

EAST CAROLINA UNIVERSITY

ANNUAL REPORT OF THE INSTRUCTIONAL SURVEY COMMITTEE

I. DATE: April 19, 1978  
 TO: Professor Henry Ferrell, Chairman of the Faculty Senate  
 FROM: Robert A. Muzzarelli, Chairman, Instructional Survey Committee

II. Membership of the Instructional Survey Committee:

Anne Briley	Library Sciences
Dennis Chestnut	Psychology
Thadys DeWar	Technology
Marie Farr *	Englised
Charles Garrison	Sociology/Anthropology
Robert Hursey	Mathematics
Robert Muzzarelli	Allied Health (Chairperson)
E. Gregory Nagode	Music
Jannis Shea	Home Economics (Secretary)
L. H. Zincone	Business--Economics
Ed Ryan *	Biology

\* Farr resigned 12/11/77 for doctoral work; replaced by Ryan 1/11/78.

Glenn Hallman	Student
Jeff Williams	Student
Sarah Casey	Student
Hal Sharp	Student
Charly McGinney	STudent

Richard Capwell	Dean, Arts & Sciences	EX OFFICIO
Wellington B. Gray	Dean, School of Art	EX OFFICIO
Rosina Lao	Vice Chairperson, Faculty Sen.	EX OFFICIO
Richard Lennon	Director, Computing Center	EX OFFICIO

III. Committee Meetings:

August 22, 1977	Absent: Hursey, Chestnut, Muzzarelli
August 30, 1977	Absent: Dewar; All student members.
September 6, 1977	Absent: All student members.
October 4, 1977	Absent: Student members: Hallman, Williams, Casey, McGinney.
November 1, 1977	Absent: Chestnut. Student members: Hallman, Williams Casey.
December 6, 1977	Absent: Student members: Hallman, Williams, Casey McGinney.
January 19, 1978	Absent: Briley. Student members: Hallman, Casey, Williams, McGinney.
February 2, 1978	Absent: Ryan; Student members: Hallman, Casey, McGinney.
March 16, 1978	Absent: Ryan, Student members: Hallman, Williams, Casey.
April 6, 1978	Absent: Nagode. Student members.

All absences due to illnesses or conflicts.

IV. Committee Reports to the Faculty Senate:

September 20, 1977

February 21, 1978

April 18, 1978

V. Questions discussed by the Committee:

- A. At its organizational meeting, the Committee established three major objectives for 1977-78: 1. Plan and conduct a symposium which will aid in the evaluation and encouragement of effective teaching; 2. To develop an evaluation instrument; and 3. To conduct the student/faculty/administration election of Outstanding Teacher for 1977-78. The goals were defined as: 1) to improve upon the present form being used for identification of teaching excellence; 2) to develop a parallel tool which gives qualitative information related to attributes of teaching; 3) to develop a more sophisticated Faculty/Peer survey instrument. Ultimately, the Committee hopes to provide a tool for those faculty who wish to use it for self-evaluation.
- B. The 1977-78 Student Survey was conducted with one major modification of the 1975-76 procedure. Students were asked to vote during pre-registration and to deposit their ballots in boxes stationed in the Registrar's office. Each student was also asked to rate five areas of teaching in order that the Committee can compare student/faculty/administrator's viewpoints. 35.9% of those students who preregistered, voted.
- C. The Faculty Survey was modified from previous years so as to solicit nomination in a fashion that would be more appropriate in soliciting "teaching" nominations. Faculty/administrators responded to the questions "If all of the faculty members of your department or academic unit were to teach an undergraduate course in which you wish to enroll, list up to \_\_\_ (15%) faculty persons from whom you would prefer to take the course." "What contributions can the administration make to help you with your teaching?"

Of the 673 faculty solicited, 274 (40.71%) responded.

A copy of forms and letters used in the 1977-78 Survey is attached.

- D. Because of the response from both faculty and students, the Committee felt there was sufficient response to the survey as to warrant publication of the results. Because of the semantically based error on the ranking of the five questions of teaching, the Committee felt that the data could not be used for any conclusive considerations. (The rank order of "fairly important" was incorrectly placed.) The data from the questionnaire will be reviewed for interest purposes only.

