

PLEASE POST FOR ALL FACULTY TO READ

**EAST CAROLINA UNIVERSITY FACULTY SENATE
FULL MINUTES OF DECEMBER 3, 1991**

The fourth regular meeting of the Faculty Senate for the academic year 1991-1992 was held on Tuesday, December 3, 1991, in the Mendenhall Student Center, room #244.

Agenda Item I. Call to Order

Chair John Moskop called the meeting to order at 2:10 PM.

Agenda Item II. Approval of Minutes

Minutes of November 12, 1991, were approved as distributed. Spickerman (Math) questioned whether the minutes were complete. He made no specific recommendations for revisions of the meeting minutes.

Agenda Item III. Special Order of the Day

A. Roll Call

Absent were: Chancellor Eakin, VCHS Hallock, Hough (Faculty Assembly Representative), Singhas (Biology), George (Aerospace), Pennington (Medicine), Cunningham (Medicine).

Alternates present were: Nullet for Hankins (Geography), Boyce for Donnalley (Lib and Information Studies), Fletcher for Pories (Medicine).

B. Announcements

1. Resolutions #91-38, #91-40, #91-41, and #91-43 from the November 12, 1991, meeting were approved by the Chancellor.
2. A Historic Building Advisory Committee was appointed in August to advise Chancellor Eakin on issues relating to historic preservation. Members on the Committee are: Chair - Mary Jo Bratton (History), Kenneth Carpenter (Ind/Tech.), Janice Faulkner (RDI), Robert Webb (Physical Plant), Richard Edwards, and Greg Hassler.
3. Please make note that there has been a revision to the approved 1992 Summer Session Calendar, Second Term. **The July 4th. state holiday will be observed on Friday, July 3, 1992, and not Monday, July 6, 1992.**
4. The Faculty Senate will hold a special called session to consider the revised Appendix D on Tuesday, January 28, 1992. Please refer to page 9, paragraph 7 for further discussion on this issue. The document will be considered by sections. Senators wishing to make amendments should have those in writing and ready to offer at the meeting. Parliamentary procedures will be followed more strictly in order to facilitate consideration of the document.

C. Chancellor's Report

Chancellor Eakin was out of town attending a SACS Annual meeting in New Orleans.

D. Vice Chancellors' Report

Dr. Springer, Vice Chancellor for Academic Affairs, stated that Chancellor Eakin told the Faculty Senate at the last meeting that ECU has received the consultants' report on our mission statement and program proposals. The Chancellor has forwarded a response to that report to President Spangler indicating that we are not as pleased as we might be with some of the recommendations, especially concerning our Ph.D programs. The Chancellor has spoken with Ray Dawson in the General Administration as late as December 2, 1991, regarding this matter.

Dr. Springer indicated she had received a report from Professor Carl Adler (Physics), the Chair of the Ad Hoc Committee to Review the Honors Program. Dr. Springer stated she had looked at the initial recommendations which include a four year Honors Program working with various schools in the

College of Arts and Sciences. She stated that the report was excellent and she would review the report with the committee, then report to the Faculty Senate.

Dr. James Hallock, Vice Chancellor for Health Sciences, was out of town attending a meeting in Chapel Hill.

Dr. Al Matthews, Vice Chancellor for Student Life, had no formal report but was available for questions.

E. Faculty Assembly Report

George Bailey (Philosophy) presented a summarized report of the November 22, 1991, meeting of the Faculty Assembly. The complete report is available in the Faculty Senate Office.

F. James LeRoy Smith, Director of Self Study for Southern Association of Colleges and Schools

James LeRoy Smith stated that ECU is fifteen weeks away from the SACS visit. The complete Self-Study report has been delivered to all administrative offices and two copies are available in the Faculty Senate Office. Individual copies were not distributed to all Senators because of the high cost of distributing. However, any Senator may obtain a copy on loan through the SACS office.

Smith made reference to the SACS newsletter (Vol.2 No.12) distributed to all Senators and asked that each person share this information with others in their departments/schools.

The task for the next month is the developing of the follow-up plan. SACS requires that ECU respond administratively to the conclusions in the Self-Study report. The structure that has been recommended to the Chancellor and staff for that plan is to address the fifteen non-compliance conclusions summarized in the newsletter. Of the fifteen, there are ten "musts" and five "shoulds". In addition, there is a two page summary of all ninety three conclusions. Smith stated that the visiting committee could find that we were out of compliance with far more than fifteen. The first "must" conclusion relates to getting our mission statement approved. Our statement has been approved by the Board of Trustees but the Board of Governors also has to approve it. The next three "musts" under Educational Programs have to do with student learning assessments. Currently we are working with Dr. Springer, and the Deans of both Academic Affairs and Health Sciences to try to get the chairs to go back to that assessment plan done in Spring of 1990, required by the General Administration to address these three points (M2, M3, M4) because they deal directly with student outcomes assessment. Faculty should be hearing about this in their departments in the next month or two.

Smith stated that we have talked for a long time about ensuring that we have multiple means of teaching effectiveness. M5 relates to part-time faculty policies. M5 will go to the Faculty Welfare Committee with a draft of a document which is to show our policies regarding part-time faculty. We do have some practices listed in Appendix D but we do not have a comprehensive policy on part-time faculty.

The remaining "musts" are important. We must have a Comprehensive Risk Management Program and have a Master Facilities Plan. We are at work on the Master Facilities Plan already. The Steering Committee suggests that the seventy-eight Further Planning Considerations be addressed by departments.

