

**East Carolina University
FACULTY SENATE
FULL MINUTES OF APRIL 16, 2013**

The eighth regular meeting of the 2012-2013 Faculty Senate was held on Tuesday, April 16, 2013, in the Mendenhall Student Center Great Room.

I. Call to Order

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

II. Approval of Minutes

The minutes of [March 19, 2013](#) were approved as distributed.

III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Chen (Interior Design and Merchandising), Terrian and MacGilvray (Medicine), Taggart (Music/Faculty Assembly Delegate), and Knickerbocker (Foreign Languages and Literatures/Faculty Assembly Delegate).

Alternates present were: Professors Herdman for Reisch (Business), Gilliland for Boklage (Medicine), Dobbs for Levine (Medicine), and Frank for Sanders (Technology and Computer Science).

B. Announcements

The Chancellor has approved/received the following resolutions from the February 2013 Faculty Senate meeting:

- #13-14 Formal faculty advice on curriculum and academic matters contained in the [February 11, 2013](#) Graduate Council meeting minutes.
- #13-15 Formal faculty advice on curriculum and academic matters contained in the [January 16, 2013](#), Graduate Curriculum Committee meeting minutes.
- #13-16 Revisions to the University Academic Distance Education and Learning Technology Committee [charge](#).
- #13-17 Curriculum and academic matters contained in the [January 24, 2013](#) University Curriculum Committee meeting minutes.
- #13-18 Curriculum and academic matters contained in the [February 11, 2013](#) Writing Across the Curriculum Committee meeting minutes.
- #13-19 Curriculum and academic program matters included in the [February 8, 2013](#) Educational Policies and Planning Committee meeting minutes, including a request for termination of the [Certificate in Employee Assistance Program](#) (EAP) in the Department of Addictions and Rehabilitations Studies within the College of Allied Health Sciences.
- #13-20 Formal faculty advice on the proposed [Co-Curricular Endorsement Policy](#).
- #13-21 Curriculum matters included in the [February 18, 2013](#) Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including approval of Foundations Credit in Writing Competency for ENGL 2201 Writing about the Disciplines, in Fine Arts for ENGL 2815 Intro to Creative Writing, and in Humanities for ENGL 3460 Literature and Mythology, ENGL 3470 Popular Literature, ENGL 2570 The Supernatural, and ENGL 3280 African Literature and removal of Foundations Credit from all of the upper-division (3000 and 4000) Sociology courses.
- #13-22 Revisions to the *University Undergraduate Catalog*, Section: Academic Advisement, Progress and Support Services, Subsection: Additional Requirements for all Degrees.
- #13-23 [Report](#) on the Policy on Awarding Undergraduate Degrees with Distinction.
- #13-26 Formal Faculty advice on [revisions to IDEA Chair Survey](#).
- #13-27 Formal Faculty Advice on [Proposed University Patent Policy](#).

We are missing the following academic unit's 2013/14 Faculty Senate representation: Allied Health Sciences, Biology, Business, Chemistry, Dental Medicine, Nutrition Science, Philosophy, Political Science, Sociology, and Technology and Computer Science. Please forward this information to the Faculty Senate office at faculty senate@ecu.edu as soon as possible.

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.

A preliminary call for nominations for the *Board of Governors Award for Excellence in Teaching*, *Board of Governors Distinguished Professor for Teaching Award*, *East Carolina Alumni Association Outstanding Teaching Award* and *Robert L. Jones Teaching Award* will be distributed soon to all academic unit heads. Nomination materials will be due September 1 and portfolios due November 1. Information on the different award nominating procedures is available at <http://www.ecu.edu/cs-acad/fsonline/aa/academicawards.cfm>.

Thanks to Chancellor Ballard for the refreshments provided for all Faculty Senate meetings during the academic year.

The ECU Pirate Read orients first year students to the academic community, prepares students for the college-level environment, allows students to share a common reading experience with fellow classmates, faculty, and staff and enables students and faculty to discuss ideas from the book across the curriculum. Please join the Pirate Read Committee on April 23, 2013 for The Big Revel – the unveiling of the 2013 Pirate Read selection. A reception will be held in MSC Gallery on the second floor from 4:00 – 5:00 p.m. The reveal will take place at 4:30 p.m.

C. Steve Ballard, Chancellor

Chancellor Ballard discussed the recent SACS reaffirmation visit. The process will continue until next December. ECU received three recommendations. The Quality Enhancement Plan (QEP) – “Write Where You Belong” went very well. Chancellor Ballard thanked Professor Wendy Sharer and all the people involved in the process. The recommendations are as follows:

1. CS 3. 2.14 – *“The Committee recommends that the institution demonstrate that its policies are clear concerning the ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies should address intellectual property for students, faculty, and staff.”*
2. CS 3.3.1.1 – *“The On-Site Reaffirmation recommends that the institution demonstrate that it makes improvements in its educational PROGRAMS that are based on the analysis of results.”*
3. CS3.3.2 – *“The On-Site Committee recommends that the institution provide a comprehensive assessment plan [for the QEP] that includes one or more mechanisms for continuous improvement.”*

ECU needs to show how recommendations 3.3.11 and 3.3.3 are being done across the campus. Chancellor Ballard stated that overall there were a minimal number of recommendations and he thanked Associate Provost David Weismiller for his leadership.

Chancellor Ballard recognized Professor Sam Sears for being named by the UNC Board of Governors as the winner of the O. Max Gardner award. The O. Max Gardner is the highest faculty

award in the UNC System. Professor Sears was recognized for improving the quality of life for heart patients and is recognized all over the world for his research.

Chancellor Ballard provided several updates from the Board of Governors. The Board passed the affiliation agreement with Vidant Health. It is a twenty-year agreement. There are four new members of the Board of Trustees and two more are waiting for gubernatorial approval. Two Board of Trustees members were reappointed, Mr. Danny Scott and Mr. Steven Jones. The two new members are Mr. Terry Yeargan (ECU Board of Visitors) and Mr. Robert Plybon (ECU Foundations Board of Directors).

Chancellor Ballard provided an update on the next steps of implementing the *Our Time, Our Future: The UNC Compact with North Carolina Strategic Directions for 2013-2018*. President Ross has asked each campus to review their mission statement. Any revisions are due next September. Chancellor Ballard stated that ECU was interested in ideas on how to improve the mission statement. Faculty should send their comments to the Academic Council, Chief of Staff Phillip Rogers or Chair Mark Sprague. The Chancellor stated that President Ross has required each campus to receive input from all its constituents. ECU will conduct forums to gather information. The UNC System has three working groups implementing the *Our Time, Our Future: The UNC Compact with North Carolina Strategic Directions for 2013-2018*. Chancellor Ballard is on E-Learning working group. The other working groups consist of one for section size and the General Education Council.

Chancellor Ballard stated that Governor Pat McCrory spoke at the Board of Governors meeting. The Governor has renewed the North Carolina Education Cabinet. The Governor will require each campus to work with the North Carolina Department of Commerce to bring new business to North Carolina. The issue of drug use on campuses was also discussed by the Governor. ECU has a strict policy on substance abuse.

The Chancellor provided a brief update on the budget although he stated that there was not much to report. The UNC System is getting positive comments from the North Carolina General Assembly (NCGA) Senate. The NCGA Senate has stated that they will begin with a zero based budget and will try to make positive changes for higher education. The Chancellor does not know how the UNC System will handle a \$15 million budget reduction and a \$5.5 million recurring reduction as proposed by the Governor. President Ross is working very hard with the NCGA to limit the reductions to higher education. Chancellor Ballard thanked Faculty Assembly Chair Catherine Rigsby, Vice Chair Andrew Morehead, and Secretary Cheryl McFadden for participating in the UNC legislative day.

Chancellor Ballard discussed the North Carolina General Assembly Senate Bill 473 (HealthCare Cost Reduction & Transparency). This bill would terminate set-off debt collection by certain state agencies. If this bill passed, it would be a \$5.5 million loss to the Brody School of Medicine (BSOM).

Chancellor Ballard hoped that the Faculty Senate would pass the Bachelor of Science in University Studies (BSUS) degree today. He stated that it provides a critical program for ECU. It would serve various students and help with one of the goals in the *Our Time, Our Future: The UNC Compact with North Carolina Strategic Directions for 2013-2018*.

Professor Gibson (Business) asked about the Chancellor's support of Faculty Senate Resolution #13-49 [Faculty recommendation on Scholar-Teacher Awards](#) and would the newest Scholar-Teacher

award winners be given some type of monetary award. Chancellor Ballard replied that it depended on available funds.

