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EAST CAROLINA UNIVERSITY
FACULTY SENATE

FULL MINUTES OF 25 APRIL 1995

The eighth regular meeting of the 1994-95 Faculty Senate was held on Tuesday, 25 April 1995, in the Mendenhall Student Center Great Room.

Agenda Item I. Call to Order

Chair Patricia Anderson called the meeting to order at 2:10 p.m.

Agenda Item II. Approval of Minutes

York (Academic Library Services) offered editorial revisions to the full minutes of 28 March 1995, on page 2, 2nd. paragraph, by adding ", as part of its strategic plan," and changing "1960" to "1973" on page 5, 1st paragraph. The minutes of 28 March 1995, were then approved as amended.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Chancellor Eakin, Faculty Assembly Representative Hough, and Professor Engelke (Nursing).

Alternates present were: Sehgal for Brinson (Biology), Knott for Bell (Education), Leahy for Chestang (Geography), and Johnson for Glascoff (Health and Human Performance).

B. Announcements

1. The Chancellor has approved the following resolutions:

- #94-9 Privileges for retired faculty.
- #94-10 Privileges for retired faculty granted emeritus status.
- #95-10 Spring 1995 graduation roster subject to the candidates' successful completion of their degree requirements.
- #95-11 Summer 1997, Fall 1997, and Spring 1998 University calendars.
- #95-12 Request for authorization to establish a new Ph.D. Degree Program in Speech Pathology and Audiology, API #1220.
- #95-13 Editorial revisions to the *ECU Faculty Manual*, Appendix D. Tenure and Promotion Policies and Procedures of ECU.
- #95-15 Request to appoint an Assistant Honors Program Director.
- #95-16 Revised *ECU Faculty Manual*, Appendix U. Policy and Procedures on Ethics in Research and Creative Activities.
- #95-17 Revised Health Sciences Library's Unit Code of Operations.

2. Both Research and Teaching Grant 1996-1997 grant proposal applications are now available for pick-up in the Faculty Senate office, 140 Rawl Annex. The deadline for both types of grants being offered, research and teaching, is 1 October 1995.

3. The Curriculum Course Proposal form has been recently revised. Copies of the new form are available through the Faculty Senate office (140 Rawl Annex).

C. Richard Eakin, Chancellor

Chancellor Eakin was recovering from back surgery and unable to attend the meeting.

D. Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs

Interim Vice Chancellor Yarbrough began his remarks by commending the Search committee for the Dean of the School of Music. After four finalists were interviewed, an offer was extended to Dr. Brad Foley. This will be official once approved by Board of Trustees. Interim VCAA Yarbrough thanked Dr. Hester who had been serving as interim dean. The Search committee for the Director of Office of International Programs interviewed three finalists with an offer to be made soon. He urged all faculty to note the grant for the multimedia workstations. This will include either an IBM

Thinkpad or Apple laptop and projector. Applications for this grant were due by May 22nd. There were no questions.

E. James Hallock, Vice Chancellor for Health Sciences

Vice Chancellor Hallock had no formal remarks but was available for questions. No questions were posed to him.

Agenda Item IV. Unfinished Business

There was no unfinished business to come before the Faculty Senate.

Agenda Item V. Report of Committees

A. Committee on Committees

Caroline Ayers (Chemistry), Chair of the Committee, presented the first reading of a revised Faculty Computer Committee charge. At this time, senators were asked to state their intention to amend the proposed charge. No intentions to amend were noted. The revised Faculty Computer Committee charge will be acted upon by the Faculty Senate at its 12 September 1995, meeting.

B. Credits Committee

Myron Caspar (Chemistry), Chair of the Committee, presented the revision to the *ECU Faculty Manual*, Part III. Academic Information, relating to tests and examinations. There was no discussion and the proposed revision to the *ECU Faculty Manual* was approved as presented. **Resolution #95-18** (Please refer to the list of resolutions at the end of this document for the full revision.)

C. Educational Policies and Planning Committee

Worth Worthington (Medicine), Chair of the Committee, presented three requests for authorization to establish new degree programs: 1) post-professional master in Occupational Therapy, 2) Physician Assistant program in Allied Health Sciences, and 3) Master of Arts degree in International Studies. During the presentation of the Masters of Arts degree in International Studies, Grossnickle (Psychology) asked which department would be responsible for this program and if the program would be under the new Vice Chancellor. Interim VCAA Yarbrough stated that this had not yet been decided. Although the program was moved to College of Arts and Sciences for development, this may not be where the program would be placed.