It was decided that the written comments of faculty to administrators be typed according to department and that each department chairperson receive a copy of the typed comments. The Vice Chancellor of Academic

Affairs and Faculty Senate will receive a general compilation of comments (not broken down by academic unit).

- E. A two-part Symposium on "What Constitutes Teaching Effectiveness" was scheduled for March 1 and March 30, 1978. The event was funded by Dr. John Howell, Vice Chancellor of Academic Affairs in the amount of \$800.00. The program included guest speakers from a variety of fields who are noted for their expertise in teaching. Included as keynote speakers were: Dr. Kenneth Eble, Dr. Edward Glassman, and Dr. Jack Wright. The faculty response was poor (approximately 36 attended one or three of the sessions) which could have been due to pre-registration and insufficient advance notice. A tape of the Symposium is available in the Faculty Senate Office. (See attached Program).

#### VI. Policy Recommendations:

- A. The Committee recommended two faculty members for the Alumni Association award for Teaching Excellence during 1976-77 (See VII A. below).
- B. On September 20, the Chairperson presented to the Faculty Senate, an open letter to the faculty explaining the survey tool utilized by the Committee (See VII B. below).
- C. The Committee continues to recognize faculty development as separate from faculty evaluation and encourages continued efforts to improve or assist in teaching performance.
- D. On April 18, 1978, the Chairperson reported to the Faculty Senate on the progress of the 1977-78 Survey, indicating that results would not be available until mid-June. Further, a resolution on the use of the information obtained from the '77-78 survey was presented. (See VII D. below).

#### VII. Responses to the Committee's Recommendations.

- A. The two \$500.00 Alumni Association Awards for Teaching Excellence during 1976-77 were given to Hal J. Daniel of Speech, Language, and Auditory Pathology, School of Allied Health and to Robert Gowan, History Department, College of Arts and Sciences at the August opening meeting of the faculty.
- B. The letter to the faculty was accepted as part of the Sept 20, 1977 Faculty Senate Minutes and was thereby distributed to ALL faculty.
- C. The Committee has requested more assistance from the Alumni Association for the voting aspect of the Committee's activities. (secretarial assistance, paper, etc.) Seminars/Symposia should be continued as a means of encouraging faculty growth in their teaching. Consequently, the Vice Chancellor of Academic Affairs has been requested to provide financial support by considering a line-item budget allotment for each academic year. The Committee has not yet received a response from either of the above officers relative to stated requests.

- D. The proposed resolution was ammended by the Faculty Senate on 4/18/78. (See attached resolution and ammended resolution). The result is that the committee is not to provide for the release of names or information of faculty responses but rather, provide the Faculty Senate with the information in September. Senate action will then be determined.

VIII. Committee Evaluation of:

A. Its structure

The Committee continues its interest relative to assuring that a statistician be a member of the committee.

B. Its duties

In light of recent Senate action, there appears to be a discrepancy between the Committee's charge and the Senat's response to that charge. (e.g.: Charge requires faculty input in recognizing teaching excellence; yet Senate vetoed having any faculty input by defeating the proposed resolution on 4/18/78.) Next year's committee needs to examine whether or not its efforts throughout the year will bear fruit at the conclusion of the year or whether the efforts are considered worthless.

C. Its functioning

Satisfactory

D. Its personnel

Although all members were active throughout the year, special recognition should be given to (1) members of the Symposium Subcommittee: Dennis Chestnut; Anne Briley; Marie Farr, and Greg Nagode; (2) Marie Farr, whose dedication and commitment to the work of the committee extended beyond her resignation to pursue Ph.D. work; (3) and to Vice Chancellor of Academic Affairs, Dr. John Howell, whose full support of the committee made its work and the symposium possible. A special note of appreciation is extended to Jannis Shea, our Secretary.

Respectfully submitted,

*Robert A. Muzzarelli*  
Robert A. Muzzarelli  
Dept. of Speech, Language, & Auditory  
Pathologies  
Chairperson, Instructional Survey  
Committee

DATE: March 1, 1978

MEMO TO:

FROM: The Instructional Survey Committee

The Instructional Survey Committee of the Faculty Senate is again soliciting your nominations for faculty members under your jurisdiction whom you, to the best of your ability, believe to be the most outstanding teachers. As you are aware, the committee utilizes this information in order to present to the Alumni Association, nominees for their outstanding teaching awards.

