PLEASE POST FOR ALL FACULTY TO READ!

EAST CAROLINA UNIVERSITY
FACULTY SENATE

The eighth regular meeting of the 1993/1994 Faculty Senate will be held on **Tuesday, April 19, 1994,** at 2:10 in the Mendenhall Student Center Great Room.

AGENDA

I.   **Call to Order**

II. **Approval of Minutes**
     March 29, 1994

III. **Special Order of the Day**
     A.   Roll Call

     B.   Announcements

     C.   Richard Eakin, Chancellor

     D.   Marlene Springer, Vice Chancellor for Academic Affairs

IV. **Unfinished Business**

V.   **Report of Committees**
     A.   Committee on Committees, Brian Harris
          Second reading of Revised Academic Committee Charges (Please refer to attachment 1 of both the February 22 and March 29 agenda for the proposed charges.)

     B.   Curriculum Committee, Donald Neal
          Curriculum matters contained in the minutes of March 24, 1994. (A copy of these minutes is available in the Faculty Senate office and on the electronic system FSONLINE.)

     C.   Educational Policies and Planning Committee, Ken Wilson
          1.   Comments concerning the Request for Authorization to Establish a New Degree Program in Computer Science, API #0701 (no action necessary).
          2.   Proposed Four-Year Honors Program (attachment 1).
          3.   Recommendation concerning the decoding of the Division of Continuing Education and Summer School.
          4.   Recommendations concerning ECU's Graduation Rates (attachment 2).

     D.   Faculty Computer Committee, Bob Fainter
          Policy Statement and Revised *Policy on the Security of Data and Records* (attachments 3 and 4).

     E.   Research/Creative Activity Committee, Linda Allred
          Recommended Procedures for the University Research Award(s) (attachment 5).

     F.   Writing Across the Curriculum Committee, Pat Bizzaro
          Proposed Writing-Intensive Course Proposal form (attachment 6).

     G.   Ad Hoc Committee on *Appendix L*, Jim Joyce
          Draft Guidelines to Assist Faculty who Democratically Decide to Organize into Self-Governing Autonomous Units at the Department Level (attachment 7).

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

PROPOSED FOUR-YEAR HONORS PROGRAM
AT EAST CAROLINA UNIVERSITY

Introduction

A visible and respected Honors Program is an element of distinction for any university. The proposed four-year Honors Program would significantly broaden opportunities for our brightest undergraduate students to engage in scholarly research, creative activity, and independent study during their junior and senior years. Expansion of the current General Education Honors to a four-year program would strengthen the University's commitment to academic excellence, provide for increased recognition of outstanding academic achievements at the undergraduate level, make the University more attractive to academically-proficient and talented students, and expand incentives for faculty participation in the Honors Program.

In Strategies for Distinction (1990), the University's comprehensive planning document, a growing and effective Honors Program was identified as one of the University's Elements of Distinction. In their final reports (spring, 1992), the Vice Chancellor's ad hoc Committee on the Honors Program and an outside review team (Anne Ponder, Academic Dean at Kenyon college, Gambier, OH and Samuel Schuman, Chancellor of the University North Carolina at Asheville) both recommended expanding the current General Education Honors Program to four years, with independent study and research as the focal point of the junior and senior years. Also, as recommended in the Vice Chancellor's ad hoc committee report, an Honors Program Committee was established as a committee of the Faculty Senate (fall, 1992). This proposal is the product of that committee's discussions and deliberations.

The Proposal

A. General Education Honors (freshman and sophomore years)

1. The present, two-year, General Education Honors Program (special Honors Seminars and Honors sections of regular courses) will be retained. It will constitute the first two years of the Four-Year Honors Program.

2. Entrance criteria for freshman are unchanged: 1) a high-school grade point average $> = 3.5$; 2) a class ranking in the top 10%; and 3) an SAT score $> = 1200$. A provisional acceptance is extended to students failing to meet one of the criteria but with strong credentials in the other two. A grade point average $> = 3.4$ is required for students currently enrolled at East Carolina. Once enrolled, a student whose grade point average drops below 3.0 is no longer eligible to participate in the Honors Program.

3. General Education Honors are achieved by completing 24 semester hours of Honors courses with A or B grades and a grade point average $> = 3.3$.

4. Graduating General Education Honors students are recognized as follows: 1) their names are listed in the commencement program; 2) their names are listed in an Honors Program advertisement purchased in the East Carolinian; and 3) the notation "General Education Honors" is added to the student's official transcript.

