

Ranking of University Quality Enhancement Plan (QEP) Topics

Faculty Senators will be asked to decide on the method to use when ranking the topics.

Process 1: Roberts Rules – 1 vote/1 person would require that we vote as a body on #1 rank (tally the votes, announce the winner), and vote for 2nd place (tally the votes, announce the winner), etc. If we choose to adopt a different proposal below is another method.

Process 2: Ranked voting – Since there are 4 topics, each person would rank the topics from 1 to 4. Then tally the number of 1 votes cast for a topic and multiply it by 4; tally the number of 2nd place votes and multiply it by 3 points; tally the number of 3rd place votes and multiply it by 2 points; tally the number of 4th place votes and multiply it by 1 point; unranked proposals receive zero points. The topics would then be ranked according to the most points.

BALLOT 1

Ranking of University Quality Enhancement Plan (QEP) Topics:

- 13 108 108 Discovering Leadership: The ECU Leadership Portfolio Framework of Action 93 4
- 5 167 167 "The Vertical Writing Curriculum: Integrating and Aligning Writing Instruction at ECU" 167 1
- 13 135 135 Support for Students in High Enrollment Courses 135 2
- 4 117 117 Unity in Diversity: Building Connections Between Students, the University Experience, and Global Citizenship 117 3

108
48
16
5

167

52
48
22
13

135

1st place
108 - English
52 - Math
44 - globalization
40 - leadership

2nd place
48 English
48 Math
45 Globalization
18 Leadership

3rd place
24 - globalization
22 Leadership
22 - Math
16 - English

4th place
13 Leadership
13 Math
5 English
4 Globalization

44
45
24
4

117

27
4

108

13
4

52

163
48

167

15
3

45

40
18
22
13

93

QEP Proposals

4

Proposal 1. Discovering Leadership: The ECU Leadership Portfolio Framework of Action

93

Submitted by

Office of the Leadership Collaborative
College of Business
College of Education
Department of Engineering

This proposal is for a campus-wide initiative that will require all undergraduate students to complete a Leadership Portfolio prior to graduation. The proposed Leadership Portfolio aligns with the ECU Tomorrow: A Vision for Leadership and Service Strategic Plan by addressing defined student learning outcomes related to leadership development and is grounded in ECU's institutional leadership framework. The portfolio should be straightforward and adaptive, allowing academic units the flexibility to identify and define discipline-specific opportunities for leadership development and practice. In addition, the portfolio provides a platform for other purposes including program assessment and assessment of student learning outcomes while encouraging interdisciplinary collaboration toward the common goal of developing leadership capacity.

1

Proposal 2. The Vertical Writing Curriculum: Integrating and Aligning Writing Instruction at ECU

167

Submitted by

Will Banks, Interim Director of the University Writing Program
Michelle Eble, Director of Undergraduate Studies in English
Wendy Sharer, Director of Composition, Dept. of English

This proposal is for a multifaceted revision of the Writing Across the Curriculum program, including the first-year composition courses, English 1100 and 1200, the Writing Foundations courses. More specifically, the proposal suggests increased integration of the University Writing Program and the Writing Foundations Program through professional development for WI faculty and University Writing Center staff, a change in the timing and focus of the second Writing Foundations course (English 1200), and the implementation of portfolio-based writing assessment across Writing Foundations and WI courses.

2 **Proposal 3. Support for students in high enrollment courses**

135

Submitted by

Department of Mathematics

This proposal is to improve learning while simultaneously reducing the cost of instruction by using information technology to redesign MATH 1065 (College Algebra). Annually over 3,000 students enroll in MATH 1065, and the course is characterized as a gatekeeper course at ECU with DWF rates around 33%. Research and models established at other universities suggest this type of course redesign could substantially lower the DWF rate, thus contributing to the important goals of retention and progression of students towards graduation.

3 **Proposal 4. Unity in Diversity: Building Connections Between Students, the University Experience, and Global Citizenship**

117

Submitted by

25 faculty members in departments across campus including Philosophy, Music, and Nursing (Richard Miller, spokesman)

This proposal is for ECU to develop a QEP to address critical educational issues by stressing "connectedness" between globally informed intellectual, artistic and health-focused events (cultural events) and ECU courses that fulfill Foundations (general education) requirements and capstone courses in each student's major. The integration of extra-curricular cultural events into the academic curriculum would be overseen by faculty and staff from Academic Affairs, Health Sciences, the Research division and Student affairs. This approach to learning celebrates unity in diversity.