IV. Unfinished Business

John Moskop, Chair of the Senate, reported that the University Attorney, Ben Irons, has asked that Appendix X: Grievance Procedures for Complaints of Sexual or Racial Harassment or Discrimination Brought Against ECU Faculty Members or Administrators Holding Faculty Status be postponed until January

21, 1992. Chancellor Eakin has been out of town for most of the last two weeks and Mr. Irons has not had an opportunity to consult with him on this final version as approved by the Committee. Henry Ferrell (History), Chair of the Faculty Affairs Committee, agreed to postpone the discussion of this policy one last time.

Chenier (Allied Health) said his immediate concern was with Appendix D coming to the January 21, 1992, meeting and whether there would be adequate time to consider both appendices.

Chair Moskop responded that there was much on both the December and January meeting agendas. Part of the reason for Mr. Irons' request was that postponing would allow him to consult with the Chancellor might actually save unnecessary time when the document came before the Senate.

There was no objection to postponing Appendix X until the January 21, 1992, Faculty Senate meeting.

V. Report of Committees

A. Agenda Committee, Conner Atkeson

Conner Atkeson (History), Chair of the Agenda Committee, presented the 1992-1993 proposed Agenda Committee and Faculty Senate meeting dates. There was no discussion. The motion was restated and passed to approve the meeting dates. (Resolution #91-44)

B. Committee on Committees, Doug McMillan

Doug McMillan (English), Chair of the Committee on Committees, presented recommended changes to the Academic Committee charges. In response to Faculty Senate Resolution #91-09, the Committee on Committees contacted the academic committees involved and asked them to discuss the recommended changes among their members and report back to the Committee with any suggestions. The committees have responded and the Committee on Committees has studied each response and recommended change. The Committee report has three main headings as listed on Attachment #3 of the December 3, 1991, Senate Agenda.

McMillan stated that in most cases, what the Ad Hoc Committee recommended was agreed to by the individual committees and the Committee on Committees. In the case of the Educational Policies and Planning Committee, however, the Ad Hoc Committee recommended two of the three elected members count as a quorum and the Educational Policies and Planning Committee had recommended that it stay at one. After discussion, the Committee on Committees agreed with the Ad Hoc Committee's report and recommended that the quorum be revised to read "A Majority of the Committee including two of the elected faculty members."

Chenier (Allied Health) moved that section D, Educational Policies and Planning Committee be separated from the rest of the report. Chair Moskop asked what was the rationale for separating the report. Chenier responded that he wished to modify the quorum but was ready to approve the rest of the document. Chair suggested that Chenier offer his amendment.

Chenier (Allied Health) moved an amendment to the quorum of the Educational Policies and Planning Committee to read: "...including one of the elected...." He stated that the committee has three elected faculty members that the Senate chooses, plus an additional number of chairs elected from the other Senate Committees so indirectly the Senate is electing all those members. The members of the Committee felt that with the difficulty in scheduling the individuals to get a quorum and given the fact of multiplicity of elections for individuals on that committee, it is not necessary to have the quorum as "two of the three elected faculty members" and to a lesser degree, we are ignoring the presence of the other eight or nine members.

Wilson (Faculty Assembly Rep) spoke in favor of the amendment stating that all members were elected and many twice elected. We recognize their presence and should also recognize them for a quorum.

There being no further discussion, a vote was held on the motion to amend the Committee on Committees' report revising the quorum of the Educational Policies and Planning Committee to "one" member. The motion to amend passed.

The Senate then voted on the motion to approve the entire Committee on Committees' report as amended. The motion passed. (Resolution #91-45)

C. Curriculum Committee, Bill Grossnickle

Bill Grossnickle (Psychology), Chair of the Curriculum Committee, asked to make two minor changes to the November 21, 1991, committee report listed on the Senate December 3, 1991, agenda. On page 2, 2 b. change "Publications" to "Public Relations". Next note that 2. is not a new degree just a new option. He then moved the approval of curriculum matters contained in the Curriculum Committee Minutes of November 14, 1991, and November 21, 1991.

Bell (Education) offered an amendment to the November 21, 1991, minutes to: amend the report to delete Communications 2510 and 2520 from the Curriculum Committee report and ask the Curriculum Committee to reconsider Communications 2510 and 2520 and their implications for Teacher Education majors.

Boyce (Library and Information Studies) raised the question that since the package has been passed by the Curriculum Committee, what is the difficulty.

Bell (Education) responded that he was contacted by the Chairman of the Council on Teacher Education and a representative of the Teacher Curriculum that the General Administration has asked that credit hours be 120, while currently they are 126 to 138 hours. Changes in Communications 2510 and 2520 would further increase the total hours. That will affect possibly 800 students per academic year. Generally the students have three courses that they choose from. Changing these two hour courses to three hour courses would leave only one course in the department to select. All of the Teacher Education programs' representatives that Bell has spoken with want students to take speech courses. He further stated that with these concerns and lack of clarity, the Curriculum Committee should reconsider the issue.

Allen (Communications) spoke against Bell's amendment by stating that there are two basic reasons why the faculty feel the pedagogy of the course cannot be specific since it is only two hours. In real terms, there just is not enough time for adequate feedback to the students, for students to practice speeches, or videotape their speeches so they can learn from their mistakes. The faculty do not feel the integrity of the courses can be defended. A second reason comes as a stimulus to make sure departments in the college make their curriculums reflect national norms. Being new to N.C., Allen looked into the UNC system and could not find any schools except ECU that has an "odd ball" course. Allen looked at Wilmington, Greensboro, Charlotte, Fayetteville, and Western Carolina and all have three hour speech courses. Also, Allen looked at Georgia, South Carolina, Arkansas, and Louisiana and all of those schools have three hour courses. So the department thinks that they are trying to follow the Dean's mandate to reflect national norms.

