

ANNUAL REPORT OF THE COMMITTEE FOR TEACHING EFFECTIVENESS

I. DATE: April 13, 1979  
 TO: Professor Henry Ferrell, Chairman of the Faculty  
 FROM: Marie T. Farr, Chairperson of the Committee for Teaching Effectiveness

II. Membership of the Committee

Ex-officio: Chancellor Brewer  
 Dr. Holt, Vice Chancellor for Administration and Planning  
 Dean of the College of Arts & Sciences - Richard Capwell  
 Dean of one undergraduate professional school - James H. Bearden  
 (School of Business)  
 Vice Chairman of the Faculty - Ione Ryan

Thadys Dewar, Technology	1979
Jannis Shea, Home Economics	1979
Charles Garrison, Sociology & Anthropology	1979
E. Gregory Nagode, Music	1979
L. H. Zincone, Business	1979
Anne Briley, Library Services	1980
Marie Farr, English, Chairperson	1980
Daryl George, Mathematics, Secretary	1980
Robert Muzzarelli, Allied Health, Vice Chairperson	1980
T. C. Sayetta, Physics	1980

Student: Forest Boone  
 Student: Bobby Christiansen  
 Student: Keith Fuller (replaced by Chuck Ball)  
 Student: Kim Goff  
 Student: Betsy Douglas

III. Committee Meetings (dates and members absent)

August 29, 1978	Zincone
September 11, 1978	Zincone, Bearden
September 18, 1978	Bearden
October 2, 1978	Muzzarelli, Christiansen, Fuller, Goff, Douglas
October 9, 1978	Zincone, Briley, George, Capwell, Bearden, Boone, Christiansen, Fuller, Goff, Douglas
October 16, 1978	Shea, Farr, Bearden, Boone, Christiansen, Fuller, Goff
November 20, 1978	Zincone, Bearden, Boone, Christiansen, Fuller, Goff, Douglas
December 4, 1978	Garrison, Muzzarelli, Bearden, Boone, Christiansen, Fuller, Goff
December 11, 1978	Dewar, Zincone, Boone, Christiansen, Fuller, Goff
Douglas resigned because her schedule would not allow her to attend afternoon meetings.	
Nagode informed Chairperson that his spring schedule would not allow his attendance at afternoon meetings.	
January 15, 1979	Shea, Garrison, Nagode, Zincone, Ryan, Capwell, Boone, Christiansen, Fuller, Goff
January 18, 1979	Nagode, Zincone, Boone, Christiansen, Fuller, Goff
January 23, 1979	George, Nagode, Boone, Christiansen, Fuller, Goff
February 6, 1979	Nagode, Dewar, Capwell, Boone, Christiansen, Goff
February 16, 1979	Nagode, Zincone, Briley, Boone, Christiansen, Goff, Ball
February 20, 1979	Shea, Nagode, Muzzarelli, Bearden, Capwell, Boone, Christiansen, Goff, Ball
March 16, 1979	Nagode, Ryan, Bearden, Muzzarelli, Christiansen, Goff, Ball



March 21, 1979 Shea, Nagode, Zincone, Ryan, Christiansen, Goff, Ball  
 April 6, 1979 Nagode, Zincone, Bearden, Christiansen, Goff, Ball  
 April 27, 1979 (Workshop for current committee and new members)

Two additional summer meetings are anticipated. For information on sixteen special subcommittee meetings, see VI. below.

