



Faculty Senate Meeting Agenda
Virginia Dare Room, Alumni House

Wednesday, November 6, 2013
3:00 – 5:00 PM

TIME	ITEM	ACTION	ENCL
3:00	Welcome: <i>Patricia Sink, Chair of the Faculty Senate</i> Review of Agenda Approval of Minutes: October 2, 2013 Meeting Remarks by the Chair of the Faculty Senate	No Yes No	A
3:10	Remarks: <i>Chancellor Linda P. Brady</i>	No	
3:25	Remarks: <i>Provost David Perrin</i>	No	
3:40	Report on Academic Advising <i>Kathleen Williams, Department of Kinesiology (HHS) & Co-Chair of Taskforce on Academic Advising</i>	No	B
4:10	Report on Core Competencies & Student Learning Outcomes – UNC General Education Council and UNC Faculty Assembly <i>Lisa Tolbert, Department of History (COL) & UNCG Representative to the UNC General Education Council</i>	No	C
	<i>Resolution #FS-11062013-01:</i> 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 (COL) & UNCG Representative to the UNC General Education Council</i>	Yes	D
4:45	Report on October 2013 UNC Faculty Assembly Meeting <i>John Lepri (COL), UNC Faculty Assembly Delegate & Immediate Past Chair of UNCG Faculty Senate</i>	No	
5:00	Adjournment	Yes	

ANNOUNCEMENTS

Refreshments will be available from 2:30-3:00 pm. Please come early to socialize if your schedule permits. NOTE: Senators & Officers sit at the table according to their name cards; non-voting members and gallery sit in the chairs around the perimeter of the room.

Faculty Senate Forum: *Online Learning at UNCG*
Organized by Wade Maki (COL), Co-Director of the FTLC
Wednesday, November 20, 2013, Virginia Dare Room

Next Senate Session will be on Wednesday, December 4, 2013
(Agenda Items Due: 5pm on Wednesday, November 18, 2013)

Minutes of the Faculty Senate Meeting
October 2, 2013
3:00, Virginia Dare Room
Patti Sink, Chair

Draft Pending Approval at the November 6, 2013 Faculty Senate Meeting

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 called for any changes; there were none and the agenda proceeded as reviewed.	
Review/Approve Minutes of October 2, 2013: <i>Senate Chair</i> <i>Patti Sink</i>	Chair presented Minutes of the September 4, 2013 Faculty Senate meeting for review and approval. Verónica Grossi and Patti Sink proposed minor amendments to the minutes. Both amendments passed unanimously. Sink requested approval of minutes as amended. Approval of the minutes was moved, seconded and unanimously approved as amended.	Minutes Approved Unanimously as Amended
Remarks <i>Senate Chair</i> <i>Patti Sink</i>	Sink welcomed and introduced new Faculty Senate Administrative Assistant, Mary Lea Wolfe. The room resounded with applause. The Chair announced the Faculty Senate Forum devoted to the Provost search (10/16/13), including a discussion of critical issues and challenges facing UNCG as related to desirable qualities of our next Provost. She encouraged forum participation from all Senators and General Faculty to provide input regarding expectations of our next Provost, and to pose essential questions for Provost candidates. The Chair also announced the Faculty Senate Scholarly Communications Forum (10/22/13), focused on “Article-Level Metrics for Evaluation of Impact of Research.” Sink thanked Senators for serving as Senate Liaison, and requested a Senator to serve as a Liaison to the Student Learning Enhancement Committee.	
Remarks: <i>Provost David Perrin</i>	<p>Provost David Perrin reported that three Associate Provost finalists completed on-campus interviews for the Associate Provost of Enrollment Management position; and that the search committee sent recommendations to the Chancellor for her decision. The Provost explained that the 2004 position emphasized student success; whereas, the reinstated 2013 position focuses on managing enrollment.</p> <p>The Provost explained that the Faculty Mentoring Program migrated to FTLC, expanding to include tenure track (TT) and non-tenure-track (NTT) faculty. During the 2013 New Faculty Orientation, faculty were introduced to over 30 departments, campus leaders, and university committees, Additionally, the Provost indicated that the TT and NTT FTLC Faculty Mentoring Fellows will be convened four times during fall semester He said that the Fellows have met twice; will meet with the representatives from the Offices of Research and Economic Development, University Libraries, Student Affairs, and Faculty Governance; and will continue to discuss issues and opportunities throughout 2013-2014. New TT and NTT faculty wishing to continue in one-on-one mentoring relationships in 2014-2015 will be invited to do so, and these will be confidential relationships. The Faculty Migration of the Mentoring Program to the FTLC and activities this fall have received positive feedback.</p>	