Professor Zoller (Art and Design) asked if the University was consulted or involved with the proposed changes to downtown Greenville. Chancellor Ballard stated that ECU is directly involved when the changes impact the campus. Otherwise, ECU is not consulted. The City consults with ECU but private developers do not contact ECU.

D. Ron Mitchelson, Interim Vice Chancellor for Research and Graduate Studies

Interim Vice Chancellor Mitchelson provided the following remarks to the Faculty Senate.

“I’ve been asked to make a few comments concerning the potential impacts of looming budget cuts on Research & Graduate Studies (RGS) activities and its continued support of research and creative activities on our campus. This statement will be brief given the size of the agenda and out of respect for the important agenda items upcoming. Much of what I will speak of is the current budget situation and then the uncertainty that accompanies current events in Raleigh. While all of us can see the storm looming on the horizon, none can know its specific force and its final impacts. That’s precisely why we prepare for a variety of budget cuts.

The RGS permanent state budget, excluding the Coastal Studies Institute out at Manteo (roughly \$2.7m), is right around \$15.5 million. Among the Divisions, this represents about 4.1% of the total. Within the RGS budget, as is the case for other units, the lion’s share of expenditure goes to salary and benefits, which are right around 85% of the total RGS budget. Almost half (a little over \$6 million) of the RGS state-funded salary and benefits is allocated to graduate assistantships. These features make cutting a difficult proposition for all of us. So, as it stands, our Division is expecting to accommodate approximately 4.1% of the cut to Divisions. In turn the future cut will be assessed on the State Appropriation, which is about \$280 million, and not on tuition and fees. The University’s Appropriation is about \$280 million. At 2%, the total cut to the University calculates to be around \$5.6 million and at 5%, it amounts to about \$14 million. Across cut scenarios from 2 to 5 percent, the RGS portion is:

2% = \$115,000

3% = \$172,000

4% = \$287,000

5% = \$402,000

These values also reflect the ability to handle up to a 1.5% cut centrally.

As you probably know, the Division also manages the F&A budget for the University. The Division distributes 30-40 percent of total F&A recoveries to colleges/schools/departments/Pis/ and eligible centers and institutes. Over the past three fiscal years (2010, 2011, 2012) ECU has averaged \$35.3 million in expenditures from external grants and contracts that have yielded an average recovery of \$5.4 million/year. Our rate of F&A recovery is low at 15.3 percent. BSOM has generated about 55% of total F&A over that three year period. We use about half of the F&A recovered to pay salaries and benefits in research support units like OSP, OGC, OHRI, OTT, CTO, and ORCA. We have used F&A to improve facilities like the linear accelerator lab in Physics, or the 3rd and 5th floor of the Science & Technology Building, or the 4th floor of the ECHI where ECDOl will be located in December. As a result, the end-of-year fund balance in F&A has intentionally declined from a peak of about \$8.3 million in FY

2010. My personal forecast is that we'll have about \$4 million in that fund at the end of the current FY.

In addition to salaries and new research spaces, we increasingly depend upon F&A to assist with start-up packages for new faculty members. Start-up packages are funded with a 75/25 split between RGS and the home units. Over the past three fiscal years (2010-12), ECU's start-up program has averaged \$3.3 million in commitments per year. Our budget includes about \$900,000 in recurring state money for this purpose and the rest of the need is met from non-recurring state funds and F&A. I am personally very thankful to Executive Council and the Chancellor for their ongoing support of the start-up program. It is essential to the recruitment of talented new faculty to our campus. During the budget storm that looms, I believe that it is in our institution's very best interest to attract talented faculty and graduate students to our campus and as a result, we should make every effort to protect our current funding for graduate assistantships and our start-up program. We remain open to creative ideas and invite your feedback as we navigate these rough waters."

Professor Rigsby (Geological Sciences/Faculty Assembly Chair) asked about the funding change for the Coastal Studies Institute. Interim Vice Chancellor Mitchelson stated that \$2.7 million in funding comes from the State for this Institute and it is housed in the Division of Research and Graduate Studies. He also noted that there is a proposal for expansion of the Coastal Studies Institute and that RGS would like to review this proposal before it is sent to the Faculty Senate.

E. Mark Sprague, Chair of the Faculty

Professor Sprague provided the following remarks to the Faculty Senate.

"Since this is the final regular Faculty Senate meeting of the 2012-2013 academic year, it is appropriate to look back at what we have accomplished and ahead to what we need to do.

We began the year with the implementation of the plus/minus grade system. As we all know well, the system is not optional. It is the only system used to report grades for undergraduate courses. As they have always done, faculty establish the grade scales for their courses. The preliminary data indicate that the plus/minus system has not had a negative impact on student GPAs. We must continue to monitor our grade system to ensure that it is applied fairly across campus and that requirements based on grades are appropriate.

At the beginning of the academic year the administration began a review of our academic libraries to determine whether our current faculty librarian model is appropriate for the libraries going forward or whether there is a better alternate model without tenure or faculty status for librarians. Outside consultants met with the library faculties, and a group of faculty from both libraries was charged with developing an alternate non-faculty model. In the next few weeks there will be a meeting between the libraries faculties, Chancellor Ballard, Provost Sheerer, Vice Chancellor Horns and me to discuss concerns about the library status and recent events. Currently, both libraries are in the process of completing program reviews using the program review format for administrative programs with one significant modification: the Educational Policies and Planning Committee will receive the report of the reviewers and the action plan and will bring recommendations about them to the Faculty Senate. The decision on the libraries model should be made in consultation with the entire faculty, and we will follow the procedures in the Faculty Manual.

The Board of Governors has a new strategic plan that will require us to retain and graduate more students and to create pathways for students to succeed. We have certainly given our share of comments and advice about the contents of the plan. In this climate it is important that our political leaders buy into the plan. It means they will continue to fund education. Faculty must be at the table when we determine exactly how we will respond to the plan, both at ECU and in the UNC system. The ECU faculty is responsible for the ECU curriculum and any changes to our curriculum in response to the UNC strategic plan must go through our regular processes.

Of course we had our SACS visit in March. The committee was impressed with our QEP and also commented positively about the involvement of faculty governance in the overall writing program. One issue that the SACS reviewers identified was with our academic program assessment. Faculty must take ownership of the assessment process. Program assessment is part of the faculty responsibility for the curriculum that we hold dear.

Today we will consider the last part of our review of the Faculty Manual, the policy on research conduct. We began this process in fall 2009 under Chair Marianna Walker, and when we complete this policy, we will have reviewed and reorganized every part of the Faculty Manual. Marianna, it is entirely appropriate that as Chair of the Faculty Governance Committee you will lead us through the completion of this monumental task. I would like to thank all of the faculty members on all Faculty Senate Committees and in the Faculty Senate for completing this process efficiently but with careful deliberation and study. Our Faculty Manual is vastly improved due to your efforts.

Throughout the year we have been concerned about the budget. The economy has begun to sputter back to life, but political change in Raleigh has brought a different perspective on funding for the university system. I sincerely hope that we do not receive the drastic budget cuts that have been discussed. If so, we will follow our faculty manual policies and make use of our previous work on program prioritization, but the reality is our system cannot respond to drastic cuts in a strategic way. Drastic budget cuts will harm every portion of our institution and significantly affect our ability to graduate students. We must convince our political leaders that this is inconsistent with the strategic plan that they endorsed. Rather than slashing our budgets, they should require us to make deliberate changes to improve our efficiencies. It is my opinion that education and the pursuit of knowledge should not be partisan issues. It is in everyone's interest to have an educated population and a university system that promotes knowledge, creative activities, and innovation. I look to you, my faculty colleagues, for your ideas, your advice, your participation, and your advocacy of faculty, university, education, and the pursuit of knowledge. We need you more than ever!"

F. Catherine Rigsby, UNC Faculty Assembly Chairperson

Linked here is Professor Rigsby's full report on the [UNC Faculty Assembly 2012-2013 Activities](#) and a report entitled, [Protecting the Academic Core](#), Academic Core Sub-Committee of the Faculty Assembly, 2009-2010.

G. Question Period

Professor Maher (Philosophy) stated that he had asked Chancellor Ballard last month how faculty

members could inform State leaders about the faculty issues in higher education. He wanted to know if faculty could obtain advice from the University Attorney on how best to draw the lines between informing the leaders and using political persuasion. Professor Rigsby stated that President Ross and others in the General Administration informed her that faculty could explain the facts to legislators. University Attorney Donna Payne agreed that faculty could explain the factual effects of reductions but would need to make sure they were not advocating for a particular program or area. Chancellor Ballard stated that higher education contributes significantly to the economy in North Carolina. He suggested that faculty should write op-eds to the media.

