

Minutes of the Faculty Senate Meeting
November 6, 2013
3:00, Virginia Dare Room
Patti Sink, Chair
Approved December 4, 2013

Agenda Item & Presenter	Discussion/Motion	Outcome
Welcome & Review of Agenda: <i>Senate Chair</i> <i>Patti Sink</i>	The Senate Chair opened the meeting at 3:00 p.m. The agenda was presented for review. The Chair asked for any changes, there were none, and the agenda proceeded as reviewed.	
Approve Minutes of October 2, 2013: <i>Senate Chair</i> <i>Patti Sink</i>	Sink presented minutes of October 2, 2013, and asked for any changes. Susan Shelmerdine asked that her comments on page 4 be amended to: "The only Summer Session courses that will be affected by the addition of the Memorial Day holiday are Section 01 (5 week) courses that start before Memorial Day and meet MTWR. Instead of the Memorial Day meeting time, they will meet on the Friday following Memorial Day (May 30, 2014, May 29, 2015, and June 3, 2016). In the schedule, these courses will have a footnote (i.e., new number 31) to let students know about the Monday/Friday switch for the week of the Memorial Day." Ian Beatty asked for a change of the word "External" to "Education" on page 3 in reference to the "Education Advisory Board." Ellen Haskell requested that her comment on p.5 be changed to: "I am concerned that conferring special research status on our students will not be effective coming from a school that is downgrading research support." All 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</i> <i>Patti Sink</i>	Sink reminded Senators of the upcoming Faculty Forum on Online Learning to be conducted by Wade Maki on November 20 th . She also reminded the Senate of the Chancellor's Open Forum on Tuition and Fees on November 13 th . at noon and 7 p.m. in the EUC Auditorium. Sink called attention to the nomination forms for an open position on the Promotion and Tenure Committee. She indicated that the position must be filled before December 4 th , requested nominations, and specified that there would be an electronic vote to fill the position. Sink said that the current members of the Committee include Beth Barba, Tanya Coakley, Jewell Cooper, Spoma Jovonovic, Ron Morrison and Patti Sink, and that the newly elected member will fill the two-year term completed by Selima Sultana, from July 1, 2011-June 30, 2013.	
Remarks: <i>Chancellor Linda Brady</i>	The Chancellor was encouraged by students voting on campus yesterday, and hopes that the election of the new mayor ensures that the practice continues in the future. Chancellor Brady continued with her remarks as follows. "In spite of the challenges UNCG has faced, for the 15 th consecutive year, <i>Princeton Review</i> ranks us among the best U.S. universities for undergraduate education due to its success in closing the gap in graduation rates between black and white students. <i>College Factual</i> recently ranked UNCG among the best colleges for the money nationwide. Our new recreation center will play a critical role in enhancing the residential character of the university by increasing the engagement of students with others, and by increasing their success. In 2008, the Board of Trustees developed a strategic plan to house up to 40% of undergraduates. At 30%, we	

were unable to meet the demand with existing housing. In 2007, the retention rate of sophomores was 12% lower for off-campus students and 10.8% less for fourth-year students. The new recreation center will help relieve overcrowding of current facilities. The center also will provide meeting space for students, similar to what is now available in the EUC. Features of the new center include the following.

Useable by everyone, regardless of age or ability. The current center is inadequate in that regard. The new center will have a primary entrance on ground level not requiring entrance ramps.

Gender-neutral restrooms and family restrooms.

Encourage additional students to live on campus and develop their potential.

Health and wellness programming

Collaboration with Glenwood neighborhood around health and wellness.

Since 2007, modifications to the original plan have been made at the suggestion of Glenwood residents. The dialogue continues.

Positive living-learning environment.

Extension of learning boundaries of campus.

Having said that, enrollment is down. We are one of 10 UNC campuses experiencing reduced enrollment. Graduation rates have improved about one percent per year for the last four years, however; we graduated 10 percent more students than in 2008. Graduation is the responsibility of everyone who works on campus." The Chancellor asked if there were any questions.

Winkler: One problem is that bureaucratically UNCG is not very nimble. Example, everyone is employed on campus in the summer, yet we don't have lots of people here; maybe we should put people on a ten-month contract. If students can retake a class after they fail, perhaps they should pay a premium. As for the recreation center, maybe not everyone should pay for it if they don't use it. Can we look at how to save money in some places so we can spend it elsewhere? Can we establish a committee to review the problems? Maybe people taking independent studies should pay more for them, since they use a disproportionate amount of faculty time.

Chancellor: I am talking with Tom Ross about that. What if, for example, we could get more support from the state to invest in summer school? Our classrooms are mostly empty because summer school is more expensive, and because we don't get state support for summer session. We might propose a pilot study as soon as Summer 2015. General, the UNC System has not allowed specific institutions to launch pilot projects around instruction or shared administrative expenses.