IV. Date of Reports to the Faculty Senate During the Year

September 19, 1978  
 January 30, 1979  
 February 27, 1979  
 April 24, 1979

V. Specific Instructions Given to the Committee by the Faculty Senate Other Than Those Found in the Committee's Constitutional Charge

- A. Charge was revised at 14 November 1978 meeting: see Resolution 78-35.
- B. In accepting the Committee report on the results of the 1978 student opinion survey on outstanding teachers, the Senate passed a motion "that in the future it [the Committee] come up with a more appropriate guide for evaluating teaching." (Faculty Senate Minutes, 9/19/78)
- C. "The Faculty Senate approved a student opinion questionnaire that will pertain to the following seven areas: (1) instructor's plan, organization of course; (2) instructor's knowledge of subject; (3) instructor's ability to communicate ideas/skills; (4) instructor's testing; (5) instructor's grading; (6) instructor's attitude toward students; (7) student's learning; and that the questionnaire be used on a voluntary basis during the spring semester so that its reliability can be tested." (Faculty Senate Resolution 79-3, 1/30/79)
- D. "RESOLVED, That the Committee for Teaching Effectiveness undertake a survey using the (79-18) instrument for all faculty during spring semester 1979 to gather data and report findings for Senate consideration for formal adoption of the instrument in September 1979. Faculty members are to be allowed to see their responses to the trial questionnaire for their specific courses upon their request." (Faculty Senate Resolution 79-19, 2/27/79)\*

(NOTE: At the recommendation of Drs. Brewer and Howell, the Committee decided to authorize Institutional Research to send a copy of the spring semester survey results for each class to the faculty member who taught that class. Every instructor will therefore automatically receive the results from the classes he/she taught.

The Committee presented the Senate-approved form to Institutional Research for printing and distributing. An administrative decision to change the responses on the form [dropping the "Very Good" category] was made without the knowledge or approval of the Committee.)

VI. Committee Organization, Subcommittees, Research Activities, etc.

- A. Because the tasks before the Committee this year were so numerous and so varied, it was necessary to make extensive use of subcommittees:
1. Outstanding Teacher Nominations Subcommittee

\*See attachment #3 for Dr. Brewer's explanation of how the survey form will be used.



- a. Members: J. Shea, Chairman  
A. Briley  
G. Nagode (Teaching assignments for Spring Semester prevented Professor Nagode's attendance at scheduled meetings of the Committee. However, his contribution to the Committee's assignments were significant)
- b. Meetings: October 25, 1978; February 12, 1979; March 2, 1979
- c. Activities
  - (1) Voting ballots were made available to students during the week of preregistration, February 26-March 2. A very poor response rate from students was the result of lack of cooperation from the student newspaper staff. Previous agreements made with Committee representatives (Briley & Shea) were not kept. Final tabulations of votes will be made when spring grades are available.
  - (2) Survey of faculty and administration for their nominations of outstanding teachers was conducted by Professor Nagode. Ballots were distributed to faculty March 27, and were to be returned by April 9, 1979.
  - (3) Don Leggett, Director of Alumni Affairs indicated that \$1000 is budgeted for providing (two) \$500 grants to two outstanding teachers who are selected. At the May 5 meeting of the Alumni group, Professor Shea will provide a progress report of the selection process. It is understood by Leggett that names of recipients will be provided to him during the summer of 1979.

## 2. Subcommittee for Instrument to Ascertain Student Opinion on Teaching

- a. Members: Charles Garrison, Chair  
Marie Farr  
Daryl George  
Robert Muzzarelli  
L. H. Zincone
- b. Meetings: (8) October 10, 1978; October 23, 1978; October 30, 1978; December 8, 1978; January 11, 1979; January 22, 1979; January 29, 1979; February 5, 1979
- c. Activities: Development of a uniform yet flexible questionnaire that assesses student opinion of the teaching in individual courses

## 3. Symposium Subcommittee

- a. Members: Thadys J. Dewar, Chair  
Tom Sayetta
- b. Meetings: five
- c. Activities
  - (1) Conducted survey of faculty to determine preferred topics for symposium and solicit suggestions to enhance effectiveness of total committee.



(2) Held five subcommittee meetings to plan questionnaire for survey and plan symposium. (Symposium was planned for spring, but Committee for Teaching Effectiveness decided to postpone symposium until fall.)