We are therefore requesting your nomination(s) in response to the following question:

"If all of the faculty members of your academic unit were to teach an undergraduate course in which you wish to enroll, list up to \_\_\_\_\_ faculty persons from whom you would prefer to take the course."

Faculty:

In continuing its involvement in identifying teaching excellence, we are also requesting that you complete the brief IBM questionnaire attached.

Your cooperation in this matter is greatly appreciated.

Please return this letter and IBM questionnaire by campus mail no later than March 15 to: Bob Muzzarelli; SLAP Dept, Allied Health.

March 1, 1978

MEMO TO: The Faculty of \_\_\_\_\_

FROM: The Instructional Survey Committee

The Instructional Survey Committee is charged with utilizing faculty input in attempting to identify undergraduate teaching excellence among E.C.U. faculty. We request your nomination(s) in response to the following question:

- A. "If all of the faculty members of your department or academic unit were to teach an undergraduate course in which you wish to enroll, list up to \_\_\_\_\_ faculty persons from whom you would prefer to take the course."

Faculty:

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- B. The Committee is continuing its involvement in methods of identifying teaching excellence. Your help in completing the IBM Questionnaire and responding to the question below will be of significant benefit in reaching the Committee's goal.
- C. What contributions can the administration make to help you with your teaching? (i.e. Are there institutional aids that could be offered or are offered but not known?)

Please return by campus mail NO LATER THAN March 15 to: Boh Muzzarelli, SLAP Dept.

Approved by: Vice Chancellor of Academic Affairs, John M. Howell

Outstanding Teacher Voting Card 1977-78

The purpose of this survey is to identify teacher excellence. Do not confuse this with teacher popularity or subject preference. Please list below the code numbers of one to three deserving teachers whom you have personally had as an undergraduate instructor during the fall or spring semester of this academic year and assign to each nominated teacher a weight of 10 (highest), 8, or 6, depending upon the intensity of your nomination.

Teacher Number	Weight
1. _____	_____
2. _____	_____
3. _____	_____

ISC: QUESTIONNAIRE Circle one Sex: M F

Circle Class: 1 Frosh. 2 Soph. 3 Jr. 4 Sr.  
Circle the # that most appropriately reflects your view of each of the following aspects of teaching:

Very Important	Fairly Important	Important	Not Important	Irrelevant
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- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Having a thorough knowledge both basic & current of subject matter he/she teaches. | 4 | 3 | 2 | 1 | 0 |
| B. Having a deep interest & enthusiasm for subject he/she teaches.                    | 4 | 3 | 2 | 1 | 0 |
| C. Having ability to present materials to meet student interests & needs.             | 4 | 3 | 2 | 1 | 0 |
| D. Using appropriate language & expressing self clearly.                              | 4 | 3 | 2 | 1 | 0 |
| E. Being pleasant & establishing good rapport with students.                          | 4 | 3 | 2 | 1 | 0 |

I.S.C. QUESTIONNAIRE: FACULTY Circle one Sex: M F

Circle the # that most appropriately reflects your view of each of the following aspects of teaching:

Very Important	Fairly Important	Important	Not Important	Irrelevant
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- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Having a thorough knowledge both basic & current of subject matter he/she teaches. | 4 | 3 | 2 | 1 | 0 |
| B. Having a deep interest & enthusiasm for subject he/she teaches.                    | 4 | 3 | 2 | 1 | 0 |
| C. Having ability to present materials to meet student interests & needs.             | 4 | 3 | 2 | 1 | 0 |
| D. Using appropriate language & expressing self clearly.                              | 4 | 3 | 2 | 1 | 0 |
| E. Being pleasant & establishing good rapport with students.                          | 4 | 3 | 2 | 1 | 0 |

September 20, 1977

TO: The Faculty  
FROM: The Instructional Survey Committee

It is the purpose of this report to relate to the faculty the status of the techniques and procedures developed by the Committee in its search for excellence in teaching. It is not a technical report; for those interested in a more complete, technical explanation of the developed program, a copy of such a document is available in the Office of the Faculty Senate.