Young: Currently we are structured around fall and spring so we need to change that structure if we want to increase summer school.

Karper: Common sense would suggest that we need more instruction so that people can move through quickly. They are getting stuck by not being able to get into classes.

Chancellor: That is why a more robust summer school would be helpful. Also, we need better customer service; students get frustrated by having to go to a lot of offices. While faculty morale seems to be down, students are dissatisfied with less engagement with faculty. Part of what we need to do now is to focus on whatever we need to do to navigate the system.

Sink indicated that there was time for one additional question.

Bell: I hear you say we need more administrative services, but I don't hear you say we need more faculty members.

	<p>Chancellor: No, we don't need more administrators, but we do need to do a better job with the people and programs that we have. We may need to streamline the number of programs that we have, and overhaul our complicated systems.</p> <p>Two Senators hands were raised, but the Chair stated that we were past the allotted agenda time, and turned the floor over to Provost Perrin.</p>	
<p>Remarks: <i>Provost Dave Perrin</i></p>	<p>Provost Perrin remarks proceeded as follows. "First, I want to announce the appointment of a new Vice Provost for Enrollment Management, Dr. Bryan J. Terry to replace Cindy Farris, who is retired. The appointment will be effective as of January 1, 2014. We are already engaging in discussions via teleconference.</p> <p>The UNC General Administration is requesting proposals focused on: Assuring High Quality Degrees—Student Learning Outcomes/Using e-Portfolios to Assess Core Competencies. This request for proposals (RFP) comes from work of the UNC General Education Council, on which Dr. Lisa Tolbert serves as a member. Dr. Roy Schwartzman serves on the Qualitative Measures Subcommittee, and Dr. Terry Ackerman serves on the Engaging Experts Subcommittee. The RFP encourages exploration of the utility of e-Portfolios (aka digital portfolios) to document and assess students' development of core competencies across the curriculum, especially in general education experiences. The core competencies that have emerged are critical thinking and written communication. The RFP also encourages teams of faculty to explore the use of e-Portfolios across a set of courses, co-curricular activities, and/or capstone activities. Steve Roberson, Dean of Undergraduate Studies, will coordinate our development of a proposal or proposals. He is working with Roy Schwartzman, Jon Zarecki, Jenny Dale, and Jodi Pettazzoni. Anyone interested in working with this group should contact Dean Roberson. The submission deadline is December 15.</p> <p>Last month, I was asked about the cost of UNCG memberships in the Education Advisory Board (EAB). There are three memberships, including University Business Executive Round Table for Chief Financial Officers (\$31,775); University Leadership Council for Provosts (\$28,875); and Continuing and Online Education Forum for Deans and Directors of Distance and Continuing Education (\$28,875). The EAB scans the entirety of the higher education sector for effective and replicable models, reviews thousands of pages of literature, interviews hundreds of institutions to isolate 10 or 15 top ideas, and distils empirical experiences of institutions like ours, profiling success stories (and failure oaths) to help prioritize investments and improve performance. The EAB also produces best practices reports around many topics important to higher education, such as "Breakthrough Advances in Faculty Diversity," "Meeting Student Demand for High-Touch Advising" (copies of which were distributed to the UNCG Advising Task Force), "Next Generation Advising," and "Student Safety and Crime Prevention Programs." The EAB also conducts custom research for member institutions; examples for UNCG, including "Faculty and Staff Employment Trends Over Time;" "Policies and Procedures for Awarding Honorary Degrees;" "Appointment and Evaluation of Department Chairs;" "Structure and Organization of the Research Enterprise;" and Incorporating Transportation Demand Management (TDM) into University Campuses." Additionally, the EAB determines market needs for online program development before investing resources in development. Are there questions?"</p>	

