

were funded. CIS, Academic Affairs, and IBM are working on the development of a Faculty Support Center which will consist of state-of-the-art computer technology. Many of the changes that have been accomplished during the past two years. The NCATE visit had gone well. The HPERS Department and the Geography and Planning Department are being looked at for the possible division into separate departments. Cooperative Education has been restored to full state funding. Due to the budget crisis 3% of the permanent staff has been cut. For 1991-1992, sixty-seven faculty, staff, and administrative positions have been cut. RDI and graduate centers have had reductions. The number of tuition remissions for out-of-state students (athletes, theatre arts, and music students, etc) has been reduced. There is a reduction in course offerings for next year. Graduate Assistantships have been reduced by 20%. With the elimination of salary reserves and other items flexibility has been reduced to the extent that it will be very difficult to make any additional cuts.

A question was asked about cuts in tenured and tenure track faculty. Springer replied that it was highly unlikely that it would be necessary to cut tenure track faculty and that those with tenure were protected.

There was no report from Vice Chancellor Matthews who was in Florida due to a death in his family.

There was no report from Vice Chancellor Hallock who was in Arizona attending the AAMC National Council of Deans meeting.

E. University Athletic Committee and Academic Review Subcommittee
Ernie Schwarz, Chair, reported that the Committee has met about eight times this year. He stated that, as the Faculty Athletic Representative it was his job to certify academic eligibility and to make sure ECU was in compliance with the NCAA Rules and Regulations. He conducted meetings with all the teams concerning academic eligibility, compliance, and drug use. ECU is in compliance with the rules and regulations and has a good athletic program.

David Glascoff was introduced to report on the work of the Academic Review Subcommittee. He stated that the subcommittee was composed of the eight faculty members of the University Athletic Committee and Academic Review Committee. The subcommittee examined recruiting, admissions, eligibility, compliance, satisfactory progress toward degree, and graduation rates and how they are calculated. He stated that ECU does not accept students who come under Proposition 48 unless the Chancellor approves the exceptions. An athlete, by his/her fifth semester, must have declared a major and must show progress toward the degree. Any questions the subcommittee asked the Athletic Department were answered expeditiously.

Schwarz commented that when it came to our athletes there were several things that ECU could be proud of, for example, 24.7% of all athletes were honor students, 83 had GPA's greater than 3.0, 77% (including freshman) had GPA's greater than 2.0 in the Fall Semester, and only 3 (<1%) were academically ineligible after Fall Semester.

F. Parking and Traffic Committee

Henry Ferrell, Chair, made the following comments: The Committee reports to Vice Chancellor Brown. The present plans of the Committee are to move toward parking zones. It is expected that a planning team will be obtained in the near future which will look at the overall planning of buildings and parking. Their recommendations will be used in the

planning of zones and placement of new parking areas. The money collected is used to buy land and to pave lots. The increase of \$25 to the parking fees is meant to be the only increase for the next five years. The Committee along with SGA is looking at a shuttle program for outlying parking areas and possibly reduced fees for those who use those areas. It cost \$1,000-\$1,200 per space to pave and gutter a parking lot. It costs \$16,000 or more per space for parking decks with the need for attendants because of the potential increase in the crime rate.

Singhas (Biology) asked what we are getting for the increase, why the spaces for maintenance vehicles are mostly unused with the vehicles being parked on the grass anyhow, and why some paving has recently been done in the area of Mendenhall but none has been done in the classroom area. In reply it was stated that some of the paving in the Mendenhall area was paid for from an appropriation and that the cost of paving around Minges was still being paid off. Stangohr (Health Sciences Library) asked about the parking area around the School of Medicine. Ferrell stated that paving there can not be done until a decision has been made about where the next building will be. Bruner (Social Work) asked about interfacing with the City of Greenville since, for example, on Elm Street there is a 2 hour limit in our area but Rose High students can park all day. Ferrell replied that this is a political problem. C. Ayers (Chemistry) commented that the reserved parking near the Science building is only reserved until 5:00 p.m. which makes it hard for someone with a reserved sticker to get a parking space when they have a night class. Singhas (Biology) commented that the University of Virginia at Charlottesville has a good shuttle system that the Committee might investigate. Chenier (Allied Health) mentioned the possibility of integrating the student bus system with the city system. Ferrell replied that it would be the SGA and the city which would have to do this.

