



# 2018-2019 FACULTY SENATE

FULL MINUTES OF SEPTEMBER 11 2018

[Video Live Stream](#)

The first regular meeting of the 2018-2019 Faculty Senate was held on **Tuesday, September 11, 2018**, at 2:10 pm in the Mendenhall Student Center Great Room.

## **Agenda Item I. Call to Order**

Jeff Popke, Chair of the Faculty called the meeting to order at 2:10 p.m.

## **Agenda Item II. Approval of Minutes**

The [April 24, 2018](#) and [May 1, 2018](#) meeting minutes were approved as presented.

## **Agenda Item III. Special Order of the Day**

### A. Roll Call

Senators absent were: Professors Sias (Allied Health Sciences), Sorensen (Criminal Justice), Keim and Alves (Dental Medicine), Tschida (Education), Robinson (Mathematics), Winterbauer (Medicine), Francia (Political Science), Powers (Sociology), and Interim VC for Health Sciences Stacy.

Alternates present were: Professors Abney for Baker (Engineering and Technology), Domire for Cortright (Kinesiology), Roper for Baltaro (Medicine) and John (for open SOM seat).

### B. [Announcements](#)

#### C. Cecil Staton, Chancellor

Chancellor Staton welcomed all to the first senate meeting and new academic year and thanked the senators, Dr. Popke and officers of the Faculty for service. Chancellor Staton then addressed the concerns that faculty and administration have about the impending arrival of Hurricane Florence. Chancellor Staton explained that despite campus evacuation orders, some students will have to remain on campus during the storm. Chancellor Staton explained that ECU was opening under Condition 2, starting on Wednesday and through the remainder of the week. He told the senate that he has spoken with Margaret Spellings and that she is requesting a Condition 3 from Governor Cooper (so that faculty and staff will not be penalized for absences).

Chancellor Staton then discussed concerns about the absence of raises for all faculty and some staff. He explained that, as of Census Day, ECU had 28,718 students enrolled, which means we are down approximately 194 undergraduates and 219 graduate students. This credit hour decline could eventually cost ECU \$5 million. \$5 million cut in our budget is about .5% of our total budget.

Chancellor Staton then offered three reasons why our student credit hours are down this fall:

#### 1. ECU improved graduation rates by 10% the past several years

Students are here for less time because of degree efficiency (i.e., finish in four). Students completing their degrees on time means fewer credit hours (but that is a good thing!).

2. UNC system has focused on rural and low income students

UNC campuses have been tasked with increasing the number of rural students and low income students. This demographic has often been drawn to ECU's mission and thus, this recruitment effort is cutting into some of our potential students. Staton reminded us that ECU has 10,000 students from Tier 1 and Tier 2 counties and that 40% of our students are 1<sup>st</sup> generation college students.

3. NC Promise: 3 institutions in UNC system authorized to charge \$500 tuition

This change has increased their enrollment by 10% (which means some other schools in the system have had a decrease).

Next, Chancellor Staton discussed what ECU is doing to address our enrollment decreases. First, ECU has signed 17 co-admission agreements with community colleges, creating a more efficient process for transfer students. Staton also stated that we need to recruit more students west of I-95. We need to show students that Greenville is a great place to live. When we get students here for campus visits, we do very well.

Finally, Chancellor Staton addressed other concerns of the faculty, namely our current relationship with the Board of Governors and the legislature. He says that while the situation is "of concern," ECU is still a well-funded university and is the "envy" of many other states. Staton noted that ECU administrators do not get set tuition and fees; they must be approved by BoG (and they do not want increases). Costs continue to rise here at ECU, even though we cannot raise tuition and fees to help cover those expenses.

Staton noted that ECU administrators do not get to approve salary increases, only the General Assembly has the authority to do that. Chancellor Staton noted that ECU has a large amount of deferred maintenance—several hundred million dollars' worth—but that we were only allotted \$2.5 million from the Board of Governors for this purpose. Anything exceeding \$300,000 needs to be approved by Board of Governors. However, our needs are being conveyed to General Assembly, and Chancellor Staton assures us "we understand the situation, we are engaging the situation." He added that ECU is the greatest value for tax payer money in our state.