	<p>Nash: What about the articulation agreement? Anthropology, geography, drama, dance, and others departments were cut from the agreement. What are we doing to get these back on the list.</p> <p>Provost: Currently, we're in discussion with GA about that.</p> <p>Jovanovic: We were told at Faculty Assembly that UNCG could add to our agreement what we want for students who come here. It's not perfect, but it's the process that has been suggested.</p> <p>Upon completion of the Provost's remarks and responses to questions, Sink indicated that Chancellor Brady agreed to stay after adjournment of the meeting to answer questions that were not asked previously due to time constraints (Please see <i>Attachment A</i>).</p>	
<p>Report on Academic Advising <i>Kathleen Williams, Department of Kinesiology (HHS) & Co-Chair, Task Force on Academic Advising</i></p>	<p>Kathleen Williams reported that the Task Force on Academic Advising was established to determine how best to help students with automated registration and academic advising. The Task Force met in the spring, and sent a preliminary report to Provost Perrin and Faculty Senate Chair Lepri in June 2013; a summary of the report was presented to the Dean's Council in August 2013. Williams reported the following recommendations and prospective steps in revising academic advising.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. <u>Simplify the curriculum</u>—currently, automated systems fail because of curriculum complexity. The many layers of General Education Programs are one of the difficulties. 2. <u>Consolidate registration and advising into a single portal with:</u> <ol style="list-style-type: none"> a. Registration application, b. Career services materials, c. Graduation calculator, d. Increased access to a career/life planning course, build capacity with what we have e. Increased access to existing resources for students with special needs <p>Next steps in revising academic advising:</p> <ol style="list-style-type: none"> 1. Do not modify GEC until after SACS visit in March 2014. 2. Wait for GA mandate on GEC. 3. Complete pilot testing of the Undergraduate "Degree First" Program during Spring 2014 that should help facilitate recommendations. 4. Acquire an external audit of the advising process. 5. FTLC continue working on the Task Force on Advising recommendations (e.g., survey of students; focus groups; and website changes). <p>The presentation was followed by questions and answers.</p> <p>Neufeld: Responsibilities for the webpages are dispersed. Send online advising problems to 6-TECH with a copy to me, and I'll make sure they are addressed. Of course, students don't know that, so problems are hard to address without knowing.</p> <p>Fernos: Is there a way to link the search to Google?</p> <p>Neufeld: No. If there is a problem at UNCG, it can be addressed if we know about it.</p> <p>Deng: Why not simply do a Google search and bypass the UNCG page?</p> <p>Williams: The big issue is that faculty members often don't have time to tell students what classes to take.</p> <p>Bell: This might be an opportunity to consolidate information on student fees and loans—all the fees paid and debt accumulated along the way, so students would have a picture.</p> <p>Barton: Do we want to add Curriculum or General Education information?</p>	

	<p>Williams: There are layers of information about General Education that make online advising a difficult problem to resolve. The <i>Degree Compass</i> program works, but not with our complex requirements. I call on Steve Roberson to explain some of the complexity.</p> <p>Roberson: This sounds like an Information Technology issue, not a General Education issue. The software program, <i>Degree Compass</i>, is very effective. The program makes it possible to predict for each student, each semester, what their academic average will be for a given configuration and load of courses. If there are too many possible tracks, the software is overwhelmed.</p> <p>Karper: Is it possible that curriculum complexity is really an issue of students not being able to get into courses? I'm commenting on where the money should go.</p>	
<p>Report on Core Competencies & Student Learning Outcomes <i>Lisa Tolbert,</i> <i>Department of History & UNCG</i> <i>Representative to the UNC General Education Council</i></p>	<p>Lisa Tolbert reported that the first meeting of the UNC General Education Council was in April 2013, and we were charged with identifying core competencies quickly. A faculty survey across all campuses revealed a very strong preference for written communication and critical thinking. The UNC GEC, as a whole, was not charged with identifying assessments. A GEC Subcommittee was charged with reviewing and identifying both qualitative and quantitative procedures for assessing student attainment of the identified core competencies. Assessments are being pilot tested at NCSU, NCCU, and ECU. Tolbert asked if there were questions or comments.</p> <p>Adams: I am happy to see the system endorses faculty control of assessment.</p> <p>Leboucq: Any idea of how we are going to accomplish this? Use experimental design? There are some interesting possibilities.</p> <p>Tolbert: Currently, various subcommittees are reviewing assessment that will best qualitatively and quantitatively assess what we are trying to accomplish.</p>	
<p>Resolution #FS11062013-01, To endorse the two UNC system-wide core competencies passed by the UNC General Education Council and UNC Faculty Assembly <i>Lisa Tolbert, Department of History & UNCG</i> <i>Representative to the UNC General Education Council</i></p>	<p>Lisa Tolbert read Resolution #FS11062013-01.</p> <p>Whereas, the five-year strategic plan, "Our Time, Our Future: The UNC Compact with North Carolina" has defined the implementation of system-wide assessments of academic core competencies as a major priority; and</p> <p>Whereas, the UNC Strategic Directions General Education Council has, after considerable deliberation, recommended <i>Critical Thinking</i> and <i>Written Communication</i> as system-wide core competencies most appropriate for assessment; and</p> <p>Whereas, the Faculty Assembly has resolved that the University of North Carolina, under the endorsement of its constitutive faculty, must offer a general comprehensive education (as articulated in Resolution 2012-06); and</p> <p>Whereas, the Faculty Assembly has also resolved that an effective curriculum is essential to the development of critical skills necessary for students to become productive citizens and leaders of North Carolina, and that faculty recognize these core competencies as vital to student success (in Resolution 2012-07); and</p> <p>Whereas, the core competencies of <i>Critical Thinking</i> and <i>Written Communication</i> are recognized widely by faculty as expressions of a general comprehensive education and as fundamental requirements for successful mastery in all academic disciplines; and</p> <p>Whereas, economic leaders in North Carolina and nationwide agree that <i>Critical Thinking</i> and <i>Written Communication</i> are fundamental to career success as cited in the Listening Sessions Summary (Strategic Directions Initiatives 2013-2018, Appendices); and</p> <p>Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), periodically and comprehensively examines and affirms the quality of educational programs and requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty;</p>	<p>Resolution Approved Unanimously</p>