B. University Honors (junior and senior years)

1. Students requesting admission to the University Honors Program must be juniors or seniors who have earned General Education Honors and have an overall grade point average $> = 3.5$, permission of the Director of the Honors Program, and permission of their departmental chairpersons. Students with slightly lower grade point averages will be considered if their requests are supported by two strong faculty recommendations. Departments may continue offering Honors work to students who are not Honors Program students. These students will graduate with Honors in their disciplines rather than with University Honors.

2. To graduate with University Honors, a student must complete six or more semester hours of University Honors courses including an appropriate research seminar or independent study course (3 semester hours) and a Senior-Year Honors Project (3 semester hours).

3. Students graduating with University Honors will receive the following recognition: they will be listed in the commencement program and in a special Honors Program graduation announcement to appear in the East Carolinian, and the notation "University Honors" in the appropriate field will be added to their official transcripts.

4. The new, four-year Honors Program will be administered by the Honors Program Director and an Assistant Director to be appointed when the program is implemented. Close cooperation is envisioned between the Honors Program staff, faculty advisers to University Honors students, and students' departmental chairpersons or designated representatives.

C. General Guidelines for the University Honors Program

1. Prior to formally initiating work on the Senior-Year Honors Project, the subject matter, form, scope, and time-frame of the project are to be approved by the project adviser, a mentor if appropriate, the student's departmental chairperson, and the Honors Program director.

2. Organization, format, data documentation, and reference citations should conform with generally-accepted standards in the field. If writing is not a major focus of the project, the finished work must include a written component presenting the salient ideas and intellectual content merged into the project. In addition to "hard copy" written materials on disk should be provided to the Honors Program office.

3. Students are expected to have finished most of the background study and research for the project by the end of the summer following their junior year, allowing the project to be completed during the senior year.

4. Cooperative projects done jointly by more than one student are acceptable; however, careful planning should accompany such projects and progress will be carefully monitored by the adviser or the advisers.

5. During their senior years, University Honors students will meet at least two times per semester to present and discuss brief summaries of their Honors Projects. As a final requirement, students will publicly present the project before other Honors students and a committee including the adviser, a mentor if appropriate, the chairperson of the student's department or a designated representative, and the Honors Program director or a designated representative. Upon completing this requirement, the student will receive a letter grade on the Honors Project. To graduate after the fall, spring, and second summer-school semesters, all requirements must be met by November 1, March 15, and July 1 respectively.

6. The Honors Program office will provide small stipends to deserving Honors students, and each year the Honors Program Committee will make an award for the best Honors Project. Completed projects, as appropriate, will be temporarily retained in the Honors Office and moved to the library when an Honors Program reading room becomes a reality.

D. The Senior-Year Honors Project - Options

1. SENIOR THESIS - Credit Hours: 3 semester hours Honors Seminar or Independent Study and 3 semester hours for the Honors Senior Thesis

A senior thesis is a major written document, complete with index, data compilations, illustrations, and references, as appropriate, presenting results and conclusions derived from a University Honors Project. Students can investigate a novel idea or study a more-visible and perhaps controversial subject in significantly greater depth than it would receive in typical class work or in standard texts and reference books. Background reading and reference citations should be from primary sources. Under the watchful eye of an Honors faculty adviser, the student is expected to work independently while acquiring the background knowledge, observational and/or experimental data, critical and analytical skills, and confidence necessary to complete the project. Following acceptance of the finished senior thesis, the student must give a satisfactory, public, oral presentation on the thesis work.

2. PUBLIC SERVICE/FIELD EXPERIENCE OPTION - Credit Hours: 3 semester hours Honors Seminar or Independent Study and 3 semester hours for the Honors Public Service/Field Experience Project

Students interested in public service may (under the guidance of a faculty member who deems the project relevant and appropriate) work as a volunteer, under the guidance of a mentor, for an appropriate agency or organization during the summer or 4 to 5 hours/wk. for one semester. Significant experiences, additional skills, new insights acquired on-the-job, and critical analyses must be recorded in a weekly journal. At the end of the volunteer period, the student will submit a written summary based on the journal and give a public presentation focusing on workplace-related, learning experiences.