(3) Made tentative plans for Fall Symposium (see attachment #1)

4. Workshop on Faculty Evaluation and Professional Development for current and new committee members: Robert Muzzarelli

5. Ad hoc Subcommittee to develop grant guidelines and application forms

a. Members: Thomas Sayetta, Chair  
Daryl George  
Marie Farr

b. Meetings: two

c. Application forms and guidelines were approved by the Faculty Senate January 30, 1979 (79-2); the subcommittee was discharged.

6. Development of Faculty Critique for New Survey Instrument: Anne Brile

#### B. Research Activities

The Committee has sent three of its members to conferences on faculty development and evaluation; two more will attend workshop on evaluation in May. Members have also compiled and evaluated teaching evaluation forms from many other institutions and have read various articles and other literature on evaluation and development.

#### VII. Committee Accomplishments Including Recommendations Made to Agencies Other Than the Faculty Senate

A. Student, faculty, and administrative surveys were carried out to provide nominations for the Alumni Association awards for outstanding teachers during 1978-79.

B. The new "Survey of Student Opinion of Instruction" form was developed, approved by the Faculty Senate (see attachment #2), and used in all classes offered during spring semester. A form allowing the faculty to critique the new survey form is being distributed to the faculty; results will be reported to the Committee during its summer meetings, and a final form of the questionnaire will be presented in the fall for Faculty Senate approval.

C. The Committee evaluated more than forty applications for grants to improve teaching effectiveness and awarded twenty-nine grants.

D. Six members of the Committee served on the Summer Grants Committee: Shea, Garrison, Zincone, Sayetta, Briley, and George.

E. Plans for a Fall Semester Symposium concentrating on improving faculty communication skills have been outlined (see VI. A. 3. above).

F. A workshop on faculty evaluation and development will be held for old and new committee members on April 27, 1979.



VIII. Citation of Resolution Numbers of Senate Resolutions that Originated With the Committee

- 79-2 (See Faculty Senate Minutes for January 30, 1979)
- 79-3 (See Faculty Senate Minutes for January 30, 1979)
- 79-18 (See Faculty Senate Minutes for February 27, 1979)
- 79-19 (See Faculty Senate Minutes for February 27, 1979)

IX. Proposals and/or Business to be Carried Over to Next Year

- A. Report to Faculty Senate of nominations of two outstanding teachers for 1978-79
- B. Refinement of new survey of student opinion of instruction; recommendation to Faculty Senate in September for adoption of revised form.
- C. Symposium (tentatively scheduled for October)
- D. Acceptance of proposals for grants to improve teaching effectiveness. Deadline date: October 10, 1979.
- E. Development of a better method of assessing "collegial opinion of distinction in teaching."

X. Evaluation of the Committee

- A. Structure: satisfactory
- B. Duties: This year, however, the duties were extraordinarily strenuous.
- C. Functions: satisfactory
- D. Personnel: satisfactory. The members of the Committee made heroic efforts not only to attend the eighteen meetings and equivalent number of subcommittee meetings, but to develop such difficult documents as the new student opinion survey (and its critique), grant guidelines and priorities, etc. All of the members receive my highest commendation for their unusual dedication and extraordinary efforts. I would particularly like to mention the herculean labors of Daryl George, who not only served as the Committee's secretary but also served on virtually every subcommittee as well, and Charles Garrison for his work in developing the new survey instrument. Ione Ryan's faithful attendance and helpful advice must also be noted with gratitude, as must Dr. John Howell's unfailing advice and cooperation with the Committee.

XI. Suggestions for Improving the Effectiveness of the Committee

- A. The members would like to suggest that a representative from the Computing Center be sent to each meeting and that future student members be strongly encouraged to attend meetings and participate in the Committee's work.



B. I foresee that next year's duties will be as strenuous as this year's; hopefully that problem will diminish after the student opinion survey is formally adopted. Nevertheless, the Committee will need to consider further various methods of assessing and integrating collegial opinion with student opinion of teaching, as well as seek new and constructive ways of promoting and encouraging teaching effectiveness.