	<p>Therefore, Be It Resolved that the UNCG Faculty Senate endorses the General Education Council's and Faculty Assembly's choice of <i>Critical Thinking</i> and <i>Written Communication</i> as two system-wide core competencies for the UNC system; and Be It Further Resolved that all core competencies adopted by the UNC System must be approved by the faculty of the constituent institutions on their respective campuses as required by their responsibilities for curricular matters; and Be It Further Resolved that the faculty at the constituent institutions must have primary responsibility for the development and administration of assessment instruments consistent with the missions of their respective campuses.</p> <p>Motion to accept Resolution as read: Susan Shelmerdine Second: Wade Maki</p> <p>A discussion ensued about the resolution. John Neufeld asked if critical thinking was considered quantitative thinking? He stated that "if so, great; if not, I'm troubled." John Lepri indicated that there is a concern that our Strategic Directions seemed to impose ownership on the faculty, or at least, an obligation of reaffirming ownership by the faculty. Ellen Haskell suggested that we are accepting the inevitable. Lisa Tolbert said that we are affirming competencies that make sense to access, and that we are already addressing. Spoma Jovanovic indicated that Tom Ross made several statements about this reaffirmation of what we are doing and not imposing competencies during the UNC Faculty Assembly meeting. There being no further discussion, the Chair called for a vote.</p> <p>Vote: Unanimously in favor</p>	
<p>Report on October 2013 UNC Faculty Assembly Meeting <i>John Lepri (COL), Member of UNCG Faculty Delegation</i></p>	<p>Faculty Assembly is advisory only to the General Administration but it offers a strong platform for deliberation.</p> <p>Two other resolutions were discussed at Faculty Assembly: (a) one resolution emphasized that Faculty Senate Chairs should report regularly to their Board of Trustees; and (b) another resolution stressed the importance of campuses being able to opt out of universal policies, if the respective campuses can show negative impact.</p>	
<p>Adjournment <i>Senate Chair Patti Sink</i></p>	<p>The Chair reminded the Senators of the two forums announced at beginning of meeting, and reminded everyone that the Chancellor agreed to remain and respond to additional questions (See Attachment A). The Chair asked for a motion to adjourn at 5:00 p.m..</p> <p>Motion to Adjourn: Bill Karper Second: Bill Young Vote: Unanimously in favor</p>	<p>Adjournment Approved Unanimously</p>

Respectfully submitted,

Jim Carmichael
Secretary of the Faculty Senate 2013-2014

Attachment A
Additional Question & Answer Session with
Chancellor Linda Brady
(Submitted by Jim Carmichael as a Record of Session on November 6, 2013, 5:00-5:18 p.m.)

Because the Faculty Senate meeting was short on time, Chancellor Linda Brady agreed to stay and answer additional faculty questions after adjournment of the Faculty Senate meeting. The questions, comments, and answers are provided in this attachment (Sink, November 24, 2013).

Fernos: Why don't we de-privatize sectors like Barnes & Noble and dining services, and keep the profits from that?

Jovanovic: Why don't we try a cooperative structure and a portion of our spending to be decided cooperatively?

Chancellor: The decision on privatizing was made before me but we can look into that. [Added by Sink, 11/24/13: Please see Vice Chancellor Reade Taylor's response to the Chancellor's request for additional information on the Page 2 of this attachment]

Bell: If we can outsource bookstores, why not outsource rec centers? We have them all over town.

Karper: Private companies push students to purchase, purchase, and purchase. Consumerism is a mismatch with sustainability.

Bell: What kind of leadership is there on this campus to support faculty positions and quality? This is not about the value of administrative positions. We are shortchanging faculty. If we have too few faculty members, we can't deliver the curriculum.

Chancellor: I'm expecting a report on the faculty numbers next week. We need to look at that, seriously. I want an accounting of the administrative positions added. [Added by Sink, 11/24/13: Report by the Joint Work Group on Employment Analysis is scheduled to be presented at the Dean's Council on January 29, 2014, and at Faculty Senate meeting on February 5, 2014.]

