

**Minutes of the Faculty Senate Meeting
December 4, 2013
3:00, Virginia Dare Room
Patti Sink, Chair**

Approved February 5, 2014

Agenda Item & Presenter	Discussion/Motion	Outcome
Welcome & Review of Agenda <i>Senate Chair Patti Sink</i>	The agenda was presented for review. The Chair asked for any changes. There were none, and the agenda proceeded as reviewed.	
Review/Approve Minutes of November 6, 2013 <i>Senate Chair Patti Sink</i>	Sink presented minutes of November 6, 2013, and asked for any changes. <ul style="list-style-type: none"> • Rick Barton requested that his remarks at the bottom of p. 4 be changed to read as: “Is complexity code for General Education or will simplifying the curriculum be understood in a broader, disciplinary basis?” Barton also requested that Amendment A be amended to reflect his name in place of “Larson” as speaker. The amendments passed unanimously. Sink requested approval of minutes as amended. Approval of the minutes was moved, seconded and approved unanimously as amended.	Minutes Approved Unanimously as Amended
Remarks: <i>Senate Chair Patti Sink; Senators Sue Dennison and Wade Maki</i>	Chair Sink requested that <i>Sue Dennison</i> and <i>Wade Maki</i> present information about faculty morale, and about forthcoming recommendations from the Online Learning Committee, respectively. <ul style="list-style-type: none"> • <i>Sue Dennison</i> expressed concern about faculty morale, and stated that the AAUP survey on the Provost Search speaks to this concern. She is meeting with Patti Sink and Spoma Jovanovic to discuss the findings and requested a discussion of faculty morale by the Faculty Senate. • As Chair of the Committee for Online Learning, <i>Wade Maki</i> indicated that the Online Learning Committee is considering recommending resolutions about the following areas related to online learning and instruction: <ul style="list-style-type: none"> ○ centralizing support services for students and faculty, ○ reward & recognition of faculty for online development and instruction, ○ testing protocols, ○ proctoring standards, and ○ funding models to support online courses and programs. Wade requested that the faculty Contact him with suggestions or comments. <p>Upon completion of Senators Dennison's and Maki's remarks, <i>Staff Senator Ray Carney</i> took the floor, and issued the Spring 2014 Staff and Faculty Kickball Challenge. Ray indicated that the Challenge is scheduled for April 22nd at the UNCG Baseball Stadium. The event also will include a food and supplies drive for the Guilford County Humane Society. He encouraged the Senators and Faculty to participate in this UNCG Community event.</p>	
Remarks <i>Chancellor Linda Brady</i>	"This time of the year we celebrate hope and express gratitude. Yesterday we celebrated our UNCG Guarantee scholars with the donors and mentors, including many UNCG faculty and staff who are supporting their success. We heard inspiring stories from four promising young people who are making use of the educational opportunities provided for them at UNCG to sharpen their talents, follow their passions, and give back to their	

communities. Their stories and successes give me great hope for the future. This is also the season in which we express gratitude. Let me take a moment to express my appreciation to the faculty for your commitment to providing a quality education for our students and supporting them as they plan for their futures. The work you do with students in the classroom, the studio, and the laboratory, and within learning communities and across the city of Greensboro and the Triad play a critical role in their academic success and personal growth. We will celebrate with many of them and their families and friends at Commencement next week.

Two important initiatives designed to reinforce our commitment to providing settings for quality learning experiences—both inside and outside of the classroom—have moved forward this fall