G. SACS Self-Study

James LeRoy Smith, Director, thanked the Senate for allowing him 2 to 3 minutes each meeting to update the progress being made on the SACS Self-Study. He pointed out the calendar on the Newsletter and stated that ECU was not in compliance with all of the SACS criteria. We have eleven months left to work on this. The primary task of the SACS team will be to assess the institutional effectiveness of ECU.

Agenda Item IV. Unfinished Business

There was no unfinished business.

Agenda Item V. Report of Committees

A. Agenda Committee

Tom Chenier, Chair, stated that the Committee had studied the timeliness of meetings of the Faculty Senate and the procedure for special called meetings and recommended that there be no changes in the charge of the Agenda Committee. No action was required.

B. Committee on Committees

Bob Woodside, Chair, presented the second reading of the proposed amendment to Appendix A concerning the Appellate Committee Election Process. The amendment passed. (Please refer to Resolution #91-23 for the complete amendment.)

Woodside presented an amendment to Resolution #91-09, Recommendations from the Ad Hoc Committee to Evaluate Faculty Governance, requiring that all matters concerning committee charges be referred to the Committee on Committees for review and possible revision instead of reporting directly back to the Faculty Senate. The motion to amend passed. (Resolution #91-24)

C. Curriculum Committee

Bill Grossnickle, Chair, moved the approval of curriculum matters contained in the Curriculum Committee Minutes of March 28, 1991, and April 4, 1991. The minutes were approved. (Resolution #91-25)

D. Educational Policies and Planning Committee

Ken Wilson, Chair, presented the Committee's proposal concerning courses at the 5000 level. He stated that basically it was what SACS requires for courses that are open to both graduate and undergraduate students. Singhas (Biology) asked about the third item which states that instructors of 5000 level courses be members of the graduate faculty. Wilson stated that ECU requires graduate faculty and that SACS requires graduate faculty for courses with graduate students. The proposal passed. (Please refer to Resolution #91-26 for the complete recommendation.)

E. Faculty Affairs Committee

Carlton Heckrotte, Chair, was present to present Appendix V-Racial and Ethnic Harassment Policy and Appendix W-Grievance Procedures. Bailey (Philosophy) moved to postpone discussion and consideration of both Appendices until the September 10, 1991, Faculty Senate meeting. Bailey (Philosophy) stated that the General Administration attorneys were concerned with some of the provisions in the policies. Ferrell (History) suggested that a member of the Faculty Affairs Committee accompany the ECU attorneys to Chapel Hill for information. Bailey (Philosophy) thought this would be useful in that it might point out facts in state law, the U.S. Constitution, and UNC policies of which we are not aware. Wilson (Sociology & Anthropology) asked if it might be useful to the Committee to have discussion in order to see what the faculty wants. The motion to postpone passed. (Resolution #91-27)

F. Teaching Effectiveness Committee

George Bailey, Chair, presented the Committee's report on "Methods For Assessing Teaching Effectiveness". He stated that the Committee wished to make clear some of the other possible ways in which teaching effectiveness could be assessed besides just the student opinion survey. Hughes (Business) stated that this proposal was asking for a change in Appendix C. Bailey stated that the intent was for it to be consistent with Appendix C. Ferrell (History) and Kallman (Medicine) commented about the diversity that could be created among the units and that therefore the comparability would be lost. Sexauer (Art) replied that since the Chancellor must approve what the units use, he can require uniformity. It was commented that SACS must have multiple ways to assess teaching effectiveness. Ferrell (History) thought ECU was in compliance. Motions were made by Chamness (Allied Health), C. Ayers (Chemistry), Ferrell (History), and Hughes (Business) to change the wording of Attachment 4 on the April 16, 1991, Agenda. The motions to amend passed. The amended proposal passed. (Please refer to Resolution #91-28 for the approved amended proposal.)

Bailey then presented the Committee's "Seven Characteristics of Effective Teaching". Schellenberger (Business) spoke against the motion and stated that it was looking at the ends and forgetting the means. A division of the house was called. The motion passed with 25 for and 10 against. (Please refer to Resolution #91-29 for the complete motion.)