Bailey (Philosophy) expressed his concern with the continued planning of new programs, with the current shortage of positions with the prospects of more being given back next fall. Simon (Political Science) spoke in favor of the MA in International Studies stating that this is a well designed program that will strengthen the University. Karns (Business) expressed his concerns on the continuation of new programs citing the journal cancellation list from Joyner library which listed several titles that appear to support this program. York (Academic Library Services) asked how it was determined the library's resources were adequate to support the programs.

Kane (Allied Health Sciences) stated that he could not recall any mention of reallocation of resources in any Allied Health faculty meetings to cover the Occupational Therapy program as stated by Professor Worthington in presentation of the degrees. Miller (Philosophy) asked if there are jobs that require degrees such as a MA in International Program. Farr (English) stated her concerns about job availability and resources, explaining that these concerns should be addressed towards all degrees, not just one degree.

Following discussion, the requests for authorization to establish the new programs were approved as presented. **Resolution #95-19** (Copies of these proposals are available for review in the Faculty Senate office, 140 Rawl Annex.)

D. Faculty Computer Committee

Karl Wuensch (Psychology), Chair of the Committee, presented an informational report on the Faculty Microcomputer program and faculty on fixed-term appointments. Professor Wuensch stated that newly hired faculty are eligible for the grants and he requested that Units see that new faculty received the information as soon as possible to allow them to complete the applications.

E. Faculty Governance Committee

Don Sexauer (Art), Chair of the Committee, presented the proposed revisions to the *ECU Faculty Manual*, Appendix Y. Grievance Policies and Procedures of ECU.

Interim VCAA Yarbrough proposed amendments to the document stating the revisions were suggested after consulting with the University Attorney. He moved to amend Section 2.B. Authorization and Powers, sentences five and six to read: "The administration shall provide the committee with its information bearing on the grievance and not otherwise privileged, and which is requested by the grievant or respondent. The committee may seek through a party documentation not provided by a grievant or respondent but necessary to establish facts alleged in a hearing or documents by a party to the matter." Farr moved to change the word "party" to "the grievant or respondent". The motion to amend the motion was approved. Ferrell (History) asked for clarification on the amendments. If only the grievant or respondent may request document, the committee can not get access to document. Ferrell (History) stated his opposition to the Yarbrough amendment. Bailey (Philosophy) said that the subcommittee discussed this issue and the wording as presented, was a compromise. The motion to amend the Section 2.B. was not approved.

VCAA Yarbrough moved that Step Four, second paragraph be amended by adding to the first sentence: "and whether the facts alleged merit a hearing" and after "...conditions necessary for a hearing..." in the second sentence add: "or that the facts do no merit a hearing." This amendment was approved.

VCAA Yarbrough moved that Step Six, third paragraph be amended to read: "Within 20 working days following the Chancellor's receipt of the committee's report and the written record of the proceedings below, including the transcript of the hearing, he or she shall...". Ferrell (History) spoke in support of the amendment and stated that it was the intention of the subcommittee that transcripts of the hearing be received within a reasonable time. This amendment was approved.

Bailey (Philosophy) moved that Section 1. be amended (based on a report from the Board of Governors passed on April 21, 1995) by adding after the third sentence: "In order to prevail in the grievance process, a faculty member must prove that some identifiable wrongful conduct occurred to deprive him or her of an advantage which he or she otherwise apparently would have received." Joyce (Physics) asked for clarification of what would be considered a grievance. If a faculty member feels that a Code is violated, but it did not personally harm the faculty, could the faculty member present a grievance? Ferrell (History) responded by reading further in the Grievance Procedure that would allow such grievances. Miller (Philosophy) spoke in support of mediation stating that he felt mediation might be more successful if it occurred earlier in the process. Several Senators questioned use of the term "advantage" in the Bailey amendment. The amendment was approved as presented.

Following discussion and several amendments, the recommended revisions to the *ECU Faculty Manual*, Appendix Y. Grievance Policies and Procedures of ECU were approved. **Resolution #95-20** (This revised appendix to the *ECU Faculty Manual* will be distributed to all faculty in August 1995. Prior to that time, a copy may be obtained in the Faculty Senate office, 140 Rawl Annex).