3. CO-TEACHING OPTION - Credit Hours: 3 semester hours Honors Seminar or Independent Study and 3 semester hours for the Honors Co-Teaching Project

Together with an Honors faculty member (usually the student's Honors faculty adviser), students with special qualifications can participate in day-to-day teaching activities, such as class discussions, preparing assignments and tests, grading, and performance evaluation, associated with a General Education Honors Seminar or course. In addition to satisfactory performances in these activities, the student must keep a weekly journal devoted to noteworthy experiences, insights, and enhanced personal skills arising from co-teaching. At the end of the semester, the student will submit a written summary based on the journal and give a public presentation focusing on the co-teaching learning experience.

4. PORTFOLIO/CREATIVE ACTIVITY OPTION -Credit Hours: 2 semester hours Honors Seminar or Independent Study and 3 semester hours for the Honors Portfolio or Creative Activity Project

Students with broad interests and superior talents in music, art, computer application, writing, drama, etc. can submit an original, major project or portfolio of works/performances, including a written account of the requisite skills, techniques, inspiration, and motivation behind the portfolio/project. As a final requirement, the student must showcase the portfolio/project at a public event (exhibition, reading, performance, demonstration, etc.) and give an oral presentation summarizing the long-term, learning experience and creative process involved in formulating, preparing, and completing the portfolio/project. Given the lead-time involved, a decision to pursue this option should be made early, preferably toward the end of the student's freshman year.

5. OTHER OPTIONS as appropriate to departments and academic disciplines.

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

Recommendations Concerning ECU's Graduation Rates

After reviewing the UNC Policies related to graduation rates, the Committee makes the following recommendations to help guide such requirements within the University.

Graduation Factors

1. Units should review existing cognate courses and specified general education courses to be certain they are necessary.
2. Requests for new degree will need to justify cognate courses and specified general education courses. Accreditation standards by themselves will not be a satisfactory justification; these courses must be justified academically.
3. Departments should avoid scheduling patterns that have a detrimental effect on graduation rates. Departments should be encouraged to follow scheduling patterns normally advertised by the Registrar's office. Departments should review how varying patterns may influence graduation rates.

Admissions and Retention

1. Units should review requirements for GPA averages for admission or retention higher than the university requirements.
2. If new degree requests contain GPA requirements higher than the university requirements for admission or retention, these higher recommendations must be justified.

Other

1. Every advisor should have access to a computer connected to the registration system.
2. Grade sheets should contain notices to students who are not completing enough hours to graduate in four years.
3. Parents and students should be informed that early planning is particularly necessary if degrees are to be completed in four years.
4. Units should have earlier access to scheduling information to avoid conflicts.
5. Improvements should be made in the system that predicts and responds to student class needs.
6. At least one person in each department should have access to records for all students.
7. The university should continue an empirical assessment of the variables that impact graduation and retention rates.

FACULTY COMPUTER COMMITTEE REPORT

Policy Statement

Based upon the following discussion, the Faculty Computer Committee of the Faculty Senate of East Carolina University, recommends that the attached policy statement be adopted by the Faculty Senate.

DISCUSSION

Within the confines of the Freedom of Information Act, which governs access to public records, and of the Family Educational Rights and Privacy Act (commonly known as the Buckley Amendment), which guarantees the privacy of individual academic records, the following statement of policy applies to any electronically stored record at East Carolina University. Depending on the specific information requested, any access denied under this policy may be granted by specific application of the Freedom of Information Act; any access granted under this policy may be denied by specific application of the Buckley Amendment.

In the absence of application of appropriate due process and other relevant federal and state statutes (for example, under the Freedom of Information Act or under court order), this policy shields any electronic record from access by anyone other than a legitimate possessor of that record. Initially, the creator of a record is the sole possessor of that record. If the creator so chooses, she or he may share the record with another person (in accordance with established policy), who then becomes a possessor of that record and inherits the right to share the record (within established policy). All possessors of a record are strongly cautioned that this shielding is usually not enforced by technological means within a computer system.

WHO MAY HAVE ACCESS TO A RECORD

Any faculty, staff, or student, who, while performing his or her normal and legal activities at the University, creates an electronic record becomes the possessor that record. No other person shall have access to such record except as granted by the possessor, by the Freedom of Information Act, or by other appropriate due process. If the possessor of a record grants access of that record to some other person, then the person to whom access has been granted becomes a possessor of that record and inherits all rights, privileges, and responsibilities of a possessor.