Agenda Item VI. New Business

Vice Chair Bailey presided while Joyce (Physics) presented the proposal concerning specific regulations governing promotion. (Please refer to Attachment 6 of the April 16, 1991, Agenda). Rees (Communications)

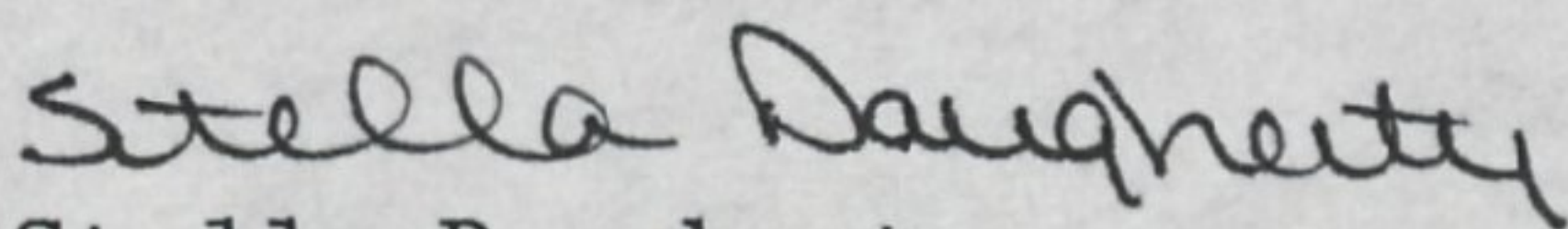
seconded and mentioned the problems the new Department of Communications was having and that they were told to follow to the letter the Arts and Sciences criteria which were not part of any unit code. Wilson (Sociology and Anthropology) stated that the purpose was to put on file the regulations which were in departmental handbooks and by-laws. C. Ayers (Chemistry) suggested that the wording be "previously approved". A motion by Hughes (Business) to amend by requesting the VCAA, VCHS, and VCSL collect this information and give the Faculty Senate a copy passed. Sexauer (Art) wondered how many units will scurry around writing these. The amended motion passed. (Please refer to Resolution #91-30 for the approved amended motion.)

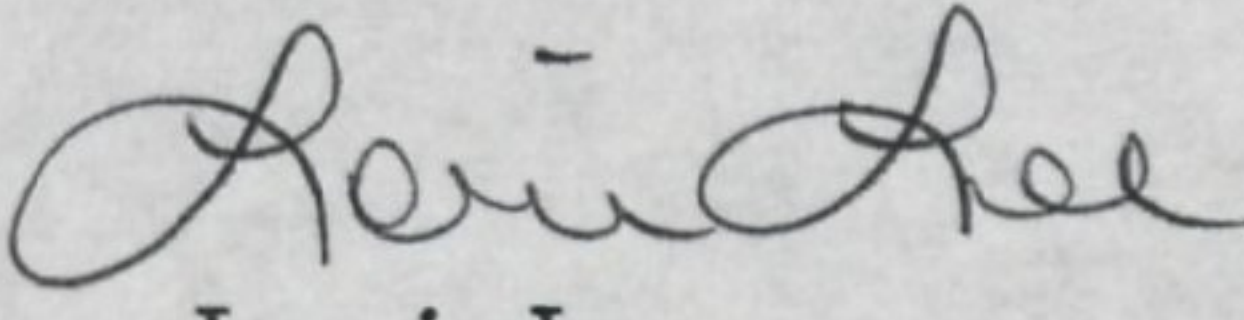
Wilson (Sociology and Anthropology) made a resolution commending Dr. James M. Joyce for his work as Chair of the Faculty. The resolution passed. (Please refer to Resolution #91-31 for the complete resolution).

Joyce expressed his personal thanks to the Senators for the privilege of serving as Chair of the Faculty and for their support.

The meeting adjourned at 5:00 p.m.