F. Faculty Welfare Committee

Don Guy (Business), Chair of the Committee, presented a proposed ECU Weapons Policy. Bailey (Philosophy) moved to delete the paragraphs beginning with "Penalties will be imposed by the university in accordance....." through the end of the report. Bailey expressed his concerns that the proposed wording went against the UNC tenure policy. Holte (English) spoke in support of Bailey's amendment. The motion to delete was approved.

Ferrell (History) asked if it was possible to have a separate policy for faculty and suggested that the Senate pass only on advisement of faculty involvement. This would entail deleting any reference to student or staff and change to faculty or any administrator with faculty rank. Ferrell asked if an editorial change could be made so that the Senate would only approve sections related to faculty. McMillen (Medicine) stated that this would mean for inclusion in the Faculty Manual, it would refer to faculty only. Bailey (Philosophy) stated that if we make this only a faculty document then we are

suggesting that someone else would write the policy. There was objection from the Senators to treating this an editorial change. Ferrell (History) asked what the intention of the committee was. Guy responded it was to endorse a University policy. The Chair noted that the SGA had also endorsed this policy.

Following discussion, the proposed ECU Weapons Policy was approved as amended. **Resolution #95-21** (This policy will be incorporated into the reprinting of the *ECU Faculty Manual* and will be distributed to all faculty in August 1995. Prior to that time, a copy may be obtained in the Faculty Senate office, 140 Rawl Annex.)

G. General Education Committee

Karen Krupa (Nursing), Chair of the Committee, presented a proposed articulation agreement between ECU and the community colleges and the proposed articulation agreement implementation policy. Clark (Theatre Arts) spoke in opposition to the agreement. Simon (Political Sciences) spoke in opposition to the agreement since it may affect the quality of the general education courses students have taken. Marion Sykes (Associate Admissions Director) stated that the amendment would allow the University to work with Community Colleges. He stated that all Community Colleges in North Carolina are SACS Accredited and that it appeared that this type of agreement may be mandated in the future by the Legislature. Joyce (Physics) spoke in opposition stating that he felt that this will negatively affect the University. He further noted that the agreement does not address programs that will not allow student to graduate in 2 years. Nida (Human Environmental Sciences) spoke in opposition due to the inconsistency of programs within the community colleges. Krupa stated that the agreement is to be entered into with the community colleges on an individual basis. It will not be sent to every community college in state. Doty (Business) spoke in opposition stating that this makes it appear that the first two years of ECU can be substituted by programs at the community college level.

Following discussion the proposed articulation agreement between ECU and the community colleges and the proposed articulation agreement implementation policy were not approved.

H. Research/Creative Activity Grants Committee

Mark Taggart (Music), Chair of the Committee, presented the proposed revisions to the 1995-96 grant proposals. There being no discussion, the proposed revisions were approved as presented. **Resolution #95-22** (A copy of the 1995-96 grant proposal application is available in the Faculty Senate office, 140 Rawl Annex.)

I. Student Advising and Retention Committee

James Holloway (Business), Chair of the Committee, presented the proposed Freshman Academic Cohort Program. Miller (Philosophy) stated that using senior faculty would be a good "selling point" for the University.

Allred (Psychology) moved to amend the first paragraph, second sentence by changing "and implement" to "report back to the Faculty Senate in December 1995 with a formal plan for implementing". The amendment was approved.

Joyce (Physics) moved to amend Objective 2. by removing the following: "Following national trends, East Carolina's curriculum, especially in the general education requirements, has ceased to be a "fixed course of study" and has become a cafeteria of courses from which students choose. Individual freedom for both the students and faculty is thereby maximized, but the cost is the loss of any sense of wholeness or integration. The disciplines as taught and as experienced by the students remain isolated. And the fragments do not add up to any whole." The amendment was approved.

Following discussion, the proposed Freshman Academic Cohort Program was approved as amended. **Resolution #95-23** (Please refer to the list of resolutions at the end of the report for the full program description.)

J. Teaching Effectiveness Committee

Parm Hawk (Education), Chair of the Committee, first presented an informational report on the research of distance learning courses. Interim VCAA Yarbrough added that General Administration was also addressing these concerns.

Following that report, Professor Hawk presented the revised Principles to Guide the Use of the Student Opinion Data. Simon (Political Science) stated that he had heard concerns from colleagues including: length of the instrument, questions that overlap areas, questions summed for the purpose of having an overall score. He suggested that an overall question, "I rate this instructor as" be added.