COLLOQUIAL STATEMENT

1. If you are not a possessor of a record, you can't have access to it unless you get the express permission of a possessor or apply proper due process.
2. No one (even a possessor) is allowed to do anything that impedes proper access to electrically stored records.
3. If you distribute a record (of which you are the possessor), you must conform to established policy.
4. You cannot maliciously destroy or modify hardware or software.
5. You cannot copy or use software in violation of law or of a license agreement.

FACULTY COMPUTER COMMITTEE REPORT

East Carolina University Policy on the Security of Data and Records

Based upon consideration of the foregoing discussion, the Faculty Computer Committee recommends the adoption of the following draft policy statement.

The basic mission of East Carolina University is to provide an environment conducive to the pursuit, discovery, and dissemination of knowledge. The University community, including students, faculty, and staff, have the responsibility to insure that activities related to information contained in University records, including electronic files, are maintained in a manner that provides the proper status of these records. The security of confidential information and University records maintained in any medium is a vital contributor to the University's mission.

The policy is designed to carry out the intent of Federal and State Legislation, Federal Regulations and State and University Policies relating to the proper use of records and information:

DEFINITION

A "possessor" of a record is 1) the creator of the record or 2) another person who has properly received the record from another legitimate possessor of the record.

1. No faculty, staff, or student may access or attempt to access any record of electronically stored data, including electronic mail messages, unless permission to do so has been expressly granted by a legitimate possessor of the record.

2. No faculty, staff, or student may willfully alter or destroy any record, including electronically maintained files, which shall result in incorrect, fraudulent, or unusable information.

3. No faculty, staff, or student shall distribute to other sources records or data, including electronically maintained data, or use such records for personal gain without following the established procedure to obtain permission for the use or distribution of that record.

4. No faculty, staff, or student shall maliciously destroy or modify computer software or damage computer hardware in any willful act.

5. No faculty, staff, or student shall copy or use computer software in any manner which violates federal, state, or local law or causes a breach of a license agreement.

Faculty, staff, and students who violate the above policies may be deemed to have misused State funds, equipment, or materials and may be subject to disciplinary action as specified in the East Carolina University Faculty Manual, the State Personnel Manual, or the East Carolina Student Handbook, respectively, or to civil or criminal penalties under the laws of the State of North Carolina and/or the United States of America.

RESEARCH/CREATIVE ACTIVITY COMMITTEE REPORT

RECOMMENDED PROCEDURES FOR THE UNIVERSITY RESEARCH AWARD(S)

Categories

Award categories are based on the structure of ECU and reflect the importance of:

Allied Health / Nursing / Health and Human Performance
School of Medicine
Arts & Sciences
Professional Schools other than above

Number per year

2, of $1000 each, if possible. These would rotate among the four categories above on a two-year cycle.

Eligibility

Full-time faculty; Activity period to be covered: the three previous years

Procedures for soliciting nominees

Self-nominating, with endorsement of department chair or equivalent unit head (e.g., department chairs should be endorsed by appropriate dean).

Information for review

Vita covering only those activities done in the three year period covered by the award.

Narrative abstract (2 pages) describing in lay terms the individual's research program, showing the significance of the work.

Copies of relevant publications.

Review committees

Each nominee should submit a list of several individuals (perhaps 3) who are qualified to review that individual's research. The relationship to that individual should also be described.

The Research Policy Committee will select the appropriate subcommittees each year to solicit evaluations of nominees' work from the lists submitted by the nominees. These subcommittees should be selected to provide adequate representation of individuals in the award category.

WRITING ACROSS THE CURRICULUM COMMITTEE REPORT

PROPOSED WRITING-INTENSIVE COURSE PROPOSAL FORM

Course Information

1. Course number _____ Department _____

2. Course name _____

3. Faculty involved _____ Phone _____

   _____   _____

   _____   _____

4. Will all sections be designated writing intensive?   Yes _____   No _____

   If no, please list the sections to be designated W-I.

   _____

5. This course is for   Majors _____   Non-majors _____   Both _____

6. How frequently is this course offered? _____

7. What is the average student enrollment? _____

Use of Writing

1. Which of the following writing-intensive course models do you use in this course?
   (Note: Descriptions of these models are available from the Faculty Senate Office and
   from the Writing Across the Curriculum Program Office.)

