dr. Beverly Allen lead a Stress Reduction and Relaxation exercise and

**Responsibilities:** Dr. Claudia Becker, Faculty Senate Vice-Chair, summarized responsibilities for senators, “Faculty Senator? What Should I Do?”

**Discussion:** Meeting in small groups, attendees reviewed potential *strategies and plans* in support of “self-efficacy and positive change.”

See Appendixes for A) list of issues and concerns given to small discussion groups; B) Overview slides from David Green; C) April 13 recommendation for Senior Faculty Advisory ad hoc Committee.

**Group Reports:** Lists of recommendations were delivered for each group on “Our Senate – An Agent of Change.” Note: some groups had nicknames for themselves.

1. Group I described shared governance as checks and balances, with diverse representation, accountability and responsibility, protecting academic freedom, creating a stronger university with information access. Their recommendation was to strengthen the Faculty Senate with structure that is representative and inclusive so faculty has control over students; this would require seven behaviors: consistency, lower blocks to participation, weaken resistance, provide feedback, hold accountable, communicate back to faculty, and have effective communication by demonstrating transparency and follow through. Moreover *rookie senators should be trained and score cards used so goal-oriented and committees efficient in reporting to Senate with web site providing updated information.*
2. Group II, “The Avengers,” recommended specific actions and policies in support of shared governance: (1) *Majority faculty representation by those who are elected by Senate on all joint committees.* (2) *Faculty should be rewarded for service and time spent serving.* (3) *Ask UNC Faculty Assembly if rules and regulations were violated by program review at NCCU and if committees sanctioned.* (4) *Encourage faculty to be pro-active with social media, silent marches, and teach-ins.* (5) *Obtain information on Board of Trustees protocol for meetings and communications.* (6) *Develop list on issues of Senate accountability.* (7) *Establish an*

*active chapter of AAUP (Association of American University Professors) that can work with the Senate. (8) Ask Dr. Johnson for feedback report on Leadership Development training and status as part of policy on education. (9) Have Faculty Senate actively participate in the Faculty Institute in the fall. (10) Recommend changes to online admissions process that seems flawed letting faculty know rolls. (11) For accountability, have early reports from University College and two advisors (UC and academic unit) for students.* Prof. Rogers commented that she had just reviewed procedures and that the NCCU Faculty Senate can ask the Faculty Assembly for assistance after all avenues on campus have been used. It was recommended again that a flowchart of communications be documented.

3. Group III, the “Academicians,” listed responses to issues distributed to the small discussion group. To show responsibility, faculty and senators should *be active on committees and attend meetings*, strengthen numbers as representatives, and *establish communications between schools, school committees, and Faculty Senate committees*. To help junior faculty, *provide training on duties and responsibilities in preparation for promotion and establish mentorships (with training)*. To support Faculty Senate Chair and Executive Committee participation and to clarify practice vs. policy, *investigate if Administrative Handbook has any policies contrary to self [shared] governance*. Faculty Senate can *be more visible* with staff support, web site, press (including student newspaper) and public forums, and *publicly disseminate information* if not confidential. Faculty can *be helpful bringing money to university*, suggesting honorary degrees, and asking wealthy graduates to contribute. Provide clarification on faculty governance standards for rotating chairs. [Dr. Waters noted that standards are not in NCCU Faculty Handbook but from UNC Faculty Assembly governance. Documentation on approved policies is available at the UNC General Administration website. Prof. Rogers noted that there is some movement in Faculty Assembly to standardize policies across campuses while responding to NC Legislature interest in getting its money’s worth for taxpayers so faculty will be “justifying the freedom and luxuries in the academy.”] Concerning funding, *request administration share budget information* from conferences and planning groups. It was added that group also recommended meeting for Faculty Senate Chair and Executive Committee with Chancellor and Provost.

**Closing Remarks:** Prof. Sandra Rogers, Faculty Senate Chair, thanked attendees for working together today and encouraged them to return in the Fall with plans to follow up on presentations and discussions. She commented on the good job done by groups and Senators in identifying issues. The Executive Committee would collate lists and send to Senators so they can share with departments. Then Senate can prioritize and focus on what the majority of the faculty wants to do. It was noted that other campuses no longer name buildings based on service. All such decisions are made by the Board of Trustees. The Faculty Senate is the advisory agent that represents the faculty.

Prof. Rogers sees 2012-13 as a better year after building on responsibilities taken by previous Chair Minnie Sangster and now having office and documentation in shape. There will be Handbook and Senate can be strong using it. She encouraged participation on committees and noted that the handbook allows chairs to be in Senate if classified as faculty. It was noted that committee chairs can invite non-Senators to participate, but they may not vote in committee.

Reporting on the committee she chairs, Dr. Becker explained that professional development workshops are being directed in-house by Dr. Johnson and Keisha Daniels, so the Professional Development and Faculty Research Committee would be redefining its role and focus for 2012-13. Dr. Mutisya asked that teaching be informed by research and that an assessment process be in place to measure and provide feedback and to be part of evaluations. Chairs and administrators can then see how faculty performs and takes ownership, showing leadership. Shared governance can be teacher-centered. Prof. Rogers noted that we need acclamation of our importance as Senators to be able to alter the evaluation process so it counts; there are many facets to process and not everyone can teach.

Prof. Rogers reminded workshop attendees to: (1) Arrange to attend 2-4pm Friday meetings of the Senate each month. (2) Know the Faculty Handbook and UNC codes (only chapter 3 of handbook has not been approved). (3) Lead by example attending convocations and graduations, and getting grades in on time. (There might be paycheck reductions and reprimands from Deans in faculty files.) (4) Take information back to departments so can vote the heart of those you represent. The Executive Committee would provide information. Vice-Chair elect, Dr. Swain, offered to provide early information to support communications.

Senators should remember that there are both Faculty Senate and Committee meetings to attend. Committees have templates to use to report activities. There should be set time for meetings. Committees can use technology for meetings such as speaker phones and net-meetings. We are accountable and will monitor ourselves; then faculty can expect rewards and respect. Although faculty may no longer consider positions as potential jobs for life as part of culture change, the Senate can see each department has standards for promotion and tenure in line with NCCU Faculty Handbook and UNC codes.

Prof. Rogers encouraged senators to be proactive and not reactive. Have a safe and enjoyable summer!

There was a raffle drawing, and prizes were given out. The workshop was adjourned at 4:25pm.

**(Recorder:** Dr. Deborah Swain, School of Library and Information Sciences, Faculty Senate Secretary 2010-12, [dswain@nccu.edu](mailto:dswain@nccu.edu) )