Ferrell (History) asked to whom does the administrative analyses refer in Principle 5. Hawk responded that the analyses refers to data analysis. Ferrell (History) suggested that the term "administrative" be stricken. Since there was an objection to making an editorial change, Ferrell (History) moved to delete the term "administrative", stating that there are now so many groups that use this type of data. The Chair proposed the term "any" to replace "administrative". The motion was approved.

Ferrell (History) questioned terminology in Principle 2 and the administration of the questionnaire. Knott (Education) expressed her concerns that faculty did not provide earlier feedback yet now wanted to change the report on the Senate floor. Karns (Business) suggested the terminology for Principles 2 and 3 the term "administered" be changed to "conducted by faculty members". Farr (English) spoke in opposition to the change in terminology. Ferrell (History) responded that the document does not specify who does the survey. The motion failed.

Bailey (Philosophy) stated his concerns with summing the data since the data is not weighted. He also expressed concerns with the evaluation of data due to the way it is collected. Grossnickle (Psychology) expressed his concerns with the evaluation of data stating that if the Alpha is 98, this is extremely high. His other concerns included: "Are you adding variance when you add a 7 point scale? How are we going to compare with the old scale? What is the expected mean? The scale is extremely homogenous, as well as other concerns".

Eribo (Communications) presented an editorial change for Principles 2, 3, and 4 to change the word "new" to "approved" form. The amendment was approved. Reaves (Industry and Technology) moved to replace the first sentence in Principle 2 with the following: "Faculty in all eligible courses will allow time for student evaluation forms to be distributed and collected by a student enrolled in the class." The amendment was approved.

Following discussion, the revised principles were approved as amended. **Resolution #95-24** (Please refer to the list of resolutions at the end of the report for the full set of principles.)

Hawk then presented the revised Student Opinion of Instruction Survey. Ferrell (History) moved to have Section VI. E. rewritten to be consistent with the *ECU Faculty Manual*, Appendix C. The Teaching Effectiveness Committee agreed to review this section and make it consistent with the present Appendix C.

Farr (English) moved to accept the revised Student Opinion of Instruction Survey as amended for a one-year trial basis (1996-1997), with the Teaching Effectiveness Committee reporting to the Faculty Senate in Fall 1997 on the results of the trial basis. Grossnickle (Psychology) moved that during the one-year trial basis (1996-1997) a sample be given of both instruments, that the comparability be examined, and the results included in the report to the Faculty Senate in Fall 1997. This amendment to Farr's motion was approved. The motion was approved as amended.

Following discussion, the revised Student Opinion of Instruction Survey was approved as amended. **Resolution #95-25** (Copies of the approved survey are available in the Faculty Senate office, 140 Rawl Annex.)

Grossnickle (Psychology) moved that the survey be administered jointly with administrator evaluations. Kane (Allied Health Sciences) asked that since the survey is mandated to occur every semester, how will the administrator survey be administered. Allred (Psychology) stated that the Committee on Administrative Evaluations plans to present the administrative survey in the fall. This could actually delay the administrator evaluation. The motion to hold the student opinion survey until the administrative survey is administered failed.

K. Unit Code Screening Committee

Bill Grossnickle (Psychology), Chair of the Committee, first presented the revised School of Allied Health Sciences' Unit Code of Operations. There were no amendments and the revised unit code of operations was approved as presented. **Resolution #95-26** (A copy of the unit code is available for review in the Faculty Senate office, 140 Rawl Annex.)

Professor Grossnickle then presented the revised Department of Economics' Unit Code of Operations. There were no amendments and the revised unit code of operations was approved as presented. **Resolution #95-27** (A copy of the unit code is available for review in the Faculty Senate office, 140 Rawl Annex.)

L. University Curriculum Committee

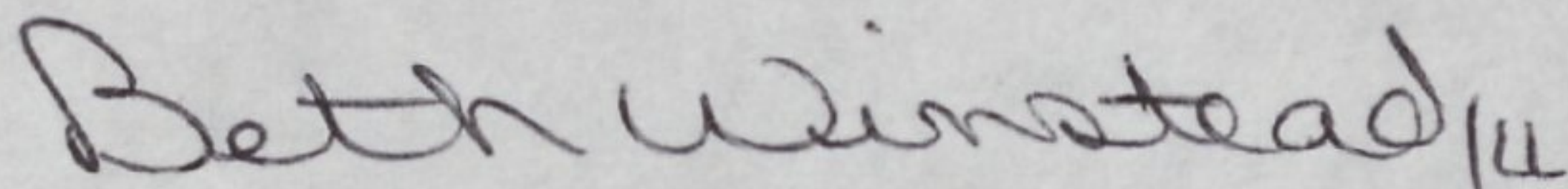
Donald Neal (Geology), Chair of the Committee, presented the curriculum matters contained in the minutes of 9 February 1995, 23 February 1995, 23 March 1995, and 13 April 1995. There being no objections, the curriculum matters were approved as presented. **Resolution #95-28** (Copies of these meeting minutes are available in the Faculty Senate office, 140 Rawl Annex.)