- On Friday, UNCG’s Trustees will receive an update on the first of these initiatives—the Campus Master Plan. As many of you know, during the past year, UNCG has solicited input from the campus community on how we can continue to plan for an engaging, collaborative learning environment that is consistent with UNCG’s mission, vision, and strategic plan. We are also conscious of the need to maintain realistic expectations given the current economic climate. Results of campus surveys highlight several student priorities: the importance of green spaces and pedestrian walkways, including connections from the main campus to the Lee Street Corridor; good quality, affordable housing on campus; additional dining options on Tate and Lee Streets as well as more spaces for student meetings and group activities; an enhanced commitment to sustainability; and a renewed focus on personal safety at the periphery of the campus. The proposed master plan concept is designed to reinforce the north-south corridor from Moran Commons to Lee Street (including putting the “forest” back in Forest Street); facilitate east-west connections along Walker Avenue; create a Library Hall addition that will contribute informal seating and gathering spaces providing more opportunities for indoor and outdoor study; add a pedestrian walkway south of Spring Garden Street; and create a vibrant landscape to promote the Lee Street Corridor.
- A second major initiative designed to enhance the quality of the educational experience and address critical space needs for our academic programs was announced last month. The Downtown University Campus, when fully developed, will serve all of Greensboro’s seven colleges and universities. The first building, planned for completion in fall 2016, will house healthcare education programs designed to engage current professionals and students at every level of nursing education, including RN, BSN, doctoral nursing study, and continuing education. UNCG’s partners in Phase I include North Carolina A&T State University, Guilford Technical Community College, and Cone Health. The building will offer shared classrooms, labs, an auditorium, seminar and meeting rooms, a student support center, and office space for faculty associated with UNCG’s recently approved Doctor of Nursing Practice Program. A state-of-the-art healthcare simulation lab will be a cornerstone of the building. As you know, a replacement for the McIver building to serve the pressing needs of Nursing, science labs and related programming has been at the top of our Capital Projects priority list for a number of years. It is unlikely that we will receive state funding for this project in the foreseeable future—and we are not alone. State funding for new capital projects is unlikely to materialize for any of our system schools for some time. In the absence of

	<p>state support, we must partner with other universities and the private sector—and the Downtown University Campus is the latest example of how working with others can enable us to address our needs.</p> <p>These two initiatives, the Campus Master Plan and the Downtown University Campus, continue our history of providing a physical environment conducive to learning and our commitment to partnering with others to ensure we meet the needs of our students and the broader community.</p> <p>Best wishes for a successful conclusion to the semester and a fulfilling holiday season ahead."</p>	
<p>Remarks <i>Provost Dave Perrin</i></p>	<p>Last fall, I said that we would develop UNCG's Strategic Enrollment Management Four-year Plan & Strategy, 2013-2017 (See Enclosure A Attachment A for summary of plan), which will be presented to the Board of Trustees tomorrow. Below is an outline of information foundational to and about the enrollment management plan.</p> <ul style="list-style-type: none"> • Created from our work with SEM Works (January – October, 2013) <ul style="list-style-type: none"> ○ Conducted an enrollment audit focusing on undergraduate, graduate, distance, and international enrollment ○ Working to establish realistic targets at Institutional and academic unit levels. This work has engaged Unit administrators and faculty f The following individuals are actively involved in helping develop a strategic enrollment management plan for the future: (a) Stuart Marcovitch (Enrollment Management Committee), (b) Jewell Cooper (Faculty Senator), and Greg Bell (Faculty Senator). • We continue to strengthen student academic quality and ethnic diversity. • Enrollment has declined at both undergraduate and graduate levels. • Declines from 2010 to 2013: (a) 3.8% undergraduate, (b) 2.8% graduate, and 3.6% total. • Enrollment declines in UNC system and national peers (Fall 2013): (a) 10/16 UNC campuses declined, and 6/18 UNCG national peers declined. • Chronicle of Higher Education Survey reported half of small private colleges and comprehensive state institutions missed Fall 2013 enrollment or net-tuition revenue goals • In NC, the number of high school graduates is relatively flat and college-going rate among NC high school students has declined, and this exacerbates our challenge. • When we put our plan in place, our student recruitment and retention programs will take some time to show results • Possibly we will see slight growth followed by stable undergraduate enrollment, or even a slight dip, over the next two years; expect to climb back up in 2016 and again in 2017 • Project more immediate growth at the graduate level primarily as a result of new graduate programming and modest financial support • Enrollment management plan projected to restore enrollment to more than 18,000 headcount students by Fall 2017 • Successful plan dependent on: <ul style="list-style-type: none"> ○ Sufficient resource availability, primarily through internal redistribution of existing funds ○ Commitment of faculty and administrative staff to engage in a focused and comprehensive enrollment management effort • Key elements of the plan: <ul style="list-style-type: none"> ○ Maintain freshman class, ○ Enhance success of entering and continuing students, 	

