

**East Carolina University**  
**FACULTY SENATE**  
**FULL MINUTES OF MARCH 19, 2013**

The special called meeting of the 2012-2013 Faculty Senate was held on Tuesday, March 19, 2013, in the Mendenhall Student Center Great Room.

**Agenda Item I. Call to Order**

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

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

A. Roll Call

Senators absent were: Professors Terrian (Medicine), Malek (Medicine), Wilson (Nursing), Interim VC Mitchelson, Faculty Assembly Delegates Taggart (Music), and Knickerbocker (Foreign Languages and Literatures).

Alternates present were: Professors Gross-McMillan for Kulesher (Allied Health Sciences), Bauer for Cope (English), Gribble for Karriker (Business), and Frank for Smith (Technology and Computer Sciences).

B. Announcements

The Chancellor has approved the following resolutions from the January 2013 and February 2013 Faculty Senate meetings:

- 13-02 Formal faculty advice on the curriculum and academic matters contained in the [November 7, 2012](#) and [December 5, 2012](#), Graduate Curriculum Committee meeting minutes.
- 13-03 Curriculum and academic matters contained in the [December 13, 2012](#), University Curriculum Committee meeting minutes.
- 13-04 Curriculum and academic matters contained in the [December 10, 2012](#), Writing Across the Curriculum Committee meeting minutes.
- 13-05 Curriculum and academic program matters included in the [December 7, 2012](#) Educational Policies and Planning Committee meeting minutes.
- 13-06 Curriculum matters included in the [January 22, 2013](#) Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including removal of Foundations Credit for [RELI 4699](#) Special Topics in Religious Studies, approval of Foundations Credit in Social Sciences for [POLS 1050](#) Politics and Global Understanding.
- 13-07 New [School of Dental Medicine](#) Unit Code of Operation.
- 13-08 Revised [School of Medicine](#) Unit Code of Operation.
- 13-09 Revised [College of Education](#) Unit Code of Operation.
- 13-10 Revision to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Subsection: [Graduation Requirements](#).
- 13-11 Revision to the *ECU Faculty Manual*, Part VI, Section I, Subsection VIII.C. [Recording of Grades](#).
- 13-12 Formal faculty advice on a Proposed [Supplemental Pay for EPA Employees Policy](#).
- 13-25 [Checklist](#) for the Review of Unit Post Tenure Review Procedures by the Provost's Review Panel and a [sample format](#) for documenting the Criteria and Standards governing a Unit's Performance Review of Tenured Faculty, as required by the University of North Carolina General Administration and the *ECU Faculty Manual*.

Academic Committee Chairs are reminded that Committee Annual Reports are due in the

faculty Senate office by May 1, 2013.

Faculty members are reminded that on April 1 Chancellor Ballard will call for candidates for the prestigious Oliver Max Gardner award. A copy of the University's nomination procedures is available at:

<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/aa/maxgardneraward.htm>.

Faculty interested in periodically receiving issues of *The Chronicle of Higher Education* are asked to call the Faculty Senate office at 328-6537 and place their name on a list for distribution.

The Senators were provided with a list of the [funded 2013-14 Teaching Grants](#) and directed to contact Professor Donna Roberson, Chair of the Committee at [robersond@ecu.edu](mailto:robersond@ecu.edu) with questions.

C. Steve Ballard, Chancellor

Chancellor Ballard announced that ECU is hosting the Thirty-Fifth Annual Eastern North Carolina High School Mathematics Contest on March 19, 2013. He hopes that many of these students will consider attending ECU and majoring in these STEM areas.

Chancellor Ballard reported on the recent news about the budget for the UNC System. He stated that state appropriations for higher education may have a base reduction between 4% and 9%. He attributed the reduction to a reprioritization of funds and not to state revenues. If the reduction was 5%, this would equate to approximately \$12.5 million. Over the past 5 years, ECU has experienced an \$87 million reduction. The total loss of state appropriations would be almost \$100 million for ECU. Chancellor Ballard thinks that 2% could be covered administratively but that 3% of the reduction would have to come from the academic areas. Seventy-eight percent of ECU's budget is devoted to 3 academic divisions. Twenty-two percent is devoted to non-academic expenditures. If ECU uses the reallocation monies, which is only \$1 million, the academic areas would still be approximately \$5 million short of the money need from these areas. Chancellor Ballard welcomes input from University Budget Committee. He foresees that this reduction will only increase student debt and affect the quality of the academic programs. According to Chancellor Ballard, two branches of the state government are negative toward higher education. Governor McCrory has implemented spending restrictions that will affect salary increases, travel, and purchasing. Chancellor Ballard is less worried about spending restrictions but will keep everyone informed.

Chancellor Ballard provided an update from General Administration. President Ross has distributed new rules on protecting academic integrity. These new rules have been forwarded to the Academic Council. Chancellor Ballard attributes the reason for these new rules on academic integrity to the issues at UNC-CH. He has had a 5-member team examine whether ECU is handing these areas correctly and reported happily to the Board of Trustees that ECU was not in any violation.