Professor Wilson (Sociology) noted that the Provost and Chair of the Faculty had been involved in training this academic year of those involved in the tenure and promotion process and he commended them on what he thought was the best thing to happen in the past 25 intervening years. He wondered if they planned to assess their efforts in order to improve the training and consider bringing additional things to the training sessions, i.e. gender equity, affirmative action. He would like to see the training become a standard, ongoing event for all faculty involved in University matters. Provost Sheerer replied that she thought the training this year had made a difference but was unsure if she could provide assessment support. She agreed that enhancing and adding to the training for faculty members next year was a good idea.

Professor Zoller (Art and Design) asked if faculty leaders would consider training those tenured faculty members going up for promotion. Chair Sprague replied that the Chancellor's Committee on the Status of Women currently offers training for faculty on some of these issues and agreed that this can be improved upon. He recognized both Professor Cheryl McFadden (Education) and Professor Rachel Roper (Medicine) as leaders on these hard working administrative committees.

IV. Unfinished Business

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

V. Report of Graduate Council

Professor Terry West (Biology), Chair of the Graduate Council, presented first curriculum and academic matters contained in the [February 20, 2013](#), [March 6, 2013](#), and [March 20, 2013](#) Graduate Curriculum Committee meeting minutes, including items within the Departments of Mathematics, Anthropology, Child Development and Family Relations, and Biology; Colleges of Education, Allied Health Sciences, Health and Human Performance, and Business; and Schools of Social Work, Medicine, and Communication.

Following his remarks, there was no discussion among the Senators and the curriculum and academic matters contained in the [February 20, 2013](#), [March 6, 2013](#), and [March 20, 2013](#) Graduate Curriculum Committee meeting minutes were accepted as formal faculty advice to the Chancellor.

RESOLUTION #13-51

Professor West then presented curriculum and academic matters contained in the [April 1, 2013](#) Graduate Council meeting minutes, including three sets of Graduate Curriculum Committee minutes, memo corresponding to the March 6, 2013 GCC minutes, update from ad hoc committee on thesis and dissertation approvals, four documents presenting information relevant to the discussion on plus/minus grading and request for a time extension by a PhD candidate. Regarding the discussion on theses and dissertations, Professor West reported that the ad hoc committee stated that there were process and authority issues. Process issues involved proposal hearings and defenses while authority issues involved the role of the dean of the graduate school. The ad hoc committee stated

that there needed to be certain procedures implemented that regulated the process. For example, the roles of the committee members, graduate director, unit administrator, and the dean of the graduate school needed to be defined. The Graduate Council consulted Professor George Bailey (Philosophy) whose research found no universities that gave the dean of the graduate school the authority to approve/disapprove content in theses and dissertations. His research indicated that the dean of the graduate school approved format only issues of the documents.

Professor Edwards (Sociology) asked if all units would be required to implement these changes if only one unit encountered the deficient theses/dissertations. Professor West stated that the process would apply to all units but that the ad hoc committee was still investigating the issues. He stated that the Graduate Council wanted to make the process efficient but not more work for faculty. Professor West stated that the ad hoc committee on the plus/minus system was going to be reconstituted this fall.

Following discussion, the curriculum and academic matters contained in the [April 1, 2013](#) Graduate Council meeting minutes were accepted as formal faculty advice to the Chancellor. **RESOLUTION #13-52**

VI. Report of Committees

A. Educational Policies and Planning Committee

Professor Ed Stellwag (Biology), Chair of the Committee, first presented curriculum and academic program matters included in the [March 18, 2013](#) meeting minutes, including a Request to [discontinue the MS degree in Recreational Therapy Administration](#); [Request to discontinue the BA in Women's Studies](#); and Academic Program Reviews of [Educational Leadership](#) and [Higher, Adult, and Counselor Education](#) within the College of Education.

Professor Howard (Communication) asked whether the Faculty Senate had already approved the request to discontinue the BA in Women's Studies. Professor Stellwag agreed that it had already been approved.

Following a brief discussion, the curriculum and academic program matters included in the [March 18, 2013](#) Educational Policies and Planning Committee meeting minutes, including a Request to [discontinue the MS degree in Recreational Therapy Administration](#); [Request to discontinue the BA in Women's Studies](#); and Academic Program Reviews of [Educational Leadership](#) and [Higher, Adult, and Counselor Education](#) within the College of Education was approved as presented. **RESOLUTION #13-53**

Professor Stellwag then presented curriculum and academic program matters included in the [April 12, 2013](#) meeting minutes including a Request for Permission to Plan MA in [Communication Studies/Speech Communication and Rhetoric distance education degree program](#); Notification of Intent to Plan [MAEd Elementary Education distance education degree program](#); Notification of Intent to Plan [MAEd Middle Grades Education distance education degree program](#); Request for Permission to Plan a [Master of Community Planning Degree](#); Request to discontinue MA Social Work distance education sites in Elizabeth City and Wilmington; Request to change the name of the Technical and Professional Discourse PhD program within the Department of English to [Rhetoric, Writing, and Professional Communication](#); Request to change the name of the General-Theoretic Master's

Program within the Department of Psychology to [Master's in Industrial and Organizational Psychology](#).

Professor Walker (Allied Health Sciences) asked for clarification regarding the request for permission to plan MA in Communications/Speech Communication distance education degree program. Professor Howard replied that it was a matter of CIP code.

Following discussion, Educational Policies and Planning Committee meeting minutes including a Request for Permission to Plan MA in [Communication Studies/Speech Communication and Rhetoric distance education degree program](#); Notification of Intent to Plan [MAEd Elementary Education distance education degree program](#); Notification of Intent to Plan [MAEd Middle Grades Education distance education degree program](#); Request for Permission to Plan a [Master of Community Planning Degree](#); Request to discontinue MA Social Work distance education sites in Elizabeth City and Wilmington; Request to change the name of the Technical and Professional Discourse PhD program within the Department of English to [Rhetoric, Writing, and Professional Communication](#); Request to change the name of the General-Theoretic Master's Program within the Department of Psychology to [Master's in Industrial and Organizational Psychology](#) was approved as presented. **RESOLUTION #13-54**

Professor Henze (English) moved to reconsider the March 18, 2013 EPPC minutes to discuss again the [Request to discontinue the BA in Women's Studies](#). Following a voice vote, the move to reconsider was approved. Professor Henze then asked if the program faculty were part of the decision to discontinue the BA in Women Studies. Senior Vice Chancellor and Provost Sheerer replied that General Administration had classed the program as a low performing program and that the students could minor in the area. Professor Stellwag stated that the director of the program was involved in the decision making process.

Professor Howard stated that the [request to discontinue the BA in Women's Studies](#) within the College of Arts and Sciences was indeed approved by the Faculty Senate in March 2013 (Resolution #13-50). However, there was no harm in discussing the item again.

Professor Roper stated that the Chancellor's Committee on the Status of Women was going to discuss this issue at their upcoming April 19 meeting.

Professor Maher stated that the faculty involved with the Multidisciplinary Studies Program and faculty from the Women's Studies Program have been involved in discussions about offering the major in Women's Studies as a track in this area.

Following discussion, the Senate reinstated their approval of discontinuing the BA in Women's Studies.

Professor Stellwag then presented a Request for Authorization to Establish a [Bachelor of Science in University Studies](#); Notification of Intent to [Plan a Bachelor of Science in University Studies distance education degree program](#); and Request for Authorization to [Establish a Bachelor of Science in University Studies distance education degree program](#).

Professor Given (Foreign Languages and Literatures) stated that he understood the rationale for the BSUS but thought the program needed to move to a college. He then made the following motion:

The Faculty Senate directs the Chair of the Faculty to charge the Educational Policies and Planning committee (EPPC) to:

1. Create, in consultation with the University Curriculum Committee, a clear standard by which the Faculty Oversight Committee will be able to judge whether the proposed Bachelor of Science in University Studies (BSUS) thematic core has attempted to circumvent an existing major. The definition should take into consideration not only existing majors' major requirements but also existing majors' cognate requirements and (if applicable) foreign language requirements.
2. Define precisely what the Faculty Oversight Committee's authority and responsibility are.
3. Report to the Faculty Senate, at the first meeting of the Spring 2014 semester about the progress and implementation of the standard and authority and responsibility of the Oversight Committee.
4. Conduct a triennial audit of a sample of BSUS degrees to ascertain whether the standard has been applied correctly and consistently, to recommend corrective action if the audit finds flaws or inconsistencies, and to report the audit results to the Faculty Senate at the first meeting of the spring semester of the year in which the audit is conducted.
5. The Faculty Oversight Committee should be a part of the academic program review.