	<ul style="list-style-type: none"> o Attract transfers and college stop-outs throughout the Triad, o Enroll larger numbers of graduate and professional students (including international and distance learners), and o Maintain academic quality and diversity. • Examples of new academic programs/initiatives <ul style="list-style-type: none"> o RN to BSN cohorts at Cone, Davidson CC, and Rowan-Cabarrus CC o Online Kinesiology EdD o Doctor of Nursing Practice o There is potential support for Degrees Matter/Bachelor of Professional Studies. Today, the Indianapolis paper announced: <ul style="list-style-type: none"> f GREENSBORO, N.C. – Lumina Foundation today (Dec. 4) announced that Greensboro, NC will be among the first 20 cities in America to partner with Lumina in a mobilization effort designed to increase the number of local residents with postsecondary credentials. This collaborative effort will establish a community-wide attainment goal for Greensboro, High Point and all of Guilford County, and will support Guilford County partners in achieving that goal. Partners will have access to significant technical and planning assistance, data tools, flexible funding and guidance from a network of national thought leaders. Greensboro’s project, Degrees Matter!, is a shared partnership of The Community Foundation of Greater Greensboro, United Way of Greater Greensboro and Opportunity Greensboro. f There may be as much as \$200,000 from Lumina. • Commentary on projected enrollment change by year ("Attachment") <p>The Provost asked if there were questions. Chair Sink called for a vote to extend the Provost’s time by 10 minutes. Time was extended by a vote of 25 to 2.</p> <p>Questions were asked and a discussion ensued regarding “special student fees” and whether using these fees for instructional purposes included paying adjunct faculty. Some Senators expressed concern that it was not clear in documents sent to the Board of Trustees how <i>special student fees</i> differed from Student fees relative to governing their use. Provost Perrin indicated that he would ask Reade Taylor for clarification of terminology and guidelines for the use of <i>special student fees</i>. Following the December Senate meeting, the Provost communicated Dr. Taylor’s findings about <i>special student fees</i> to Chair Sink who communicated the information to Faculty Senators (see Enclosure A: Attachment B). Additionally, Provost Perrin indicated that the report of the Joint Working Group on Employment Analysis would be given during the February Senate meeting.</p>	
<p>Resolution #FS12042013-01 To Endorse UNC Faculty Assembly Resolution 2013-10 on System-Wide Student Success Policies <i>Faculty Senate Chair Patti Sink</i></p>	<p>Patti Sink read Resolution #FS12042013-01. WHEREAS, the UNC-General Administration establishes central policies that are applied to each institution equally; and WHEREAS, the Faculty Assembly recognizes the value in having some central policies; and WHEREAS, each institution has its own unique missions and challenges; and WHEREAS, certain student success policies (e.g., Regulation 400.1.5[R]) may have substantial negative effects on some institutions; therefore, BE IT RESOLVED that the UNCG Faculty Senate endorses the Faculty Assembly Resolution 1213-10 requesting that UNC General Administration develop a procedure to evaluate and act upon requests to modify, gradually implement or opt out of a policy, if the institution can show a substantially negative effect of that policy on its campus. Because faculty are charged with the primary responsibility for student success, institutions requesting changes will need to demonstrate clear evidence that the affected institution’s faculty endorse any amendments and are directly involved in the evaluation of the proposed action.</p>	<p>Resolution Approved Unanimously</p>

