



Faculty Senate

East Carolina University
140 Rawl Annex Building • Greenville, NC 27858-4353
252-328-6537 office • 252-328-6122 fax
faculty senate@ecu.edu • www.ecu.edu/fsonline

COPY

Mark Sprague
Chair of the Faculty
Department of Physics

Andrew Morehead
Vice Chair of the Faculty
Department of Chemistry

Cheryl McFadden
Secretary of the Faculty
College of Education

Ken Wilson
Parliamentarian
Department of Sociology

November 7, 2013

Chancellor Steve Ballard
East Carolina University
Spilman Building

Dear Dr. Ballard,

On November 5, 2013, the Faculty Senate adopted the following attached resolutions for your consideration. These resolutions are provided as an electronic link and/or attachment.

In addition, the Faculty Senate adopted the following resolutions that do not require your approval at this time.

- #13-78 Support of System-wide Core Competencies
- #13-79 Support of UNC Faculty Communication with Boards of Trustees
- #13-91 Writing-Intensive course proposal form
- #13-93 Support of North Carolina Teachers

Thank you for your consideration of the attached resolutions.

Sincerely,

Mark Sprague
Chair of the Faculty

attachments

copy via email

Faculty Officers
Marilyn Sheerer, Provost and Vice Chancellor for Academic Affairs
Phyllis Horns, Vice Chancellor for Health Sciences
Ron Mitchelson, Interim Vice Chancellor for Research and Graduate Studies

*East Carolina University
is a constituent institution
of the University of North
Carolina. An equal
opportunity/affirmative
action university, which
accommodates the needs
of individuals with
disabilities.*

Memorandum

November 7, 2013

Attachment 1.

FACULTY SENATE RESOLUTIONS APPROVED AT THE NOVEMBER 5, 2013, MEETING

13-78 Support of System-wide Core Competencies, as follows:

Whereas, the five-year strategic plan, "Our Time, Our Future: The UNC Compact with North Carolina" has defined as a major priority the implementation of system-wide assessments of academic core competencies; and

Whereas, the UNC Strategic Directions General Education Council has, after considered deliberation, recommended Critical Thinking and Written Communication as system-wide core competencies most appropriate for assessment; and

Whereas, UNC Faculty Assembly resolution 2013-11 endorses the core constituencies recommended by UNC Strategic Directions General Education Council and requests campus votes to approve the competencies; and

Whereas, the UNC Faculty Assembly has resolved that the University of North Carolina, under the imprimatur of its constitutive faculty, must offer a general comprehensive education (as articulated in Resolution 2012-06); and

Whereas, the UNC 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 (as articulated in Resolution 2012-07); and

Whereas, the core competencies of Critical Thinking and Written Communication are widely recognized by faculty as expressions of a general comprehensive education and as fundamental requirements for successful mastery in all academic disciplines; and

Whereas, economic leaders in North Carolina and nationwide agree that Critical Thinking and Written Communication are fundamental to career success as cited in the Listening Sessions Summary (Strategic Directions Initiatives 2013-2018, Appendices) and

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.

Therefore, Be It Resolved that the ECU Faculty Senate endorses the General Education Council's choice of Critical Thinking and Written Communication as two system-wide core competencies for the UNC system; and

Be It Further Resolved that the faculty of ECU and other the constituent UNC institutions must have primary responsibility for the development and administration of assessment instruments consistent with the missions of their respective campuses.

Disposition: Faculty Senate

13-79 Support of UNC Faculty Communication with Boards of Trustees, as follows:

Whereas, faculty communication is essential with every decision maker regarding the operations of each institution; and

Whereas, the faculty have established communication with provosts, chancellors, and UNC-GA administrators; and

Whereas, although the ECU Board of Trustees meetings include a report from the ECU Chair of the Faculty, some faculty governance bodies at UNC institutions do not have established avenues of communication with the Board of Trustees of their institution; and

Whereas, the Board of Trustees are key decision-makers regarding the operations of each institution; and

Whereas, UNC Faculty Assembly resolution 2013-09 calls for regular oral and/or written reports from campus faculty senate chairs to their boards of trustees.

