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December 19, 1994

Prof's
notebook
Hrs

Office of the Chancellor
103 Spilman
919-328-6212

Dr. Patricia J. Anderson
Chair of the Faculty
East Carolina University

Dear Professor Anderson:

✓ Resolutions #94-39, #94-41, #94-42, #94-43, #94-44,
✓ #94-45, #94-46, and #94-47 as adopted by the Faculty
Senate on December 13, 1994 are approved as submitted.

Sincerely,

Richard R. Eakin
Chancellor

RRE/ra

cc: Dr. Tinsley Yarbrough
Dr. James Hallock



16 December 1994

Chancellor Richard Eakin
East Carolina University
Spilman Building

Faculty Senate
140 Rawl Annex

919-328-6537
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Dear Dr. Eakin:

On 13 December 1994, the Faculty Senate adopted the following resolutions for your consideration.

- #94-42 ✓ Addition to the *1994-1996 Undergraduate Catalog*, Section 5. Academic Regulations, Policy on Posting Grades (pp. 51-52) that reads: "Questions about final examination grades should be directed to the instructor who determined the grade."
- #94-44 ✓ Addition to the *ECU Faculty Manual*, Part IV. Personnel Policies that reads: "A Mace Bearer is the full-time, tenured professor who is available and is of greatest faculty seniority within the university. This person carries the mace at graduations and other University ceremonial occasions as requested by the Chancellor. The faculty with highest seniority in professorial rank will be determined each year by the Assistant Vice Chancellor for Human Resources."
- #94-45 ✓ Revision to the Faculty Marshal Charge and addition to the *ECU Faculty Manual*, Part IV. Personnel Policies (attachment 1).
- #94-46 ✓ Curriculum matters contained in the 10 November 1994, University Curriculum Committee meeting minutes (attachment 2).
- #94-47 ✓ Procedures for the Board of Governors Distinguished Professor for Teaching Awards (attachment 3).

Resolution #94-40, Revision to *ECU Faculty Manual*, Appendix A, will be taken before the general faculty at Fall 1995 Convocation. Following action by that group, I will forward a request for approval to you.

The Faculty Senate also approved the following resolutions:

- #94-39 ✓ Appreciation to John Conner Atkeson.
- #94-41 ✓ 1995-1996 Agenda Committee and Faculty Senate Meeting Dates.
- #94-43 ✓ Referral to the Credits Committee a proposed revision to the *ECU Faculty Manual* and *Undergraduate Catalog* concerning grade appeals.

Thank you for your consideration of these resolutions.

Sincerely,

Patricia J. Anderson
Chair of the Faculty

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attachments

c: Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs
James Hallock, Vice Chancellor for Health Sciences

Greenville,
North Carolina
27858-4353

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Memorandum
16 December 1994
Attachment 1.

Faculty Senate Resolution #94-45

**Revision to the Faculty Marshal Charge to read as follows
and addition to the *ECU Faculty Manual*, Part IV. Personnel Policies.**

Faculty Marshals are ten faculty and two alternates appointed from the full-time, tenured, senior faculty to serve at graduations and other such ceremonial occasions as requested by the Chancellor. Those appointed should be individuals readily recognized as outstanding members of the academic community. The Chief Faculty Marshal shall be the faculty marshal in the second or later year of appointment as a faculty marshal and who is of greatest faculty seniority among the faculty marshals. This seniority determination is made each year by the Assistant Vice Chancellor for Human Resources. The Chief Faculty Marshal shall serve as ex-officio on the Commencement Committee. A Faculty Marshal's appointment is a one-term, four year appointment beginning August 1. The Chair of the Faculty will make recommendations in May of each year to the Chancellor, who will appoint the individuals no later than July 31.

East Carolina University
THE BOARD OF GOVERNORS
DISTINGUISHED PROFESSOR FOR TEACHING AWARDS
 Faculty Senate Resolution #94-47

The \$6,500 allocated to East Carolina University by the Board of Governors for additional institutional teaching excellence awards will be used to establish six (6) "Distinguished Professor for Teaching" awards for faculty in the amount of \$1,000 each and two (2) "Distinguished Graduate Teaching Assistant" awards (\$250 each) for graduate students who teach. The Graduate School will be responsible for creating the nomination process, the eligibility criteria, and the selection process for the two awards for graduate teaching

It is the intent of these awards to give more visibility to teaching excellence at the college, schools, and lower unit levels by establishing a larger number of awards to recognize and honor excellent teaching. The award recipients will be recognized with a dinner or reception in their honor and publicity, both on and off campus, of their achievements.

Eligibility

Nominees must:

1. be a full-time faculty member at East Carolina University.
2. have taught at East Carolina University for three or more years.
3. be teaching in the academic year in which they are selected.
4. not have won the award within the last four years.
5. have demonstrated excellent or exceptional teaching ability.

Distribution

The six (6) "Distinguished Professor for Teaching" awards will be distributed among the College of Arts and Sciences and the Professional Schools according to their relative number of faculty:

<u>School or College</u>	<u>Maximum Number of Nominations</u>
College of Arts and Sciences and School of Medicine	5
Schools of Business, Education, Health and Human Performance, and Nursing	2
Schools of Allied Health Sciences, Art, Human Environmental Sciences, Industry and Technology, Music, and Social Work	1

Guidelines

1. The Graduate School should develop written procedures for requesting nominations and establishing a selection process for choosing two recipients of the "Distinguished Graduate Teaching Assistant" award. The written procedures are to be filed with the Faculty Senate office, the appropriate Vice Chancellor, and the Faculty Development Center (the Coordinator for Faculty Development Programs until the center is established). These procedures are to be placed on file by 1 February 1995.

