

PLEASE POST FOR ALL FACULTY TO READ

**EAST CAROLINA UNIVERSITY  
FACULTY SENATE FULL AGENDA**

The fifth regular meeting of the Faculty Senate for academic year 1991/92 will be held on Tuesday, January 21, 1992, at 2:10 p.m. in the Mendenhall Student Center, Great Room.

- I. Call to Order
- II. Approval of Minutes of December 3, 1991
- III. Special Order of the Day
  - A. Roll Call
  - B. Announcements
  - C. Richard Eakin, Chancellor
  - D. Vice Chancellors' Reports
  - E. Dave Hart, Director of the Athletics Department
  - F. Eddie Payne, Head Basketball Coach
  - G. James LeRoy Smith, Director of Self Study for Southern Association of Colleges and Schools
- IV. Unfinished Business

Faculty Affairs Committee, Henry Ferrell  
Appendix X: Grievance Procedures for Complaints of Sexual or Racial Harassment or Discrimination Brought Against ECU Faculty Members or Administrators Holding Faculty Status. Please refer to the December 3, 1991, Faculty Senate Agenda, Attachment for this report. A list of editorial corrections to the proposed appendix is attached. (Attachment 1)
- V. Report of Committees
  - A. Committee on Committees, Doug McMillan  
Election of Faculty Assembly Alternate (Attachment 2)
  - B. Curriculum Committee, Bill Grossnickle
    1. Curriculum matters contained in the December 12, 1991 meeting:  
Change prefix of COMM 2510 to SPCH 2510 (Public Speaking) and COMM 2520 to SPCH 2520 (Business and Professional Communication), 3 s.h. each, thereby changing BS in Communications and all degrees cognating these courses.
    2. Approval Process for 5000-Level Courses
  - C. Educational Policies and Planning Committee, Ken Wilson  
Counseling Center as a unit code (Attachment 3)
  - D. Teaching Effectiveness Committee, Margie Gallagher  
Peer Evaluations (Attachment 4)
- VI. New Business

Revision to the 1990-1992 Undergraduate Catalog, Section 5, page 46, Schedule Changes, David Dennard (Attachment 5)

**FACULTY AFFAIRS COMMITTEE REPORT**

Editorial corrections to the proposed Appendix X: Grievance Procedures for Complaints of Sexual or Racial Harassment or Discrimination or Conflicts of Interest.

- Page 3: Sentence two, paragraph one, delete the extra "are."  
 Page 4: Sentence one, paragraph two, insert "to" after "witnesses."  
 Next to last paragraph, sentence two, replace "complainants" with "complainants"; replace "alleged" with "alleged." Next to last sentence, replace "respondentsdesire" with "respondents desire." Last sentence, replace "response to the any allegation," with "response to the record."  
 Page 5: Delete "member will grievance" from the bottom of the page.  
 Page 7: Paragraph two, replace  
 "At the initial election the Faculty Senate will elect two members and two alternates to one-year terms, two members and two alternates to two-year terms, and one member and one alternate to a three year term." with "At the initial election, the Faculty Senate will elect three members and two alternates to one-year terms, two members and two alternates to two-year terms, and two members and one alternate to a three year term."  
 Sentence two, paragraph three, replace "in seven" with "Of seven." Sentence one, last paragraph, replace "complainant's or respondents" with "complainants' or respondents'."  
 Page 8: Sentence one and two, paragraph two, replace "Due Process Board" with "Due Process Committee." Paragraph three, replace "Faculty Affairs Board" with "Faculty Affairs Committee." Footnote, replace "committee" with "Board."  
 Page 9: Sentence two, paragraph three, replace "her or his" with "their". Sentence six, paragraph three, replace "question" with "questions."  
 Page 10: Under "K. ANNUAL REPORT," sentence one, replace "Harassment and Discrimination Grievance Committee" with "Grievance Board."

\*\*\*\*\*

Attachment 2

**COMMITTEE ON COMMITTEES REPORT**Present Faculty Assembly Alternates:

(1st)	Eugene Hughes, Business	1990-1993
(2nd)	Steve Thomas, Allied Health	1990-1993
(3rd)	Connie Kledaras, Social Work	1990-1993
(4th)	Sheldon Downes, Allied Health	1991-1994

Alternate with Term Expiring:

Miriam Quick, Nursing	1989-1992
-----------------------	-----------

Nominees for Alternate:

John Canterino, Human Environmental Sciences  
 Margie Gallagher, Human Environmental Sciences  
 Robert Morrison, Chemistry  
 Miriam Quick, Nursing  
 Bob Woodside, Math

**EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT**

(In response to Faculty Senate Resolution #91-37 from the November 12, 1991, meeting.)