Allen went on to say that as a department they are seeking accreditation and found that it is very difficult with an "odd ball" two hour course. If the department does get accreditation, they will be the second communication program in the state with accreditation. Finally, Allen noted that he had been notified by a non-communication major student that is seeking admission to a graduate program and found out that credit for the two hour speech

course would not be accepted. Allen stated that for these reasons, he is speaking against the amendment to the Committee's report to refer the issue back to the Curriculum Committee.

White (HPERS) spoke in favor of Bell's amendment. As a representative of the General College Committee, he indicated that the committee was concerned that this change would impact the general education requirements yet the committee was not allowed to make any recommendations concerning that.

Atkeson (History) noted that 128 hours equal 16 hours per semester and asked whether the School of Education should be allowed to carry a lighter load. Bell (Education) replied that it was his impression that that was the recommendation of the General Administration.

Thompson (Political Science) questioned whether the General Administration is imposing this requirement for graduation on schools or rather asked schools to consider moving to 120 hours. Bell (Education) stated that this is what he was told.

VCAA Springer stated as a matter of clarification that 120 hours is what the General Administration recommended to try to reduce the number required to graduate. This was a general request related to hours of graduation.

Muller (Undergraduate Studies) speaking as a member of the General College Committee charged with making recommendations concerning the general education requirements, stated that forty three degree programs require one of these Communication courses and general education courses impact all students. The General College Committee's major concern is that decisions related to this course and other decisions made within the last four months do change courses which count for general education requirements so they need to be discussed and evaluated by the programs involved. It is understandable that a program wants to have control of its major but general education requirements related to the institution must be met.

Smith (SACS) stated that in reference to SACS, ECU does have oral competency requirements. Because of SACS requirements we may have a problem if we don't require a speech or communication course of everyone. The counter argument as a Philosophy Professor is that this requirement may be met in the major. Smith stated that the General College Committee or someone needs to take a long look at what we mean by general education. He went on to say that in his 23 years here, this has never been done. His worry is that the Communications Department would be treated inequitably if denied the move from a 2 semester hour to a 3 semester hour course. In fact most of the departments have done that since the semester transition in 1977. Some departments within this calendar year have made such a transition. Smith doesn't deny that the problems in professional schools are real, and the General Administration is starting to audit hours for graduation. But this would be unfair to use that because it is not clear at this time. Smith's main concern would be that the Department of Communications is being singled out and penalized for what other departments have done already, which is mainly to move their basic introduction course from a 2 to 3 semester hour course. From a Philosophy Professor point we should have to be consistent in our own discipline and be willing to take one of our own three hour courses back to 2.

VCAA Springer directed the following questions to Grossnickle, Chair of the Curriculum Committee: Did the Curriculum Committee thoroughly review the possible staffing if there is a major shift of teacher education majors out of communication studies into theatre and into the other general education requirements? If that takes place, do we have the staff to teach the students that might switch back and forth?

Grossnickle (Psychology) replied that the Curriculum Committee did not look

at staff issues. Historically, it has not been the charge of the Committee to look at the staff requirements.

White (HPERS) stated that this was a good example that the General College Committee should review changes since these changes would have far reaching implications on other programs.

Boyce (Lib & Info) directed a question to White. There was a change in another general education option and it raised the hours; did that too go through the General College Committee?

White (HPERS) responded that it occurred prior to his arrival on campus but to his knowledge it had not. Muller (Undergraduate Studies) verified that it had not.

Grossnickle (Psychology) stated that the Faculty Senate was getting off on a brand new agenda. Historically, no course has gone through the General College Committee. The General College Committee is talking about setting up another entire curriculum committee on this campus. The only time courses go through the General College Committee is when a new area is being considered for general education such as Gerontology, Ethnic Studies, Women Studies, etc. when they ask for general education credit for what is not now included under a regular department prefix and individual courses don't go through and never have because essentially a person would be setting up theoretically English courses at the 3000 to 4000 level that would be counted as the general education and literature requirement. Grossnickle stated that the motion on the floor at present is to send these two specific courses back to the Committee to reconsider. He stated that the Committee did consider the effects upon general education. The minutes of the Committee meeting reflect discussion of this proposal and the two courses and what the effects would be if general education hours went up including the teaching degrees and others. The results were that the majority of committee members voted to pass the proposal.

Chair Moskop asked for further discussion regarding the specific amendment on the floor. The Senate will discuss later the larger issue of the role of the General College Committee. With no further discussion, the Senate voted and the amendment to reconsider failed.

Grossnickle (Psychology) asked for a vote on the main motion to accept the Curriculum Committee meeting minutes of November 14, 1991, and November 21, 1991. The motion passed. (Resolution #91-46)

D. Educational Policies and Planning Committee, Ken Wilson
Ken Wilson (Sociology and Anthropology), Chair of the Educational Policies and Planning Committee, reported that at the last Faculty Senate meeting there was discussion about the procedures that Bob Thompson, Acting Director of Planning and Institutional Research, is developing for a University Activity Calendar. Within this process there are some specific suggestions that the committee is presenting today for consideration. When that report is implemented, one of the things that we recommend doing away with is quadrennial evaluations. Other reports would take the place of the quadrennial evaluations. The Committee is recommending several principles regarding faculty review of these reports. These recommendations are to be directed to the Faculty Governance Committee for inclusion in the future revision of Appendix L. These principles are included in attachment 4 of the December 3, 1991, Faculty Senate Agenda. Wilson offered these principles for adoption.