The Provost provided an update about the Downtown University Campus, and referred Senators to his original comments about the Campus in the December Faculty Senate minutes (12/5/13). From September 2011 to January 2013, partners in the enterprise, consisting of UNCG, NCA&T, GTCC, Cone Health, Greensboro College, and the Center for Creative Leadership, identified 31 potential programs. In February 2012, potential programs were delimited to three areas, including Health and Wellness, Global Entrepreneurship, and Pre-K-8 Education. Provost Perrin represented UNCG at the Downtown University Campus meetings from March to September 2012; the Campus Partners refined program areas and needs, and proposed a feasibility study. This study was prepared from September 2012 to June 2013 and focused on an economic impact analysis, a site analysis, initial planning for selected site, facility design concepts, a financial model, governance documents, and a projection of the potential scope and timing of the project. The Provost continued. "The aforementioned three best collaborative areas constitute the first phase of development. For UNCG, the Downtown University Campus will house the Doctor of Nursing Practice Degree, GTCC will have a Practice degree by 2015, and NCA&T will also participate. There will be a UNCG-initiated simulation laboratory for physician training; a Global Opportunities Center, as presented by Bryan Toney, Center for Entrepreneurship; and Continual and Distance Learning Center, including a Degrees Matters Program initiated by Steve Roberson of Undergraduate Studies. The latter initiative represents an attempt to reach out to the 60,000 Triad citizens who have not finished their undergraduate degree. The Downtown University Campus site is still under consideration, including Elm/Lee St. intersection; Greensboro College's east campus; or south of Grasshoppers' Stadium. Rationale for co-location opportunities include the simulation laboratory, classroom space, laboratories, and clinics. Rationale for downtown location include promoting collaboration of partners, stimulating economic development, unifying marketing and branding initiatives, facilitating graduate and specialized programs, and housing. The governing board consists of chancellors and heads of the institutions: Chair Martin, Chancellor Brady, President Parker, Jim Bryan, Carol Bruce, Ed Kitchen, and Tim Rice. The Downtown University Campus will be funded by institutions' lease payments for programs, grants, city funds, and foundation money, totaling about \$40 million. The Downtown University provides one of the only chance we have experienced in recent years to increase our classroom space." The Provost opened the floor for questions and comments about his remarks.

Susan Dennison (Re: *Faculty Mentoring Program*): The goal of the original faculty mentoring program was to retain international and minority faculty. We tried to work with FTLC on the transition of the Faculty Mentoring program but were unable to do so; thus it, will lack continuity. The program was low-cost and effective, and we need to keep an eye on those data.

Provost: The original program, in fact, was very expensive on a per faculty basis, although that was not the greatest concern. We hope the new program will have stability.

Rebecca Adams (*Downtown University Campus*): I'm happy to hear about Degrees Matters Program, but we are on a downward spiral with support for adult students. We are not up to the adult-enrollment level that we were.

Provost: Steve Moore should be invited to talk about Degrees Matter. The Program is an exciting project and the Lumina Foundation may give us \$200,000. The Adults Students Office was restored two to three years ago.