Larson: To say we should do more is not a great message when we haven't had a raise for five years. It sounds like you are saying that we're failing, and that is not a message I appreciated. If this is the first year of enrollment decline, is it the right response to issue overhauls?

Chancellor: I apologize if my remarks were taken to suggest that I don't respect the work of the faculty. Many of the students who are struggling say that they are here because of a connection with a faculty member. Faculty members are critically important. We need to figure out how to best allocate financial and human resources.

Bell: Six out of ten males are not graduating here. That is nothing to be proud of.

Chancellor: With regards to enrollments, we've had our ups and downs. I'm frustrated that I don't get good answers about the causes. Until we understand what is happening, it's difficult to make informed decisions. We have more PELL grant-eligible students than ever, which means that we have a lot of challenges helping them graduate. Faculty members are doing great, but those students need more support. So what can we do to apply more of the resources that we have directly for them?

Bell: How does putting more money into athletics and recreation help students succeed?

Chancellor: Housing and recreation will help students succeed. We know that students, who live on campus and engage in campus life broadly, are more successful academically. There will be recreational activities in the new rec center, but there also will be other classrooms and programming for health and wellness.

Regulations Related to Fostering Undergraduate Student Success

I. Limiting Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall be limited to no more than 128 semester credit hours. Any requirement beyond 128 hours must be approved by the Board of Governors. Any program authorized by the Board of Governors to require 135 semester credit hours or more shall be officially designated as a five-year baccalaureate program.

A. Campuses shall observe these guidelines in all proposals for new degree programs.

B. Campuses must publicize the required number of semester credit hours and projected length of full-time enrollment required to obtain the baccalaureate degree in both printed and online catalogs, as applicable. During new student orientation sessions and in publications for students and parents, campuses must provide a description of factors that may extend the length of time to complete a degree.

II. Student Success Policies

A. Satisfactory Academic Progress and Good Academic Standing

Satisfactory Academic Progress and Good Academic Standing are determined by:

- Term Grade Point Average
- Cumulative Grade Point Average, and
- Ratio of attempted to completed semester credit hours.

The implementation of these criteria shall include the following:

1. Upon initial admission to a UNC campus, a student is in Good Academic Standing.

2. All undergraduates in the University of North Carolina system must earn and maintain a minimum cumulative GPA of 2.0 to be considered in Good Academic Standing and making Satisfactory Academic Progress.

3. All campuses must develop an academic progress policy that defines the ratio of attempted to earned semester credit hours required for continued enrollment. Federal Title IV regulations for Satisfactory Academic Progress shall be the minimum allowable standard.

4. If a student meets the criteria in each of the these standards above, then the student is considered to be making Satisfactory Academic Progress, remains in Good Academic Standing, and is eligible to continue enrollment at that UNC campus.

5. Campuses may develop policies that allow students falling below one or more of the standards to be placed on academic warning and/or academic probation¹ as opposed to being academically dismissed or academically suspended. These policies must, at a minimum, be in accord with Federal Title IV regulations and should include the use of academic success contracts where appropriate.

6. Campus policies related to this section must be published in all campus academic and financial aid materials, both printed and online. Students should be informed of these policies at new student orientation.

¹Campuses are not obligated to enact policies for either academic probation or academic warning below the allowable standards.

B. The Course Adjustment Period (i.e., “Drop/Add”)

The Course Adjustment Period will be established as the time during which students may drop or add courses without academic penalty (i.e., no impact on the Grade Point Average (GPA), attempted hours, or tuition surcharge). Campuses may choose to make the period for adding courses and the period for dropping courses the same or different; however, both the drop and add periods must be concluded by the census date.²

The implementation of this section shall include the following:

1. Campuses may set policies that allow faculty to drop students administratively if they do not attend the course by the end of the Course Adjustment Period.³ These policies must be publicized to students. Faculty using this option must have a limited window to take such action in order to complete the drop without causing the student to incur financial penalties other than those normally applied during the course adjustment period. Campuses may allow faculty to add students into those seats in a timely fashion under guidelines set by the campus.
2. Campus business practices⁴ determine if adjustments made during Course Adjustment Period result in any refund or additional charges to the student. Any financial repercussions to students must be publicized in campus academic and financial aid policies describing the Course Adjustment Period.
3. Federal Title IV regulations shall be the minimum standard for all policies related to student refunds during the course adjustment period.