**THE BOARD OF GOVERNORS DISTINGUISHED
PROFESSOR FOR TEACHING AWARDS**

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2. The College of Arts and Sciences and the Schools of Allied Health Sciences, Art, Business, Education, Health and Human Performance, Human Environmental Sciences, Industry and Technology, Medicine, Music, Nursing, and Social Work should develop their own written procedures for requesting nominations and for establishing a selection process for their nominee or nominees. Each Professional School's and the College's written procedures are to be filed with the Faculty Senate office, the appropriate Vice Chancellor, and the Faculty Development Center (the Coordinator for Faculty Development Programs until the center is established). These procedures are to be filed by 1 February 1995. Nominations will be accompanied by a letter from the Dean forwarding the nominations.
3. The procedures and criteria established by the College and the Schools must be consistent with the following guidelines:
 - A. The names of all award nominees must be submitted by the deans of the College and of the Schools to the appropriate Vice Chancellor by 1 March 1995. The Vice Chancellors of Academic Affairs and Health Sciences will forward the names to the Selection Committee for the Six "Distinguished Professor for Teaching" awards.
 - B. The funds shall be in addition to, and not in lieu of, those resources already used for teaching awards in the College or Schools. (*Board of Governors' General Guidelines*)
 - C. The first awards using these new allocations are to be made in the 1994-1995 academic Year. (*Board of Governor's General Guidelines*)
4. Nominated faculty who wish to pursue the award must have their portfolio materials in the Faculty Senate office no later than 15 March of the year of consideration.
5. The portfolio of materials, not to exceed 50 pages, should include:
 - A. an itemized list of all materials in the portfolio.
 - B. a brief written statement (not to exceed three pages, double-spaced) which articulates the nominee's teaching philosophy and methods to achieve his or her educational goals.
 - C. copies of syllabi and other relevant course materials for the course or courses in the category for which the faculty member is a nominee.
 - D. a summary of Student Opinion Of Instruction Survey (SOIS) student ratings for courses in the category for which the faculty member is nominated; unit teaching evaluations may be substituted for courses where the SOIS is not administered;
 - E. a letter of support from the departmental chair or the dean of the college or school;
 - F. 3-5 letters of support from current or former students (not to exceed two pages, double-spaced, each);
 - G. peer evaluations, if available, or other approved evaluation methods as listed in *Methods for Assessing Teaching Effectiveness* (see attachment).
6. The selection of finalists, for each category, will be made by the Selection Committee. The Selection Committee will evaluate each finalist's materials to determine the recipients of the awards.

THE BOARD OF GOVERNORS DISTINGUISHED
PROFESSOR FOR TEACHING AWARDS

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Procedures

A. Selection

1. The Selection Committee for the six "Distinguished Professor for Teaching" awards will be convened by the coordinator for Faculty Development at East Carolina University. The committee composition will be: two members of the Teaching Effectiveness Committee, elected by the Committee's membership; one faculty member appointed by the Vice Chancellor for Academic Affairs; one faculty member appointed by the Vice Chancellor for Health Sciences; one faculty member appointed by the Chair of the Faculty; and one student member appointed by the President of the Student Government Association.
2. The Selection Committee will send forward to the Chancellor names of recipients for the six "Distinguished Professor for Teaching" awards and the supporting documentation for each by 15 April 1995.

B. Announcement and Reporting

1. The Faculty Development Center (the Coordinator for Faculty Development Programs until the center is established) will prepare an annual report on the distribution and use of the funds allocated for additional institutional teaching awards. This report will be presented to the Chancellor by June 1 of each year so that the Chancellor may submit the report to the President and the Board of Governors by 15 June of each year. (*Board of Governors' General Guidelines*)
2. By the end of September of each year, the Teaching Effectiveness Committee will forward to the deans of the College and of the Schools a call to begin the selection process for the 2 "Distinguished Graduate Teaching Assistant" recipients and the six "Distinguished Professor for Teaching" recipients. (For the first year of implementation, 1994-1995, the call for the beginning of the awards process will be set by the announcement of the additional institutional teaching awards program.)
3. The procedures and the allocations made under the teaching awards program are to be reviewed and reassessed biennially by the Teaching Effectiveness Committee and the committee or group created by the College and the Professional Schools to conduct the selection process for their nominee or nominees. (*Board of Governors' General Guidelines*)
4. For the first year of implementation 1994-1995, the deans of the College and of the Professional Schools will convene a meeting of faculty, or representatives of faculty, to establish the written procedures for soliciting nominations and for establishing a selection process for choosing their nominee or nominees for these additional institutional teaching excellence awards.

THE BOARD OF GOVERNORS DISTINGUISHED
PROFESSOR FOR TEACHING AWARDS
Attachment

East Carolina University
METHODS FOR ASSESSING TEACHING EFFECTIVENESS
Faculty Senate Resolution #91-28

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

ADDITIONAL METHODS OF EVALUATING TEACHING EFFECTIVENESS

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

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

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

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

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

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

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