	<p>Dan Winkler (<i>Downtown University Campus</i>): Years ago, the Bryan School wanted to look at acquiring an airport location for our programs, but it didn't make sense. Given where we are headed, does this initiative make sense? How will we get students only one mile away unless there are new programs? Has there been a study of the demand for a downtown campus?</p> <p>Provost: All programs are brand new. For example, Nursing will add 80 new students for a three-year, free-standing program. A feasibility study has been completed and reviewed. We considered an MBA program but that didn't make sense since it would not be new, and we would just be moving it down the street. As for feasibility studies, we visited the University of Florida that has a similar state-of-the art program.</p>	
<p>Discussion: Study of Departmental Governance <i>Bruce Kirchoff, Chair of the Faculty Government Committee</i></p>	<p>Bruce Kirchoff explained that the Faculty Government Committee is studying relationships among Department Heads/Chairs, Deans and Faculty to determine how peer institutions select Heads or Chairs, and how they interact with their Deans. He referred Senators to a handout they received to review the preliminary study questions. In part, the study was designed to review administrative guidelines associated with department chairs/heads, and to determine if possible changes need to be recommended. Kirchoff indicated that the study questions will be provided to the External Advisory Board (EAB). The EAB will conduct the study and report results and findings to the Senate. After receiving the EAB report, we can determine if we need to pursue additional study of departmental governance, as related Department Chairs/Heads. Kirchoff asked if there were comments or questions.</p> <p>Verónica Grossi: Arts & Sciences is very democratic. Why this study? Is there a concern? What's the point?</p> <p>Kirchoff: The department or division doesn't have to be democratic and varies by Unit. Powers of the department head have decreased since 1983.</p> <p>Eric Ford: We share evaluations with the dean. Being a department head pays \$10-12,000—a small amount for the job.</p> <p>Jim Carmichael: Some campuses rotate department chairs so that it's a shared responsibility.</p> <p>Dan Winkler: Department Chair is more than a figurehead; chairs have many responsibilities. We have consistent ways of evaluating chairs/heads, but faculty dislikes doing it. Deans should select someone about whom both faculty and deans agree.</p> <p>Kirchoff: Currently, the Faculty Government Committee Members have no recommendations. I am meeting with you today to discuss the study and acquire ideas on questions for the study.</p> <p>Sevil Sonmez: We should ask how heads can be evaluated on both administrative and academic performances. I've been evaluated, and there seems to be no consistency.</p> <p>Bill Young: Music Faculty were organized as divisions until six years ago when we became departments. Is there a model for Departmental Governance? Should we look at what is occurring on our campus first?</p> <p>Kirchoff: Examining what is occurring on our campus is part of the study.</p> <p>Dave Perrin: The School of Nursing was the first to departmentalize. Departmentalizing Music was the latest. Faculty need to be consulted. A Dean's choice may not be approved if faculty are not consulted. We provide guidelines for how departments operate, but allow quite a bit of leeway. Heads are appointed with input from faculty. Evaluations are done annually in most units, but not in all units. These appointments are for four years, with a possible four year renewal, and heads sometimes serve beyond eight years.</p>	