   Model One: Academic Writing   Model Four: Combination of Approaches
   Model Two: Professional Writing   Model Five: Collaboration
   Model Three: Writing to Learn

   If you use model four or five, please explain: _____

   _____

   _____

2. What are the writing assignments in this course?

_____

_____

_____

_____

3. Which assignments require multiple drafts?

_____

_____

_____

4. How will you respond to the drafts; that is, how will multiple drafts be used to improve the quality of writing?

_____

_____

_____

5. Are students asked to use a particular style manual (such as APA or MLA) for their assignments?

_____

6. How is each assignment to be evaluated?

_____

_____

_____

7. How are the writing assignments to be integrated into teaching and grading?

_____

_____

_____

8. What are your goals for the writing experience in this course?

_____

_____

_____

Procedures for Approval

At least two semesters before the course will be offered for W-I credit:

1. Attach a course syllabus to this proposal.

2. Submit this proposal to your department chair or dean and request a letter of recommendation to support your proposal.

3. The unit head should then send appropriate proposals to the Writing Across the Curriculum Committee. If the committee needs more information to act on your proposal, you will be invited to discuss the proposal with the committee.

4. When your proposal is approved, you and your department are members of the ECU Writing Across the Curriculum Program.

At least one semester before the course will be offered for W-I credit:

You will be invited to attend an Orientation Meeting to gain insights from your colleagues and to share your approaches with them.

Signatures

Proposal developed by   _____

_____

_____

Approved by Dept Chair/Dean

_____

Date   _____

Approved by Writing Across the Curriculum Committee

_____

Date   _____

AD HOC COMMITTEE ON *APPENDIX L* REPORT

DRAFT GUIDELINES TO ASSIST FACULTY WHO DEMOCRATICALLY DECIDE TO ORGANIZE INTO SELF-GOVERNING AUTONOMOUS UNITS AT THE DEPARTMENT LEVEL

I. General Instructions

Submit via the Faculty Senate office to the Faculty Governance Committee a proposal cover page and letter, with complete document on numbered lines. In the evolution from School to self-governing, autonomous units at the departmental level, the following sources should be consulted/are recommended: *Appendix L*, page 2, C.1 through 8, The Guidelines to Assist Faculty Who Democratically Decide to Organize into Self-Governing Autonomous Units at the Department Level, and the Unit Code Screening Committee Guidelines for Unit Codes and Generic Code.

II. Process to Organize

The faculty of a professional school democratically decide to organize into self-governing autonomous units at the department level and to develop rules for the internal organization and operation of their departments. A cover page and letter should be submitted to the Faculty Governance Committee requesting approval to draft a code of unit operations. This proposal to organize should include:

a. cover page: include name of school, name of proposed unit, East Carolina University, and a flow chart for each stage of development with signature and date of approval, i.e.,

PROPOSAL FOR AUTONOMOUS UNIT OF_____

SCHOOL/COLLEGE OF_____

EAST CAROLINA UNIVERSITY

Signatures of chairs of reviewing bodies and dates approved:

_____

_____

_____

_____

b. cover letter:
   1. a statement requesting approval to organize for the purpose of drafting a code of operation to become a self-governing autonomous unit at the department level.
   2. a rationale/s for requested reorganization.
   3. a description of the democratic process used to decide to organize into self-governing, autonomous units [who voted, when, and by what percentage].
   4. a School Chart of Organization, clearly indicating:
      a)the proposed autonomous departments, by name and relationship/responsibility to other units and the School.
      b)the total number of permanently tenured and tenure-track faculty in the unit.

III. Criteria for Composition of a Self-Governing Autonomous Unit at the Department Level

a. The proposed unit has at least _____ tenure-track and permanently tenured faculty members. Exceptions to the recommended minimum number of faculty require rationales, clearly given. A self-governing unit must have a code of operation with rules for the internal organization and operation of the department. The code will become operational when approved by the tenured faculty of the unit, submitted to the appropriate dean for advice, and approved by the Unit Code Screening Committee, the Faculty Senate, and the Chancellor.

b. The self-governing autonomous unit will:
1. be self-governing in regard to all internal matters, including the authority and responsibility for at least one degree program.
2. autonomously administer a financial budget, subject to the usual legal requirements.
3. conduct the quadrennial evaluation of the chair/director.

c. The unit head [chair/director] will be responsible for:
1. faculty assignments, personnel and student files, and preparation of the annual report.
2. the annual evaluation of faculty members.

Members of the Ad Hoc Committee were: Faculty Governance Committee: Judy Bernhardt (Nursing) and Jim Joyce (Physics), Unit Code Screening Committee: Tom Johnson (Health and Human Performance) and Sandra Wurth-Hough (Political Science).