



## Faculty Senate

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East Carolina University

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April 29, 2010

Chancellor Steve Ballard  
East Carolina University  
Spilman Building

Dear Dr. Ballard:

On April 27, 2010, the Faculty Senate adopted the following resolutions for your consideration. Details on the resolutions are attached for your convenience.

10-66 Proposed revisions to the *Undergraduate Catalog*, Section 5:  
Academic Regulations, Subsection Grading System, Grade  
Appeals (attached).

10-67 Budgetary recommendations from the University Budget Committee  
(attached).

The Faculty Senate also acted on the following item that was forwarded to you earlier in the week due to its urgent nature.

10-68 Resolution on the 2010-2011 North Carolina State Budget (attached).

Thank you for your consideration of the above mentioned resolutions.

Sincerely,

A handwritten signature in cursive script that reads "Marianna Walker".

Marianna Walker  
Chair of the Faculty

copy via email

Faculty Officers

Marilyn Sheerer, Provost and Vice Chancellor for Academic & Student Affairs

Phyllis Horns, Vice Chancellor for Health Sciences

Deirdre Mageean, Vice Chancellor for Research and Graduate Studies



**FACULTY SENATE RESOLUTIONS  
APPROVED AT THE APRIL 27, 2010, MEETING**

Faculty Senate Resolution #10-66

Proposed Revisions to the *Undergraduate Catalog*, Section 5: Academic Regulations, Subsection Grading System, Grade Appeals (to reflect current policy approved by the Chancellor in November 2009)

Additions are noted in **bold** print and deletions in ~~strikethrough~~.

Grade Appeals

**Students may appeal a final grade in a course if the appeal is based on one or more of the following factors:**

- **An error was made in grade computation.**
- **Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.**
- **The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.**

**A formal grade appeal must be initiated by the student by the end of the twenty-first calendar day of the semester (not including summer sessions) following the award of the grade. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.**

**A discussion with the instructor should be the first step to resolve differences between an instructor and student concerning a grade. If the instructor of record will not be available within one semester (not including summer sessions), the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department or designee in which the course is offered, a written appeal that includes the following:**

- **A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.**
- **A description of the outcome of the informal discussion process with the instructor.**
- **Any relevant documents the student would like to be reviewed as part of the appeal process.**
- **A copy of the course syllabus and assignment descriptions.**

**The department chair or designee may request additional materials from the student as necessary. After receiving a copy of the appeal materials from the department chair or designee, the instructor has fourteen calendar days to respond in writing to the appeal. The department chair or designee will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within seven calendar days after receiving the instructor's response.**

**If there is no mutually agreed upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has seven calendar days**



to submit his or her written appeal to the college dean or designee. The college dean or designee will review the appeal, provide copies of all appeal materials to the instructor, and discuss the appeal with both the instructor and the student. The instructor has seven days to review the written appeal the student has presented to the dean and, if desired, prepare an additional written response. The college dean or designee will provide the student with written notification of the result of this step within fourteen calendar days after receipt of the appeal from the student.

If this does not lead to a mutually agreeable resolution between the student and the instructor, and the student wishes to pursue the matter further, then a Grade Appeal Committee shall be formed by the college dean within ten calendar days. This committee shall include three faculty members from the college: one selected by the student, one selected by the instructor of record, and one appointed by the college dean. A majority shall prevail in the committee. The Committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The Committee's decision may be to keep the assigned grade or to raise the assigned grade. The Committee shall provide a written justification to the college dean for its decision, including minority opinions when they exist, no later than twenty-one calendar days after the Committee's formation. The college dean shall inform the student and the instructor of the Committee's decision and provide both parties with copies of the Committee report.

This grade appeal policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office of Equal Opportunity and Equity discrimination complaint. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university's Equal Opportunity and Equity policies, the process for resolution that the Office of Equal Opportunity and Equity has established must be completed prior to the use of the University's grade appeal process.

~~A student wishing to contest a course grade should first attempt to resolve the matter with the instructor who determined the grade. The student may appeal the instructor's decision by submitting a written appeal to the instructor's departmental chairperson, school director, or college dean not later than the last day for undergraduate students to drop semester-length courses during the next regular semester. The instructor's chairperson, director, or dean, as appropriate, shall review the student's request with the faculty member and either concur with the grade or request that the faculty member reassess the grade. The final decision shall rest with the faculty member responsible for the course grade.~~

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Faculty Senate Resolution #10-67

Budgetary Recommendations for the academic year 2009-2010.

