ECAS FACULTY SENATE NEWSLETTER, SPRING 2018

Below are note-worthy actions taken and motions passed by the Senate in Spring 2018. Click here to view all motions and minutes on the Faculty Governance Website.

- Discussed pre-major advising with Shari Obrentz and Joanne Brzinski.
- Set a procedure for selecting nominees for President and President-Elect when both occur in a single academic year (Motion 43-2018).
- Provided feedback on the work concerning student demand 4, which demands the addition of questions about micro aggressions and classroom environment to faculty evaluations.
- Listened to reports from Tracy Scott on the QEP and from Rachelle Spell on Teaching, Evaluation, and Mentoring.
- Passed a resolution on guidelines for the Nominations Committee regarding conducting elections (Motion 45-2018).
- Amended the ECAS Faculty Senate bylaws to clarify permission for non-ECAS visitors to Senate meetings (Motion 46-2018).
- Discussed the Common Read Program with Pamela Scully.
- Shared feedback on the initial report of the Task Force on Demand 13, diversity GER, and referred the final report to the Curriculum Committee (Motion 49-2018).
- Voted to continue the work of the Undergraduate Curriculum Working Group into the next academic year (Motion 48-2018).
- Discussed a draft of revisions to the Lecture Track Faculty Promotion Committee Policy with the LTF Promotion Committee chair, Mark Risjord.

In Fall 2018, there will be a review of the Senate as mandated by the bylaws. Procedures for the review are described in Motion 44-2018.

Working Groups on Curriculum, Diversity GER

In Fall 2017, the Senate created a working group on Undergraduate Curriculum and a Task Force on Demand 13, Diversity GER. Both groups submitted reports to the Senate for the April 25 Senate meeting. The agenda from this meeting can be found on the Faculty Governance Website, as well as the unofficial minutes which summarize the Senate's discussion. The Senate voted to continue the work of the Undergraduate Curriculum working group and to refer the report from the Diversity GER task force to the Curriculum, Assessment, and Educational Policy Committee.