	<p>Motion to accept Resolution as read: Susan Shelmerdine Second: Jim Carmichael</p> <p>A discussion ensued about centralization of decisions regarding academic matters that are dependent upon faculty control and development of curriculum. Patti Sink explained that rationales for endorsing the Faculty Assembly Resolution on System-Wide Student Success Policies are to reserve the right to opt out of the policies if we can show negative effects on student success. This resolution is an attempt to say that the faculty must have a voice, and that centralized policies are not always in our best interests.</p> <p>Vote: Unanimously in favor of the resolution</p>	
<p>Resolution #FS12042013-03 To Revise Policy on Academic Good Standing at UNCG to be in Compliance with the UNCG Board of Governors Regulation 400 1.5{R} on "Fostering Student Success" <i>Susan Shelmerdine, Department of Classical Studies (COL) & Chair of the Academic Policies and Regulations Committee</i></p>	<p>Susan Shelmerdine read Resolution #FS12042013-02.</p> <p>WHEREAS, the current statement on Academic Good Standing at UNCG allows freshmen to maintain a minimum cumulative grade point average of 1.75 through their first 29 semester hours and a 2.0 thereafter; and</p> <p>WHEREAS, the Board of Governors' Regulations 400.1.5[R] on "Fostering Student Success" require all undergraduates in the UNC system to maintain a minimum cumulative grade point average of 2.0 to be considered in Academic Good Standing; and</p> <p>WHEREAS, the current statement on Academic Good Standing at UNCG bases academic standing assessment solely on grade point average; and</p> <p>WHEREAS, the Board of Governors' Regulations 400.1.5[R] on "Fostering Student Success", require all undergraduates in the UNC system to be in compliance with Federal Title IV Standards of Academic Progress; therefore,</p> <p>BE IT RESOLVED, that the first three paragraphs of the Academic Good Standing statement in the <i>Undergraduate Bulletin</i> be replaced with the following:</p> <p><i>The following requirements and procedures for maintaining academic good standing became effective in Fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), modified by Faculty Senate in April 1998, and modified again in December 2013 in compliance with UNC Policy 400.1.1[R].</i></p> <p>To continue in academic good standing at UNCG, students must maintain a cumulative grade point average of 2.0 and must comply with Federal Title IV Standards of Academic Progress.</p> <p>Cumulative GPA Requirement Students on academic probation must earn a 2.30 GPA each term including Summer Session until academic good standing is restored. Failure to meet the 2.30 term GPA until good standing is restored will result in academic suspension, if not previously suspended. Students on academic probation after academic suspension or dismissal who fail to meet the 2.30 term GPA will be academically dismissed.</p> <p>Standards of Academic Progress Students must also meet Standards of Academic Progress requirements for progress toward degree as follows:</p> <ul style="list-style-type: none"> • first term undergraduates must earn a minimum of 50% of the hours registered for at the end of the course adjustment period (as identified on the Academic Calendar) • all other undergraduates must earn a minimum of 67% of the hours registered for at the end of the course adjustment period (as identified on the Academic Calendar) <p>Students who do not meet both of these requirements will not be in good academic standing and will be in a warning status, on probation, suspended, or dismissed, as appropriate.</p> <p>Susan Shelmerdine explained that the policy includes two major changes.</p> <ol style="list-style-type: none"> 1. To be in "academic good standing, freshmen will have to maintain a 2.0 GPA (as well as all students), instead of a 1.75. If 2.0 GPA is not achieved, student will be placed on probation. While on probation, student must achieve a 2.3 GPA each term, until the overall 2.0 GPA is achieved or student will be dismissed 2. All students, who receive financial aid, must meet the federal standards of academic progress. Freshmen must earn 50% of the hours for which they are registered; all other students must earn 67% of the hours for which they are registered. Currently, 73% of our students meet these standards. 	<p>Resolution Approved by Majority</p>

	<p>Shelmerdine indicated that currently an appeals process is in development that will be brought to the Faculty Senate during Spring 2014. Some time ago, we lowered the required minimum GPA to 1.75 GPA, and it has not been helpful in increasing retention, with 74% retention rate in 1989, and with slightly over 74% currently.</p> <p>Senators' questions and discussion focused on interventions to help students achieve academic good standing, and on what happens if the resolution is not passed. Jodi Pettazzoni explained that the accrediting body requires university policies to align with policies of the governing board. The question was called.</p> <p>Vote: Aye, 20; Nay, 4; Abstain, 7: Resolution was approved.</p>	
<p>Resolution #FS12042013-03 To Revise Course Drop Policy at UNCG to be in compliance with the UNC Board of Governors Regulation 400 1.5{R} on "Fostering Student Success" <i>Susan Shelmerdine, Chair of the Academic Policies and Regulations Committee</i></p>	<p>Susan Shelmerdine read Resolution #FS12042013-03.</p> <p>WHEREAS, UNCG does not currently limit the number of courses or credit hours from which a student can withdraw during the first eight weeks of the semester or count these as attempted hours; and</p> <p>WHEREAS, the Board of Governors' Regulations 400.1.5[R] on "Fostering Student Success", require all campuses to "specify up to four courses or up to 16 semester credit hours as the maximum number of such withdrawals permitted over the course of a student's degree or degrees;" and</p> <p>WHEREAS, the UNC Board of Governors' Regulations require that courses from which a student withdraws during the approved period, without extenuating circumstances, be counted in the number of attempted hours and counted in surcharge calculations; and</p> <p>WHEREAS, "course withdrawal" is the currently used term in the UNC Board of Governors' Regulations, rather than "course drop;" therefore,</p> <p>BE IT RESOLVED, that the current UNCG Course Drop Policy be replaced by the following Course Withdrawal Policy:</p> <p><i>The following requirements and procedures for maintaining academic good standing became effective in Fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), modified by Faculty Senate in April 1998 and modified again in December 2013 in compliance with UNC Policy 400.1.1[R].</i></p> <p>Course Withdrawal Policy <i>Withdrawing from Current Term Courses</i> <i>16-semester-hour limit for course withdrawals</i> Beginning Fall 2014, all undergraduate students will be limited to withdrawing from a maximum of 16 semester credit hours during their undergraduate career. This limitation does not include course withdrawals completed within the course adjustment period (as identified on the Academic Calendar) that do not count as attempted hours and are not limited to 16 semester credit hours. Students who have not exceeded their 16-semester-hour limit may withdraw from a course or courses after the course adjustment period and within the first eight weeks of the term without incurring a WF grade (Withdrawn Failing). Withdrawal from courses within the 16-semester-hour limit will be indicated on a transcript with a grade of "WX".</p> <p>Course withdrawals after 8 weeks or in excess of 16 semester credit hours will incur a WF grade (Withdrawn Failing).</p> <p>Courses of less than one semester's duration, including summer school courses, shall have shorter withdrawal deadlines (proportional to the course adjustment and eight-week deadline for the regular semester). All withdrawal deadlines are published on the University Registrar's Website.</p> <p>All "WX" courses count as attempted hours and in tuition surcharge calculations, and are subject to financial aid and Satisfactory Academic Progress rules and calculations.</p> <p><i>Withdrawing from a course with extenuating circumstances</i> Undergraduate students with appropriate cause, as determined by officially documented military deployment, medical, psychological, or unanticipated personal life events, or administrative reasons, may petition for an exemption from the 16-semester-hour limit and the 8-week deadline by initiating a <u>Course Withdrawal Request</u> through the Office of the Dean of Undergraduate Studies. The Office of the Dean of Undergraduate Studies shall be responsible for authorizing Course Withdrawal Requests in consultation with the instructor of every course, and with other departments or agencies as needed. If a Course Withdrawal</p>	<p>Resolution Approved by Majority</p>