	<p>Bill Karper: The study should add a question to determine how many months a year a department head should serve.</p> <p>Eric Ford: We should ask UNCG Faculty if they are comfortable with the current system, and if they would like to see other alternatives and list some of those alternatives.</p> <p>Rick Barton: How much does this study cost?</p> <p>Dave Perrin: There is no additional charge for study since we already pay a flat fee for membership, but I don't know what it is. I'd have to look it up.</p> <p>Rebecca Adams: We need to learn about the variations across campus, and that information shouldn't be lost.</p> <p>Donna Nash: My experience with democracy tells me that we need to decide what decisions a chair should make with and without faculty consultation.</p> <p>Ellen Haskell: At least in my department, there is no problem, and it seems to me that we're trying to fix a problem that doesn't exist. Perhaps, however, a survey might bring to the surface what problems exist and where.</p> <p>Veronica Grossi: Currently we have a good Dean; yet, this is a very hierarchical institution. So things will depend on a case by case study. Is this intended to empower faculty? Can you focus on the structures of power?</p> <p>Kirchoff: Perhaps the Senate committee on satisfaction could offer insight/view.</p> <p>Alejandro Ruty: Who raised these concerns?</p> <p>Kirchoff: I did.</p> <p>Talia Fernos We should clean up the documents before we start hiring.</p> <p>Susan Shelmerdine: I want to know what the UNCG faculty, heads, and deans think. Questions seem focused on hiring/evaluating when the issue seems to be democratic governance. What were the concerns that facilitated this study on our campus?</p> <p>Kirchoff: Our administrative documents and guidelines specify that the deans direct heads.</p> <p>Sink thanked Bruce Kirchoff for his presentation, and also expressed that we look forward to a future Faculty Government Committee report about the study results.</p>	
<p>Resolution #FS10022013-01, To revise the Academic Calendars of Summer 2014, 2015 & 2016 by Adding Memorial Day as Holiday: <i>Susan Shelmerdine, Chair of the Academic Policies and Regulations Committee</i></p>	<p>Susan Shelmerdine read resolution #FS04032013-01: To revise Academic Calendars, approved by the Academic Policies and Regulation Committee.</p> <p>Whereas, the Academic Calendars for 2013-2014, 2014-2015 and 2015-2016 were approved by the Faculty Senate (i.e., 2013-2014 on 4/6/11, and the 2014-2015 & 2015-2016 on 2/6/2013), and</p> <p>Whereas the Staff Senate has requested the incorporation of Memorial Day into the Academic Calendar as a University Holiday, with the support of the Chancellor, therefore</p> <p>BE IT RESOLVED that the Academic Calendars for 2013-2014, 2014-2015 and 2015-2016 be amended and approved with the addition of Memorial Day as a holiday.</p> <p>BE IT RESOLVED that the Academic Calendars for 2013-2014, 2014-2015 and 2015-2016 be amended and approved with the addition of Memorial Day as a holiday.</p> <p>In response to Senators' questions, Shelmerdine indicated that personnel across campus were consulted, and that no class time will be lost? A vote was taken to accept the resolution as presented.</p> <p>Vote: Unanimously in favor.</p>	<p>Resolution Passed Unanimously</p>

<p>Presentation: “Curricular Tracking & Mapping throughout the Curriculum,” <i>Roy Schwartzman, Communication Studies & Director of CAC Program</i></p>	<p>Roy Schwartzman presented on curricular tracking and mapping throughout the Curriculum (See Enclosure A–Attachment: "Undergraduate Pathways – Curricular Mapping and Tracking"). The presentation was concluded with a suggestion for forming an exploratory committee on curricular mapping and tracking. Schwartzman indicated that this is an opportunity to customize education for students. He asked if there were questions or comments.</p> <p>Eric Ford: Can we pull some of this information out of institutional data to show success of this type of program? What quantitative data do we have already?</p> <p>Deb Bell: Don’t institutions already do this? It doesn’t sound like a unique story.</p> <p>Schwartzman: Yes, we should be able to pull up quantitative data. While this is not “new”, no one in the UNC system yet tracks results of curricularly mapping and tracking on transcripts. Curriculum mapping and tracking operationalizes what students have done or will do.</p> <p>Kathy Crowe: Jim Black was here in the summer to discuss enrollment issues, and this idea seems to resonate with marketing UNCG. Where will this be housed? Departments do not have control over diplomas and may not agree on what constitutes “research intensive.”</p> <p>Ellen Haskell: Are other institutions doing things like this? Otherwise, coming out of a school that is defunding research is problematic. My concern is that we would sacrifice the liberal arts mission.</p> <p>Schwartzman: There is not a sufficient database for comparative purposes, and that is not necessarily a bad thing. It adds as much value as we can operationalize, and it affirms competencies.</p> <p>Sink thanked Roy Schwartzman for his presentation, and asked that he keep the Faculty Senate posted on progress made relative to curriculum mapping and tracking at UNCG.</p>	
<p>Report of September 2013 UNC Faculty Assembly Meeting <i>Kevin Lowe(B&E), Head of the UNCG Faculty Delegation</i></p>	<p>Kevin Lowe reminded Faculty Senators that the UNC Faculty Assembly (FA) provides a monthly gathering of elected Delegates from UNC campuses to discuss common issues. During the September FA meeting, President Tom Ross reported that tenure change is not being discussed; that salary benefits are a high priority; and that the General Administration has not decided how online out-of-state tuition will be computed. Ross highlighted good news: (a) 5-6% state budget increase; (b) North Carolina is the third fastest growing state in the nation; and (c) a UNC-tuition plan of 2 year plus 2 year package is being discussed. Susan Ortega gave a report on the Comprehensive Articulation Agreement between community colleges and universities. Katherine Stewart gave a safety report on disturbances associated with alcohol and drugs, and concerns about the safety of transgendered students. A panel addressed the new gun law permitting firearms locked in a containers in vehicles on campuses. A discussion also ensued about f online instruction, and about testing students and faculty prior to taking/offering online courses.</p>	
<p>Adjournment <i>Senate Chair Patti Sink</i></p>	<p>The Chair asked for a motion to adjourn at 5:00. Motion and Second: Bill Karper & Beth Barba. Vote: Unanimously in favor</p>	<p>Adjournment Approved</p>