Hughes (Business) indicated that he does appreciate the work done by the Educational Policies and Planning Committee, however, he does not believe it to be reasonable to restrict the Faculty Governance Committee to put this in Appendix L. There are other mechanisms to deal with these issues and so

he recommended an amendment to the Committee's report. The amendment would read "...Faculty Governance Committee for discussion and report to the Faculty Senate by January, 1999." Hughes added that the date was negotiable.

Chair Moskop asked for a second to the amendment. The amendment to the Committee's report failed for lack of a second.

Sexauer (Art) asked about departments without units in the first principle. Wilson (Soc & Anth) responded that all departments in Arts and Sciences are code units. Sexauer then offered a friendly amendment which would clarify Principle #1 by adding after "submitted by a department" the words "...within a professional school...."

Without further discussion, a vote was held on the Educational Policies and Planning Committee's motion as amended. The motion passed. (Resolution #91-47)

Wilson then presented a second motion contained in attachment #5 of the December 3, 1991, Faculty Senate Agenda. This motion resulted when the Committee discovered that only the Academic Affairs budget was available to the Faculty Senate and if the Committee was to review and discuss all budgets than the entire budget should be available. With no discussion, the motion passed. (Resolution #91-48)

E. Faculty Affairs Committee, Henry Ferrell

Henry Ferrell (History), Chair of the Faculty Affairs Committee, asked for the Chair's approval to make comments concerning Appendix X. The Chair heard no objection so Ferrell was allowed to speak on editorial corrections to Appendix X.

Ferrell asked that Senators retain their editorial correction sheet that was distributed prior to the meeting until the January 21, 1991, meeting. He asked Senators to add a correction to that sheet. On page 7 of the Appendix X draft, Section E. Composition of the Grievance Board, line 10, change to read "...to two-year terms, and three members and three alternates to a...." The second item related to Appendix X is #7 of the announcements distributed. This lists all members on the Faculty Affairs Committee who are available to answer questions and represents a wide base of expertise related to the matter. Ferrell stated that any changes that are made after the consultation with the Chancellor, University Attorney, or Faculty Senate Officers will come back to the Faculty Affairs Committee first prior to being presented to the Faculty Senate.

Ferrell referred to attachment #6 of the December 3, 1991, Faculty Senate Agenda that deals with a revision to Section V. of Appendix V: ECU Sexual Harassment, Discrimination, and Conflicts of Interest Policy. The Faculty Senate passed two policies some months earlier. One dealt with sexual harassment and the other with racial and ethnic harassment. The Committee has since discovered that the wording was cumbersome in Section V. of the Sexual Harassment policy. Therefore, the Committee is offering an amendment to the earlier approved Appendix V to offer clarity.

With no discussion from the floor, a vote was called and the motion to revise Section V. of Appendix V. was approved. (Resolution #91-49)

F. Faculty Welfare Committee, George Hamilton

George Hamilton (Allied Health Sciences), Chair of the Faculty Welfare Committee, presented a resolution concerning the N.C. State Employee Assistance Program (EAP). The Committee was seeking Senate approval which would then allow information to be distributed to faculty as it has been to SPA employees.

Chenier (Allied Health) asked what does the program do? Hamilton responded that it assisted University personnel with personal problems that affected their ability to work. Examples were those with alcohol, emotional, or marital problems. Employees can go to the program and be provided with professional help. The program is voluntary. The Employee Assistance Program may not, in some circumstances, provide all of the assistance an employee may need but can make appropriate referrals.

Thompson (Political Science) asked, for example, that if he had an employee with a problem and had never heard of this program, how would he know where to refer them? Hamilton replied that the program would be better publicized to faculty on campus if the Committee's resolution was passed. The staff already have the program brochures and information. Most of the supervisors of departments such as maintenance and housekeeping already have the information, whereas the faculty department chairs may not be aware of it.

Atkeson (History) referred to the third "Whereas" in the Committee report that related to confidential and voluntary and stated that if it is confidential and voluntary and someone wants to refer themselves, they are not likely to call the supervisor. Hamilton responded that if passed, the Human Resources Department would make an effort to advertise the program to all faculty, as they have done for the SPA employees. The endorsement by the Senate is to authorize better promotion and facilitation of the information to all units, programs, and offices.

Worthington (Medicine) asked that if the supervisor received notification about a problem, would there be any legal recourse for the employee if the supervisor did not request that the employee with the problem to go the Employee Assistance Program? Hamilton responded that they probably would not since the program is voluntary.

With no further discussion, the vote was held on the motion. The motion to endorse the N.C. State Assistance Program was passed. (Resolution #91-50)

G. Teaching Effectiveness Committee, Margie Gallagher
Margie Gallagher (Human Environmental Sciences), Chair of the Teaching Effectiveness Committee, presented a recommendation in reference to Peer Evaluations.

Spickerman (Math) asked if this Committee report was discussed at a special called or regular meeting? Gallagher responded that it was a special called meeting.

Spickerman (Math) then asked what was the vote of the members at the special called meeting and didn't the one dissenting vote come from the Psychology Department representative? Gallagher responded yes and that the Committee had used proper parliamentary procedures when handling this issue.

Spickerman (Math) then made a motion to refer this report back to the Committee because of its inconsistencies. #1 states that annual goals assessment is more suitable for objective evaluations than classroom observations. However, there is more information under the #3 category, classroom observations.