	<p>Request is authorized, all requested courses will be indicated on a transcript with a grade of WE (Withdrawn with Exception).</p> <p>If a student withdraws from all courses, the student is considered officially withdrawn from the University. See section on <u>Withdrawal from the University</u>.</p> <p>All “WE” courses count as attempted hours and are subject to financial aid and Satisfactory Academic Progress rules and calculations; they do not count in GPA calculation or tuition surcharge calculations.</p> <p><i>Withdrawing from courses retroactively</i></p> <p>Undergraduate students shall be given one year following the term in which a course or courses were taken to submit a <u>Course Withdrawal Request</u> with the Office of the Dean of Undergraduate Studies. Students who seek to withdraw from a course or courses retroactively must meet the conditions under “Withdrawing from Current Term Courses” and the Office of the Dean of Undergraduate Studies must authorize the request. Students are strongly encouraged to contact the Students First Office for assistance before officially submitting a <u>Course Withdrawal Request</u>. If a Course Withdrawal Request is authorized, all requested courses will be indicated on a transcript with a grade of WI (Withdrawn Incomplete) for classes taken prior to Fall 2014, and a grade of “WE” (Withdrawn Exception) for courses taken in Fall 2014 and thereafter. Students who have graduated may not withdraw from courses retroactively.</p> <p>Neither the course withdrawal (WX) nor the course withdrawal with an exception (WE) can be replaced under the University’s Grade Replacement Policy or forgiven as part of the Academic Renewal Policy.</p> <p>Susan Sherlmerdine explained that only 16 credit hours of withdrawals will be allowed. This drop-add policy is a change from our current policy that does not limit from how many courses students can withdraw during the first 8 weeks. Senators comments emphasized that more than 16 credit hours of withdrawals will count in attempted hours, and toward surcharge calculations, thus leading to financial aid issues. Additionally, Shelmerdine indicated that the policy may curtail some students from reserving spaces in courses in which they are not serious about filling, thus, keeping other students from enrolling in the course.</p> <p>The question was called.</p> <p>Vote: Aye, 14; Nay, 12; Abstain, 3: Resolution was approved.</p>	
<p>Resolution #FS-12042013-04 To Revise the Parameters of General Education Courses <i>Jonathan Zarecki, Department of Classical Studies (COL) & Chair of the General Education Council</i></p>	<p>Jonathan Zarecki read Resolution #FS12042013-04.</p> <p>WHEREAS, the General Education Council is charged with ongoing review and maintenance of the General Education goals, assessment of student achievement of these goals, oversight of the General Education requirements, and approval of requests for GEC markers and designations; and</p> <p>WHEREAS, the academic units and their faculty need specific guidance on the acceptable characteristics of courses appropriate for carrying General Education categories and markers; and</p> <p>WHEREAS, the General Education Council wishes to amend the parameters for General Education courses previously approved by the Faculty Senate (#FS020112-03) to align with current practices and the procedure for new course proposals and course recertification; therefore,</p> <p>BE IT RESOLVED, that to be approved for General Education category designations courses must:</p> <ol style="list-style-type: none"> 1. Clearly address the specific Student Learning Outcomes for the General Education category designation requested. 2. Be a standard course offering (not an experimental course). 3. Be open to all undergraduate students regardless of major. 4. Be at the 100, 200, or 300 level and have no more than one course pre-requisite or co-requisite. Any such pre- or co-requisite must carry a General Education category designation; and <p>BE IT FURTHER RESOLVED, that, to be approved for the Global (GL) or Global Non-Western (GN) General Education marker designations, courses must:</p> <ol style="list-style-type: none"> 1. Clearly address the specific Student Learning Outcomes for the General Education marker requested. 	<p>Resolution Unanimously Tabled</p>