### Questions

Professor Wolf (Physics) had concerns about how the new parking policy impacts their graduate students. These students are unable to park at Brody, and unable to take bus, impacting their ability to complete their coursework. Bill Koch is granted speaking privileges to answer this question. Mr. Koch notes that we lost Mendenhall parking due to new student center construction. New people coming in to ECU were not getting permits as this construction continued, which filled up the B lots. Also lost 1/3 of A zone space. Unfortunately, graduate TAs and GAs are at the bottom of the priority list for parking passes. This situation is aggravated by night and weekend events on campus due to theater, dance, and speaker events, and Mr. Koch hopes that the creation of a "nights and weekend" permit will help with that. He also hopes that the new garage, which opens in 2 months, helps.

Professor Gueye (English) asked about Lime bikes taking up parking spaces. Bill Koch explained that ECU does not operate the bikes but is in an agreement with the company. He will make sure that issue is addressed.

Professor Su (Geography Planning & Environment) asked about faculty raises and wanted to know if faculty should have any hope. He also wanted to know what other UNC system schools were doing to address the lack of faculty raises. Chancellor Staton explained that the Board of Governors is responsible for allocating money across the system. The Board of Governors did not allocate money for faculty raises. He added that some universities in UNC system may be able to internally finance raises for faculty (UNC and NC State). This is one of most challenging times to run big university in last 50 years (political upheaval, demographic shifts, budgets, etc). Chancellor Staton stated that yes, we should be hopeful, because ECU holds a unique position in this state. NC needs ECU (if it didn't have ECU, it would have to build it). Our graduates stay in this state and impact their communities (doctors, teachers, etc.). Because of our unique position, we have a reason to believe we will continue to be funded. Staton says yes it is a challenging time, but we are positioned to weather it and find solutions. We will continue to help our students be successful.

D. Sara Thorndike, Vice Chancellor for Administration and Finance

Vice Chancellor Thorndike was asked to further explain the Annual Raise Process (ARP). The Vice Chancellor explained that the legislature allocates sum to system office and then the system office determines how these funds can be allocated. This year they decided that SHRA employees would get a 2% mandatory salary increase. They gave universities the option to give SHRA employees a larger sum if they met or exceeded expectations. EHRA faculty and non-faculty could have also received the remaining \$500,000 of allocations, but ECU's vice chancellors decided it was better to just give this remaining money to SHRA employees, rather than dividing this up amongst all faculty.

The Vice Chancellor also explained that ECU has permission to give raises but no money to do so because of a \$1.1 million budget cut, plus the \$5 million decline due to enrollments (see the Chancellor's comments on this above). The Vice Chancellor says we have no discretionary funds but they are trying to figure out how they can give raises. Next year they hope to have funds to do this.

Next Vice Chancellor Thorndike next discussed the topic of enrollment funding. She notes that the university used to be paid based on enrollment projections; now we are paid based on actual enrollments. This is the first year in recent past where we will have enrollment funding decline. Differential cuts are being made now.

The Vice Chancellor also described how the Board of Governors is giving a lot of oversight on funding allocations, which makes it harder to make processes simplified. This, in turn, makes raises and procurement difficult. Vice Chancellor Thorndike encourages anyone in the faculty to reach out if they have any problems or questions.

The Vice Chancellor added that the financial deficit in ECU's athletics is getting more scrutiny from the Board of Governors. ECU must come with a financial plan to cover this deficit, and cannot use state dollars to do so. In other words, athletics has to fund itself or we need to fund it with non-state dollars.

She said the rest of the university is in good financial health. Vice Chancellor Thorndike said she welcomes feedback and thoughts.

### Questions

Professor Bailey (Philosophy) had three questions (*nota bene*: it was four total). He asked about how "productivity" is being counted: is by number of students or by number of credit hours? Vice

Chancellor Thorndike responded that the current funding model is measured by the number of weighted student credit hours, as in more credits for graduate nursing class than undergraduate English class.

Professor Bailey (Philosophy) asked if we would be getting any state money. Vice Chancellor Thorndike responded that we only get money when there is growth. No growth, means no money.

Professor Bailey (Philosophy) pointed out that \$5 million is not .5% of \$240 million dollars. Thorndike clarified, explaining that the “.5%” figure cited by the Chancellor earlier refers to total revenue sources (including parking, dining, housing, etc).

Professor Bailey (Philosophy) asked about what happened to the tuition increase dollars we received a few years ago? Vice Chancellor Thorndike responded that once used, that money is gone. She added that “unofficial polls” from CFOs revealed that many campuses in UNC system did what we did regarding the ARP.