Agenda Item VI. New Business

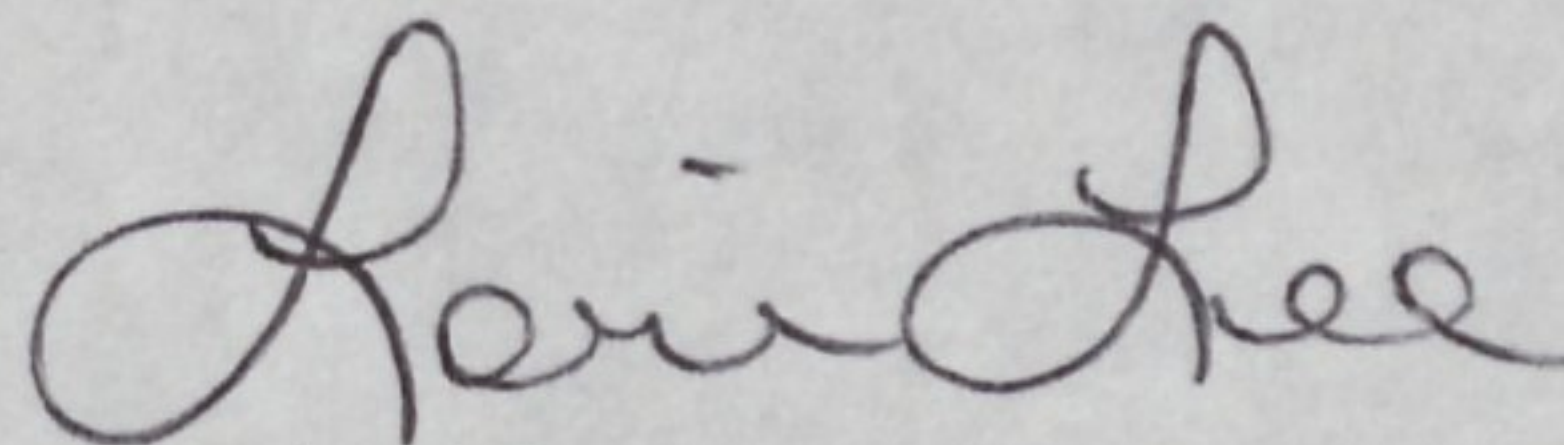
There was no new business to come before the Faculty Senate.

There being no further business, the meeting adjourned at 5:25 p.m.

Respectfully submitted,



Beth Winstead
Health Sciences Library
Secretary of the Faculty



Lori Lee
Faculty Senate office
Administrative Assistant

RESOLUTIONS PASSED AT THE 25 APRIL 1995, FACULTY SENATE MEETING.

- #95-18 Revision to the *ECU Faculty Manual*, Part III. Academic Information, Tests and Examinations, as follows:
"Where practical, some indication should be given to the student of his or her standing in the course prior to the last day to drop a course without grades; the drop period is limited to the first thirty days of classes of a regular semester and the first ten days of classes of a summer term. While it is understood that the objectives of courses differ among disciplines and that the relevant procedures used to measure those objectives differ, instructors, particularly those of 1000- and 2000-level courses, should provide their students with some form of graded response (e.g., essay test questions, term papers, projects, etc.) prior to the last day to drop."
Disposition: Chancellor
- #95-19 Requests for authorization to establish new degree programs: 1) post-professional master in Occupational Therapy, 2) Physician Assistant program in Allied Health Sciences, and 3) master of arts degree in International Studies. (Copies of these proposals are available for review in the Faculty Senate office, 140 Rawl Annex.)
Disposition: Chancellor

- #95-20 Revised *ECU Faculty Manual*, Appendix Y. Grievance Policies and Procedures of ECU. (This revised appendix to the *ECU Faculty Manual* will be distributed to all faculty in August 1995. Prior to that time, a copy may be obtained in the Faculty Senate office, 140 Rawl Annex).