Thompson (Political Science) asked Gallagher to explain the inconsistencies. Gallagher responded that since she did not see one she didn't know how to explain it. She further stated that the Committee discussed the issue at length and believed that the three things listed on the Committee report apply to the peer review process and the outline is an attempt to address each of those. The explanation for #1 and #2 might be a part of #1. The Committee discussed these methods and believed that the annual goals assessment and analysis of instructional and other materials are much more likely to be objective for evaluation purposes, whereas classroom

observations would be applied for developmental purposes and that was the intent of the explanation in #1. Finally the Committee made some recommendations about peer evaluations in general and provide samples of instruments that could be used. Gallagher further added that if the motion to refer back to the Committee was passed, would it be because the report was unclear?

Spickerman (Math) responded that there were only six members present for the special called meeting and when the Committee met they never saw the final version that is being presented to the Faculty Senate.

VCAA Springer, concerned about SACS, asked would it be possible to set a time as to when the Committee should report back to the Senate. Chair Moskop asked if VCAA Springer would like to suggest an amendment to the motion on the floor? VCAA Springer stated that she was reluctant to recommend to the Faculty Senate how to carry on its business, however, she would like to have a time limit set to demonstrate to the SACS Committee that ECU is working on this issue.

Boyce (Lib & Info) made a friendly amendment to the motion that the Committee report be brought back to the Senate on January 21, 1992.

Sexauer (Art) stated that the observation work sheet seems to fit classroom activities but does not address non-traditional education environments here on campus. It needs to cover everyone and address various environments. Jarvis (Music) indicated that the School of Music would concur with this comment.

With no further discussion, the Senate voted and passed the motion to refer the Teaching Effectiveness Committee's report on Peer Evaluations back to the Committee with a request to report back to the Senate on January 21, 1992. (Resolution #91-51)

Wilson (Soc & Anth) asked Chair Moskop if it would be feasible to have Appendix D presented and discussed at the January 1992 meeting and actually voted on at the February 1992 meeting. Chair Moskop indicated that the Senate would be asked to go through the Appendix D section by section. He then polled the Senate for a non-binding expression of preference as to the groups pleasure in having a special called meeting after the regular January 21, 1992, meeting devoted strictly to the Appendix D. A majority of the group indicated with a show of hands that they desired a special called meeting.

VI. New Business

Jim Joyce (Physics) presented an amendment to the recently adopted Statement of Principles and Procedures for Administrative Evaluations (Resolution #91-40). He made one editorial change having it now read "This category includes the Director of...." There was no discussion and the Senate voted to approve the amendment. (Resolution #91-52)

David White (HPERS), representing the General College Committee, presented a resolution concerning the Committee's charge of reviewing any revised courses that relate to general education requirements and the Committee's recommending to the University Curriculum Committee on these matters.

Spickerman (Math) asked if the recommendation of the General College Committee bound the Curriculum Committee in any way. White believed that the recommendation would not be binding but would be informational.

Joyce (Physics) directed a question to White. In interest of efficiency in getting the courses through the committees, would not it be more appropriate if the General College Committee wrote guidelines, approved by the Senate,

then directed to the Curriculum Committee, rather than have another stage of endorsement? White (HPERS) responded that he would like the Committee's input before agreeing to this since this had not be discussed at the last meeting.

Thompson (Political Science) made a motion to refer the Committee's resolution back to the Committee and to draft guidelines for the Curriculum Committee to follow.

Wilson (Soc & Anth) asked if it would not be more appropriate to request the Committee on Committees to draft some guidelines? Thompson responded that he thought that the writing up of some guidelines was within the General College Committee's charge.

Muller (Undergraduate Studies) stated that the General College Committee would like more participation in the process. For example, earlier today the Senate approved Communication courses and according to page 58 in the catalogue, their courses are not general education courses now because they do not now have the right prefix. So a committee needs to be aware of these kinds of things and the General College Committee is charged with just that.

Dennard (History) asked for clarification related to the postponement and the difference in what is now on the Course Proposal Form and what was prior to 1988. Grossnickle (Psychology) responded that a form was used for interdisciplinary courses such as in Ethnic Studies and Womens Studies on which they asked to be given general education credit. Dennard asked if the suggested guidelines would restore a process different than the resolution was asking to have restored. Joyce (Physics) responded that he did not feel he was ready to vote for this all encompassing resolution at this time because it may imply that all courses that could ever be used for general education requirements go through the General College Committee and that would add another step which he does not favor. He stated that he would be more in favor of the General College Committee developing strong guidelines for the Curriculum Committee to follow.

Thompson (Political Science) stated that if a new program wanted a course without a traditional prefix, it could apply for general education credit. That requirement, whether it is in a form or not, still requires the same process. This Committee's resolution actually defines a broader jurisdiction than what previously existed.

White (HPERS) responded that he felt that the Committee would have no problem with drafting guidelines for the Curriculum Committee to follow. The Committee does not have any intention of becoming another review process. The problem that now exists is that there are now two courses that do not officially satisfy general education requirements because the prefixes are not correct. That is one example. The spirit of this is to not be another review process but simply have a broader review based on guidelines.

Wilson (Soc & Anth) asked White what jurisdiction is in the Committee charge now? White read the Committee charge stating that the Committee makes recommendations concerning general education requirements to the Curriculum Committee.