Chancellor Ballard restated his support for shared governance. He believes that ECU participates in shared governance better than any other institution in the UNC System. He cited the revision of faculty manual and the program prioritization as recent examples of ECU's shared governance process.

Chancellor Ballard provided several personnel updates. The search committee for the new Director of Athletics included Professors David Dossier (College of Human Ecology, Representative of NCAA Faculty Athletics) and Cheryl McFadden (College of Education). Mr. Jeff Compher will begin search May 1. Mr. Compher is the Director of Athletics at Northern Illinois University, where under his leadership the institution achieved major accomplishments in athletics. Mr. Compher is devoted to student academics and integrity. There were excellent candidates in the pool and ECU is fortunate to have obtained such an outstanding athletic director.

The search committee for the Vice Chancellor for Advancement hopes to interview candidates in late April. This position is very important for academic programs at ECU.

ECU will receive specific directions for implementing the *Our Time, Our Future: The UNC Compact with North Carolina Strategic Directions for 2013-2018* from President Ross by April 1, 2013. One of the goals ECU will have is to graduate 100 more students compounded per year. Chancellor Ballard believes the new University Studies program and other areas can help with this goal. Funding will be affected by achieving these degree attainment goals.

No questions were posed to the Chancellor at this time.

D. Marilyn Sheerer, Provost and Vice Chancellor for Academic Affairs  
Vice Chancellor Sheerer reviewed Goal 2 Strengthening Academic Quality in *Our Time, Our Future: The UNC Compact with North Carolina Strategic Directions for 2013-2018*. Specifically she read the second step under Action Steps (p. 43, B, #2).

*“Appoint a General Education Council composed of faculty and chief academic officers to undertake a comprehensive review of existing general education programs across all 16 degree-granting institutions and recommend a set of core competencies that will clarify and strengthen learning outcomes. (Council to be appointed by March 2013; recommendations and analysis received no later than January 2014).”* Provost and Vice Chancellor Sheerer stated that Chair Sprague has nominated certain faculty to serve on the General Education Council and she has added some additional names. General Administration will choose the composition of the Council.

Provost Sheerer discussed the Community College Agreement Task Force which she co-chairs. Disciplinary panels have met at General Administration and ECU has 5 faculty representatives. More disciplinary panels will now meet in other areas. The goal is to develop a common 30-hour set of courses that will transfer to all institutions in the UNC-System.

Provost Sheerer discussed the faculty workload group. She appointed representatives from each college (excluding the Brody School of Medicine and the School of Dental Medicine), Academic Library Services, Academic Affairs Personnel Administration, and Institutional Planning, Assessment, and Research. Dr. John Swope (College of Education) is the chair. Its purpose is to clarify the application and operationalization of the workload regulation with respect to standardized processes, common terminology, and roles and responsibilities. The group is to develop recommendations to ensure timely, accurate, and available faculty workload

data that presents the entirety of the faculty's productivity to include all direct instruction, indirect instruction activities, and non-instruction assignments and activity. Details about what the faculty workload group has accomplished to date can be found at

<http://www.ecu.edu/cs-acad/fsonline/customcf/fsminute/fsm313facultyworkloadgroup.pdf>.

Professor Rigsby (Geological Sciences) asked if the faculty workload group was only going to look at implementation of the [current Faculty Workload Policy](#) and not make any changes to the policy that was approved by the Faculty Governance Committee, Faculty Senate, and Chancellor a few years ago. Provost Sheerer replied that was correct. The group was only charged to address implementation.

E. Mark Sprague, Chair of the Faculty

Professor Sprague provided the following remarks to the Faculty Senate.

Article IX, Section 9 of the North Carolina Constitution states: "The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." This section was part of the original North Carolina constitution drafted in 1776 and ratified in 1789. This is a promise made by the people of the North Carolina to each other that higher education be supported by the state and be available to the people of the North Carolina. Article I, Section 15 of the constitution states: "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right." I am in awe of the wisdom of the framers for valuing education and including that value in our fundamental principles of state governance.

Our education system has served us well over the 224 years since the constitution was first ratified. Education for everyone helped us to advance from our early years as a segregated and class-divided plantation state to the literate, progressive and entrepreneurial society we have today that has led the southern region into the new century. The impact of the Research Triangle and its partnership with universities has been well documented. East Carolina University has transformed eastern North Carolina from a rural backwater into a place with world-class health care, and this institution has allowed people from the east to progress beyond the educational and economic levels of their parents. None of this would have been possible without the promise of and commitment to higher education by our state and its people.

Right now our system of higher education is under threat. We face the possibility of severe budget cuts that could decimate our university because some people do not see the need for state-supported higher education institutions that do not guarantee jobs to their graduates.

The time is now for us to speak out! We must make the case that our programs are much more than simply job training. We educate our students, teaching them critical thinking skills, an appreciation for the arts, an understanding of human society, an introduction to mathematics and basic science, and much more! Our students learn to interact, to work in teams, to write, to be creative, to think, to integrate knowledge from many different disciplines, to experience diverse cultures, and to serve their communities.