Respectfully submitted,

Jim Carmichael
Secretary of the Faculty Senate 2013-201

Undergraduate Pathways

Curricular Tracking and Mapping

Presentation to UNCG Faculty Senate

October 2013

Roy Schwartzman



Objective: Curricular Coherence

2

- 1. Student recruitment/retention: Clarify rationale for curricular choices.**
 - The clearer the reasons for a student's education, the more the student wants to continue.
[Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago: Univ. of Chicago Press]
 - Need to help students find direction even before they settle on a major.
- 2. Distinctive trademarks of a UNCG degree**
 - How do we add value to a UNCG degree regardless of the field?
 - How can we distinguish UNCG degree so they stand out from the crowd?
- 3. Marketability**
 - How can we connect student degrees to ongoing needs for professional skills?
 - How can we enable students to customize their education to fit their needs and objectives?
- 4. Institutional identity**
 - How does UNCG embed core values into curricular practice?
 - How does our curriculum communicate the story of who we are?

Opportunities

3

1. Curricular tracking

- Df.: Degree enhancements that enable students to pursue an educational focus area throughout their studies and achieve recognition for it.
- Examples
 - Civic engagement
 - Research
 - Global engagement

2. Curricular mapping

- Df.: Identify and trace central educational themes fostered throughout the major.
- Examples
 - Multimodal communication (oral, written, digital)

Curricular Tracking: Alignment with UNCG Identity

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Undergraduate Pathway	University Identity
Civic Engagement	Carnegie Foundation Recognition for Community Engagement
Research	Carnegie Classification: Comprehensive Doctoral Research University With High Research Activity
Global Engagement	QEP initiative; Lloyd International Honors College

Curricular Tracking: From Opportunity to Reality

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- **Curricular tracking pilots**
 - **Civic engagement**
 - Already have SVL course designation, approved and monitored by faculty
 - Already have robust, structured co-curricular experiences in leadership and community involvement
 - **Research**
 - Already have vigorous undergraduate research experiences, including Undergraduate Research Assistantships
 - Already have campus-wide, regional, and national forums for disseminating undergraduate research
 - **Global engagement**
 - Already have programs and departments deeply invested in globalism
- **Possible criteria**
 - Students complete a certain number of designated courses and other educational experiences.
 - Completion of track recognized on official transcript, in graduation program, and with graduation regalia.

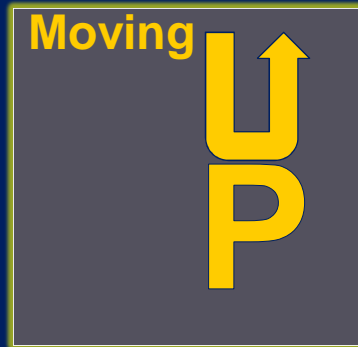
Curricular Mapping

6

- **Opportunity**
 - Links majors to essential components of UNCG education
 - Closes gap between general education and disciplinary major
 - Gives deeper rationale to major than a course checklist
 - Adds value to the major by articulating transferable skills
- **Operationalization**
 - Departments already are attuned to mapping during self-study cycle

An Invitation: What Can We Build Together?