Signed: Chairperson Mary T. Farr  
Secretary Ray L. Gye



## Attachment #1

## TENTATIVE PLANS FOR FALL SYMPOSIUM

Tentative plans are to have one all-day conference and provide for a morning session and an afternoon session. Audio-visual equipment representatives will demonstrate equipment all during the day.

PLACE: Mendenhall Student Center  
 Small auditorium - program  
 Multi-purpose room - display of equipment

TIME: 10 a.m.  
 2 p.m.

PROGRAM: Introductory remarks	Chancellor Brewer	(15 min.)
Major presentation	Visiting speaker (?) (Suggested topic:	(45 min.)
Panel discussion	-main speaker serving as moderator  -panel participants chosen from list of people who have attended conferences or done special work in the area of teaching effectiveness (a number of names have been submitted)  -participants comment on special conference papers presented, or special work in the area of teaching effectiveness  -participants also repond to specific questions submitted by committee members	(45 min.)

Report on media center and audio-visual facilities and services at ECU

SPECIAL REMARKS: Afternoon session will be a repeat of morning session except that panel participants will be different

Results of survey indicate that a majority of faculty are interested in the use of audio-visual equipment in the classroom and effective communications in the classroom (survey sheets are available)

Dr. Kay White, Education Specialist, National Medical Audio-visual Center, Atlanta, GA 30333, has been highly recommended as a person who knows her subject and can keep her audience spellbound.

Suggestions for panel participants: Marie Farr, Charles Garrison, Jannis Shea, Wayne Williams, Robert Brown, Hal Daniel, Carl Tadlock, Bob Muzzarelli, Ross and Smith



## INVENTORY FOR STUDENT OPINION OF INSTRUCTION (Part I)

To the student:

Please complete the following statements so that they convey as accurately as possible your opinion of the instructor's performance in this course. Do not write your name on this form. Your opinions are to be anonymous and you should feel free to answer honestly.

All responses will be tabulated and after the semester is completed your instructor will receive a summarized report of responses to each item. Please answer carefully and thoughtfully.

(Specific instructions for responses.)

Course name, number, and section \_\_\_\_\_

1. The knowledge which the instructor had of the subject seemed to be  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
2. The instructor's level of interest in the subject seemed to be  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
3. The clarity and audibility of the instructor's speech was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
4. The instructor's decision in regards to the amount of assignments was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
5. The contribution of assignments to your understanding of the subject was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
6. The clarity with which course requirements were made known was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
7. The intellectual stimulation you received from the teaching was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
8. The instructor's responsiveness to student difficulties within the class was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
9. For the purpose of evaluating your learning, the amount of testing was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
10. The instructor's willingness to help students outside the class was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
11. The fairness of the instructor in grading was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
12. The opportunity provided by the instructor to ask questions was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
13. The instructor's information to the class early in the semester as to how the grading system would work was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence
14. The clarity with which the instructor explained material was  
 Excellent     Very Good     Good     Fair     Poor     Insufficient evidence



15. The extent to which examinations covered material emphasized in the course was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
16. The time allowed to complete exams was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
17. The clarity with which course objectives were made known to you was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
18. The clarity of phrasing in examination questions was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
19. The instructor's preparation for class seemed to be  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
20. The extent to which the course objectives were achieved was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
- 21-26. (Questions supplied by instructor)

## STUDENT INFORMATION

27. When you registered, was this a course you looked forward to taking?  
 Yes  No
28. The contribution of the textbook(s) to your understanding of the subject was  
 Excellent  Very Good  Good  Fair  Poor  Insufficient evidence
29. Your satisfaction with your own contribution to the course is  
 Excellent  Very Good  Good  Fair  Poor
30. The grade you expect to receive in this class is  
 A  B  C  D  F  I
31. Your class is  Freshman  Sophomore  Junior  Senior  Grad.  Other
32. Your sex is  Female  Male
33. Your grade point average to date is  3.5-4.0  3.0-3.4  2.5-2.9  under 2.5
34. Is this course  In your major  In your minor  General College requirement  
 An elective  Other

## (Part II)

On this page write any comments which you believe would help the instructor to understand his/her level of effectiveness in the course. After the semester is completed, this page will be sent to the instructor.