Professor Angolia (Engineering & Technology) asked if the salary cap for faculty (133% of salary) is still in place and where it came from. Is that still in place, even with salary caps? Vice Chancellor Thorndike says she doesn't know but Jay Golden will look into this.

Professor Thompson (Biology) asked about salary compression and the faculty who missed out on the increased tenure bumps (from \$2,000 to \$4,000 for Associate and \$4,000 to \$6,000 for Full) that were instituted a few years ago. Vice Chancellor Thorndike responded that this pay disparity will only get fixed if we increase enrollment because it can only be done during annual raises.

E. LaKeshia Alston Forbes, Associate Provost for Equity and Diversity  
Associate Provost Alston Forbes and Brandon Araujo, Data Analyst within Office of Equity and Diversity provided the [annual report](#) on equity and diversity of faculty and administration as requested in the [2013 Faculty Senate Resolution](#). Additional information provided after the meeting include [faculty demographics by tenure status](#).

This report was delayed due to Associate Provost Alston Forbes' maternity leave (congrats to her!). Associate Provost Alston Forbes discussed the pipeline relationships and partnerships with universities with high percentages of women and underrepresented minorities to encourage more diverse applicant pool at ECU. Memo of Understanding with graduate school of Howard University & University of Florida (lots of women in STEM fields). The Office of Equity and Diversity is sending faculty recruitment teams to conferences like the Black Doctoral Network & Compact for Faculty Diversity. They will also be piloting an emerging scholars conference and formal programming to support new faculty at ECU.

Next, Brandon Araujo, who was recently hired as a Data Analyst within Office of Equity and Diversity. Mr. Araujo went over a [Power Point presentation](#) with detailed slides about the diversity of ECU's faculty over time.

### **Questions**

Professor Roper (Medicine) pointed out that if we don't hire enough women at the Assistant level, then we don't have enough to promote to Associate (and then on to Full). She asks about whether the

instrument for measuring this data needs to be adjusted to be attuned to internal availability rather than external availability. Mr. Araujo says we do use external availability for those other job groups. Professor Su (Geography) asked about a possible math error in one of the slides (slide 16 & 18), where the male and female percentages do not add up to 100%. Mr. Araujo says that not everyone who takes these series opts to answer every question.

Professor Roper (Medicine) asked about the differences between application and hiring, namely, why are we getting a lot of minority applicants but not a lot of minority hires? Mr. Araujo says they will look at this.

Professor Ticknor (Education) asked about the UNC Board of Governors Committee on Personnel and Tenure Subcommittee on Equal Opportunity, Diversity, and Inclusion's recent report and how it will impact ECU. Associate Provost Alston Forbes responded that this is a group in place to implement some of these recommended diversity & inclusion policies for the UNC system.

Professor Treadwell (Medicine) asked about why ECU started a pipeline partnership with Howard University. Why are we not taking advantage of recruiting more people of color in NC?

Professor Greer (Medicine) asked about what succession plan ECU has to fill place of professors who have left. Associate Provost Alston Forbes responded that they are talking to Office of Faculty Excellence and that bias training is given to personnel committees.

F. Lee Workman, Associate Athletics Director

Associate Athletic Director Workman explained that the ECU athletic director left in the spring, so Workman was asked to serve as COO. Dave Hart is special advisor to the Chancellor on athletics and will continue for an additional 6 months. Mr. Hart led the search for new basketball coach, and is assessing our athletic program. Associate Director Workman says there is a 10% general operating budget reduction in athletics. He then lists all of the major accomplishments of ECU athletics:

- 3.11 is new record GPA for student athletes
- Baseball team did really well
- 8 teams finished top half of the league
- 3 teams had highest academic average of those in their division
- 2 All-American athletes

### **Questions**

Professor Gueye (English) asked what they are doing to help with athlete academic performance. Workman said that there are student development centers with academic advisors. Also, NCAA rules tell us how much time to spend on athletics during the week (20 hours).

Professor Gueye (English) asked about the absences of student athletes: what if they are missing lots of assignments? Workman said that this is something being discussed and they are looking for best ways for students to handle missed class time. He adds that students only miss class for competition and that athletics tries to make athletics schedules line up with classes when possible.

Professor Yalcin (Philosophy) asked how many hours per week that student athletes practice. They are limited to 20 hours of athletics each week, which now includes stretching and community service.