Whereas, Vice Chancellor for Student Life, Al Matthews has requested that the Faculty Senate approve of the dissolution of the code of the Counseling Center, and the Faculty Senate has referred this issue to the Educational Policies and Planning Committee; and

Whereas, The Vice Chancellor for Student Life and Director of the Counseling Center have concluded that the mission of the Counseling Center would be better accomplished by dissolving the faculty code and operating the Counseling Center as a non-faculty unit within the Division of Student Life; and

Whereas, the University lacks a general procedure for dissolving the code of a faculty unit; and

Whereas, the Counseling Center is the only faculty unit not located within Academic Affairs or Health Sciences; and

Whereas, there are currently two tenured faculty members in the Counseling Center, and open positions in the Counseling Center within the last two years have been filled by EPA non-faculty personnel; and

Whereas, the tenured faculty members in the Counseling Center should have the opportunity to continue their professional careers at East Carolina University; and

Whereas, the 1990-1993 Office of the Student Counseling Center Operational Plan includes an objective for establishing a doctoral intern site and training program;

Therefore Be It Resolved, that the Educational Policies and Planning Committee recommends that the unit code of the Counseling Center be dissolved on the condition that:

- (1) the tenured professors retain tenured appointments in the University;
- (2) the procedures in this instance are not precedent setting;
- (3) the Faculty Senate move immediately to develop and institute a formal process for dissolving a unit code;
- (4) a formal, written, mutually satisfactory agreement be reached between the University and the tenured professors to provide for research, teaching, and service activities suitable for continued professional growth and development;
- (5) the Counseling Center clarify the impact of dissolving the unit code on the Office of the Student Counseling Center's Operational Plan, Objective 4.a.1: Establish a doctoral intern site and training program at the Counseling Center.

**TEACHING EFFECTIVENESS COMMITTEE REPORT**

One of the results of the planning process, which culminated in the Strategies for Distinction document, was a clear commitment of the University to undergraduate education. As the faculty and administration move forward we must remain focused on our commitment to undergraduate education. One clear way to do this is to insure high standards in teaching through assessment and development of teaching effectiveness. One of the methods for improving teaching effectiveness which is of growing interest and concern, particularly for accrediting bodies, is peer review. Faculty Senate Resolution #91-28 made several recommendations for assessing teaching effectiveness. Some of these relate to peer review. These are Annual Goals Assessment, Analysis of Instructional and Other Materials, and Classroom Observations. Peer review offers valuable means for both faculty evaluation and faculty development as teachers.

The Teaching Effectiveness Committee recommends that the following items from Faculty Senate Resolution #91-28 be used in development of a peer review process in the units which choose to implement this process.

- 1) Peer evaluation procedures for a unit should be determined by the faculty of that unit and be in compliance with Appendix C and the unit code. Evaluation procedures should be well defined and use proven instruments. In addition, faculty must be trained in the proper use of these procedures before they are implemented.
- 2) Some methods are better suited for evaluation of teaching for purposes of merit, promotion and tenure and other for development or improving teaching. Of the methods cited above, two are more suitable for evaluations by colleagues. They are:
  - a) Annual Goals Assessment
  - b) Analysis of Instructional and Other Materials  
Diamond (1987) contains examples of how evaluations of these two kinds could be conducted.
  - c) Classroom observations are a beneficial tool for developing teaching effectiveness. We make the following recommendations:
    - 1) When faculty classes are observed, at least two observers be used and each observer visit a class at least twice.
    - 2) It may be helpful to have faculty teaching observed by members outside the unit.
    - 3) Observation teams can be a useful way of collecting data. The team members observe one another and discuss observations. This method can build teaching support as well as data for development. It is often helpful if the team is interdisciplinary and consists of junior and senior faculty. Observation teams should consist of not more than four people.

Diamond (1987) also contains examples of forms that could be used for such evaluations. It should, however, be noted that some pedagogues do not follow traditional lecture/discussion methods. In order to encourage and facilitate alternate and innovative pedagogues appropriate formats should be sought by the unit.

**References:**

Diamond, R.M. (Ed). 1987. A Guide to Evaluating Teaching for Promotion and Tenure. Center for Instructional Development, Syracuse University. Copley Publishing Group, Littleton, Massachusetts 01460, 63 pp.

(This publication was distributed to all units January 25, 1989, and is also available in the Faculty Senate Office.)

REVISION TO THE 1990-1992 UNDERGRADUATE CATALOG, SECTION 5, PAGE 46

Change "40%" to "15%" in paragraphs 4 and 5 under "SCHEDULE CHANGES" so that text would read as follows:

**Dropping Courses:** During the first 15% of the regularly scheduled class meetings of a course, including the meeting for the final examination, a student may, at his or her option, drop a course or courses without penalty. For regular semester-length courses the drop period is limited to the first eight class days of the semester. For five-week block courses or regular summer session courses, the drop period is limited to the first four days of the class for the semester or summer session. The same 15% drop period rule applies to block courses of other lengths as well. Students are advised to consult official university bulletin boards to determine the appropriate drop period for such block courses. A student who wishes to drop a course or courses must observe the following procedures. He or she must inform the appropriate dean, departmental chairperson, or person whom they designate, and discuss the course or courses which he or she wishes to drop. The student must obtain a schedule change form, complete it, obtain the signature of the university official with whom he or she conferred, and take it to the appropriate terminal for final processing.

After the first 15% of the regularly scheduled class meetings of a course, as defined above and....