Professor Rigsby (Geological Studies) spoke in favor of the motion and oversight of the activities of the BSUS and stated that if this is not handled well we could decrease the value of an ECU degree. Defining the role of the Faculty Oversight Committee and requesting involvement and reporting from several faculty academic committees and the Faculty Senate is a very good idea.

Professor Morehead (Chemistry) stated that academic program reviews are set up within academic units and that this is tied into #4 of the motion. He stated that the Faculty Oversight Committee should be involved in the academic program review and moved to have this added as #5. There was no objection.

Professor Given (Foreign Languages and Literatures) moved to change "triennial" to "regular". There was no objection.

Professor Stellwag (Biology) stated that this task could be overwhelming for the Educational Policies and Planning Committee. Professor Given replied that he did not see this as too overwhelming committee work since the Committee was being asked to create a standard by which the Oversight Committee would work.

Professor Maher (Philosophy) replied that the tasks (standard and definition of the Faculty Oversight Committee) being charged to EPPC would later become a part of the Oversight Committee's responsibilities once a rubric was established by EPPC.

Following discussion, the motion on the proposed Bachelor of Science University Studies degree programs was approved as amended and reads as follows:

The Faculty Senate directs the Chair of the Faculty to charge the Educational Policies and Planning committee (EPPC) to:

1. Create, in consultation with the University Curriculum Committee, a clear standard by which the Faculty Oversight Committee will be able to judge whether the proposed Bachelor of

Science in University Studies (BSUS) thematic core has attempted to circumvent an existing major. The definition should take into consideration not only existing majors' major requirements but also existing majors' cognate requirements and (if applicable) foreign language requirements.

2. Define precisely what the Faculty Oversight Committee's authority and responsibility are.
3. Report to the Faculty Senate, at the first meeting of the Spring 2014 semester about the progress and implementation of the standard and authority and responsibility of the Oversight Committee.
4. Conduct a regular audit of a sample of BSUS degrees to ascertain whether the standard has been applied correctly and consistently, to recommend corrective action if the audit finds flaws or inconsistencies, and to report the audit results to the Faculty Senate at the first meeting of the spring semester of the year in which the audit is conducted.
5. The Faculty Oversight Committee should be a part of the academic program review.

RESOLUTION #13-55

Following discussion and vote on Professor Given's motion, Professor Sprague then asked for further discussion on the Request for Authorization to Establish a [Bachelor of Science in University Studies](#); Notification of Intent to [Plan a Bachelor of Science in University Studies distance education degree program](#); and Request for Authorization to [Establish a Bachelor of Science in University Studies distance education degree program](#).

Professor Theurer (Music) stated, in reference to the proposed new BSUS, his concerns with students selecting their degree choice during their sophomore year. He then made a motion to add to the BSUS proposal sentence that read "Students interested in this degree will work with an advisor on the specifics of this degree by their sophomore year."

Professor Kerbs (Criminal Justice) asked if students can change their degree as a senior to this new BSUS degree. Professor Theurer (Music) responded that this is why he offered the motion to have an advisor assist the student earlier in their sophomore year.

Professor Edwards (Sociology) stated that the Faculty Oversight Committee should take on this responsibility and after five years of this degree being offered, then the administrative oversight apparatus should assume the responsibility.

Professor Morehead (Chemistry) expressed his support for the spirit of the motion but suggested that students get proper advising before declaring a major.

Following discussion, the motion that "Students interested in this degree will work with an advisor on the specifics of this degree by their sophomore year" failed.

Professor Maher (Philosophy) stated that as a member of the multidisciplinary studies program for many years, he wished to share that members of the program feel that this BSUS proposal is duplicative of other degrees already being offered at ECU. A chart was earlier provided in the proposal comparing the differences between the proposed BSUS and the multidisciplinary studies program. The chart detailing the [differences](#) between the proposed BS in University Studies and the existing multidisciplinary studies major referenced three structured majors and several unstructured majors and then individual concentrations which allows individual students with an interest not addressed by other standard majors can create their own track and major of study.

He stated that it has come up in other statements here today that there may be overlap between the BSUS degree program and the already existing Multidisciplinary Studies Program. Professor Maher stated: "As a member of the MULT committee for ten years, I want to explain a bit about the program.

Multidisciplinary Studies has been in existence for 20 years. It was established in part as a testing ground for potential majors; the idea was that if programs could demonstrate over time that there was an enduring student appetite for the program, an ability to teach the curriculum, and a record of graduating sufficient numbers of majors, the program could be spun off as a stand-alone major. In that regard, there are now three structured concentrations: Religious Studies, Neuroscience, and Classics and Classical Civilization, with 48, 37, and 23 enrolled students, respectively, and 16, 3, and 7 graduates in 2012-2013. They each have their own director and governing committee. In addition, there are several unstructured concentrations that have fewer students, including Asian Studies, Middle Eastern Studies, and International Studies.

In addition, there are what we call individual concentrations. It is described as follows:

MULT Individual Concentrations: *The goals of the program are to ... enable motivated students to pursue degrees in specialized or new fields... The individual concentration is designed for the student (1) who has clear interests and objectives that overlap schools, departments, degrees, or concentrations; (2) whose interests and objectives cannot reasonably be met through existing majors, minors, and electives; and (3) whose program is not fashioned in order to bypass a requirement of an existing program. A course of study is developed by the student in consultation with faculty in the appropriate disciplines and the director of multidisciplinary studies... The program is not a general studies degree and program guidelines prohibit approval into the program of students who have not developed a coherent and academically respectable course of study that meets program guidelines (<http://www.ecu.edu/cs-acad/ugcat/multistudies.cfm>).*

The latest planning document from the BSUS planning group describes the program as followings:

The bachelor of science in university studies (BSUS) is a university-wide program designed for students who seek a unique course of study outside traditional majors. This program offers the opportunity for students to develop an integrated, yet individualized, program of study that is personally interesting and professionally relevant within specific institutional guidelines. The BSUS degree is intended for students whose goals and interests for education are not met by current degree programs and offers avenues for academic innovation and accomplishment of 21st century educational goals.

While the specific number of required courses differs in the two programs, many continue to think the basic structure of the BSUS degree program would duplicate the MULT Individual Concentration track."

Provost Sheerer stated that General Administration has already approved ECU's intent to plan the new program.

Professor Riggsby (Geological Sciences) stated that this was not an attack on the proposal itself but an honest inquiry on how this differs from the current multidisciplinary discipline program.

Austin Bunch stated that the chart detailing the [differences](#) was not required for a request to establish the new program then provided some of the differences between the two.

Following additional discussion and a vote of 30 to 19, the Request for Authorization to Establish a [Bachelor of Science in University Studies](#); Notification of Intent to [Plan a Bachelor of Science in University Studies distance education degree program](#); and Request for Authorization to [Establish a Bachelor of Science in University Studies distance education degree program](#) were approved.

RESOLUTION #13-56

Professor Rigsby (Geological Sciences) moved that as soon as practical, the Provost begin work to have the new academic programs ([Bachelor of Science in University Studies](#) and [Bachelor of Science in University Studies distance education degree program](#)) moved into an academic college so that created coursework will not be developed outside of an academic unit. The motion passed.

RESOLUTION #13-57

Provost Sheerer replied that ECU had to initiate the program first and would later address the move into an academic college.

B. University Budget Committee

Professor John Given (Foreign Languages and Literatures) presented an informational report on the budget and stated the following:

“Our report today will not provide much in terms of up-to-date budgetary information. The Chancellor’s reports to the Senate each month have done a good job of that, and we have little to add. Instead, I am here to fulfill part of the University Budget Committee’s (UBC) charge. Our first duty in our charge is: “The committee serves as a communication link between the Faculty Senate and the Chancellor for budgetary matters.” We are also charged to “receive information and advise the Chancellor regarding budgetary and reallocation decisions.” To fulfill these portions of our charge, the UBC earlier this year wrote a letter to the Chancellor and the Vice Chancellors. Our committee has traditionally had good communication with the administration; we suggested formalizing that communication. As a result, we had correspondence first in writing and then in a specially called UBC meeting with the Chancellor and Vice Chancellor Niswander. We met for two full hours, and discussed many possibilities for budgetary savings. Let me assure the Senate at the outset that both of them solidly understood the academic impact of all the scenarios we discussed. We emerged deeply concerned, but also confident that both the Chancellor and Rick keep academics as their first priority. Let me also assure the Senate that, all year, we have received whatever information we requested and had all our questions answered. You can be confident that the budgetary process, at the institutional level, is transparent. My report today completes the circle of communication by bringing these discussions to the Senate and, through you, to the full campus.