With no further discussion, the motion to refer the General College Committee's resolution back to the Committee with instructions to draft guidelines to be followed by the Curriculum Committee in reference to courses and general education requirements was voted on. The motion passed. (Resolution #91-53)

Grossnickle (Psychology) moved that SPCH 2080 and SPCH 3004 (now COMM 2520 and COMM 2510) be returned to the Curriculum Committee for reconsideration

because of problems with the prefix and meeting general education requirements. He further stated that the Committee had never before had jurisdiction over prefixes. However, when the Senate passed the Curriculum Committee meeting minutes of November 21, 1991, earlier in this meeting, it was brought to his attention that that meant those two courses would not carry general education credit and would add three semester hours to many degree programs.

Allen (Communications) made a motion to use SPCH prefixes for the previously approved COMM 2510 and COMM 2520 courses if that would satisfy the general education requirements on page 58 of the catalogue. He further stated that the department would be comfortable in light of clarity to return to the original SPCH prefixes. Grossnickle responded by asking was this a suggestion to retain the SPCH prefix for only these two courses? Allen then made a suggestion to use the SPCH prefix instead of changing to COMM for the 2510 and 2520 courses.

Bailey (Parliamentarian) asked Grossnickle if he wanted to have the Faculty Senate reconsider the previous approved motion of the Curriculum Committee meeting minutes of November 21, 1991, and if so, a motion to reconsider would require a 2/3 approval by the Senate? Grossnickle stated yes.

Smith (Philosophy) suggested that on page 58 of the catalogue an indication could be put that these courses satisfy the general education requirements. Atkeson (History) supported Smith's suggestion adding that an asterisk be us to indicate this is formerly SPCH and qualifies as a Fine Art course.

Allen's motion to use SPCH prefixes for the previously approved COMM 2510 and COMM 2520 courses failed for a lack of a second.

Allen made a motion to double list these two courses with a prefix of SPCH and COMM. Joyce (Physics) asked Allen if he had the authority to suggest these changes without consulting with his department. Allen replied yes if this was causing confusion. Joyce (Physics) moved for adjournment. The motion failed.

Chenier (Allied Health) asked if it were being suggested to list courses under both numbers, if so this would mean 2510 would be SPCH 2510 and COMM 2510. Thompson (Political Science) asked if it had two prefixes could a student take it twice. Grossnickle (Psychology) stated that a student could not take the same course twice.

VCAA Springer spoke against Allen's motion stating that she had a concern that if a course was listed twice in the catalogue and with a thousand faculty advising there is a possibility that both course could show up on the transcript and auditors and everyone else who looked at who is teaching what course, would have questions and there must be clarification to prevent confusion for students.

Allen (Communications) asked if the situation would be clarified better if it was noted somewhere that the COMM xxxx course was formerly a SPCH xxxx course.

Hughes (Business) asked if changing the original Committee minutes could be done without the Committee's approval. Daugherty (Math) responded that normally the Committee would object but we are not changing course content. (Further comments by Daugherty could not be heard by the Officers nor the tape recorder.)

Muller (Undergraduate Studies) stated that she preferred using the SPCH prefix for the two courses because, for example, in the case of math the student can take a higher level math course than required and it will count as the general education requirement. But here a student could take a

higher level communication course that would not meet the requirement because it is not a general education course, so the prefix COMM is misleading since only these two course will count as Fine Art credit.

Atkeson (History) stated that we are trying to tell the Communications Department what prefixes they are going to use.

Joyce (Physics) stated that mistakes have been made before and spoke against the motion on the floor to use both SPCH and COMM prefixes for the two courses.

Hughes (Business) asked if anyone knew if any of the other courses are embedded in other curriculums like SPCH 2080 is and counted as general education requirements.

Anderson (Education) spoke against the motion on the floor stating that it seemed that this is only a quick fix strategy that should have been dealt with long ago.

A vote was held on the motion to double list SPCH and COMM prefixes in relation to courses numbered 2510 and 2520. The motion failed.

Anderson (Education) made a motion to reconsider the previous approved motion of the Curriculum Committee in relation to two courses COMM 2510 and COMM 2520. Chair Moskop asked for a division of the house by a standing vote in order to determine a 2/3 vote. The vote to reconsider was passed with 32 supporting it and 8 not.

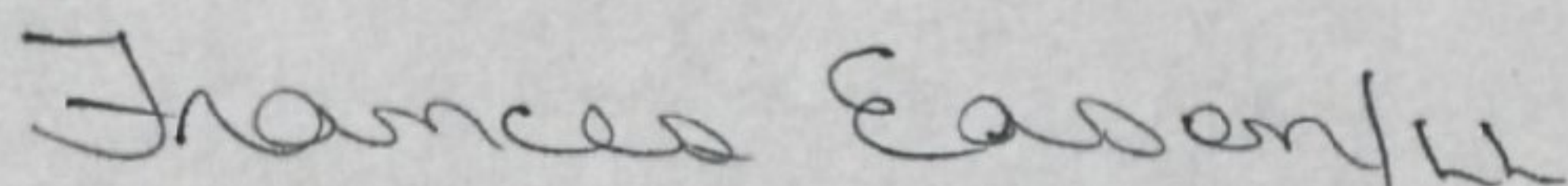
Anderson (Education) made a motion to refer the entire matter of COMM 2510 and COMM 2520 back to the Curriculum Committee for reconsideration, leaving the rest of the report concerning the November 14, and November 21, 1991, Curriculum Committee meeting minutes intact and approved earlier.