Therefore, Be It Resolved that the ECU Faculty Senate endorses UNC Faculty Assembly resolution 2013-09 that each UNC institution Faculty Senate Chair should present an oral and/or written report to the Board of Trustees on a regular basis.

Disposition: Faculty Senate

✓ 13-80 Approval of the Fall 2013 Graduation Roster, including honors program graduates.

Disposition: Chancellor

13-81 Formal faculty advice on curriculum matters acted on and recorded in the September 4, 2013 Graduate Curriculum Committee meeting minutes.

Disposition: Chancellor

13-82 Formal faculty advice on curriculum and academic matters acted on and recorded in the September 16, 2013 Graduate Council meeting minutes.

Disposition: Chancellor

13-83 Inclusion of MATH 1066 within the common final exam schedule in approved University calendars, excluding Fall 2013. This addition will include adding the following text to the Spring 2014, Fall 2014, Spring 2015 approved calendars:

<u>Spring 2014</u>	"MATH 1066	5:00 – 7:30 Wednesday, May 7"
<u>Fall 2014</u>	"MATH 1066	5:00 – 7:30 Thursday, December 11"
<u>Spring 2015</u>	"MATH 1066	5:00 – 7:30 Wednesday, May 6"

Disposition: Chancellor

13-84 Curriculum and academic program matters acted on and recorded in the October 11, 2013 Committee meeting minutes, including a request to establish new undergraduate concentrations within the Department of Biology, request to discontinue a Certificate in Virtual Reality in Education and Training within the College of Education, request to discontinue the minor in Media Studies within the School of Communication, and a request to establish a new graduate certificate program in Health Communication within the School of Communication.

Disposition: Chancellor

13-85 Academic Program Review of the Department of Geological Sciences and response to the external review recommendations.

Disposition: Chancellor

13-86 Academic Program Review of the Department of Technology Systems (within College of Technology and Computer Science) and response to the external review recommendations.

Disposition: Chancellor

13-87 Academic Program Review of the Counselor Education (within College of Education) and response to the external review recommendations.

Disposition: Chancellor

13-88 Administrative Program Review of the Joyner Library and response to the external review recommendations.

Disposition: Chancellor

13-89 Administrative Program Review of the Health Sciences Library and response to the external review recommendations.

Disposition: Chancellor

13-90 Course cap of 25 students per section for Writing Intensive (WI) courses.

Disposition: Chancellor

13-91 Writing-Intensive course proposal form

Disposition: Faculty Senate

13-92 Request for removal of WI designation for SOCI 4385: Theoretical Perspectives and Applications and a request for WI status for POLS 2090: Writing for Political Science.

Disposition: Chancellor

13-93 Support of North Carolina Teachers, as follows:

Whereas, the elimination of tenure in NC public schools and its pending implementation plan pose a threat to the quality of public education in the state; and

Whereas, this can have a direct effect on the quality of education at East Carolina University and on its graduates.

Therefore, Be It Resolved that the ECU Faculty Senate expresses its deep concern over the forthcoming changes in the tenure policy in state public schools; and

Be It Further Resolved that the ECU Faculty Senate urges lawmakers and education policymakers to rethink the legislation and policies that have resulted in these changes.

Disposition: Faculty Senate

**University Writing Across the Curriculum Committee
Writing-Intensive Course Proposal**

The following outcomes represent the ECU Writing Outcomes approved by the WAC Committee. Explain how the projects and activities in your proposed course help students to meet these outcomes.

SLO 1 How will students use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources?

SLO 2 How will students produce writing that reflects an awareness of context, purpose, and audience? If this is a WI course specific to majors, please explain how students will produce writing that reflects an awareness of context, purpose, and audience in written genres of their major disciplines and/or career fields.

SLO 3 How will students demonstrate that they understand writing as a process that can be made more effective through drafting and revision?

SLO 4 How will you help students proofread and edit their own writing, avoiding grammatical and mechanical errors?

SLO 5 How will students assess and explain the major choices that they make in their writing?

Additional information about writing-intensive course designation (WI) is available online at:
<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/wc/procedures.pdf>