Professor Schinasi (Foreign Languages) asked if workouts count as part of the 20 hours? Yes, yes they do.

Professor Su (Geography) pointed out that lots of graduate students don't come to class and wanted to know how student athletes compare to rest of student body.

G. Cal Christian, NCAA Faculty Athletics Representative

Professor Christian provided an annual report on University Athletic Committee's Academic Integrity Subcommittee and stated his role is a tenured faculty member mandated by the NCAA. He reports to the Chancellor and Athletic Director and has responsibilities for student athletes' learning experiences. He meets with Provost Mitchelson & Chancellor Staton to discuss oversight of athletics. He also works with student representative, faculty, and athletic directors He said we have 400 student athletes at ECU (who pay tuition and fees). His job is to make sure our "front porch" (the athletics department) does not damage the image of our university and faculty.

Questions for Professor Christian & Associate Athletic Director Workman were answered together and recorded above.

H. Jeff Popke, Chair of the Faculty

Professor Popke provided the following remarks to the Faculty Senate. In interest of time, Professor Popke summarized his remarks, much to the delight of his colleagues. The full remarks appear below:

"Next on the agenda are the chairs remarks, and I would like to use the opportunity to say a few words about shared governance. This is a phrase that gets uttered quite a bit by Faculty Senate types, and – true to form – I have referenced it on several occasions during my first few months as chair. So, for those of you who may be wondering just what this is and why it matters, I offer a few observations, beginning with a brief history lesson (drawing largely from Gerber 2014).

The concept of shared governance has not always been a guiding principle of American higher education. For the first couple hundred years after the founding of Harvard College in 1636, universities were largely top-down institutions controlled by powerful college presidents and boards of trustee. An editorial in *The Nation* in 1881 reflected what may have been the prevailing sentiment at the time, a sentiment that also seems apposite for our current era of for-profit colleges and their enablers in the US Department of Education: "the businessman trustee wishes very much that a college could be carried on without professors, and has a vague notion that by some sort of improvement in organization, this result may some day be attained" (quoted in Gerber 2014, p. 29).

As it happened, the decades following this pronouncement witnessed the increasing specialization of disciplinary knowledge and the growing professionalization of faculty, and this combined to ensure that the dream of doing away with professors could not conceivably be realized. Instead, the growing number and importance of faculty to the university mission led, over the course of the twentieth century, to increasing calls for a greater faculty voice in university affairs. The culmination of this was probably the well-known [Statement on Government of Colleges and Universities](#) issued in 1966 and endorsed by the American Association of University Professors, and by national organizations representing both College Presidents and Boards of Trustees. The statement opens with the following observation:

"The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students,

and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.”

And this is the principle that remains more or less the basic ideal of shared governance on college campuses today. Note that it does not necessarily mean joint authority, which in most cases remains vested with the board of trustees and the chancellor or president. But shared governance does serve as a model for important dimensions of campus decision-making and administration. Here at ECU, shared governance defines what we might call our operational ethos, a partnership that has been built over time through the joint effort and goodwill of the different campus constituencies that have a stake in our success.

So, all of this has been on my mind because of two contrasting experiences I have had in recent weeks. The first of these was a trip last week to the UNC System Office for a meeting of the Faculty Assembly. Viewed from the engine room of the mother ship, it is safe to say I think that there are serious questions about the extent to which shared governance is still respected at the system level, and indeed whether it may even be under threat. Our state legislature and our system’s governing board have both taken an increasingly activist stance and seem intent on intervening in a wide array of affairs that have heretofore been seen as the purview of individual campuses. From legislative interference in academic matters (see Nichol 2017) and [campus speech](#), to system [policies for chancellor searches](#) and new initiatives around summer teaching and distance learning (stay tuned for more on these), there are real questions about the extent to which faculty input will be solicited and valued in the formulation of policies that will have a significant impact on faculty work life and the student-faculty relationship. And this is, unfortunately, a national trend (see Hamilton 1999; for a contrasting view, see [Bok 2013](#)).

In this context, it becomes even more important to safeguard the strong tradition of shared governance that exists here at ECU. And in this, I am much more optimistic, due in part to the second recent experience. One of my initial tasks as chair has been to preside over the organizational meetings of our Senate committees, and in so doing, I have been deeply impressed by the energy, the commitment and the wisdom of the dozens and dozens of elected committee members with whom I have met. This energy and engagement is what makes shared governance effective.