Respectfully submitted,


Stella Daugherty
Secretary of the Faculty


Lori Lee
Faculty Senate Office Secretary

RESOLUTIONS PASSED AT THE APRIL 16, 1991, FACULTY SENATE MEETING

- #91-23 Amendment to Appendix A, Faculty Senate By-Laws regarding the Appellate Committees. Page A-10, Section III. Special Committees: Add the following:
- E. The Process for election of Appellate Committees (see Appendix D) will be as follows:
 - 1. Prior to the end of Spring semester, a memorandum will be sent to all faculty members requesting nominations of persons willing to serve on these Committees. The nominations must be received in the Faculty Senate Office no later than the first day of class in the Fall of each academic year.
 - 2. Following the first day of class in the Fall of each academic year, the Committee on Committees will review all nominations and nominate to the Faculty Senate twice as many nominees as vacancies to fill. The list of nominees will be placed on the Faculty Senate September Agenda.
 - 3. Election will be by majority present and voting.
- Disposition:** Faculty Senate Office
- #91-24 Amendment to Resolution #91-09, Recommendations from the Ad Hoc Committee to Evaluate Faculty Governance, requiring that all matters concerning committee charges be referred to the Committee on Committees for review and possible revision instead of reporting directly back to the Faculty Senate.
- Disposition:** Faculty Senate Office and Committee Chairs
- #91-25 Approval of curriculum matters contained in the Curriculum Committee Minutes of March 28, 1991, and April 4, 1991.
- Disposition:** Chancellor

#91-26 In order to clarify SACS policy that instructors of 5000 level courses will maintain "a substantial difference between undergraduate and graduate instruction," the Educational Policies and Planning Committee recommends:

1. Revising the current Course Proposal Form to include the requirement under item II.D. Requirements of Students that for 5000 level courses the differences in requirements for graduate students and undergraduate students be stated.
2. Revising the catalog description of the Significance of the 5000 Course Number to read as follows: Undergraduate Catalog, p. 46 at the end of the second paragraph under Selection of Courses add the following: "The course requirements for undergraduate students will be different from those of graduate students." Graduate Catalog, p. 179, at the end of the first paragraph add the following: "The course requirements for undergraduate students will be different from those of graduate students."
3. Requesting that the Graduate School notify each unit that 5000 level courses require instructors to be members of the graduate faculty and that requirements must be different for undergraduate students and graduate students enrolled in the same course. It is also suggested that each unit administrator inform the graduate faculty within the unit of the requirements by announcement in the first regular faculty meeting in the fall semester of 1991.
4. Requesting that each unit attach an addendum to each previously approved 5000 level course description in the unit. The addendum will specify the different requirements for undergraduate and graduate students.

Disposition: Chancellor

#91-27 A motion made by George Bailey (Philosophy) postponing discussion and consideration of the Racial and Ethnic Harassment Policy and Grievance Procedures until the September 10, 1991, Faculty Senate meeting.

Disposition: Faculty Affairs Committee

#91-28 The Faculty Senate recommends for the Unit's approval, at each individual Unit's discretion, the following as possible methods that Academic Units can, in accordance with procedures in Appendix C, use as means for assessing teaching effectiveness (in addition to the survey of student opinion of instruction required by Appendix C of the Faculty Manual), and recommends that each faculty member be provided with a copy of amended procedures for assessing teaching effectiveness:

METHODS FOR ASSESSING TEACHING EFFECTIVENESS

Academic Unit Implementation Plans endorse The University's Strategic Plan Goal that Academic Units employ more than one approach when assessing the teaching effectiveness of faculty members. Appendix C of the Faculty Manual requires that a survey of student opinion of instruction be used in evaluating teaching effectiveness. Appendix C permits the use of other methods and procedures when initiated by the Unit and recommended by the Faculty Senate and approved by the Chancellor. The methods outlined below are examples of additional approaches for assessing teaching effectiveness which units may adopt. These assessment methods are adapted from the manual, A Guide to Evaluation Teaching for Promotion and Tenure published by Syracuse University's Center for Instructional Development.

#91-28 (continued)

ADDITIONAL METHODS OF EVALUATING TEACHING EFFECTIVENESS

Annual Goals Assessment: An annual agreement with the unit administrator where specific goals are set that contribute to effective classroom teaching. Such goals might include, but are not limited to, updating syllabus and reading lists, developing study guides, implementing new instructional procedures, and incorporating components of writing/critical thinking into course. The unit administrator will evaluate progress related to the agreed-upon goals at the end of the academic year.