	<p>2. Be a standard course offering (not an experimental course); and BE IT FURTHER RESOLVED, that, to be approved for the Writing-Intensive (WI) or Speaking-Intensive (SI) General Education marker designations, courses must:</p> <p>1. Clearly address the specific Student Learning Outcomes for the General Education marker requested; and</p> <p>BE IT FURTHER RESOLVED, that courses that currently carry General Education category or marker designations but do not conform to the above parameters must be modified to conform to the parameters in order to achieve re-certification for the designation.</p> <p>A discussion ensued regarding exceptions to the prerequisite of passing an exempting exam. Jonathan Zarecki explained that departments must request exemption during the recertification process for GNS and GNT courses. An amendment to the resolution was considered that allowed for exceptions to the prerequisite of passing an exempting exam. Due to numerous requests for clarifications of the resolution and the possible amendment. Spoma Jovanovic moved to table the resolution, and Elizabeth Van Horne seconded the motion. The question was called, and the Senate voted unanimously to table the resolution. Zarecki indicated that he would take the resolution back to the General Education Council for continued review and revision.</p>	
<p>Resolution #FS12042013-05 To Adopt Student Learning Outcomes for the Speaking Intensive and Writing Intensive General Education Categories <i>Jonathan Zarecki, Department of Classical Studies (COL) & Chair of the General Education Council</i></p>	<p>Jonathan Zarecki read Resolution #FS12042013-05.</p> <p>WHEREAS, the General Education Council is charged with ongoing review and maintenance of the General Education goals, assessment of student achievement of these goals, oversight of the General Education requirements, and approval of requests for GEC markers and designations; and</p> <p>WHEREAS, no Student Learning Outcomes for the Speaking-Intensive and Writing-Intensive General Education markers have been approved previously by the Faculty Senate; and</p> <p>WHEREAS, the General Education Council, the Communication Across the Curriculum Program, and the Office of Assessment and Accreditation have been consulted and approve the proposed Student Learning Outcomes; therefore,</p> <p>BE IT RESOLVED, that the following Student Learning Outcomes be adopted for the Speaking-Intensive and Writing-Intensive General Education markers:</p> <p>Speaking-Intensive (SI)</p> <p>1. Students will be able to speak effectively in genres appropriate to the discipline(s) of the primary subject matter of the course.</p> <p>Writing-Intensive (WI)</p> <p>1. Students will be able to write effectively in genres appropriate to the disciplines(s) of the primary subject matter of the course</p> <p>Jonathan Zarecki explained that the resolution is broad enough across all disciplines and courses, and also provides sufficient scope to align with core competencies and regulations recommended by the UNC General Education Council, and approved by the Board of Governors. Having one learning outcome for each General Education Marker will "close that hole" in our general education curriculum that currently does not have Faculty Senate-approved learning outcomes for the markers. The Senators moved, seconded and unanimously passed an amendment to change the title from "General Education Categories" to General Education Markers." Sink called the question, and the Senators unanimously approved the resolution as amended.</p>	<p>Resolution Approved Unanimously</p>
<p>Report on Concealed Weapons Law <i>James Herring, Chief of UNCG Police</i></p>	<p>At the request of concerned UNCG Faculty, Police Chief Herring was invited to speak. He discussed the citizen action that resulted in passed legislation allowing persons with concealed carry permits to leave their handguns properly stored in locked vehicles parked on campus. "Properly stored" means that the handgun is out of sight in a closed container or compartment within a vehicle, or is in a container securely affixed to the vehicle. Persons with concealed carry permits may unlock the vehicle to enter or exit the vehicle, provided their firearms remain in closed compartments, and the</p>	