7



Exploratory
committee on
curricular
tracking/mapping?

Advising Task Force

Report to the Faculty Senate
November 2013



Advising Task Force

- Provost and Faculty Senate group created in 2013 following a recommendation outcome of an enrollment management audit.
 - Enhance academic advising
 - Engage students in a developmental process to identify education and career goals
 - Support learner success



- In particular, examine enhancing developmental advising capacity,
 - Leverage technology to decouple scheduling and mentoring (we'll refer to this as the separation between registration and advising);
 - Infuse individualized success plans into advising process

Engaging students to enhance their potential for success becomes even more important in light of recent BOT-mandated changes aimed at 'promoting student success'



- Dr. Kathleen Williams and Dean Sue Stinson co-chaired in Spring 2013
- Upon Sue's retirement, Dean Steve Roberson has become new co-chair

- Preliminary report forwarded to the Provost and Faculty Senate Chair Lepri in June 2013
- Williams report to the Deans' Council in August 2013



Assumption by co-chairs

- Students should be empowered to make decisions necessary to create their own lives at UNCG and after graduation
 - Advising & registration should be clearly separated
 - Automate registration to save faculty staff resources for developmental advising



Systems obstacles at UNCG

- Many excellent online resources at UNCG, but are poorly organized and often difficult to access easily & logically
 - UNCG search engine issues
 - Resources distributed in many places rather than as a 'one stop shop'
 - Undergraduate Studies
 - Career services
 - Individual departments
- GEC requirements are viewed as overly complex by many
- Students are encouraged to matriculate with a declared major, often selected with little or no careful consideration



Recommendations

1. Simplify the curriculum
 - There are automated systems (*Degree Compass*) that failed at UNCG because of complexities of curriculum
2. Consolidate registration & advising resources into a web portal
 - Include a registration application;
 - Incorporate Career Services materials to assist students and faculty in decisions about majors/careers
 - Add 'graduation calculator' to help students monitor progress



3. Ensure that all UNCG first time students have access to a 'Life Planning' course
 - several of these already exist (CED 210, HHS 125)
 - Increase capacity of these courses
4. Reallocate scarce advising resources to assist students with 'special needs'.



Progress to date

- SACS visit scheduled for Spring 2014. Provost Perrin recommended no action on GEC until after that visit; GEC guidelines are forthcoming from GA, that would make action at present premature
- UNC system-wide advising study; GA mandate to assess advising



- Undergraduate Studies is implementing the 'next gen' of CAPP: *Degree Works*.
 - Robust planning feature for students and advisers
 - Reporting feature
 - Pilot in 2014; full rollout planned Fall 2014
- Considering external advising audit by NACADA



- **FTLC Learning Community-Gail Pack** (Bryan School) and Dana Saunders (UG Studies)
 - Actively working on many of the recommendations of the ATF
 - Student survey planning
 - Website changes
 - Survey advising centers/groups across campus for a more comprehensive picture of advising at UNCG



Take Home message

- There are many excellent resources *already* available at UNCG, how can we better deploy these to help maximum student potential for success?



Questions?



System-wide Core Competencies: Recommendation to the General Education Council
from the Subcommittee on Core Competencies (10/16/2013)

Approved by the GEC: 10/17/2013

The Core Competencies Subcommittee of the General Education Council (GEC) was charged to propose a set of core competencies that may be shared across the system. This report presents those recommendations and briefly discusses the committee's deliberative process.

For this discussion, core competencies were defined as the desired skills or behaviors developed from the beginning of a student's general education through completion of the undergraduate degree. Core competencies include skills and behaviors such as writing, thinking, and problem solving that are not discipline-specific. Disciplinary knowledge areas, such as humanities, social sciences, math and science, although important to general education, were deemed different than competencies. As such, specific content knowledge areas were not considered for inclusion in the set of core competencies.