My report will touch briefly on three topics: first, the pressure from outside the university; second, the situation at the university; and third, the path forward.

First, the pressure from outside the university. There are three documents with which suggest you all become familiar. First is the new UNC Strategic Plan. I know many of you have already

looked at it, and I won't dwell on it. From a budgetary perspective, the plan calls for significant new investments in the university, even as it prescribes unspecified new "efficiencies," particularly administrative efficiencies. Second is the governor's budget proposal. The proposal is just the first step in the budgetary process. The final budget will inevitably differ from this beginning. Still, it shows that the governor's priorities are not wholly aligned with the UNC Board of Governors' priorities. The requested new investments are only partially funded, while cuts go deeper. The best part of the BOG's priorities, in my opinion, was that the university would be able to carry some allocations over from one year to the next. That policy does not appear in the Governor's budget. As the budget process moves forward, I encourage you to follow the news coverage in the News & Observer and also on the WRAL website from Raleigh. These have proved to be my best sources of information outside the State's own website.

Finally, there is a consultants' report, commissioned by the BOG, called [Developing Alternatives for Active Portfolio Management Report](#). The report makes several recommendations. They include: active management of class sizes and thus elimination of faculty, greater use of hybrid classrooms with online content shared across campuses, standardize general education across the system based on competency outcomes, program consolidation across campuses (both low-performing programs and gen. ed.-related majors).

To reach its recommendations, the report uses various types of data. For example, it analyzes how each campus distributes its resources among its academic programs. Thus, while ECU has 0.8 academic programs per 100 students—a number in line with the rest of the system—the report notes that we have 110 undergraduate degree programs, which is *far* above the system average and *far* above the other Doctoral/Research universities. The report also shows that, system-wide, 246 undergrad majors (just 27% of the total number of majors available) enroll 72% of students. The flip side: the 24% of programs that constitute the 212 smallest programs enroll just 3% of students. At the graduate level, the smallest 33% of programs enroll 6% of students. There are also charts about class sizes, graduation rates per discipline, % of tenured faculty teaching at each level, and much more. If these are the measures of how the BOG is thinking about the relationship between budget and curriculum, we have real concerns. On the other hand, the report also measures how each campus compares to its peers in educational expenses per student. ECU is very closely aligned with our peers. That's good news. Even better, the report breaks out instructional costs per students vs. "other" educational costs per student. ECU is the best in the system. We spend 27.1% less than our peers on "other" educational costs. Instead, we put our money where it belongs—in instruction. But that presents a paradox: if ECU is forced to cut as deeply as everyone else—and remember two years ago ECU took a bigger percentage cut than most campuses—then we don't have much to cut *except* from instructional costs.

That leads me into my second topic: the situation at the university. We all know this well. We have been cut to the bone, and the majority of cuts have come from the non-academic divisions. So, currently, 78.2% of our state allocations are located in the three academic divisions: Academic Affairs, Health Sciences and Research & Graduate Studies (and RGS only has 4.8%). Like I said, we do put our money into instruction. In most of the Colleges, budgets are approaching 100% for personnel. Five years ago, there were monies kept centrally in Academic Affairs and Health Sciences to assist departments with special needs and to provide funds for things like affirmative action hires. Most of those monies are now

gone. We now rely on lapsed salary dollars to fund not only some fixed-term faculty but also special projects and ad hoc emergencies; if we lose a lot of empty positions, we not only lose the positions, but also the lapsed salary dollars associated with them.

I said that 78.2% of allocations go to the academic divisions. If you're wondering about the rest:

- 3.3% goes to the Chancellor's Division, which includes Campus Safety
- 1.2% to Student Life
- 1.0% to University Advancement, and
- 16.3% to Administration & Finance—which includes: Human Resources, Payroll, ITCS, Parking & Transportation, Accounting, Facilities Services, etc. – i.e., all services necessary to keep the institution running.
- Athletics gets almost nothing, just some money for tutoring and the NCAA Compliance Officer.

In sum: We often hear that we need to reduce administrative costs. That's what the BOG requested. That's what the governor's budget requests. And certainly faculty often say it too. Administrative costs are a constant concern for the UBC. But our research shows that administrative costs have been cut drastically over the past five years. It's nearly impossible to find superfluous administrative work being done. Can we find more cuts? I'm sure we can, and we have to. We may need to look at the radical consolidations the PPC rejected last year. But at this point administrative cuts are going to impact our teaching and research as much as cuts to the academic side of the university. Services will be reduced. When we cut administratively, faculty often end up shouldering the burden of administrative tasks, thus reducing faculty productivity.

Enough doom and gloom. Part three, the way forward. We can lament our present troubles, or accept them as real and find solutions. In our discussions this year, both among us and with administrators, the UBC has tried to remain constructive, even as the news kept getting worse all year. We see three areas where ECU needs to work cooperatively to meet our present and future challenges.

One, we need to think at an institutional level. Faculty need to be aware that all new monies will be reallocations from somewhere else. They won't be truly "new". We need to discuss institutional priorities openly and honestly and try to see beyond parochial needs. This isn't to say that we abandon our principles in our local units, but we need to understand how those principles fit into the larger picture, and contribute to decisions *in that context*. There are difficult short-term decisions to be made. PPC recommendations will come into play, but we must also ensure the quality of our education. UBC members will be available for consultation this summer (as we have done in the past), and we will do our best to communicate with the full faculty.

Two, it's easy to get caught up in making short-term decisions because budget cuts must be made immediately. Nevertheless, we also need to seek long-term, systemic and structural innovations. We need to admit that the university we have now will not exist in five years, and we need to figure out what it will become—again, without letting go of the educational principles we cherish. Are there alternate governance structures we could create? Is all the service we perform the best way to expend our energies, or can some of it be consolidated?

What is the appropriate role for DE and what are its true savings? The UBC this year solicited entrepreneurial ideas for alternate funding sources, with little success. Why haven't we been able to come up with better ideas? (We are still open to ideas! Please send them to us!)

Three, the most pressing innovation must be to reduce the cost of education per student—again (I sound like a broken record), without letting go of the educational principles we cherish. One strategy the UBC has discussed is to find ways to better integrate Academic Affairs and Student Affairs into a more holistic universe. Education is broader than curriculum, and we all need to be on the same page to educate our students. Our student population faces so many challenges not only in terms of educational preparedness but also social preparedness, psychological stresses, financial problems, and so forth. How many students have earned bad grades—and thus lengthened their time to degree—not because they couldn't do the work but because they faced too many extracurricular impediments? Finding better ways to help these students succeed is good for them, and is financially good for the university. That's just one idea to start with. The UBC encourages all areas of the university to focus on the question of reducing the cost of education. Our future as an institution depends on it."

Professor Scott (Academic Library Services) asked if the Committee had received annual reports from the Athletics and University Advancement Divisions. Professor Given responded that they have not received this information but would work with the Committee to request those budgets in the future.

Professor Rigsby (Geological Sciences) stated that she would provide the Committee and others with a Faculty Assembly report ([Protecting the Academic Core](#), Academic Core Sub-Committee of the Faculty Assembly, 2009-2010) about the role of faculty in budget situations.

C. University Environment Committee

Professor Brian Glover (English), Chair of the Committee presented a resolution on Support of Efforts to Control Storm Water Runoff and provided various examples around campus for why this is needed.

Professor Fitzgerald (Medicine) asked if there was money available to cover the improvements across campus or is this request budget neutral. Professor O'Driscoll (Geological Sciences) replied that it would not impact the budget.

Professor Scott spoke in favor of the resolution and referenced the problem of the paved over storm drain on 5th street.

