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EXECUTIVE SUMMARY  
EAST CAROLINA UNIVERSITY FACULTY SENATE  
MINUTES OF APRIL 16, 1991

The eighth regular meeting of the Faculty Senate for the academic year 1990-1991 was held on Tuesday, April 16, 1991, in the Great Room of the Mendenhall Student Center.

Approval of Minutes

The minutes of March 19, 1991, were approved as distributed.

Special Order of the Day

Absent were: Chancellor Eakin, VCSL Matthews, VCHS Hallock, Chestang (Geography), Givens (Allied Health), White (HPERS)

Alternates present were: C. Ayers for P. Ayers (Chemistry), Fletcher for Pories (Medicine), Ferrell for Swanson (History)

Special thanks were extended to all the 1990-1991 Senators whose terms expire today.

In the Fall of 1991, the United States celebrates the 200th. anniversary of the ratification of our Bill of Rights. To commemorate this event, the ECU Committee on the Bicentennial of the Constitution and the ECU Chapter of the Honor Society of Phi Kappa Phi are pleased to announce a University Symposium entitled "The Bill of Rights at 200." The Symposium, scheduled for mid-November 1991, will include presentations by ECU faculty, students, and distinguished guest speakers. ECU Faculty and students are invited to submit papers for this symposium on any aspect of the Bill of Rights. Deadline for receipt of papers is June 15, 1991. For further information, please contact George Broussard (Music), John Moskop (Medicine), or Hugh Wease (History).

Academic, Appellate, and Senate Committee Chairs are reminded that Committee Annual Reports are due into the Faculty Senate Office by Wednesday, May 1, 1991.

The Senators were given a list of faculty who have been awarded Summer Stipends pending certification of the 1991-92 budget.

Chancellor Eakin was in Raleigh attending a Budget Subcommittee meeting.

Vice Chancellor Springer made the following comments: Interviews are being conducted for the Dean of the School of Art. The search for the Director of the Division of Continuing Education has begun. Dr. Dorothy Muller has been appointed Dean of Undergraduate Studies. The Council of Deans and Directors has been reorganized. The Honors Committee is studying the Honors Program and will make suggestions about how to improve it and possible ways to expand it into a four-year program. The HPERS Department and the Geography and Planning Department are being looked at for the possible division into separate departments. Fifteen persons were granted tenure. Five were denied tenure--two of these were requests for early tenure. As to promotions, seventeen were granted a promotion and five were denied. The Faculty Computer Committee received

124 proposals of which 51 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.

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.

Ernie Schwarz, Chair of the University Athletic Committee, 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.

David Glascoff, a member of the Academic Review Subcommittee, stated the Subcommittee examined recruiting, admissions, eligibility, compliance, satisfactory progress toward degree, and graduation rates and how they are calculated.

Henry Ferrell, Chair of the Parking and Traffic Committee, made the following comments: 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.

James LeRoy Smith, Director of the SACS Self-Study, 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.

#### Report of Committees

Tom Chenier, Chair of the Agenda Committee, 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.

Bob Woodside, Chair of the Committee on Committees, 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.) He also presented an amendment to Resolution #91-09, Recommendations from the Ad Hoc Committee to Evaluate Faculty Governance. The motion to amend passed. (Please refer to Resolution #91-24 for the complete amendment.)

Bill Grossnickle, Chair of the Curriculum Committee, 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)

FACULTY SENATE EXECUTIVE MINUTES OF APRIL 16, 1991

Page 3 of 8.

Ken Wilson, Chair of the Educational Policies and Planning Committee, presented the Committee's proposal concerning courses at the 5000 level. The proposal passed. (Please refer to Resolution #91-26 for the complete recommendation.)

Carlton Heckrotte, Chair of the Faculty Affairs Committee, 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 stated that the General Administration attorneys were concerned with some of the provisions in the policies. The motion to postpone passed. (Resolution #91-27)

George Bailey, Chair of the Teaching Effectiveness Committee, presented the Committee's report on "Methods For Assessing Teaching Effectiveness". Several amendments were made and 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". The motion passed with 25 for and 10 against. (Please refer to Resolution #91-29 for the complete motion.)

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). Several amendments were made and passed. 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*

Stella Daugherty  
Secretary of the Faculty

*Lori Lee*

Lori Lee  
Faculty Senate Office Secretary

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**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:

#91-23 (continued)

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.

#91-26 (continued)

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.

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.)

#91-28 (continued)

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

#91-29 (continued)

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;

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

FACULTY SENATE EXECUTIVE MINUTES OF APRIL 16, 1991

Page 8 of 8.

#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