Our world is different that it was in 1776, in 1990, in 2001, or even in 2012. Our state and nation need people well versed in these soft skills to be relevant in 2014, 2024, and 2064. Job training will not accomplish this! The faculty is excited about preparing the next generation of North Carolinians at ECU. We are committed to educating our students. We take our responsibility for the curriculum seriously, producing and delivering quality courses and programs that are designed to produce skilled graduates who think and lead. We need your help to convince our state's people and leaders of our relevance and our value. They must not default on their promise of education.

I would like to take a moment to address a different topic. Even in these difficult budget times it is important that we follow the procedures established in the Faculty Manual. This is only possible if everyone is aware of them. This year Provost Sheerer and I have gone to each unit in Academic Affairs to conduct training for personnel chairs, department chairs, unit administrators and others about the tenure and promotion process. We feel that knowledge and understanding of our policies and procedures is the best way to minimize problems. I am committed to continuing this training in the future for the entire university. We owe it to our faculty colleagues to say what we do and do what we say.

Professor Maher (Philosophy) asked what faculty members could do to make the public more aware of the issues surrounding higher education. Professor Sprague replied that, as suggested by Professor Popke in an earlier Educational Policies and Planning Committee meeting, faculty should advocate for the value of education and write letters to newspapers and other venues about these views.

Professor Rigsby (Geological Sciences) provided information about a planned Faculty Assembly open forum on March 28, noting that scholars from across Raleigh, Durham, and Chapel Hill are joining together in an unprecedented forum to reach out to the public with information about how current policy proposals will damage North Carolina for decades to come. Current laws and ones in the developmental stage will impede economic recovery, restrict democracy, stifle critical thought, and undercut a century of reforms to promote opportunity, widely shared prosperity, and the common good. This radical U-turn in policy demands public scrutiny and discussion, which the forum aims to encourage. An email was distributed to ECU faculty providing more details of this upcoming event.

Professor Zoller (Art and Design) moved to allow a new item of business to be considered at this time in the meeting. Chair Sprague asked if there were any objections. Hearing none, the Faculty Senate considered and approved the Spring 2013 Graduation Roster, including honors program graduates, subject to the completion of degree requirements. **RESOLUTION #13-28**

#### F. Question Period

There were no questions posed at this time.

#### **Agenda Item IV. Unfinished Business**

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

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

Professor Terry West (Biology) Chair of the Council presented first curriculum and academic

matters contained in the [March 4, 2013](#) Graduate Council meeting minutes, including an update on the approval process for thesis and dissertations included in the *ECU Faculty Manual* and Graduate Catalog. He stated that the Graduate Council appointed an ad hoc committee of Professor Andrew Morehead (Chemistry), Professor Terry West (Biology), Professor Vivian Mott (Higher, Adult, and Counselor Education), Professor Cynthia Bickley-Green (Fine Arts) Professor Richard Franklin (Microbiology and Immunology) , and Professor Carmen Russoniello (Recreation and Leisure Studies) to study the entire process and make a recommendation to the Graduate Council. The Graduate Council would hold forums to discuss the process.

Professor Rigsby (Geological Sciences) expressed her strong opposition to this process and was amazed that the Dean of the Graduate School would consider that he had the authority and expertise to approve the content of a masters' program.

Professor Edwards (Sociology) agreed with Professor Rigsby and asked how many theses produced were questionable or deficient. He stated that this was a lot of work to do to address only 1-2% of the theses with problems. Professor Edwards asked why would not the Dean of the Graduate School go directly to the academic units where the problem is occurring and address the situation with those involved.

Professor West responded that currently there was no language in the *ECU Faculty Manual* to address this issue. As a result, if these issues do occur, the Graduate School needs to know what process should be followed.

Professor Scott (Academic Library Services) asked for longitudinal data on this activity. Dean Gemperline stated that during his tenure thus far there have only been 7 cases where he had to get involved.

Following discussion, curriculum and academic matters contained in the [March 4, 2013](#) Graduate Council meeting minutes, including an update on approval process for thesis and dissertations included in the *ECU Faculty Manual* and Graduate Catalog were accepted as formal faculty advice to the Chancellor. **RESOLUTION #13-29**

Professor West then presented curriculum and academic matters contained in the [February 6, 2013](#), Graduate Curriculum Committee meeting minutes, including items within the College of Education, School of Social Work, and Department of English.

There was no discussion and the curriculum and academic matters contained in the [February 6, 2013](#), Graduate Curriculum Committee meeting minutes were accepted as formal faculty advice to the Chancellor. **RESOLUTION #13-30**

Professor Morehead (Chemistry) moved to postpone discussion on the next report from Professor West until such time that the University Curriculum Committee has reported since they both relate to 5000-level courses. There was no objection to changing the order of business.

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

A. University Curriculum Committee

Professor Donna Kain (English), Chair of the Committee, presented a report on the proposed 5000-level course Standard Operating Procedure.