Following discussion, the resolution on Support of Efforts to Control Storm Water Runoff was approved as presented. **RESOLUTION #13-58**

D. Writing Across the Curriculum Committee

Professor Hector Garza (Theatre and Dance), Chair of the Committee presented curriculum and academic matters contained in meeting minutes of [April 8, 2013](#), which include removal of writing intensive designation (WI) from some sections of [HLTH 3030](#): Health Behavior and ENGR 2070: Materials and Processes. There was no discussion and the curriculum and academic matters contained in [April 8, 2013](#) Writing Across the Curriculum Committee meeting minutes, which include removal of writing intensive designation (WI) from some sections of [HLTH 3030](#): Health Behavior and ENGR 2070: Materials and Processes were approved as presented. **RESOLUTION #13-59**

E. University Curriculum Committee

Professor Donna Kain (English), Chair of the Committee, presented curriculum and academic matters contained in meeting minutes of [February 28, 2013](#), [March 21, 2013](#), and [March 28, 2013](#) which include curricular actions within Departments of Interior Design and Merchandising, English, Child Development and Family Relations, Foreign Languages and Literatures, Sociology, and Mathematics; Schools of Social Work, Communication, and Music; Colleges of Allied Health Sciences, Business, Health and Human Performance, and Nursing; and discussion on 5000-level courses standard operating procedure.

Professor Kain stated that since all reports were linked she wouldn't go into detail with all the departments and programs that brought matters before us but rather just report on the actions overall unless anyone has questions. She noted that in the February 28, 2013 meeting, there were the following curricular actions reviewed: New Courses: 13, Revised/Renumbered/Unbanked Courses (includes title/prereq./prefix): 1, New Minors: 1 and Revised Existing Degrees/Concentrations/Departmental Text: 2. The committee also considered issues related to 5000-level courses and the new policy to include undergraduate objectives, assignments, and grading in those courses.

During the March 21, 2013 meeting, she noted the following curricular actions reviewed: New Courses: 6; Revised/Renumbered/Unbanked Courses (includes title/prereq./prefix): 32, New Concentrations: 3, Revised Existing Degrees/Concentrations/Departmental Text: 8, Deletion of Existing Degrees/Concentrations: 2, Revised Minors/Certificates: 4, Deletion of Existing Minors/Certificates: 3, Banked Courses: 1, Deletion of Existing /Banked Courses: 12, and 5000-level Courses Standard Operating Procedure

Professor Kain explained that the Senate passed a motion at the last meeting that 5000 level courses are graduate courses and do not need UCC involvement nor should they have undergraduate curricula in them. In light of the development of a GCC/UCC procedure to deal with this, a subgroup was created to prepare a response for discussion at the 03-28-13 UCC meeting.

During the March 28, 2013 meeting, she noted the following curricular actions reviewed: New Courses: 19, Revised/Renumbered/Unbanked Courses (includes title/prereq./prefix): 3, New Concentrations: 3, Revised Existing Degrees/Concentrations/Departmental Text: 8, Deletion of Existing Degrees/Concentrations: 1, Revised Minors/Certificates: 1, Deletion of Existing Minors/Certificates: 3, Banked Courses: 1. She also noted that the Committee discussed the 5000 level courses with a motion made and approved that stated: *The UCC, as a committee charged by the Faculty Senate, should follow the policies adopted by the Faculty Senate. Until a decision from the Chancellor on FS #13-31 is available, the UCC will take no action on 5000-level courses or any further action related to the draft policy pertaining to UCC review of undergraduate curricula in those courses until there is a determination on the motion by the Faculty Senate.*

Following discussion, the Curriculum and academic matters contained in the [February 28, 2013](#), [March 21, 2013](#), and [March 28, 2013](#) University Curriculum Committee meeting minutes were approved as presented. **RESOLUTION #13-60**

F. Foundations Curriculum and Instructional Effectiveness Committee

Professor Mike Brown (Psychology), Chair of the Committee presented first proposed revisions to the *University Undergraduate Catalog*, Section: Undergraduate Studies: Academic Advisement,

Progression and Support Services, Subsection: Student Progression in reference to Liberal Arts Foundations Program.

Professor Theurer (Music) moved to add "Liberal Arts" to the first sentence so that it would read: *Courses that carry Liberal Arts foundations curriculum credit are identified in the course listings using the FC designation.* The motion was approved.

Following discussion, the proposed revisions to the *University Undergraduate Catalog*, Section: Undergraduate Studies: Academic Advisement, Progression and Support Services, Subsection: Student Progression in reference to Liberal Arts Foundations Program were approved as revised.

RESOLUTION #13-61

Professor Brown then presented a Domestic and Global Diversity Course Approvals for CDFR 4303: Families and Cultural Diversity, HLTH 3002: Women's Health Across the Lifespan, EDUC 3002: Introduction to Diversity. There was no discussion and the Domestic and Global Diversity Course Approvals for CDFR 4303: Families and Cultural Diversity, HLTH 3002: Women's Health Across the Lifespan, EDUC 3002: Introduction to Diversity were approved as presented.

RESOLUTION #13-62

Professor Brown then presented the Faculty Senate with an update on the Student Perception of Teaching Survey (SPOTS) training and stated that he has conducted training for new faculty and new chairs. He is working with IPAR and the Office of Faculty Excellence to schedule more training opportunities.

Professor Walker asked if training would be offered to all academic unit chairs not just new administrators. Professor Brown replied that the training should be offered to all academic unit chairs.

Professor Brown then presented an update on Transfer Students and NCCC Articulation Agreement on General Education and stated that a committee from the UNC System has met with a committee from the North Carolina Community College System. He said the meetings were very positive.

Professor Rigsby (Geological Sciences) stated that by this weekend, she will forward to the Faculty Senate the new summary of the most recent version.

Following Professor Brown's report, Professor Sprague took a moment to recognize Professor Brown's departure from ECU as of July 1. The Faculty Senate gave Professor Brown a round of applause in recognition of his hard work over the years.

G. Faculty Welfare Committee

Professor Rachel Roper (Medicine) provided for information only a report on a proposed University Policy on Drug Abuse. She stated earlier this month the Faculty Welfare Committee was given a proposed University Policy on Drug Abuse and asked to review it and provide formal faculty advice to the Faculty Senate less than two weeks later (during the Senate's last regular meeting of the academic year). The new policy, requested by the Board of Trustees for students, was drafted by staff within the Student Affairs Division. While an attempt was made by Student Affairs to restate the Board of Governors policy on drugs, members of the Committee expressed numerous serious questions regarding the proposed University Policy and agreed to consult with ECU lawyers and

administration to clarify portions of the policy and obtain further information prior to providing formal faculty advice to the Faculty Senate.

Some examples requiring further clarification include:

- Section 3 references substance abuse programs. The policy fails to address what will be kept confidential for faculty voluntarily seeking substance abuse program.
- Section 4.4.1 should be clarified, which states in part, "Any member of the university community who violates that law is subject to ...disciplinary proceedings by the university. "
- Section 4.4.1.1 states in part, "For the illegal manufacture, sale, delivery... any faculty member... may be discharged." It does not describe the process or state who would make such determinations.
- The current appellate due process procedures for faculty are not referenced in this proposed University policy.
- It is unclear how the proposed policy would affect students' activity in their private residence off campus.

While the Committee understands that there is some urgency in implementing this proposed University policy for students, the Committee asks for more time to adequately review the policy prior to reporting to the Faculty Senate. At present, the issue of illegal drug use by faculty is covered in the *ECU Faculty Manual*, Part XI General Faculty Employment Guidelines and Benefits, Section VI. Substance Abuse and Weapons Policies which states:

A. Substance Abuse Policy

The highest standards of personal and professional conduct must be maintained by faculty, staff, and students. Illegal or abusive use of drugs or alcohol, referred to in this policy as substance abuse, by members of the university community adversely affects the mission of the university and is prohibited. A substance abuse policy adopted by the East Carolina University Board of Trustees, consistent with the UNC Board of Governors' Policy on Illegal Drugs, is intended to: prevent substance abuse through a strong educational effort; encourage and facilitate the use of counseling services and rehabilitation programs by those members of the university community who require their assistance in stopping illegal or abusive use of drugs or alcohol; and discipline appropriately those members of the university community who engage in illegal drug or alcohol related behaviors.

The UNC Board of Governor's Policy on Illegal Drugs (Chapter 1300.1) is located at <http://www.northcarolina.edu/policy/index.php>. (FS Resolution #10-97, December 2010)

Professor Scott (Academic Library Services) asked if this was an actual Board of Trustees policy now. Professor Sprague noted that the Board of Trustees wanted a policy for students.