	vehicle is locked following entrance or exit. Police Chief Herring is not in favor of posting weapons-free-zone signs on campus. Additionally, Police Chief Herring indicated that persons, who own permits to carry concealed weapons, understand the importance of not breaking the law; they want to keep their permits. He indicated that proponents want to make additional changes to the law, and he encouraged everyone to voice their individual opinions about the law.	
Faculty Assembly Report <i>Jim Carmichael, Senate Secretary and Faculty Assembly Alternate Delegate</i>	Jim Carmichael reported that two core competencies, recommended for approval by the UNC General Education Council, were approved by 15 campuses. He also indicated that we should anticipate some form of UNC assessment of academic performance, at some point.	
Adjournment <i>Senate Chair Patti Sink</i>	Patti Sink reminded everyone of the December 2013 Commencement and February 5 th Senate meeting, and wished everyone a happy and relaxing holiday. She called for a motion to adjourn. Kathy Crowe & Rick Barton moved and seconded, respectively. Senators unanimously approved.	Adjournment Approved Unanimously.

Respectfully submitted,

Jim Carmichael
Secretary of the Faculty Senate 2013-2014

Faculty Senate: Reference in Provost Perrin Remarks – "Attachment"
 December 4, 2013

UNCG Strategic Enrollment Management Plan: A Summary

UNCG has embarked upon its current enrollment planning initiative at an especially challenging and possibly unique point in the history of higher education statewide and nationally. Buffeted by substantive changes internally and externally, UNCG has also encountered a high level of uncertainty regarding financial resource availability, creating significant difficulty for leaders seeking to chart the University’s future course. Financial uncertainty is also faced by a number of the students UNCG serves.

This summary document provides student headcount projections from the present through fall 2017, based upon the actions identified in UNCG’s Strategic Enrollment Management Plan. It identifies the primary enrollment drivers and expected enrollment outcomes each year. As shown in the table below, implementation of these actions are projected to restore UNCG’s enrollment to more than 18,000 headcount students, a level last observed in Fall 2010.

These outcomes rely upon sufficient resource availability, primarily through internal redistribution of existing funds, to support the actions described herein. They are also dependent upon the commitment of UNCG faculty and administrative staff to engage in a focused and comprehensive enrollment management effort designed to maintain the freshman class, enhance the success of entering and continuing students, attract transfers and college stop-outs from throughout the Triad, enroll larger numbers of graduate and professional students (including international and distance learners), and maintain the academic quality and diversity for which UNCG is rightly known. This is a bold call to action.

Student Headcount Projections, 2013-17

	2013	2014	2015	2016	2017
Undergraduate	14,200	14,285	14,270	14,380	14,430
Graduate	3,358	3,392	3,494	3,617	3,721
Total	17,558	17,667	17,764	17,997	18,151
<i>Consortium, etc.</i>	295	300	300	300	300

Commentary on Projected Enrollment Change by Year

Year 1: Fall 2014 – Growth of 119 students (85 UG/34 Grad) generated as follows:

- ¾ 85 new and continuing undergraduates:
 - North Carolina High School graduations are projected to fall by 2,925 or 3.1% in 2014. Nonetheless, we project new student admission to hold steady at 2,500.
 - The goal for Transfer students will increase. Undergraduates who have stopped-

out will be enrolled through the *Degrees Matter!* Initiative, supported through a three-year Lumina Foundation grant. New "Spartan Retention Grants" will help retain additional students whose registration is canceled for non-payment. A new system of financial aid awards will also impact recruitment and retention. Finally, an effort undertaken in 2013-14 to strengthen and streamline student success programs will result in resource redistribution that permits expansion of those student support programs with proven high-return on investment, further bolstering retention and persistence.

- ¾ 34 graduate enrollments are estimated, based on the following:
- 82 Deans Grants awarded to students completing their final year of study
 - 40 Deans Grants awarded to incoming master's and doctoral students
 - Start-up of Doctor of Nurse Practice (DNP) program

Year 2: Fall 2015 – Growth of 87 students (-15 net UG/+102 Grad) generated as follows:

- ¾ Loss of 45 freshman undergraduate students:
North Carolina high school graduations are projected to be flat, and the socioeconomic profile of these graduates will continue to become more diverse and at-risk financially (with lower college-going rates). This will also be the first Fall semester following a full cycle of advising the most financially needy applicants to consider beginning their college careers in their local community colleges instead of UNCG, further depressing the size of the entering class.
- ¾ 30 additional stop-out students and retained undergraduates enrolled:
The *Degrees Matter* program will continue to bring new transfers and returning students. Others will be retained as a result of the new "Spartan Start" program, targeted at academically at-risk freshman. The Faculty Teaching and Learning Commons will work with faculty to improve success in high failure-rate courses and instill more High Impact Practices throughout the curriculum.