Let me note as an aside, I learned when I was in Chapel Hill that that our committee structure is a bit more ... uh ... extensive than some of our sister schools. A number of the other Senate Chairs were quite surprised to learn that we have nearly 30 committees, so much so that it become something of a running joke: "oh, you must have a committee for that at ECU", they would say. "Well, yes," I would reply, "actually we do."

Now, before you stage a mutiny regarding all that excess service you are being asked to do, let me state for the record that I will never advocate for unproductive committees, longer meetings, or bureaucracy for the sake of bureaucracy. But consider what it means that our shared governance system is organized through a wide range of committees: it means that on our campus, we have expanded the areas in which faculty have a direct voice, including matters relating to policy, governance, faculty recognition, curriculum and program development, due process, and more.

You have at your desks a list of the items of business currently before our various Senate committees. As you will see, there is a great deal on our agenda, certainly more than I can review here. I encourage you to read through this list, share it with colleagues, and provide or solicit input on

items that are of interest to you. As many will know, our committees are structured to enhance and take advantage of networks of shared governance across our institution. Most committees have ex-officio members who represent diverse campus constituencies or are content experts who contribute to the effectiveness of the committee's work. There are also ex-officio members representing the Chair and the Faculty Senate, to ensure that there are direct channels of communication, so that the work and expertise developed within our committees is shared, via the Senate, with the wider campus community. Note too that we have listed the Faculty Senate representative for each committee – please do not hesitate to reach out to that Senator if you have an interest or concern related to that committee's charge or pending business.

To close then, I want to simply say: *thank you* – to all of the senators in this room, and to all of our committee members across campus. Your work is important, and we should ensure that it is recognized as such. If shared governance may be increasingly viewed with skepticism in Raleigh and Chapel Hill, this is all the more reason why we must build upon its successful tradition at ECU as a bulwark against unwarranted intrusion, and as the most effective vehicle for working collaboratively to address the challenges that we face.

#### References

Bok, D. 2013. The Trouble with Shared Governance. *Trusteeship Magazine*.

Gerber, L. 2014. *The Rise and Decline of Faculty Governance*. Baltimore: Johns Hopkins University Press.

Hamilton, N. 1999. Are We Speaking the Same Language? Comparing AAUP and AGB. *Liberal Education* 85(4): 24-31.

Nichol, G. 2017. Lessons on Political Speech, Academic Freedom, and University Governance from the New North Carolina. [First Amendment Law Review 16](#): 39-72.”

#### Question

Professor Schinasi (Foreign Languages) asked about the status of the proposal for an ombudsman office? Professor Popke replied that the proposal has been accepted but details are still being sorted out.

I. Cynthia Deale, Faculty Assembly Delegate

Professor Deale provided a [report](#) on the September 7, 2018 [UNC Faculty Assembly Meeting](#) and stated that, in the interest of time, she, too, was going to condense her report. Once again, the crowd was pleased. In her summary she mentioned that the Board of Governors is going from 28 to 24 members. They now meet 10 times per year but used to only meet 6 times a year (what does this mean?). Professor Deale stated that the Board of Governors is very interested in “digital learning,” especially for rural and poor students. There were discussions about which platform will be used across the UNC system? They discussed summer school and ways to make it more flexible. They discussed the Chancellor search process. They reported that NC Promise is successful. They discussed faculty compensation. There is also an ongoing study on admission process.

No questions were posed to Professor Deale at this time.

J. Question Period

No questions were posed from Senators at this time.

**Agenda Item IV. Unfinished Business**

A. Undergraduate Curriculum Committee, Jean Luc Scemama

Professor Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [March 1, 2018](#) meeting minutes including curricular actions within the Colleges of Arts and Sciences (Interdisciplinary Programs) and Engineering and Technology and Departments of English, Kinesiology and Health Education and Promotion.