- All 5000-level course proposals and deletions will be submitted to the GCC.
- If a course (new or revised) is not intended for undergraduate student enrollment it must be clearly stated in Section 6 (Course description exactly as it should appear in the next catalog) in the *Prerequisite* section (e.g. graduate student standing). (It should be noted that such a course will not appear in the undergraduate catalog.) This course will be acted upon solely by the GCC (i.e. no UCC involvement).
- If a course (new or revised) allows undergraduate student enrollment:
  1. Section 5 (justification) must clearly delineate why the 5000-level was selected (i.e., instead of a 4000-level course) and must affirm the intention to enroll a minority of undergraduate students.
  2. Section 16.b (course objectives for the course [student-centered, behavioral focus]) must include both graduate and undergraduate learning objectives.
  3. Section 16.d (list of course assignments, weightings of each assignment, and grading/evaluation system for determining a grade) must include both graduate and undergraduate course assignments and grading scales.
  4. If the proposal (new or revised) necessitates a change in the undergraduate catalog, undergraduate marked catalog copy must be provided.
- The GCC will act on the course including the justification, graduate learning objectives and differentiation between graduate and undergraduate learning objectives, assignments and grade scale. Courses recommended for approval will be included in the GCC minutes for inclusion on a Graduate Council agenda (as per GCC procedures).
- Once approved the GCC Chairperson will send to the UCC via [cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu) the approved proposal and, if applicable, undergraduate marked catalog copy.
- Upon receipt of information from the GCC regarding any 5000-level course that will enroll undergraduate students, the materials will be placed on the next possible UCC agenda for consideration. The UCC will review information pertaining only to undergraduate students (i.e., justification, learning objectives, assignments, grade scale, and marked catalog copy) and will make recommendations to the Faculty Senate. Faculty members submitting 5000-level course materials will not be required to appear at the UCC.
  1. If the UCC recommends any revision or requests any information about the undergraduate aspects of the course, the UCC will notify the submitting unit. The UCC will request that any revisions or responses be submitted within 7 calendar days after the meeting at which the course was considered (as per UCC procedures).

2. Courses recommended for approval will be included in the UCC minutes for inclusion on a Faculty Senate agenda (as per UCC procedures).
3. Courses not approved by the UCC for Faculty Senate agenda placement will by default have a prerequisite of “graduate status” added to the course description by the GCC.
4. In cases where UCC approval is not granted, the UCC Chairperson will send notification to the GCC via [gcc@ecu.edu](mailto:gcc@ecu.edu) so the GCC can initiate implementation of the prerequisite revision.
5. Units are responsible for additional notification of affected units in the event the course is not approved by the UCC for enrollment of undergraduate students or as deemed applicable by the UCC following recommended revisions.

Professor Morehead (Chemistry) asked why 5000 level course would have to have both undergraduate and graduate learning objectives. Professor Kain stated that SACS required 5000 level courses to have differentiated learning objectives if both undergraduate and graduate students were enrolled in a course.

Professor Rigsby (Geological Sciences) spoke against UCC approving different learning outcomes for a 5000-level course. Professor Kain stated that she understood that 5000-level courses for undergraduates could only be electives.

**Agenda Item V. Report of Graduate Council (continued)**

Following discussion on the University Curriculum Committee’s report, Professor West presented a proposed 5000-level course Standard Operating Procedure, stating that the procedure describes the process with separate learning goals for both graduate and undergraduate courses.

Professor Wilson (Sociology/Parliamentarian) asked if SACS required differentiated learning objectives for 5000-level courses.

Professor Jim Decker (Health and Human Performance), a guest and Chair of the Graduate Curriculum Committee stated that the Faculty Senate had approved the 5000-level course policy at a Faculty Senate meeting in 2012.

Professor Morehead (Chemistry) stated that SACS Comprehensive Standard 3.6.1 does not require two separate learning outcomes for undergraduate and graduate courses and that ECU needs a procedure to handle courses in both University catalogs.

Professor Gibson (Business) agreed with both Professor Rigsby and Professor Morehead and asked for clarification since the Chancellor has already approved the requirement that there will be two differentiated learning outcomes for undergraduate and graduate students in 5000-level courses. What the Faculty Senate is being asked to consider is the implantation of this process, which involves separate learning outcomes.

Professor Given (Foreign Languages and Literatures) shared the rationale for SACS Comprehensive Standard 3.6.1 and stated that SACS supports differentiated learning outcomes for undergraduate and graduate students.

Dean Gemperline provided an amount of lost revenue to the University if he moved undergraduate students out of graduate courses.

Professor Rigsby (Geological Sciences) stated that faculty were not as concerned with how much revenue ECU earns from undergraduate students enrolling in graduate level courses but what was required academically for the students. She stated that the faculty's focus and attention was on the quality of 5000-level courses for all students.