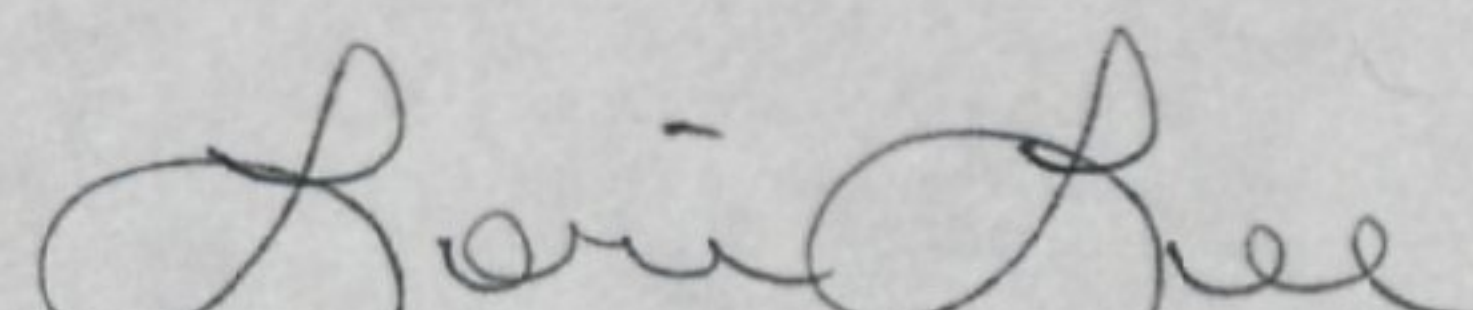
Thompson (Political Science) stated that since the issue of the Communication courses being three semester hours was passed by the Senate earlier today, that the Curriculum Committee focus mainly on the question of general education requirements and prefixes and not the three semester hours issue.

With no further discussion, the vote was held and the motion to refer the matter of COMM 2510 and COMM 2520 back to the Curriculum Committee for reconsideration in relation to prefixes and general education requirements passed. (Resolution #91-54)

With there being no further business, the meeting adjourned at 4:44 PM.

Respectfully submitted,


Frances Eason
Secretary of the Faculty


Lori Lee
Faculty Senate Secretary

RESOLUTIONS PASSED AT THE DECEMBER 3, 1991, FACULTY SENATE MEETING

91-44 Approval of the ~~the~~ following 1992-1993 meeting dates:
Agenda will meet:
September 1, 1992
September 29, 1992
October 20, 1992
Faculty Senate will meet:
September 15, 1992
October 13, 1992
November 3, 1992

91-44 (continued)

Agenda will meet:

November 17, 1992
January 12, 1993
February 9, 1993
March 16, 1993
April 6, 1993

Faculty Senate will meet:

December 1, 1992
January 26, 1993
February 23, 1993
March 30, 1993
April 20, 1993

April 21, 1993, Organizational Meeting

Disposition: N/A

- 91-45 Recommended changes to the Academic Committees' charges as stated below, instructed by the Ad Hoc Committee to Evaluate Faculty Governance on February 19, 1991 (Please refer to Resolution #91-09 for the Ad Hoc Committee's full report.)
1. Uniform wording for the statement of quorum for all committees, except Educational Policies and Planning Committee, to read:
"Quorum: xxx elected faculty members exclusive of ex-officio."
 2. All titles appearing in committee charges be changed as appropriate.
 3. The additional recommended changes not covered in the above two motions:
 - A. Admissions and Recruitment Committee: change under 4.B. To Whom The Committee Reports to read: "The Committee makes its recommendations of policies, procedures, and standards governing admission and recruitment of students to the Faculty Senate."
 - B. Continuing Education Committee: Change 4.A. Committee Functions to read: "The Continuing Education Committee advises the Director of Continuing Education and Summer School on programs, faculty, student services, support services, and future directions of continuing education. The Continuing Education Committee shall consider concerns relating to Summer School which are not covered in other committee charges. The Committee examines and recommends policies relating to faculty teaching including qualifications, number of hours and compensation, in the Division of Continuing Education.
 - C. Credits Committee: Change 4.A.1. Committee Functions to read: 1. Concerned with policies and procedures pertaining to academic credits and academic standards. The matters of concern include:
 - a. Academic credit; auditing of courses; repetition of courses; advanced placement credit.
 - b. Grading; course attendance; Multiple F policy; scholastic eligibility requirements; academic probation and suspension; Honor Roll, Dean's List, and Chancellor's List; Degrees with distinction.
 - c. Schedule changes (adding and/or dropping course); withdrawal from University; course load limitation; and 30 semester hour residence requirement for graduation.Delete 4.A.3. because this is included in 4.A.1.c.
 - D. Educational Policies and Planning Committee: change 2. Membership to read: 3 elected faculty members. Ex-officio members (with vote): The Chair of the Faculty; Chairpersons of the Admissions and Recruitment Committee, Continuing Education Committee, Curriculum Committee, General Education Committee, Libraries Committee, Research/Creative Activity Committee, Teaching Effectiveness Committee, Graduate School Policies

Committee, and Graduate School Curriculum Committee. The Council of Teacher Education shall elect a representative, from among the faculty representatives of the Council membership, to serve as an ex-officio member with vote. The ex-officio members may send representatives from their committees. (The Chairperson, Vice Chairperson, and Secretary shall be elected from the three elected faculty members.) Ex-officio member (without vote but with all other parliamentary privileges): The Chancellor or an appointed representative.