1. Budget cuts and allocation of new funding should be made in line with the Value Statement of the Board of Governors and the Board of Trustees policy framework for resource allocation that protect to the greatest extent possible the academic core and our commitment to teaching, research, and service.
  2. Budgetary cuts should minimize any adverse effects on student learning or the safety of students and University personnel.
  3. Consistent with the views expressed by your administration, budgetary cuts should seek to prevent or if necessary minimize reductions in force.
  4. It is important to continue open lines of communication and transparency among all constituencies (students, staff, faculty, and administration) of the University.
  5. Budget cuts should minimize damage to the University in ways that are not easily reversed upon the return of an improved economy.
  6. Budgetary cuts should be avoided that adversely affect areas of revenue generation including but not limited to student credit hours, grants and contracts, and medical services.
  7. The University should continue to review efficiencies to realize cost-savings.
  8. The Budget Task Force should remain in place until the budget outlook has improved.
  9. The University should continue to pursue appropriate state reimbursement for indigent care provided by ECU Physicians.
  10. The University should continue to pursue appropriate state funding of the dental school.
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Faculty Senate Resolution #10-68

Approved by the Faculty Senate: April 27, 2010

Approved by the Chancellor: April 28, 2010

**RESOLUTION ON THE 2010-2011 NORTH CAROLINA STATE BUDGET**

**Whereas**, education plays a vital role in our State's future economic health and the aspirations of millions of North Carolina families; and,

**Whereas**, an educated and highly skilled workforce is necessary for the economic progress of the State; and,

**Whereas**, the University of North Carolina System plays a leadership role in educating the people of our State and in the overall economic growth of North Carolina; and,

**Whereas**, continued excellence depends upon sustained, adequate funding; and,

**Whereas**, the projected budget cuts are of an enormous and shocking magnitude, especially following budget cuts over the past two years; and,

**Whereas**, the budget cuts will limit access to higher education for many residents of our State at a time when higher education enrollments are growing; and,

**Whereas**, academic reputations are built slowly over many years, and once compromised cannot be easily regained; and,

**Whereas**, the proposed cuts would *change the very nature of our universities* resulting in fewer academic advisors, fewer financial aid officers, and reduced student access to the courses they need to graduate on time; and,

**Whereas**, the University of North Carolina General Administration estimates that any budget cuts in excess of 2% would harm the academic core of the University and significantly reduce the quality of academic instruction and student experiences at all UNC campuses; and,

**Whereas**, the University of North Carolina has already absorbed approximately \$300 million or 29% of the current state budget reversions while the University represented only 13% of the total state budget; and,

**Whereas**, the proposed state budget currently recommends a reduction of 5.9% or \$154 million (a 3.9% reduction on top of the existing 2% cut) for the UNC System; and,

**Whereas**, 75% of the state budget allocated to the UNC System supports personnel expenses making it impossible to absorb large cuts without eliminating more jobs; and,

**Whereas**, the proposed cuts would result in the loss of 1,200 additional jobs in the UNC System; and,



**Whereas**, ECU's share of the proposed cuts would result in at least 100 lost positions, all affecting fundamental academic and student support, half of which would be faculty positions; and,

**Whereas**, previous budget reversions were largely taken from administrative cuts that protected the academic core; and,

**Whereas**, the previous rounds of budget cuts have already resulted in increased class sizes and fewer course offerings across the UNC System; and,

**Whereas**, these proposed budget cuts would cause retention and graduation rates to decline resulting in students leaving the University with accumulated debt and without achieving their academic goals; and,

**Whereas**, numerous academic programs, including those in high-demand fields such as nursing and the STEM disciplines, would be downsized; and, therefore,

**Be It Resolved** that the Faculty Senate of East Carolina University urges the State Legislature to prevent the most serious erosion in the quality of higher education in North Carolina by providing sufficient and appropriate funding for higher education; and,

**Be It Further Resolved** that the State budget include full funding for need-based financial aid to ensure access to higher education for the people of the State of North Carolina; and,

**Be It Further Resolved** that the State Legislature appropriately continue its historical commitment and attention to our State's higher education needs as envisioned in the original *Act of Incorporation (1789)* for the University of North Carolina by providing adequate higher education funding to ensure "the happiness of a rising generation, and endeavor to fit them for an honorable discharge of the social duties of life by paying attention to their education."