Professor Rigsby (Geological Sciences) moved that the Graduate Curriculum Committee and Undergraduate Curriculum Committee must adhere to both the *University Undergraduate Catalog* and *University Graduate Catalog* definition of 5000-level courses; that is, that all such courses are graduate level courses and must have graduate-level objectives, learning outcomes, and all other graduate school requirements for such courses. No 5000 or higher level courses will require the University Undergraduate Curriculum Committee's approval or undergraduate course requirements. The motion passed and was accepted as formal faculty advice to the Chancellor. **RESOLUTION #13-31**

**Agenda Item VI. Report of Committees** (continued)

A. University Curriculum Committee

Professor Donna Kain (English), Chair of the Committee, then presented the curriculum and academic matters contained in the meeting minutes of [February 14, 2013](#) and noted that the February 28, 2013 meeting minutes would be considered at the April Faculty Senate meeting. There were no questions and the curriculum and academic matters contained in the [February 14, 2013](#) University Curriculum Committee meeting minutes were approved as presented.

**RESOLUTION #13-32**

B. Faculty Welfare Committee

Professor Rachel Roper (Medicine), Chair of the Committee, first presented proposed revisions to the ECU *Faculty Manual*, Part XI, Section I.D. to include web service for retired faculty, see below:

**"8. Web Service**

***Retired faculty with existing web space may continue to have access to university hosted web pages to allow retired faculty to continue their scholarly activities.***

***Details can be found at the website below: <http://www.ecu.edu/cs-itcs/policies/retireeWebspace.cfm>***

There was no discussion and the proposed [revisions to the ECU Faculty Manual, Part XI, Section I.D.](#) to include web service for retired faculty were approved as presented.

**RESOLUTION #13-33**

Professor Roper then presented formal faculty advice on Current Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure, noting that UNC-CH has a spousal hiring program that includes language if waiver(s) of EEO requirements are to be used in hiring.

Professor Popke (Geography) asked if the committee had ever looked at a joint appointment between two spouses in the same funding line. Professor Roper replied that at this time the Committee had not considered that type of shared job duties.

Professor Bauer (English) noted that she had seen problems within her unit since 1999 due to the limited ability to hire spouses. The unit lost 9 tenured track faculty members who left ECU to go to other universities with their spouse.

Provost Sheerer stated that she is totally in support of this policy but doesn't think she has the resources to cover the expenditures. Also, ECU has tried this before and the spouse declined the fixed term position for a tenure track position and the unit declined the spouse because they did not need another tenure track faculty member with that particular specialty.

Professor McFadden (Education) called the question and, with no objection, the Senate voted and approved the proposed revisions to the Current Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure as [formal faculty advice](#) to the Chancellor. **RESOLUTION #13-34**

Professor Roper then presented a resolution on Annual Report from the Office of Equity and Diversity and asked that both an oral and written report be presented to the Faculty Senate. Professor McGilvray (Medicine) asked why the resolution only requested information about African and Hispanic descent. He then moved to strike *including those of African and Hispanic descent* from the first "Therefore Be It Resolved..." leaving reference to only two items.

Professor Popke (Geography) spoke against the motion.

Professor Howard (Communication) supported the motion. The motion to strike was approved.

Professor Rigsby (Geological Sciences) moved to strike *oral and written* from the first "Therefore Be It Resolved..." noting if that the Agenda Committee should determine the nature of the report presented to the Faculty Senate. Professor Sanders (Technology and Computer Science) offered a friendly amendment to also strike the same wording from the second "Therefore Be It Resolved..." to be consistent. The motion to strike was approved.

Professor Walker (Allied Health Sciences) noted that if the report was presented to the Faculty Senate there would be a written documentation.

Following discussion, the [resolution on Annual Report from the Office of Equity and Diversity](#) was approved as revised. **RESOLUTION #13-35**

#### C. Calendar Committee

Professor Charles Lesko (Technology and Computer Science) presented first proposed revisions to Guidelines for Setting University Calendars and Scheduling Lecture and Discussion Classes ([add link](#)).

Professor Reisch (Business) asked for clarification on the definition of "special populations." Angela Anderson, University Registrar stated that "special populations" in relation to early registration, includes graduate students, second degree students, EC Scholars, Honors College, Teaching Fellows, Maynard Scholars, nursing Scholars, and student athletes.

Professor Reisch (Business) asked about #5 and the time difference between 2<sup>nd</sup> summer session and Fall semester. Professor Dotson-Blake (Education), a member of the Committee, stated that the time difference was included in response to a number of factors (facility needs within residence halls, etc.) and will not be that different than the current practice.

Professor Howard (Communication) reminded Senators that there was not much of a break this year between spring and summer classes.

Professor Theurer (Music) stated that the "Monday" in #10 was confusing and made a motion to reword it to read: "Early registration will begin at 1 pm on the working day prior to the Monday for special populations only." Professor Dotson-Blake (Education) stated that the reason for the reference to early registration was to address a Honors College request for students who are currently given a 6 am time to register for classes when the majority of ECU employees are not present on campus and able to assist if problems occur.

Professor Boklage (Medicine) offered a friendly amendment to revise the sentence to read: "Early registration for special populations will begin at 1 pm on the working day prior to the first day of early registration week." The motion to amend was approved.

Professor Rigsby (Geological Sciences) offered a friendly amendment to insert "at least" to #5 So that it would read: "The start of fall semester will be scheduled at least two to three weeks after summer session final exams." The motion to amend #5 of the guidelines was approved.