The work of the Core Competencies Subcommittee was aided by review of the General Education programs across the constituent institutions; several recent articles on learning outcomes, competencies, and general education; and the report of the Faculty Advisory Council (FAC), "Our University, Our Future: A Faculty Vision for UNC Strategic Directions."

From this review, the subcommittee observed that there is much overlap between the literature on core competencies and the general education outcomes currently sought across the system. As employers and professional schools have called for more college graduates skilled in writing, problem solving and critical thinking, similar emphases have emerged on the UNC campuses.

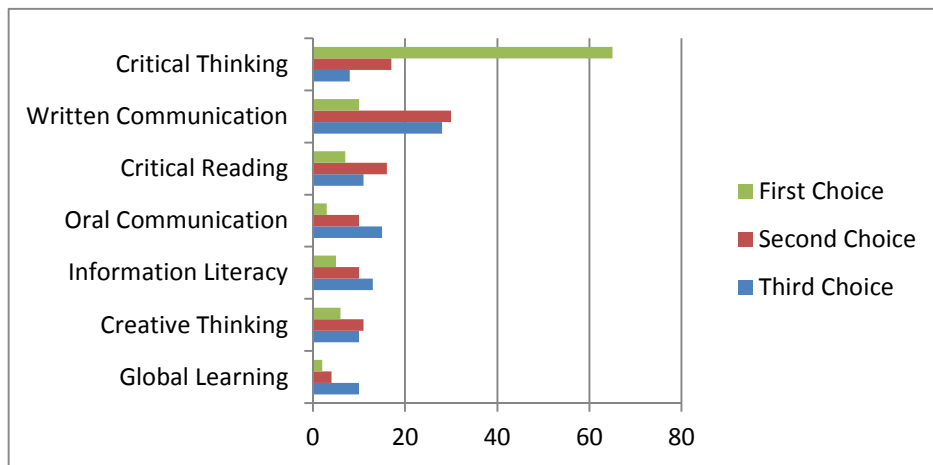
In addition, it was noted that each campus approaches the development of competencies through widely diverse general education and upper division across-the-curriculum frameworks. Each campus's approach is designed to support the institution's specific mission and goals. The subcommittee believes that it is important for each campus to retain its flexibility in approach to their students' educations and that doing so will not hinder the identification of a set of core competencies to be shared across the UNC system.

The subcommittee therefore turned its attention to identifying a set of core competencies for discussion. The review of the literature, coupled with an analysis of the campus-based general education programs, revealed that the variety of competencies necessary for success in the 21st century global knowledge-based economy is enormous and ranges from basic writing and reading skills to behaviors such as teamwork and intercultural competence. In an effort to narrow the focus, the committee considered the work of the FAC, which highlighted the similarities of core competencies across the system. The list of potential core competencies that emerged from the subcommittee's review correlates well with employer surveys as well as the literature on best practices and outcomes for general education. These competencies include the following:

1. Critical Thinking
2. Critical Reading
3. Written Communication
4. Oral Communication
5. Information Literacy
6. Creative Thinking
7. Global Learning

In a survey conducted in September 2013, faculty from across the system were asked to review these seven competencies and to rank their top three choices for system-wide core competencies. The faculty were also offered an opportunity to write in alternative choices for their top three rankings. Almost three-thousand faculty members (including faculty from all 17 campuses) responded to the survey. The majority of the respondents were tenured and tenure-track faculty, although responses were also obtained from non-tenure-track faculty, administrators, and academic support staff.

Critical Thinking and *Written Communication* were the respondents' clear top choices for system-wide competencies (see graph, below). All other competencies received significantly lower numbers of votes. Moreover, among the more than 900 written responses to the survey's open-ended request for comments and/or additional suggested competencies, critical thinking and written communication received the most comments. Many respondents emphasized the need to ensure that our graduates can write clearly and persuasively and linked this necessity to the needs of today's employers. Similarly, critical thinking was endorsed as a essential 21st century skill. Again, many of the comments were linked to today's global knowledge-based economy.