- ¾ 102 graduate enrollments are estimated, based on the following:
- 122 Deans Grants awarded to incoming master's and continuing students
 - 50 Social Work students added
 - 10 Ed.D. Kinesiology online students added
 - 20 assistantships over-awarded to increase yield
 - 9 additional international students recruited
 - Expansion of the Doctor of Nurse Practice (DNP) program

Year 3: Fall 2016 – Growth of 253 students (130 UG/123 Grad) generated as follows:

- ¾ 130 undergraduate students:
North Carolina High School graduations are projected to increase by 2,200 over 2015-16, with 41 percent projected to be racial or ethnic minorities. Students who first deferred enrollment in 2014 to start at their local community colleges

are expected to transfer to UNCG this fall. The Degrees Matter program will continue to build the transfer and returning student population. Starting in Fall 2016, the Dual Enrollment Program with GTCC should recruit an additional 30 transfers, with the probability of larger numbers in future years.

- ³/₄ 123 graduate enrollments are estimated, based on the following:
- 122 Deans Grants awarded to incoming and continuing master's and doctoral students, with over-awarding of assistantships to increase yield
 - 61 additional doctoral and 41 additional master's students retained
 - 85 Doctor of Nurse Practice (DNP) students added
 - 15 Ed.D. Kinesiology online students added
 - 20 new master's students added in other programs
 - 10 additional international students recruited
 - Stop-outs and improved graduation rates will erode some 2016-17 gains

Year 4: Fall 2017 – Growth of 184 students (80 UG/104 Grad) generated as follows:

- ³/₄ 80 new and transfer undergraduate students:
North Carolina High School graduations are projected to increase by 1,766 over 2015-16. Forty-two percent are projected to be ethnic minorities. Continued efforts by the Faculty Teaching and Learning Commons to improve student success in high failure-rate courses will continue to improve overall persistence.
- ³/₄ 104 graduate enrollments are estimated, based on the following:
- 122 Deans Grants awarded to incoming and continuing master's and doctoral students, and over-awarding assistantships to increase yield
 - 85 DNP students and 20 Ed.D. Kinesiology online students added
 - 20 doctoral and 41 master's students added in other programs
 - 12 additional international students recruited

**The University of North Carolina at Greensboro
Faculty Senate**

*Resolution #FS12042013-04
(Revision of Tabled Resolution)*

To Revise the Parameters for General Education Courses.

*Submitted by the General Education Council
Jonathan Zarecki, Chair*

WHEREAS, the General Education Council is charged with ongoing review and maintenance of the General Education goals, assessment of student achievement of these goals, oversight of the General Education requirements, and approval of requests for GEC markers and designations, and

WHEREAS, the academic units and their faculty need specific guidance on the acceptable characteristics of courses appropriate for carrying General Education categories and markers, and

WHEREAS, the General Education Council wishes to amend the parameters for General Education courses previously approved by the Faculty Senate (#FS020112-03) to align with current practices and the procedure for new course proposals and course recertification, therefore

BE IT RESOLVED that, to be approved for General Education category designations, courses must:

1. Clearly address the specific Student Learning Outcomes for the General Education category designation requested.
2. Be a standard course offering (not an experimental course).
3. Be open to all undergraduate students regardless of major.
4. Be at the 100, 200, or 300 level. Any pre- or co-requisite must carry a General Education category designation.

BE IT FURTHER RESOLVED that, to be approved for the General Education Global (GL) or Global Non-Western (GN) General Education marker designations, courses must:

1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.
2. Be a standard course offering (not an experimental course).

BE IT FURTHER RESOLVED that, to be approved for the Writing-Intensive (WI) or Speaking-Intensive (SI) General Education marker designations, courses must:

1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.

BE IT FINALLY RESOLVED that courses that currently carry General Education category and/or marker designations but do not conform to the above parameters must be modified to conform to the parameters in order to achieve re-certification for the designation.

Faculty Senate Action/Date:	Effective Date: Immediately following all required approvals. implementation of Resolution: The Faculty Senate Office will collaborate with the Office of the Provost to notify affected persons and offices to coordinate the update of printed and electronic forms and publications.
Chancellor Action/Date:	
General Faculty Action/Date:	
Board of Trustees Action/Date:	
UNC GA or BOG Action/Date:	