- E. Faculty Affairs Committee: add the following underlined word to 4.A. Committee Functions, first paragraph: "...promotion in rank, and merit policies."
- F. Faculty Computer Committee: add the following sentence to 4.A. Committee Functions: "The Committee determines the adequacy of computer resources in planning for new degree programs."
Change 4.B. To Whom The Committee Reports to read: "The Committee reports to the Faculty Senate. It reports on adequacy of computer resources in planning new degree programs to the Educational Policies and Planning Committee."
- G. Faculty Governance Committee: add the following underlined word to 2. Membership: "...from that Committee, the most immediate Past Chair of the Faculty in residence."
- H. Faculty Welfare Committee: delete in 2. Membership the following phrase: "...chosen by the Faculty Senate at its organizational meeting in the spring."
- I. General College Committee: change the name of the Committee to "General Education Committee". Move first paragraph on 4.B. To Whom The Committee Reports "The Committee makes recommendations concerning:..." to 4.A. Committee Functions.
- J. Libraries Committee: Move the following in 4.B. To Whom The Committee Reports "The Committee recommends...library budget." to 4.A. Replace 4.B. with "The Committee makes recommendations to the Faculty Senate on major policies concerning matters outlined in 4.A."
- K. Readmission Appeals Committee: add the following sentence to 4.B. To Whom The Committee Reports: "Recommendations on student appeals are made to the Vice Chancellor for Academic Affairs."
- L. Research/Creative Activity Committee: delete the following sentence from 2. Membership: "All faculty members shall serve staggered three-year terms."
- M. Teaching Effectiveness Committee: delete the following sentence from 2. Membership: "All faculty members shall serve three-year terms staggered so that no more than one-third of the members shall be elected annually."
- N. Teaching Grants Committee: add to 4.B. the following phrase: "...for its approval." Replace in 4.C. How Often the Committee Reports "...at least annually..." with "...within four weeks of its decision..."; replace the word "recipient" with "nominee". Replace 4.D. Power of the Committee to Act with the following: "The Committee is empowered to recommend to the Vice Chancellor for

91-45 (continued)

Academic Affairs both nominees for grant funding and activities which would improve and promote teaching.

Disposition: N/A

91-46 Approval of curriculum matters contained the Curriculum Committee Minutes of November 14, 1991, and November 21, 1991.

Disposition: Chancellor

91-47 Approval of the following principles to be forwarded to the Faculty Governance Committee for inclusion in the next revision of Appendix L.

1. A formal mechanism be developed to require votes by the code unit faculty for all future SACS reports, assessment reports, and operational plans submitted by the code units. When any of these plans or reports are submitted by a department within a professional school that is not a code unit, departmental faculty should vote.
2. Budget requests and annual reports for code units be fully discussed with the code unit faculty.
3. The College of Arts and Science should identify eligible voting faculty and develop a process to allow said faculty to discuss and vote on future college reports and plans.

Disposition: N/A

91-48 Endorsement by the Faculty Senate that the Educational Policies and Planning Committee should be given the entire East Carolina University budget for review.

Disposition: Chancellor

91-49 Amendment to Section V. of Appendix V: ECU Sexual Harassment, Discrimination, and Conflicts of Interest Policies that was adopted on March 19, 1991 (Resolution #91-20). Replace this section with the following:

SECTION V. GRIEVANCES AGAINST EAST CAROLINA UNIVERSITY FACULTY MEMBERS OR ADMINISTRATORS HOLDING FACULTY STATUS

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedure stated in the East Carolina University Faculty Manual, Appendix X. However, if a faculty member raises allegations of sexual harassment or discrimination, or conflict of interest during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the East Carolina University Faculty Manual, Appendix D), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of sexual harassment of discrimination, or conflict of interest in accordance with the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in Section J of Appendix X, or may be appealed before the Faculty Affairs Committee in accordance with the policies and procedures set forth in Appendix D or the East Carolina University Faculty Manual, but not both.

Disposition: Chancellor

91-50 Whereas, the N.C. State Employee Assistance Program (EAP) is a process established to assist University personnel, and their family members, in obtaining professional assistance for the resolution of their personal problems, especially when interfering with their work, and
Whereas, assistance may be obtained by self referral, or non-mandatory supervisory referral (records are confidential and not available to University personnel), and
Whereas, the program is confidential and voluntary, and
Whereas, the Faculty Welfare Committee has reviewed and endorses the program, and
Whereas, endorsement by the Faculty Senate would enable the promotion of the program within University faculty and faculty supervisors;
Therefore Be It Resolved, that the Faculty Senate endorse the N.C. State Employee Assistance Program.
Disposition: N/A

91-51 Refer back to the Teaching Effectiveness Committee the recommendation concerning peer evaluations for further review. The Committee was asked to report back to the Faculty Senate on January 21, 1992. (Please refer to attachment 8 of the December 3, 1991, Agenda for the full Committee recommendation.)
Disposition: N/A

91-52 Amendment to the Statement of Principles and Procedures for Administrative Evaluations that was adopted on November 12, 1991, (Resolution #91-40). The amendment is as follows: insert a footnote after the word "Dean" in Procedures A to read:
"This category includes the Director of Academic Library Services and the Director of the Health Sciences Library for their respective faculties."
Disposition: Chancellor

91-53 Refer back to the General College Committee the recommendation concerning the Committee's participation in reviewing courses that involve general education requirements with instructions to draft guidelines to be followed by the Curriculum Committee in reference to this issue.
Disposition: N/A

91-54 Refer back to the Curriculum Committee courses Communications 2510 and Communications 2520 for reconsideration in relation to prefixes and general education requirements.
Disposition: N/A