EAST CAROLINA UNIVERSITY

GREENVILLE, NORTH CAROLINA 27834

OFFICE OF THE CHANCELLOR

February 26, 1979

Dr. Henry Ferrell, Chairman  
Faculty Senate  
East Carolina University

Dear Dr. Ferrell:

I would like to take this opportunity to provide the members of the Faculty Senate with more information on the administration of the proposed student opinion surveys now under consideration by the Senate.

1. The survey results would be used for both self-improvement and information for the Chairman which, along with other sources of information, form the basis for recommendations on the faculty member's teaching performance. I cannot emphasize too heavily that the results of such surveys are only one among many ways which the Chairman uses to arrive at that evaluation. The University must never permit any quantitative measure to take precedent over qualitative decisions.
2. The personnel committees of the various departments and schools would have access to the surveys if an action is contemplated on tenure, promotion, or re-hiring. This is required under the code. They would not have access to the surveys in years when such actions are not considered.
3. If an administrator above the Chairman or Dean (professional school) wishes to see the survey information, it would be in the presence of the Chairman or Dean (professional school). In my experience this almost never happens.
4. Whenever a survey is to be examined by an administrator the faculty member will be informed.

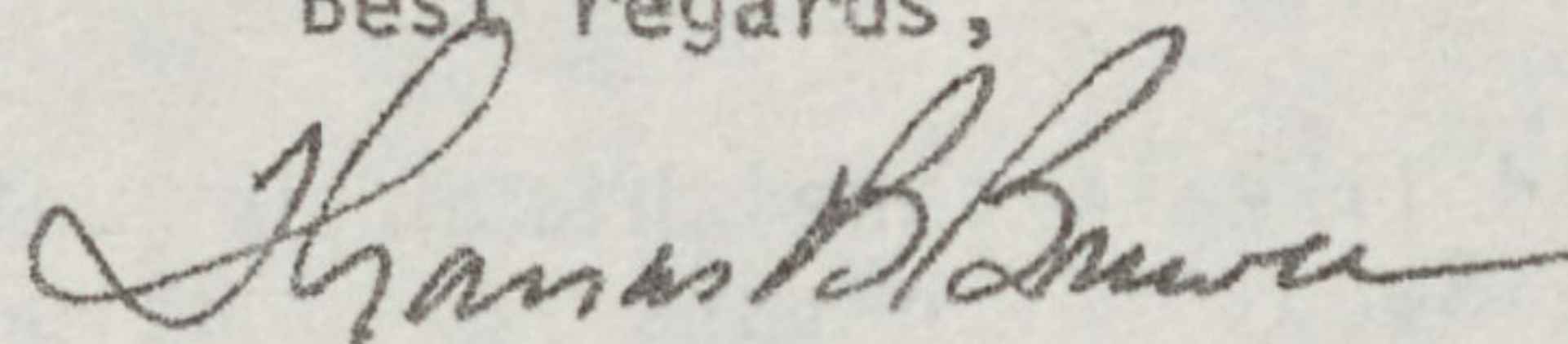
I do not believe that the action taken by the Senate on February 5 with regard to voluntary testing will be successful. The administering of the questionnaire on a voluntary basis will not bring enough results to test its reliability. I would be amenable to having a trial run (not to become part of the personnel file) of both the student survey and the administrative form on a trial basis for all faculty and administrators. I believe this is the only way in which a large enough result will be obtained to check validity.



Dr. Henry Ferrell  
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February 26, 1979

In closing, I want to express my appreciation to the Committee on Teaching Effectiveness and the Faculty Senate for its serious consideration of the adoption of student opinion surveys.

Best regards,



Thomas B. Brewer

TBB/ra