Professor Rigsby (Geological Sciences) asked about #9 referencing distance education final exams and how that related to what the Provost had distributed as University policy.

Professor Sanders (Technology and Computer Science) moved to revise #9 to read: "9. Distance education classes should give their final examinations in a timely fashion to allow submission of grades in a timely fashion." Professor Bauer (English) asked why #9 needed to be included at all in the guidelines. Professor Given (Foreign Languages and Literatures) stated that with the sentence included in the guidelines, the text in #8 is confusing.

Chair Sprague noted that the text referenced in #9 on distance education exams was included in all approved University academic calendars. Professor Popke (Geography) moved to delete #9 and renumber the following text. The motion to delete was approved.

Professor Scott (Academic Library Services) asked if summer session could be started 7 days later and moved to change the text in #12 (now #11) to read: "~~When appropriate~~, the start date for summer session will be scheduled ~~four~~ **three to nine** ~~seven~~ days after spring commencement." Professor Dotson-Blake (Education) spoke against the motion stating that a representative from University Operations on the Committee asked that at least four days be allowed after commencement to give facilities time to do various maintenance activities, etc. The motion failed.

Professor Popke (Geography) asked since these were only guidelines, could they not be just considered suggestions when formulating a calendar. Chair Sprague stated that these were

guidelines and the Committee could make revisions but the Faculty Senate approved the calendar.

Following discussion, the proposed revisions to [Guidelines for Setting University Calendars and Scheduling Lecture and Discussion Classes](#) were approved as revised. **RESOLUTION #13-36**

Professor Lesko then presented proposed New Guidelines for Creating and Maintaining University Student Application/Processing Deadlines.

Following discussion, the proposed New [Guidelines for Creating and Maintaining University Student Application/Processing Deadlines](#) were approved as presented. **RESOLUTION #13-37**

Professor Lesko presented a proposed New Format for University Academic Calendars.

Professor Rigsby (Geological Sciences) asked if these dates would be contained in both the academic calendar and student deadline document. Professor Sprague replied that this new process and development of two separate documents was discussed and approved by the Faculty Senate and Chancellor in January 2013 (#FS Resolution #12-107) including support for the University academic calendars split into two (beginning with 2014/15 calendars). The University academic calendar would contain faculty-approved academic dates and a University student application/processing deadline calendar would contain student deadlines determined after academic calendars are established and approved by the Chancellor. She asked if the red markings would be a part of each approved calendar. Professor Lesko stated no. This language provided a standardized approved verbiage for all documents.

Following a brief discussion, the proposed [New Format for University Academic Calendars](#) was approved as presented. **RESOLUTION #13-38**

Professor Lesko then presented formal faculty advice on the Format for New Student Application/Processing Deadlines.

There was no discussion and the Format for New Student Application/Processing Deadlines. was accepted as [formal faculty advice](#) to the Chancellor. **RESOLUTION #13-39**

Professor Lesko then presented the proposed 2014-2015 University Academic Calendar. There was no discussion and the proposed [2014-2015 University Academic Calendar](#) was approved as presented. **RESOLUTION #13-40**

Professor Lesko presented proposed revisions to 2013/2014 approved University Academic calendars to reflect change to last day for graduate students to drop courses without grades. There was no discussion and the proposed [revisions to 2013/2014 approved University Academic Calendars](#) to reflect change to last day for graduate students to drop courses without grades were approved as presented. **RESOLUTION #13-41**

#### D. Writing Across the Curriculum Committee

Professor Elizabeth Swaggerty (Education), Vice Chair of the Committee, presented curriculum and academic matters contained in the meeting minutes of [March 7, 2013](#) including requests for writing intensive (WI) designation in [NURS 4904](#): Professionalism in Baccalaureate Nursing

Practice and [NURS 4905](#): Nursing in a Global Society. She also noted that there will be two faculty forums to discuss the writing intensive student outcomes and suggested a 25-student limit for WI courses with specific information on the forums distributed to all faculty via email once locations are reserved.

There was no discussion and the curriculum and academic matters contained in the [March 7, 2013](#) Writing Across the Curriculum Committee meeting minutes were approved as presented. **RESOLUTION #13-42**

E. Educational Policies and Planning Committee

Professor Ed Stellwag (Biology), Chair of the Committee, presented curriculum and academic program matters included in the [March 8, 2013](#) meeting minutes, including Request to consider [discontinuing the Certificate in Urban Design](#) within the Department of Geography; Request to consider [modification of concentrations](#) within the Department of Geography's BS degree in Urban and Regional Planning; Request to [discontinue the BA in Communications](#) within the School of Communication; Request to [discontinue BM in Music Therapy](#) within the School of Music; and a Request to rename the Department of Geography to [Department of Geography, Planning, and Environment](#). There was no discussion and the curriculum and academic program matters included in the [March 8, 2013](#) Educational Policies and Planning Committee meeting minutes were approved as presented. **RESOLUTION #13-43**