H. Faculty Governance Committee

Professor Marianna Walker (Allied Health Sciences), Chair of the Committee presented additional proposed revisions to the *ECU Faculty Manual*, Part VII, Faculty Research and Scholarship, Section III. Regulation on Research Conduct and stated that this is the third time that this policy has been reviewed by the Faculty Governance Committee and Faculty Senate. It was rejected because it was a broad policy that covered more than faculty members. The Committee has removed all reference to other groups involved in faculty misconduct and focused just on faculty. The document now follows all federal guidelines and focuses on all of the types of research on campus. There is a term added

“institutional” in reference to the appeals of faculty for allegations or sanction imposed on faculty if charged with research misconduct.

Following brief discussion, additional revisions to the *ECU Faculty Manual*, Part VII, Faculty Research and Scholarship, Section III. Regulation on Research Conduct were approved as formal faculty advice to the Chancellor. **RESOLUTION #13-63**

I. Research/Creative Activity Grants Committee

Professor Britt Theurer (Music), Chair of the Committee presented formal faculty advice on a proposed new ECU Copyright Regulation and noted that the table at the end would be linked in this policy once approved.

Professor Walker (Allied Health Sciences) asked about the other related policies in the *ECU Faculty Manual* and should this proposed regulation contain information found in the manual, specifically under the related section of the proposed regulation. Professor Walker stated that there are still several sections in the manual referencing this issue and the Senate should include those two sections, specifically Part V., Section I. Use of Copyrighted Works and Part VII., Section II. Subsection VI. Copyrights. She suggested that the current policies in the manual be listed here in this regulation. The report and regulation does not state that this regulation will supersede what is current in the *ECU Faculty Manual*. She expressed concerns that the committee needed to list those policies within the manual as a part of the regulation.

Professor Wilson (Sociology) stated to avoid confusion, if this regulation goes into effect, that the Chancellor could approve with a request to place a statement in the manual references clarifying that this policy has been superseded. Professor Walker replied that it was too early to state that this proposed regulation, as presented, would supersede the current manual text.

Professor Theurer (Music) asked if there could be a link added to the proposed regulation referring back to the manual policies.

Professor Smith (Technology and Computer Science) asked, that when this policy is approved, how faculty can will be alerted to this updated policy. He suggested that Interim Vice Chancellor Mitchelson alert faculty.

Professor Walker (Allied Health Sciences) stated that this document needs to go forward to Chancellor with faculty input. Once the regulation (PRR) is approved, Interim Vice Chancellor Mitchelson, Chair of the Faculty, and University Attorney Payne would communicate this to the University community.

Professor Howard (Communication) stated that they are talking about changes to a PRR that is no longer in the manual. Professor Christensen (Biology) called the question to end debate.

Following discussion and a voice vote to end debate, proposed revisions to the new ECU Copyright Regulation were accepted as formal faculty advice to the Chancellor. **RESOLUTION #13-64**

J. Service Learning Committee

Professor Kylie Dotson-Blake (Education), Chair of the Committee presented curriculum matters contained in the [April 9, 2013](#) meeting minutes, including service learning designation for [NURS](#)

[4210](#): Nursing Care of Populations and Communities and [COAD 1000](#): Student Development and Learning in Higher Education (Maynard Scholar and Education Housing Community Sections). She stated that the Committee was bringing forward two service-learning designation course proposal approvals made by the committee for the Spring semester 2013. The first proposal was submitted from the College of Education, Office of Teacher Education for Service-Learning Designation for Maynard Scholars and Educational Housing Community sections (Section 105 and Section 106) of COAD 1000: Student Development and Learning in Higher Education. The second course designation proposal was submitted by the Department of Undergraduate Nursing Science for service-learning course designation for NURS 4210: Nursing Care of Populations and Communities. After committee deliberation and completion of suggested revisions, the committee approved both proposals.

There was no discussion and the curriculum matters contained in the [April 9, 2013](#) Service Learning Committee meeting minutes, including service learning designation for [NURS 4210](#): Nursing Care of Populations and Communities and [COAD 1000](#): Student Development and Learning in Higher Education (Maynard Scholar and Education Housing Community Sections) was approved as presented. **RESOLUTION #13-65**

VII. New Business

There was no new business to come before the body.

There being no further business, the meeting adjourned at 5:40 p.m.

Respectfully submitted,

Cheryl McFadden
Secretary of the Faculty
College of Education

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE APRIL 16, 2013, MEETING

- #13-51 Formal faculty advice on curriculum and academic matters contained in the [February 20, 2013](#), [March 6, 2013](#), and [March 20, 2013](#) Graduate Curriculum Committee meeting minutes.
Disposition: Chancellor
- #13-52 Formal faculty advice on curriculum and academic matters contained in the [April 1, 2013](#) Graduate Council meeting minutes.
Disposition: Chancellor
- #13-53 Curriculum and academic program matters included in the [March 18, 2013](#) Educational Policies and Planning Committee meeting minutes, including a Request to [discontinue the MS degree in Recreational Therapy Administration](#); [Request to discontinue the BA in Women's Studies](#); and Academic Program Reviews of [Educational Leadership](#) and [Higher, Adult, and Counselor Education](#) within the College of Education.
Disposition: Chancellor

#13-54 Curriculum and academic program matters included in the [April 12, 2013](#) Educational Policies and Planning Committee meeting minutes including a Request for Permission to Plan MA in [Communication Studies/Speech Communication and Rhetoric distance education degree program](#); Notification of Intent to Plan [MAEd Elementary Education distance education degree program](#); Notification of Intent to Plan [MAEd Middle Grades Education distance education degree program](#); Request for Permission to Plan a [Master of Community Planning Degree](#); Request to discontinue MA Social Work distance education sites in Elizabeth City and Wilmington; Request to change the name of the Technical and Professional Discourse PhD program within the Department of English to [Rhetoric, Writing, and Professional Communication](#); Request to change the name of the General-Theoretic Master's Program within the Department of Psychology to [Master's in Industrial and Organizational Psychology](#).

Disposition: Chancellor

#13-55 Resolution on the [proposed Bachelor of Science University Studies degree programs](#) that reads as follows:

The Faculty Senate directs the Chair of the Faculty to charge the Educational Policies and Planning Committee (EPPC) to:

1. Create, in consultation with the University Curriculum Committee, a clear standard by which the Faculty Oversight Committee will be able to judge whether the proposed Bachelor of Science in University Studies (BSUS) thematic core has attempted to circumvent an existing major. The definition should take into consideration not only existing majors' major requirements but also existing majors' cognate requirements and (if applicable) foreign language requirements.
2. Define precisely what the Faculty Oversight Committee's authority and responsibility are.
3. Report to the Faculty Senate, at the first meeting of the Spring 2014 semester about the progress and implementation of the standard and authority and responsibility of the Oversight Committee.
4. Conduct a regular audit of a sample of BSUS degrees to ascertain whether the standard has been applied correctly and consistently, to recommend corrective action if the audit finds flaws or inconsistencies, and to report the audit results to the Faculty Senate at the first meeting of the spring semester of the year in which the audit is conducted.
5. The Faculty Oversight Committee should be a part of the academic program review.

Disposition: Faculty Senate

#13-56 Request for Authorization to Establish a [Bachelor of Science in University Studies](#); Notification of Intent to [Plan a Bachelor of Science in University Studies distance education degree program](#); and Request for Authorization to [Establish a Bachelor of Science in University Studies distance education degree program](#).

Disposition: Chancellor

#13-57 Request that, as soon as practical, the Provost begin work to have the new academic programs ([Bachelor of Science in University Studies](#) and [Bachelor of Science in University](#)

[Studies distance education degree program](#) moved into an academic college so that created coursework will not be developed outside of an academic unit.