Acting on the charge of the Faculty Senate to study "the methods and procedures for the identification of excellence in teaching, developing a program that assesses student and collegial opinion, utilizing professional statistical procedures for (the) analysis of data, assuring maximum confidentiality, cooperating with the Alumni Association and others in identifying recipients of teaching awards," the 1975-76 and 1976-77 Committees concentrated on the development of a program to assess student and collegial opinion. Using statistical analysis, the Committee therefore attempted, as objectively as possible, to measure subjective, personal judgements of excellent teaching.

**STUDENT SURVEY:** Student opinion has been ascertained by asking each student to nominate at most three instructors he/she has personally had as a teacher during the current academic year. To each, the student assigns an intensity rating of 10 (highest), 8 or 6. The number of votes is multiplied by the intensity level; the products, added together, are then divided by the number of different students an instructor has had during that year. The result represents the raw, unadjusted measure of student opinion with no regard being paid to the potential biasing agents and no attempt to remove their influence.

Five possible biasing agents of student opinion were then selected by the Committee: (1) CT (the number of undergraduate courses taught per instructor per academic year); (2) DS (the number of different students taught per instructor per academic year); (3) ACS (The average undergraduate class size per instructor per academic year); (4) LEV (the level at which the instructor taught during the academic year); and (5) AG (the average grade assigned by the instructor to his/her students during the academic year).

After establishing university-wide norms for each of these parameters, the Committee decided that any faculty member who violates the bounds of two of the parameters could not be considered comparable with the rest of the university community. (See flow chart on back).

The conclusion to be drawn from the first two surveys is that those students who participated in them have not been significantly influenced by any abnormally strong biasing agent. (Even grade bias, though existing, accounts for, on the average, only 2.5% of the intensity rating given the instructor.)

Since the number of participating student voters for 1976-77 was so few, the Committee felt it wise to declare the sample of student opinion insufficient for general ranking purposes. The Committee was, however, able to utilize the 1976-77 sample to select the two recipients for the award provided by the Alumni Association.



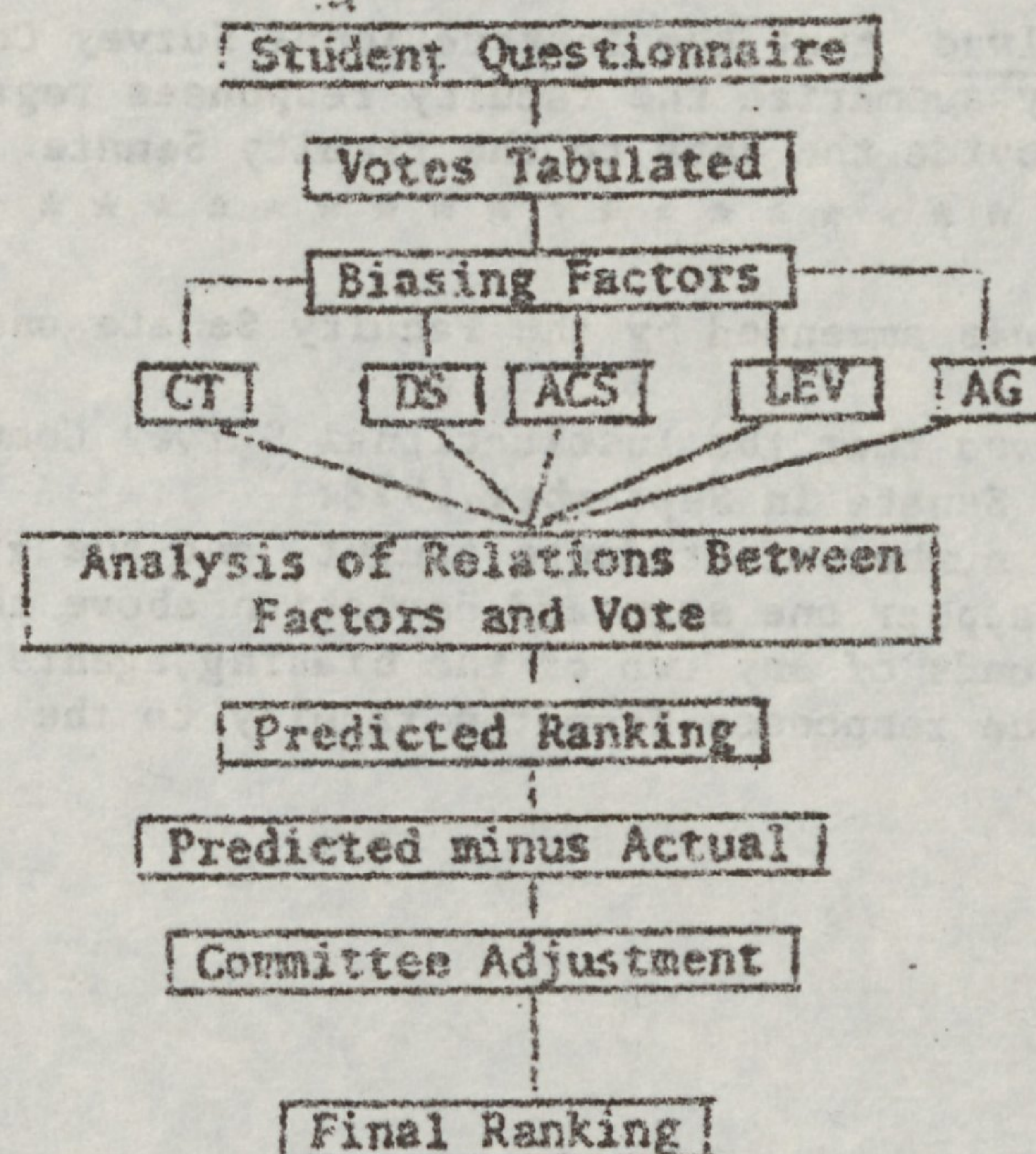
**FACULTY AND ADMINISTRATOR SURVEYS:** The Committee has generally utilized these sets of opinion to interface and confirm student opinion. Generally speaking, the results of these polls have not been punctuated with the same high degree of cohesiveness and convergence which has characterized student opinion; neither have they, in terms of sheer quantity, been as substantial.