Professor Popke (Geography) moved to allow an additional report from the Committee to be considered at this time in the meeting. Chair Sprague asked if there was any objection. Hearing no objection, Professor Stellwag presented an academic program matter included in the [March 18, 2013](#) meeting minutes, specifically a request to [discontinue the MS degree](#) in Recreational Therapy Administration in the Department of Recreation and Leisure Studies within the College of Health and Human Performance. There was no discussion and the request to [discontinue the MS degree](#) in Recreational Therapy Administration in the Department of Recreation and Leisure Studies within the College of Health and Human Performance included in the [March 18, 2013](#) Educational Policies and Planning Committee meeting minutes was approved as presented. **RESOLUTION #13-44**

F. Foundations Curriculum and Instructional Effectiveness Committee

Professor Mike Brown (Psychology), Chair of the Committee, presented curriculum matters included in the [March 8, 2013](#) meeting minutes, including approval of Diversity Credit in FORL 1060: Global Understanding, PHIL 1290: Introduction to the Philosophy of Religion, ECON 3353: Development Economics, HLTH 3520: Introduction to Global Health, HLTH 4800: Field Study in International Health, PSYC 1070: Global Understanding, HLTH 3020: Health Disparities, and ECON 3750: Poverty and Discrimination. There was no discussion and the curriculum matters included in the [March 8, 2013](#) Foundations Curriculum and Instructional Effectiveness Committee meeting minutes were approved as presented. **RESOLUTION #13-45**

Professor Brown then presented a report on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements.

Professor Rigsby (Geological Sciences) asked if the information provided was for action. Professor Sprague replied that nothing was moving forward and that at present no courses were being considered.

Professor Rigsby (Geological Sciences) stated that she had participated in the original subcommittee's work and subsequent report in the topic and noted that all learning outcomes included in Professor Brown's report were not academic. Faculty unanimously expressed concern that freshman seminars with academic credit must be an academic course with academic learning objectives. She spoke against the proposed outcomes since they are incomplete stating that involving student services professionals in teaching academic credit courses was something that needed more faculty discussion before approving. Professor Brown replied that the Committee just addressed what was asked of them.

Following a vote by a show of hands (24 for/14 against), the [report](#) on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements was accepted as presented. **RESOLUTION #13-46**

Professor Rigsby (Geological Sciences) stated that the recommendations were disconnected and made a motion that this report, including the recommendations go directly back to the Foundations Curriculum and Institutional Effectiveness Committee to move the process forward. Professor Vail Smith (Health and Human Performance) asked for clarification about how the Committee should now address who will teach the courses and how the courses will be offered. Professor Brown asked if a subcommittee of the full Committee could address the remaining issues. Professor Rigsby agreed, with any additional recommendations or other changes coming back through the Faculty Senate.

Following discussion, the motion to have the [report](#) on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements go directly back to the Foundations Curriculum and Institutional Effectiveness Committee to move the process forward was approved as presented. **RESOLUTION #13-47**

#### G. Student Scholarships, Fellowships, and Financial Aid Committee

Professor Cynthia Deale (Hospitality Management), a member of the Committee, presented a faculty recommendation on Scholarship Deadlines that stated:

*"The Student Scholarships, Fellowships, and Financial Aid Committee recommends that academic units be told of actual, or estimated, scholarship fund balances no later than February 15 of each year in order to meet the needs of the awarding units."*

There was no discussion and the faculty recommendation on Scholarship Deadlines was approved as presented. **RESOLUTION #13-48**

#### H. Academic Awards Committee

Professor Shanan Gibson (Business), a member of the Committee presented a faculty recommendation on Scholar-Teacher Awards that stated:

*“Therefore Be It Resolved that the Faculty Senate recommends that a monetary award of at least \$1,000 be reinstated for this prestigious teaching award.*

*Therefore Be It Further Resolved that a monetary award of at least \$1,000 be awarded to each of the Scholar-Teacher award winners this April 2013 when they are recognized by the University community.”*

Following discussion, the [faculty recommendation on Scholar-Teacher Awards](#) was approved as presented. **RESOLUTION #13-49**

Professor Gibson then presented, for information only, editorial revisions to University Scholarship of Engagement Award Procedures, Max Ray Joyner Award for Outstanding Teaching in Distance Education Procedures, and University Alumni Outstanding Teaching Award Procedures.

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

Professor Popke (Geography) asked to add an additional item of new business. Chair Sprague asked for any objection. Hearing none, the Faculty Senate was asked to consider a [request to discontinue the BA in Women’s Studies](#) within the College of Arts and Sciences due to placement on a list of low performing programs.

Professor Given (Foreign Languages and Literatures) asked if the faculty within the program desired the discontinuation. Professor Stellwag replied yes.

Professor Howard (Communication) asked if courses in the major will still be offered. Associate Vice Chancellor Linner Griffin stated that both the graduate and undergraduate minors would still be continued.

Professor Rigsby (Geological Sciences) asked if the discontinuation was an effort to save money. Professor Stellwag replied no.

Following brief discussion, the [request to discontinue the BA in Women’s Studies](#) within the College of Arts and Sciences was approved as presented. **RESOLUTION #13-50**

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

The meeting adjourned at 5:25 p.m.