The survey, which garnered 2822 responses (58% tenured and tenure-track faculty, 22% non-tenure-track faculty, 6% academic administrator, and 8% academic staff) from across the UNC system, clearly identified *Critical Thinking* and *Written Communication* as the competencies to recommend for the system-wide core.

The subcommittee supports the survey results and recommends the adoption of *Critical Thinking* and *Written Communication* as core competencies for UNC system institutions. We have several reasons for this recommendation.

First, the subcommittee recognizes that critical thinking and written communication already exist as campus-wide learning goals on each of the UNC campuses. For example, at UNC Wilmington a major general education goal is that all “students will integrate multiple methods and perspectives to critically examine complex problems” and at UNC Greensboro general education “provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers.” In terms of written communication, UNC Chapel Hill considers “the ability to communicate effectively” a “foundational” skill that must be achieved by all students. Fayetteville State University requires all students to “comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication” and to “assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and

audience.” And, on several UNC campuses, the importance of written communication is evident in cross-disciplinary writing programs that extend beyond traditional lower division general education programs and into upper-division and disciplinary offerings. Similar statements of the importance of critical thinking and written communication can be found on the websites of all 17 campuses. Thus, it is clear that the UNC institutions already hold these two competencies as essential to an undergraduate education.

Second, both critical thinking and written communication can be realized through a myriad of courses and subject matter, thus allowing for diverse methods of implementation across various general education and across-the-curriculum programs within the system. Consider that the AAC&U defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” Courses in disciplinary areas across the campuses can and do develop students’ competency in critical thinking. Similar observations can be advanced for written communication. The AAC&U Value Rubric describes written communication as “the development and expression of ideas in writing [that] can involve working with many different writing technologies, and mixing texts, data, and images...” and reminds us that “written communication abilities develop through iterative experiences across the curriculum.” Again, there is much evidence that campuses are already invested in a variety of writing-across-the-curriculum programs that include assignments such as laboratory reports in the sciences, response papers in the humanities and social science courses, and capstone project reports in many disciplines.

The selection of *Critical Thinking* and *Written Communication* as system-wide competencies will allow campuses to retain and enhance their in-place mission- and constituency-specific writing and critical thinking curricula and to retain the autonomy to complement these core competencies with other skills and knowledge relevant to the campus mission and goals. The subcommittee reiterates that the expanse of competencies relevant for personal and professional success is great. However, how such competencies correlate with other campus-specific goals is varied. Some UNC campuses are engaged more heavily in sustainability, for example, while others are focused on globalization. Adopting two system-wide core competencies allows the campuses to customize their general education curricula and focus while advancing the UNC goal.

Finally, on a purely practical note, the subcommittee believes that adopting two system-wide competencies will result in a much more manageable assessment task than would the adoption of a longer list of competencies. As is mandated in the charge of the GEC, system-wide assessment of these core competencies will be necessary. The subcommittee is confident that identifying and implementing assessment strategies for a core of two strong and clearly important competencies, while not trivial, is a task that our campuses can achieve. A first step in this process is clearing defining the selected competencies. The Core Competencies Subcommittee of the GEC will recommend UNC system-specific definitions and subcomponent lists for the *Critical Thinking* and *Written Communication* competencies by the end of November 2013.

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

Resolution #FS11062013-01

**To Endorse the UNC General Education Council's Recommendation and UNC Faculty
Assembly's Resolution #2013-11 on System-wide Core Competencies**

*Presented by Lisa Tolbert, UNCG History Department,
and UNCG Representative to the UNC General Education Council*

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

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

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

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 (as articulated in Resolution 2012-07); and

Whereas, the core competencies of *Critical Thinking* and *Written Communication* are recognized widely 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 UNCG Faculty Senate endorses the General Education Council’s and Faculty Assembly's choice of *Critical Thinking* and *Written Communication* 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.

Faculty Senate Action/Date:	<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 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:	