We assure the faculty that we are eminently aware of the abuses which potentially accrue to surveys of the type which we conduct and that herculean measures have been taken to prevent such abuses. Therefore we stress the fact of the homogeneous treatment of the faculty and guarantee that each and every faculty member has been subjected to identically the same impartial and objective judgements.

Pursuant to the Faculty Senate charge and the information provided herein, the 1977-78 Instructional Survey Committee has established the following goals: (1) To use, and as possible, improve upon the present instrument being used for the identification of teaching excellence; (2) to develop a parallel tool which seeks to identify qualitative attributes of teaching excellence; (3) to develop a more sophisticated faculty/peer survey instrument; and (4) to provide for faculty education on the improvement of teaching.

We trust that the preceding remarks have answered many of your questions, and we welcome any questions which you may care to offer.

#### STUDENT SURVEY FLOW CHART



REQUEST TO BE PLACED ON AGENDA FOR FACULTY SENATE MEETING: 4/18/78

The Instructional Survey Committee requests to have the following placed on the agenda

1. A brief oral report of the preliminary response report of the recent outstanding instructor survey.

2. RESOLUTION:

Be it hereby resolved that the Instructional Survey Committee shall arrange for the release and publication of the names of those faculty who appear one standard deviation above the mean, and who do not violate the bounds of any two of the biasing agents

Be it also resolved that an asterisk be placed beside names of those faculty who receive at least 15% peer group nomination, and whose student evaluation exceed the average by at least one standard deviation, and are judged comparable.

Be it also resolved that the responses from the faculty to the administration section of the survey be summarized, typed according to academic unit, and sent to each specific administration unit head.

Be it also resolved that responses be summarized in general (not by academic unit), typed, and forwarded to the Vice Chancellor for Academic Affairs.

Be it further resolved that the Instructional Survey Committee statistically summarize the faculty responses regarding administration needs and provide the data to the Faculty Senate.

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The above resolution was amended by the Faculty Senate on 4/18/78 to read:

Be it hereby resolved that the Instructional Survey Committee shall submit to the Faculty Senate in September 1978:

(1) the names, the number of students taught, and the grade distribution of those faculty who appear one standard deviation above the mean and who do not violate the bounds of any two of the biasing agents;

(2) a summary of the responses from the faculty to the administration section of the survey.