Respectfully submitted,

Cheryl McFadden  
Secretary of the Faculty  
College of Education

Lori Lee  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 19, 2013, MEETING

- #13-28 Spring 2013 Graduation Roster, including honors program graduates, subject to the completion of degree requirements.  
**Disposition:** Chancellor
- #13-29 Formal faculty advice on curriculum and academic matters contained in the [March 4, 2013](#) Graduate Council meeting minutes, including an update on approval process for thesis and dissertations included in the *ECU Faculty Manual* and Graduate Catalog.  
**Disposition:** Chancellor
- #13-30 Formal faculty advice on curriculum and academic matters contained in the [February 6, 2013](#), Graduate Curriculum Committee meeting minutes.  
**Disposition:** Chancellor
- #13-31 The Graduate Curriculum Committee and Undergraduate Curriculum Committee must adhere to both the *University Undergraduate Catalog* and *University Graduate Catalog* definition of 5000-level courses; that is, that all such courses are graduate level courses and must have graduate-level objectives, learning outcomes, and all other graduate school requirements for such courses. No 5000 or higher level courses will require the University Undergraduate Curriculum Committee's approval or undergraduate course requirements.  
**Disposition:** Chancellor
- #13-32 Curriculum and academic matters contained in the [February 14, 2013](#) University Curriculum Committee meeting minutes.  
**Disposition:** Chancellor
- #13-33 [Revisions to the ECU Faculty Manual, Part XI, Section I.D.](#) to include web service for retired faculty.  
**Disposition:** Chancellor
- #13-34 [Formal faculty advice](#) on proposed revisions to the Current Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure.  
**Disposition:** Chancellor
- #13-35 [Resolution on Annual Report from the Office of Equity and Diversity.](#)  
**Disposition:** Chancellor
- #13-36 Revisions to [Guidelines for Setting University Calendars and Scheduling Lecture and Discussion Classes.](#)  
**Disposition:** Chancellor
- #13-37 New [Guidelines for Creating and Maintaining University Student Application/Processing Deadlines.](#)  
**Disposition:** Chancellor

**Faculty Senate Minutes**

**March 19, 2013**

**Page 17.**

- #13-38 [New Format for University Academic Calendars.](#)  
**Disposition:** Chancellor
- #13-39 [Formal faculty advice](#) on the format for New Student Application/Processing Deadlines.  
**Disposition:** Chancellor
- #13-40 [2014-2015 University Academic Calendar.](#)  
**Disposition:** Chancellor
- #13-41 [Revisions to 2013/2014 approved University Academic Calendars](#) to reflect change to last day for graduate students to drop courses without grades.  
**Disposition:** Chancellor
- #13-42 Curriculum and academic matters contained in the [March 7, 2013](#) Writing Across the Curriculum Committee meeting minutes.  
**Disposition:** Chancellor
- #13-43 Curriculum and academic program matters included in the [March 8, 2013](#) Educational Policies and Planning Committee meeting minutes including Request to consider [discontinuing the Certificate in Urban Design](#) within the Department of Geography; Request to consider [modification of concentrations](#) within the Department of Geography's BS degree in Urban and Regional Planning; Request to [discontinue the BA in Communications](#) within the School of Communication; Request to [discontinue BM in Music Therapy](#) within the School of Music; and a Request to rename the Department of Geography to [Department of Geography, Planning, and Environment.](#)  
**Disposition:** Chancellor
- #13-44 Request to [discontinue the MS degree](#) in Recreational Therapy Administration in the Department of Recreation and Leisure Studies within the College of Health and Human Performance included in the [March 18, 2013](#) Educational Policies and Planning Committee meeting minutes.  
**Disposition:** Chancellor
- #13-45 Curriculum matters included in the [March 8, 2013](#) Foundations Curriculum and Instructional Effectiveness Committee meeting minutes.  
**Disposition:** Chancellor
- #13-46 [Report](#) on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements.  
**Disposition:** Foundations Curriculum and Institutional Effectiveness Committee
- #13-47 [Report](#) on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations

curriculum requirements to go directly back to the Foundations Curriculum and Institutional Effectiveness Committee to move the process forward.

**Disposition:** Foundations Curriculum and Institutional Effectiveness Committee

#13-48 Faculty recommendation on Scholarship Deadlines stating: *The Student Scholarships, Fellowships, and Financial Aid Committee recommends that academic units be told of actual, or estimated, scholarship fund balances no later than February 15 of each year in order to meet the needs of the awarding units.*

**Disposition:** Chancellor

#13-49 [Faculty recommendation on Scholar-Teacher Awards](#) stating: *Therefore Be It Resolved that the Faculty Senate recommends that a monetary award of at least \$1,000 be reinstated for this prestigious teaching award. Therefore Be It Further Resolved that a monetary award of at least \$1,000 be awarded to each of the Scholar-Teacher award winners this April 2013 when they are recognized by the University community."*

**Disposition:** Chancellor

#13-50 [Request to discontinue the BA in Women's Studies](#) within the College of Arts and Sciences.

**Disposition:** Chancellor