There was no discussion and the curriculum and academic matters acted on and recorded in the [March 1, 2018](#) meeting minutes including curricular actions within the Colleges of Arts and Sciences (Interdisciplinary Programs) and Engineering and Technology and Departments of English, Kinesiology and Health Education and Promotion were approved as presented. **RESOLUTION #18-49**

B. Writing Across the Curriculum Committee, Jen-Scott Mobley

Professor Mobley (Theatre and Dance), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [March 12, 2018](#) meeting minutes, including removal of writing intensive designation (WI) for the following courses: ANTH 2015 - Introduction to Biological Anthropology, BIOL 4130 – Astrobiology, BIOL 4514 - Research Problems in Biology, BIOL 3740 - Animal Behavior, BIOL 3741 - Animal Behavior Laboratory, CHEM 2301 - Teaching Laboratory Chemistry, ECON 4700 - Applications of Economic Analysis, ECON 3030 - Antitrust and Regulation, ECON 3630 - Health Economics, ECON 3750 - Economics of Poverty and Discrimination, ECON 4020 - Industrial Organization, ECON 4523 - Independent Study and Research in Economics, FORL 2661 - Latin American Literature in Translation, FORL 2665 - Don Quixote, FREN 4555 - France of the Middle Ages and Renaissance, FREN 4557 - France from the Napoleonic Period to World War II, GERM 3110 - German Business Communication I, GERM 3120 - German Business Communication II, GERM 4362 - The Classic Period, GERM 4363 - German Romanticism (ca. 1790-ca. 1830), GERM 4500 - Popular Culture and Literature, GERM 4510 - Post-Unification Culture and Literature, SPAN 3440 - Spanish Culture and Civilization.

There was no discussion and the curriculum and academic matters acted on and recorded in the [March 12, 2018](#) meeting minutes, including removal of writing intensive designation (WI) for the following courses: ANTH 2015 - Introduction to Biological Anthropology, BIOL 4130 – Astrobiology, BIOL 4514 - Research Problems in Biology, BIOL 3740 - Animal Behavior, BIOL 3741 - Animal Behavior Laboratory, CHEM 2301 - Teaching Laboratory Chemistry, ECON 4700 - Applications of Economic Analysis, ECON 3030 - Antitrust and Regulation, ECON 3630 - Health Economics, ECON 3750 - Economics of Poverty and Discrimination, ECON 4020 - Industrial Organization, ECON 4523 - Independent Study and Research in Economics, FORL 2661 - Latin American Literature in Translation, FORL 2665 - Don Quixote, FREN 4555 - France of the Middle Ages and Renaissance, FREN 4557 - France from the Napoleonic Period to World War II, GERM 3110 - German Business Communication I, GERM 3120 - German Business Communication II, GERM 4362 - The Classic Period, GERM 4363 - German Romanticism (ca. 1790-ca. 1830), GERM 4500 - Popular Culture and Literature, GERM 4510 - Post-Unification Culture and Literature, SPAN 3440 - Spanish Culture and Civilization were approved as presented. **RESOLUTION #18-50**

**Agenda Item V. Report of Graduate Council**

Professor Ron Preston (Education), Chair of the Graduate Council provided information on Formal faculty advice on curriculum and academic matters acted on and recorded in the [August 27, 2018](#), Graduate Council meeting minutes, including curriculum action items (GC 18-8) within the Graduate Curriculum Committee meeting minutes from [April 4, 2018](#) and [April 18, 2018](#) which included level 1 curriculum matters. Policy action items (GC 18-9) within the [August 27, 2018](#) Graduate Council meeting minutes, included revisions to the [Faculty Manual part II section A , part II section D](#), and a Graduate Catalog revision to the [Military Transfer Credit](#) policy.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the [August 27, 2018](#), Graduate Council meeting minutes, including curriculum action items (GC 18-8) within the Graduate Curriculum Committee meeting minutes from [April 4, 2018](#) and [April 18, 2018](#) which included level 1 curriculum matters. Policy action items (GC 18-9) within the [August 27, 2018](#) Graduate Council meeting minutes, included revisions to the [Faculty Manual part II section A , part II section D](#), and a Graduate Catalog revision to the [Military Transfer Credit](#) policy. **RESOLUTION #18-51**

#### **Agenda Item VI. Report of Committees**

##### **A. Committee on Committees, Gregory Lapicki**

Professor Lapicki (Physics), Chair of the Committee presented the names of nominees to fill the open 2021 UNC Faculty Assembly Delegate seat and open 2019 and 2020 two Alternate seats.

Following elections, Professor Parker was elected to fill the open 2021 Faculty Assembly Delegate seat and Professors Rigsby and Baltaro were elected to fill the open 2019 and 2020 Alternate seats respectfully.