C. Course Withdrawal⁵

Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. These courses must be recorded on a student’s official transcript and receive a grade that is used in the calculation of a GPA, count as attempted hours, count toward the tuition surcharge calculation,⁶ and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

1. Course withdrawal with extenuating circumstances
 - a. Campuses will develop policies that permit a student to withdraw from a course or courses at any time and without academic penalty for serious extenuating circumstances, including military deployment. These policies must describe a clear process that defines the documentation required, the nature of the review by a designated campus body or official, and an opportunity for one level of appeal at the campus level.
 - b. Any campus policy developed for course withdrawal for extenuating circumstances must require that:
 - i. a W be recorded on the transcript

²For regular term instruction, the census date is the conclusion of the 10th class day of the fall and spring semesters. For summer sessions, degree credit extension courses, and any other degree-credit courses taught on an irregular calendar, the census date is the end of the class day representing the passage of 10 percent of the instructional period. UNC Policy Manual 400.1.8[R]

³If the course is offered online, the instructor may administratively drop the student from the course if the student has not signed in by the end of the course adjustment period.

⁴All campus business practices must conform to UNC FIT Student Account Standards.

⁵All campus policies on withdrawal must include policies about refunds and conform to UNC FIT Financial Aid and Student Account Standards.

⁶Summer courses are excluded from the tuition surcharge as per UNC Policy Manual 1000.1.5[G]

- ii. the course(s) count as attempted hours
 - iii. the course(s) not count in tuition surcharge calculations (see Policy Manual 1000.1.5[G])
 - iv. the course(s) not count in GPA calculation
 - v. the course(s) are subject to all financial aid and SAP rules and calculations
2. Course withdrawals without extenuating circumstances
- a. After the initial Course Adjustment Period, campuses may develop policies that allow students to withdraw from one or more courses without meeting the standards for withdrawals for extenuating circumstances. These policies must 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.
 - b. Any policy developed for course withdrawal without extenuating circumstances must require that:
 - i. a W be recorded on the transcript
 - ii. the course(s) count as attempted hours
 - iii. the course(s) count in surcharge calculations
 - iv. the course(s) are subject to all financial aid and SAP rules and calculations
 - c. Campus policies must include a deadline for such withdrawal at a date no later than the completion of 60% of the term⁷.

Students who must withdraw from a course or courses due to military service should consult the UNC Policy on Military Student Success.

D. Course Repeats

Campus policies on course repeats must conform, at the minimum, to Federal Title IV Financial Aid standards with regard to course repeats. Students receiving Federal financial aid cannot be treated differently from students not on such aid.

In addition, all campus policies on course repeats must, at the minimum:

- Include on the student transcript all attempts to complete a course,
- Count all attempts to complete a course in calculations of satisfactory academic progress,
- Count all attempts to complete a course in the tuition surcharge calculation in accordance with Policy Manual 1000.1.5[G], and
- Use all grades earned in a course in the calculation of the GPA, unless the grade can be excluded through a campus-based grade exclusion or replacement policy.

E. Forgiveness Policies

Campuses may establish policies that permit a student who is academically dismissed or academically suspended to be readmitted after a specified period of time, have a modified or new GPA calculation, and to be under other specific steps for re-admittance to the campus.

⁷The calculation of this date should begin with the first day of classes and conclude on the last day of regular class meetings. It should exclude the reading day and exam period.

F. Grade Exclusion or Grade Replacement

Campuses must develop policies on grade exclusion and/or grade replacement.⁸ These policies must specify up to four courses or up to 16 semester hours as a maximum number of allowable exclusions/replacements.

Campus policies that permit either grade exclusion and/or grade replacement must provide for:

- the inclusion on the transcript of both the initial grade earned for the course and a notation of its exclusion from or replacement in the calculation of the GPA, and
- the inclusion of the course(s) in both the calculations of satisfactory academic progress and the tuition surcharge.

G. Minimum, Maximum, and Average Semester Course Load

A minimum “full-time” undergraduate course load is defined as 12 credit hours per semester. In advising and other communications, campuses shall encourage full-time students to consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. Campuses may allow students in good academic standing to enroll in up to 18 semester hours in a fall or spring semester without any special permission. No student shall exceed 18 semester hours in a fall or spring semester without special permission as designated by campus policy. Campuses shall develop appropriate policies for a maximum load in summer terms.

III. Student Success Review and Reporting

Campuses will establish a student success support structure of one or more committees comprised of the appropriate officials from areas such as admissions, registrar’s office, financial aid, advising, the counseling center, the cashier’s office, faculty governance, and student government to review and issue regular reports on:

A. Retention and Graduation

Each campus shall, in consultation with General Administration, establish goals for retention⁹ and graduation¹⁰ for first-time, full-time students. Campuses shall also work with General Administration to develop a tracking model for the retention and graduation rates of full-time students, transfer students, and part-time students.