Disposition: Chancellor

#13-58 Resolution on Support of [Efforts to Control Storm Water Runoff](#) that states:
WHEREAS, East Carolina University's mission statement enjoins it "to serve as a national model for public service and regional transformation by [...] creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach"; and

WHEREAS, throughout its history our region has been defined by its waterways, which are essential to the health of its people and the vitality of its economy; and

WHEREAS, at the current time, many streams and rivers around our campus, including Green Mill Run and the Tar River, have been significantly degraded by poorly controlled storm water runoff from a variety of locations throughout their watersheds, particularly in high-density urban areas with expansive impervious cover (roads, buildings, sidewalks, parking lots, etc.) in the City of Greenville; and

WHEREAS, more effective storm water management, by reducing or treating runoff and pollutants, can improve water quality, conserve and improve aquatic habitat, reduce erosion, and reduce flood risk; and

WHEREAS, improving water quality and aquatic habitat will preserve and improve the value of our natural resources for the future; and

WHEREAS, better management of storm water runoff entering Green Mill Run will provide a service to ECU's surrounding community, reduce downstream flood risk and erosion, insulate property values adjacent to Green Mill Run, decrease the risk of property loss or damage, and reduce exposure risk for utility infrastructure crossing under Green Mill Run; and

WHEREAS, these efforts would provide examples of modern storm water management for student education and research, and would serve as public education and awareness tools for understanding impacts from urban storm water runoff and demonstrating proper management techniques; and

WHEREAS, as Eastern North Carolina's foremost research institution, ECU must lead the region to improve and maintain the health and function of our waterways; and

WHEREAS, ECU has prominently and consistently recognized its need for improved storm water management facilities in its 2012 Comprehensive Master Plan (pages 37, 54, 63, 84, 112, 136, 182, 199, 250, 252-3, 267, 268); and

WHEREAS, the University has already made significant progress on storm water management in recent projects, including the 14th Street parking lot, Coastal Studies Institute in Manteo, The Croatan, Ross Hall Dental School, and North Recreational Complex;

THEREFORE BE IT RESOLVED, that the University Environment Committee asks that the Faculty Senate and Chancellor support the following principles to guide University administration whenever applicable:

1. In all new University construction projects, storm water runoff should be captured and treated using Best Management Practices.
2. The University should make it a high priority to retrofit existing facilities using Best Management Practices.
3. In planning storm water treatment projects, all campus stakeholders should be included: Campus Operations, Parking and Transportation, Administration and Finance, Faculty Senate, and Student Government Association.

Disposition: Chancellor

#13-59 Curriculum and academic matters contained in [April 8, 2013](#) Writing Across the Curriculum Committee meeting minutes, which include removal of writing intensive designation (WI) from some sections of [HLTH 3030](#): Health Behavior and ENGR 2070: Materials and Processes.

Disposition: Chancellor

#13-60 Curriculum and academic matters contained in the [February 28, 2013](#), [March 21, 2013](#), and [March 28, 2013](#) University Curriculum Committee meeting minutes.

Disposition: Chancellor

#13-61 [Revisions to the University Undergraduate Catalog](#), Section: Undergraduate Studies: Academic Advisement, Progression and Support Services, Subsection: Student Progression in reference to Liberal Arts Foundations Program, as follows:

(Deletions are noted in ~~striketrough~~ and additions in **bold**)

Liberal Arts Foundations Program

~~The Liberal Arts Foundations program consists of the freshman and sophomore level courses that satisfy the requirements in foundations curriculum for baccalaureate degrees. In some majors, notably music, art, and the sciences, sequence course work which must be taken in the freshman and sophomore years requires that some Liberal Arts Foundations requirements be postponed until the junior year. Suggested course sequences and other advising information may be found at www.ecu.edu/advising.~~

~~The Goals of the Liberal Arts Foundations Curriculum~~

The overarching goal of the Liberal Arts Foundations curriculum is to provide students with the fundamental knowledge and abilities essential to their living worthwhile lives both private and public. The curriculum is based on the faculty's belief that the best way to prepare students for living worthwhile lives is to provide them with a solid foundation in the core disciplines in the liberal arts (the humanities, arts, natural sciences, and social sciences), in conjunction with a multidisciplinary education in the specific areas of health promotion and physical activity and mastery of writing and mathematics competencies. The foundations curriculum provides a common, unified knowledge and skills base to students who will major in different subjects and who come from diverse cultural backgrounds. Foundations courses give students the shared knowledge and abilities necessary to integrate their foundational education with their major. Taken from the perspective of students' personal, private interests, this foundation and its integration

with specialized learning in the students' majors enables students to live broadly informed, responsible, worthwhile lives. From the public perspective, this integration is essential to good citizenship in an increasingly global yet culturally diverse and conflicted world.

Fundamental Goal Areas

The foundations curriculum is divided into four basic, core disciplinary areas (humanities, arts, natural sciences, social sciences), one multidisciplinary area in health promotion and physical activity, and two areas of competence: writing and mathematics.

All foundations courses in the core liberal arts disciplines must meet the three fundamental goals of a foundational liberal arts education:

- Students must learn the subject matter of one or more of the disciplines in each of the four core areas (humanities, arts, sciences, and social sciences).
- Students must learn the fundamental concepts and research methods utilized in one or more of the disciplines in each core area.
- Students must learn the relevance of scholarship in the discipline and in its core area to the student's overall education.

All courses in the required multidisciplinary area (health promotion and physical activity) and competency areas (writing and mathematics) must meet the goals specific to each of these areas.

Goals for the humanities, arts, sciences, social sciences, health promotion and physical activity, writing, and mathematics are available at www.ecu.edu/cs-acad/fsonline/as/liberalartsfoundation.cfm.

Courses that Carry **Liberal Arts** Foundations Curriculum (FC) Credit

~~Many~~ Courses that carry **Liberal Arts** foundations curriculum credit are identified in the course listings using the FC designation. ~~; however, there may be other courses that also carry foundations curriculum credit.~~ Many majors have specific foundation course requirements ~~(see requirements under specific major listing in section).~~ **and** ~~S~~students should check **the requirements for** their intended **major degree requirements** prior to selecting foundation courses. For example, some majors may require specific science, math, social science, fine arts, and/or humanities courses. Courses in the student's major prefix area may not count toward foundations curriculum requirements.

English 1100, 1200 (FC:EN) - 6 semester hours

Health (FC:HL) and Exercise and Sport Science (FC:EX) - 3 semester hours

{Select at least one course with the **FC:HL designation** and **one course with the FC:EX designation** in each area.}

Humanities (**FC:HU**) and Fine Arts (**FC:FA**) - 10 semester hours

~~(FC:HU) (FC:FA)~~

Select at least one course in humanities **with the FC:HU designation** and one course in fine arts **with the FC:FA designation** from the following areas:

Humanities (FC:HU)

Literature (English or American)

Literature in a foreign language or in translation (See Departments of English and Foreign Languages and Literatures. Foreign languages 1001-1004 will not meet this requirement.)

Philosophy

Religious Studies

Selected Linguistics Courses (**ENGL 2740, 3750 only**)

Fine Arts (FC:FA)

Art

Communication (~~selected courses~~ **COMM 2020, 2410, 2420 only**)

Dance

English (ENGL 2815 only)

Music

Theatre Arts

Mathematics (FC:MA) - 3 semester hours

Three hours of mathematics **with the FC:MA designation** that is at least equivalent to MATH 1050 (~~not for some teacher education majors, consult advisor~~) or 1065 or 1066 or three hours of logic at least equivalent to PHIL 1500 (If logic is used to satisfy this requirement, it may not be used to satisfy the humanities requirement for the baccalaureate degree.) **Many majors have specific mathematics course requirements and students should check the requirements for their intended major degree requirements prior to selecting mathematics courses.**

Science (FC:SC) - 8 semester hours

At least one course must require laboratory work. Select one or more courses **with the FC:SC designation** from the following departments:

Anthropology (ANTH 2015, 2016 **only**)

Biology

Chemistry

Geography (GEOG 1300 **only**)

Geology

Physics

Social Sciences (FC:SO) - 12 semester hours

Select courses **with the FC:SO designation** from at least three of the following areas:

Anthropology

Communication (**COMM 1001, 3152, 3172, 3390 only**)

Economics

Geography

History

Political Science

Psychology

Recreation and Leisure Studies (RCLS 2601 only)
Sociology

Certain honors and interdisciplinary courses (for example, **HNRS**, CDFR, ETHN, INTL, ~~RCLS~~, RUSI, and WOST) **with the FC designation** may be used to satisfy foundations curriculum requirements. For specific courses ~~used to~~ that meet the foundations curriculum requirements see **course listings** Section 9.

Disposition: Chancellor

#13-62 Domestic and Global Diversity Course Approvals for CDFR 4303: Families and Cultural Diversity, HLTH 3002: Women's Health Across the Lifespan, EDUC 3002: Introduction to Diversity.

Disposition: Chancellor

#13-63 Formal faculty advice on additional revisions to the *ECU Faculty Manual*, Part VII, Faculty Research and Scholarship, Section III. [Regulation on Research Conduct](#).

Disposition: Chancellor

#13-64 Formal faculty advice on proposed [ECU Copyright Regulation](#).

Disposition: Chancellor

#13-65 Curriculum matters contained in the [April 9, 2013](#) Service Learning Committee meeting minutes, including service learning designation for [NURS 4210](#): Nursing Care of Populations and Communities and [COAD 1000](#): Student Development and Learning in Higher Education (Maynard Scholar and Education Housing Community Sections).

Disposition: Chancellor