##### **B. Calendar Committee, Rick McCarty**

Professor McCarty (Philosophy and Religious Studies), Chair of the Committee presented proposed changes to University Calendars (Fall 2018 – Spring 2020) to accommodate changes to final exam schedule for MATH 1066 and MATH 1064.

There was no discussion and the proposed changes to University Calendars (Fall 2018 – Spring 2020) to accommodate changes to final exam schedule for MATH 1066 and MATH 1064 were approved as presented. **RESOLUTION #18-52**

#### **Agenda Item VII. New Business**

There was no new business to come before the body at this time.

Faculty were reminded of the reception for Faculty Senators/Alternates and academic and appellate committee members immediately following the Senate meeting from 4-5:30 at the Chancellor's residence, 3100 Karibblue Lane.

There being no further business the meeting adjourned at 4:17 pm.

Respectfully submitted,  
Amanda Klein  
Secretary of the Faculty  
Department of English

Lori Lee  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE SEPTEMBER 11, 2018 MEETING

### Resolution #18-49

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [March 1, 2018](#) including curricular actions within the Colleges of Arts and Sciences (Interdisciplinary Programs) and Engineering and Technology and Departments of English, Kinesiology and Health Education and Promotion.

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### Resolution #18-50

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of [March 12, 2018](#), including removal of writing intensive designation (WI) for the following courses: ANTH 2015 - Introduction to Biological Anthropology, BIOL 4130 – Astrobiology, BIOL 4514 - Research Problems in Biology, BIOL 3740 - Animal Behavior, BIOL 3741 - Animal Behavior Laboratory, CHEM 2301 - Teaching Laboratory Chemistry, ECON 4700 - Applications of Economic Analysis, ECON 3030 - Antitrust and Regulation, ECON 3630 - Health Economics, ECON 3750 - Economics of Poverty and Discrimination, ECON 4020 - Industrial Organization, ECON 4523 - Independent Study and Research in Economics, FORL 2661 - Latin American Literature in Translation, FORL 2665 - Don Quixote, FREN 4555 - France of the Middle Ages and Renaissance, FREN 4557 - France from the Napoleonic Period to World War II, GERM 3110 - German Business Communication I, GERM 3120 - German Business Communication II, GERM 4362 - The Classic Period, GERM 4363 - German Romanticism (ca. 1790-ca. 1830), GERM 4500 - Popular Culture and Literature, GERM 4510 - Post-Unification Culture and Literature, SPAN 3440 - Spanish Culture and Civilization.

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### Resolution #18-51

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [August 27, 2018](#), including curriculum action items (GC 18-8) within the Graduate Curriculum Committee meeting minutes from [April 4, 2018](#) and [April 18, 2018](#) which included level 1 curriculum matters. Policy action items (GC 18-9) within the [August 27, 2018](#) Graduate Council meeting minutes, included revisions to the [Faculty Manual part II section A](#) , [part II section D](#), and a Graduate Catalog revision to the [Military Transfer Credit](#) policy.

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### Resolution #18-52

Proposed changes to University Calendars (Fall 2018 – Spring 2020) to accommodate changes to final exam schedule for MATH 1066 and MATH 1064, as follows:

(Deletions are noted by ~~strikethrough~~ and additions by red text.)

### **Fall Semester 2018**

#### Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified

examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 5 - December 12). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 5 - December 12). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 5 - December 12). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Wednesday, December 5
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Thursday, December 6
MATH <del>1066</del> 1064	5:00 - 7:30 Friday, December 7

**Spring Semester 2019**  
 Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 25 - May 2). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 25 - May 2). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their usual meeting during the examination period (April 25 - May 2). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes)

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Monday, April 29
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Tuesday, April 30
MATH <del>1066</del> 1064	5:00 - 7:30 Wednesday, May 1

**Fall Semester 2019**

**Examination Schedule**

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 5 - December 12). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 5 - December 12). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 5 - December 12). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Tuesday, December 10
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Wednesday, December 11
MATH <del>1066</del> 1064	5:00 - 7:30 Friday, December 6

**Spring Semester 2020**

**Examination Schedule**

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during

the examination period (April 30 – May 7). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 30 – May 7). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their usual meeting during the examination period (April 30 – May 7). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes)

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Friday, May 1
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Monday, May 4
MATH <del>1066</del> 1064	5:00 - 7:30 Tuesday, May 5

*Editorially revised 9/27/18*