General Administration will report annually on the success of these various categories at both the campus and system level.

B. Additional Student Success Measures

Campuses shall work with the General Administration to develop common output measures of student success and achievement as a means to assess the academic progress goals set by each campus.

⁸The development of a policy does not imply that a campus must allow grade replacement and/or exclusion. A policy may simply state that the campus does not allow such.

⁹For purposes of reporting on first-time, full-time students, retention rate shall be defined as “the percentage of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.” (<http://nces.ed.gov/ipeds/glossary/>)

¹⁰For purposes of reporting, graduation rate data shall be collected as defined by “the number of students entering the institution as full-time, first-time undergraduate students in a particular year (cohort), completing their program within 150 percent of normal time to completion. It shall be calculated by race/ethnicity and gender.” (<http://nces.ed.gov/ipeds/glossary/>)

C. Review of Course Scheduling and Offerings

Campuses shall develop mechanisms to monitor whether all courses necessary for graduation are offered on a timely basis and with an adequate number of sections for a student to graduate in four years.

As a part of this review, campuses shall determine:

- If general education requirements (e.g., themes, designators, etc.) allow appropriate student progress,
- If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors, and
- If excessive GPA or course grade requirements for admission to or completion of a major are delaying student progress toward graduation.

These evaluations will be prepared on a three-year cycle beginning in Fall 2014 and will examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

D. Advising

Campuses shall develop policies to monitor the availability of appropriate and timely academic advising, particularly for first-time undergraduates and first-semester transfer students to:

- assist students in making effective academic and career decisions
- increase the potential for students selecting appropriate courses and schedules
- provide students with assistance in selecting a major in a timely fashion
- prevent excessive changes of major
- increase students' awareness of an appropriate course load and academic assistance available to them.
- Provide information as appropriate on course selection and the impact on tuition surcharge.

This review should take place on a three-year cycle beginning in Fall 2014 and examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

E. Early Warning System Plan

Effective in the Fall 2014 semester, each campus will have an early warning system (EWS) to alert campus personnel to signs of poor academic performance by a student or of behavior likely to lead to a student's poor academic performance. Each campus will submit a comprehensive intervention plan to General Administration that describes how students are identified by the EWS, what campus staff or faculty are notified when a student is identified by the EWS, and how the staff or faculty member is to respond. Interventions may include written communication with students, phone calls or text messages, face-to-face meetings with campus personnel, and/or formal programs involving extended student participation.

The plan should specify what interventions will be used, who will be responsible for them, how warnings will be communicated to responsible personnel, and how interventions will be tracked and reported.

Each campus will identify strategies to assess the effectiveness of its EWS and use the results for ongoing improvement.

IV. Regulations on Student Financial Aid and Title IV

All campuses will develop financial aid disclosure practices that will, at the minimum, include entrance and exit counseling for students receiving financial aid.¹¹

All campus policies will be compliant with Federal Title IV Regulations, including, but not limited to, the following:

A. Common definition of the Federal Title IV regulation that defines a student as eligible for Federal financial aid for up to 150% of normal time to graduation.

Four-year degree requirements in the University of North Carolina system range from 120-128 semester credit hours. The system will use 120 hours as the common definition for defining federal financial aid eligibility, making 180 hours the limit for 150% of normal time to graduation.

Campuses will define procedures whereby a student completing 180 or more attempted hours will undergo an automatic review to determine continued federal financial aid eligibility. If the student is enrolled in a program requiring more than 120 hours, the appropriate allowance will be calculated on campus based on the exact number of credits required for that degree.

These policies must be widely distributed in all campus academic and financial aid materials.

B. Guidelines to monitor first undergraduate degree completion

Federal Title IV regulations require that campuses monitor first undergraduate degree completion and offer no additional federal grant aid (e.g. Pell, SEOG) after a student earns the initial undergraduate degree. Under federal rules, a student can take out federal loans for a second degree, if eligible. To ensure compliance, campuses must develop protocols for:

- monitoring student degree completion each term (fall, spring, summer), and
- for advising students of their status and eligibility for federal financial aid

These policies must be widely distributed in all campus academic and financial aid materials.

V. Compliance with the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System (NCCCS) and Transfer within the UNC System

Campuses will be fully compliant with the Comprehensive Articulation Agreement with the NCCCS.

Campuses shall develop policies that provide a student at any UNC campus who has successfully completed¹² the lower institution-wide division's general education requirements to be considered if applying as a transfer student to have completed the general education requirements at another UNC campus.

Any change by a campus in its General Education requirements must be consistent with the CAA.

¹¹All campus policies on disclosure practices must conform to UNC FIT Financial Aid and Student Account standards.

¹²To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses.