Faculty Report: A description of teaching activities including, but not limited to, the names and numbers of courses taught, number of students taught and advised, services on thesis/dissertation committees, involvement with instructional development activities, descriptions of teaching methods, and other activities that bear on the effectiveness of the unit's educational program. (Much of this information is currently part of the annual report.)

Analysis of Instructional and Other Materials: Review by the unit administrator and/or peers of course materials including syllabi, reading lists, outlines, examinations, audiovisual materials, student manuals, samples of student's work on assignments, projects, and papers. Other materials prepared for or relevant to instruction.

Instructor-Generated Evaluations: Instructor-generated evaluation procedures, such as checklists, survey-type instruments, videotapes of class sessions, and written entries reflecting on teaching techniques and philosophy.

Classroom Observations: Direct observation of classroom teaching or observation of videotaped class sessions by peers or experts. Several techniques help to make observations objective: use of an observation guide or structured process determined by the unit for observations; a number of observations before final report is prepared; observations and reports by at least two observers; observation by those outside the faculty member's immediate unit.

Structured Interviews with Former Students: Face-to-face, telephone, group interviews, or surveys asking for comments on current or former professors. Broad questions, such as the following, are asked to solicit overall evaluation statements: Describe why you would recommend (or not recommend) Professor X's class to a friend? How did Professor X's class prepare you for advanced work in the subject? What is your overall assessment for Professor X?

Measures of Student Achievement: In the case of multi-section courses with a diagnostic pretest and a final examination that both measure abilities in a similar way, student improvement may be used as a measure of teaching effectiveness. In addition, multi-section courses that use an identical final examination for all sections make possible a comparison of relative teaching effectiveness of individual faculty where observed patterns hold over five or more semesters.

Disposition: All Faculty

#91-29 The Faculty Senate endorses the following as seven characteristics of effective teaching, and that the Senate distribute this list of characteristics of effective teaching to all faculty members:

SEVEN CHARACTERISTICS OF EFFECTIVE TEACHING

1. Good Organization of Subject Matter and Course: Reflected in the objectives, course materials, assignments, examinations, instructor preparation for class, and effective use of class time.
2. Effective Communication: Reflected in lecturing ability including use of motivational techniques such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas, good speaking ability, good listening skills, and the ability to communicate the organization and sequence of a course.
3. Knowledge of and Enthusiasm for the Subject Matter and Teaching: Reflected in the choice of textbook, readings and reference lists, lecture content, course syllabus, and personal interest displayed in the subject and in teaching.
4. Positive Attitudes Toward Students: Reflected by helping students master subject matter, encouraging students to ask questions and express opinions, being accessible to students outside the classroom, and expressing a general concern for student learning.
5. Fairness in Examinations and Grading: Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
6. Flexibility in Approaches to Teaching: Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.
7. Appropriate Student Learning Outcomes: Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

Disposition: All Faculty

#91-30 Whereas, discussion has taken place over the past few years concerning criteria for faculty evaluation for promotion; and

Whereas, it is more desirable to have discussion and debate over criteria than over specific personnel recommendations; and

Whereas, Appendix C, Section IV, allows for "specific regulations governing evaluation of faculty to vary from unit to unit" with approval of the appropriate vice chancellor; and

Whereas, not all of these regulations are presently on file;

#91-30 (continued)

Therefore Be It Resolved, that the Faculty Senate request that the Vice Chancellor for Academic Affairs, Vice Chancellor for Health Sciences, and the Vice Chancellor for Student Life request code units submit to the Faculty Senate Office and to their appropriate Vice Chancellor their previously approved specific regulations governing evaluation of faculty for promotion.

Disposition: Vice Chancellors

#91-31 Whereas, his work as Chair of the Faculty has reflected hard work, dedication, and insight tempered by a fine sense of humor; and

Whereas, under his leadership the faculty governance at East Carolina University has continued to grow and achieve the highest standards;

Therefore Be It Resolved, that the Faculty Senate commends James M. Joyce for his work as Chair of the Faculty.

Disposition: Chancellor