VI. Information Distribution

To ensure that students receive policy information that is both comprehensive and timely, campuses must develop broad-based communications plans that inform students about:

- Recommended course loads, required numbers of earned hours, and the projected length of full- time enrollment needed to obtain the baccalaureate degrees;
- Factors that may extend the length of time to complete a degree;
- Requirements for Good Academic Standing and Satisfactory Academic Progress; and
- The course adjustment period,
- Tuition surcharge, and
- Other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

All policies and procedures listed in this regulation will be effective no later than the Fall Semester, 2014.

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

Resolution #FS11061213-04

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, [**Attachment C**]) 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 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

BE IT FURTHER RESOLVED, that, to be approved for the 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); and

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; and

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.

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:	

University of North Carolina at Greensboro
Faculty Senate

Resolution #FS020112-03
[Approved on February 2, 2012]

To Establish Parameters for General Education Courses

Submitted by the General Education Council
Presented by Mark Hens, Chair of the General Education Council

WHEREAS, the academic units need specific guidance on the acceptable characteristics of courses designated to carry general education markers and designations, and

WHEREAS, there are two competing models for general education programs:
a “distributive” model in which students are guided to achieve general education learning goals by completing foundational courses (with few or no pre-requisites) in a variety of academic disciplines; and
a “vertical” model in which students achieve general education learning goals by completing courses predominantly within their majors (some of which may include higher-level courses or courses with pre-requisites), and

WHEREAS, UNCG has historically inclined toward structures that encourage students to complete courses in a variety of academic disciplines in their first two years of study, and

WHEREAS, UNCG’s General Education Program is intended to provide foundations and alternative perspectives for the more specialized knowledge gained in the major, therefore

BE IT RESOLVED, That to be approved for general education category or marker designation (excluding WI and SI markers), courses **must**:

- 1) 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 course must carry a general education category designation.
- 2) Be open to all undergraduate students regardless of major.
- 3) Be a standard offering (not a special topics or experimental course)
- 4) Clearly address the General Education Program Learning Goals linked to the category designation or marker requested.

BE IT FURTHER RESOLVED, That courses that currently carry general education category or marker designation, but that currently do not conform to parameters 1-4 above, must be modified to conform to the parameters in order to achieve re-certification for the designation.

Faculty Senate Action/Date: Approved/February 1, 2012	General Faculty Action/Date: Received/April 25, 2012
Chancellor Action/Date: Approved/February 14, 2012	Board of Trustees Action/Date: Received/May 3, 2012
Other Approvals: NA	<i>Effective Date:</i> Immediately following all required approvals. <i>Implementation of Resolution:</i> The Faculty Senate Office will collaborate with the Office of the Provost to notify affected persons/offices and coordinate the update of forms, publications and the web.

UNC Faculty Assembly

SAME-DAY MEMO

for the UNC Faculty Assembly Meeting held November 22, 2013

Introducing a new tool for informing FA delegates and campus Senate Chairs about Faculty Assembly goings-on. The "Same-Day Memo" offers an immediate glimpse of meeting "headlines." It's not meant to be comprehensive like 'official' meeting minutes; the point is to communicate some highlights quickly. We hope delegates will find these useful for reporting about FA meetings to campus colleagues and/or that things mentioned here might inspire Chairs to follow-up with delegates or FA leadership for additional information. We also welcome your thoughts about ways the "Same-Day Memo" could be improved as a communication instrument.

HEADLINES

UNC General Education Council working toward January 31st deadline; will make initial recommendations for assessment of "core competencies."

UNC Faculty Assembly and UNC Staff Assembly consulting with Association of Student Governments (ASG) on building culture of shared governance.

Resolutions

Faculty Assembly PASSES

*Resolution Supporting Full-Time Status and Benefits
Eligibility of Non-Tenure Track Faculty*

Faculty Assembly PASSES

Resolution on Program Closing and General Education

Idea-Sharing**Model for Helping Trustees Understand Faculty Role in Undergraduate Education?**

UNCW Faculty Senate Partnered with Chancellor and Office of Academic Affairs; held "Journey of Learning" workshop on teaching, learning, and assessment practices for Board of Trustees. See 2-minute video profile here: <http://vimeo.com/7990873>

Next Faculty Assembly Meeting: January 17, 2014

Full text of resolutions, meeting minutes, will be made available a.s.a.p. at
<http://www.northcarolina.edu/facultyassembly/index.htm>

Questions or comments? Contact Catherine Rigsby (rigsbyc@ecu.edu), Chair of UNC Faculty Assembly; or Gabriel Lugo (lugo@uncw.edu) or Mike Wakeford (wakefordm@uncsa.edu), Communications Committee Co-Chairs