Disposition: Board of Trustees

- #95-21 ECU Weapons Policy
(This policy will be incorporated into the reprinting of the *ECU Faculty Manual* and will be distributed to all faculty in August 1995. Prior to that time, a copy may be obtained in the Faculty Senate office, 140 Rawl Annex).

Disposition: Board of Trustees

- #95-22 Revisions to the 1995-96 Research/Creative Activity grant proposal applications. (A copy of the 1995-96 grant proposal application is available in the Faculty Senate office, 140 Rawl Annex.)

Disposition: Faculty Senate

- #95-23 Freshman Academic Cohort Program as follows:

An Ad hoc committee, consisting of faculty and administrators, be formed by the Chair of the Faculty and the Chancellor to plan and implement a Freshman Academic Cohort program. The charge will be to consider such a program, formulate the specifics, consider offering a stipend to participating faculty, and report back to the Faculty Senate in December 1995, with a formal plan for implementing the program no later than the 1996-97 academic year.

Description of the Program

The program would consist of small groups, "cohorts", of 25-35 entering freshmen, enrolled in the same sections of appropriate general college courses in the Fall and Spring of their freshman year. The committee assigned to formulate this program would decide exactly which courses and how many students would be allowed to participate.

Tenured senior faculty volunteers would be selected and paid \$1000 each for the additional planning and preparation required. The faculty volunteers would meet several times throughout the year of planning to compare proposed syllabi and explore each others courses in order to enhance the overall coherence of the educational experience of the students taking these common courses.

Objective 1. To improve the University's retention and graduation rates.

The program would seek to improve the retention and graduation rates by strengthening the "small college atmosphere" identified as one of East Carolina's strengths (*Strategies for Distinction* p. 2). Most students who leave without graduating are not in academic difficulty, but have simply decided they do not like the surroundings and many eventually graduate somewhere else.

Studies have shown that students decide within the first six to eight weeks whether or not they identify with and feel at home in a university. For the most part, those who make the emotional commitment to the institution during this period persist with their studies and graduate. Most of those who do not feel connected eventually drop out or transfer. In order to help freshmen to feel at home the Freshman Academic Cohort Program would create a more personal academic environment. Students in the program would see their cohorts in most of their classes. Frequent contact and common experiences would help them to form friendships during the critical first six to eight weeks.

Objective 2. To provide more unity and coherence to the academic experience of freshmen.

The second objective is less concrete and measurable, but not less important. The Freshman Academic Cohort program would provide the faculty with the opportunity to build more coherence and structure into the students' educational experience. Through this program, individual faculty members would retain full control of their own courses. Any changes made to improve the integration of the whole sequence of courses would be voluntary.

Objective 3. To serve as a student recruitment tool.

A brochure could be developed describing the Freshman Academic Cohort program with brief descriptions of the faculty involved and highlights of their research careers. Incoming students and their parents would note that ECU assigns senior tenured faculty to teach freshmen. This is a way to make concrete and believable ECU's commitment to teaching as its primary mission.

Disposition: Chancellor

#95-24 Revised Principles to Guide the Use of the Student Opinion Data as follows:

Principle 1: That student opinion of instruction be only one of the ways to evaluate teaching. Unit heads, and others who evaluate teaching, should seek additional ways such as peer reviews, reviews of course syllabi, and other methods depending upon their particular needs and interests.

Principle 2: Faculty in all eligible courses will allow time for student evaluation forms to be distributed and collected by a student enrolled in the class. This is necessary in order to ensure completeness and reliability of data. Units would be free, of course, to develop other instruments for use in addition to the Teaching Effectiveness Committee form and, in accord with Appendix C, to use only data from those other instruments.

Principle 3: That the approved form be administered every semester.

Principle 4: That data from the approved form be processed in such a way that both individual faculty and unit heads know the following:

- a. the mean, median, and standard deviation for items 1 through 23 for each course.
- b. A frequency distribution of the responses to each of the 27 items.
- c. A summed score for items 1 through 16, a measure of teaching effectiveness. In addition, unit and institutional means, medians and standard deviations of the effectiveness score will be included for all courses of the same level taught at the university that semester. For example, statistics will be provided for all 1000-level courses if the course evaluated is a 1000-level course, for all 2000-level courses if the course evaluated is a 2000-level course, and so on up to all 6000-level courses if the course evaluated is a 6000-level course.
- d. A summed score for items 17 and 18, a measure of course difficulty. In addition, unit and institutional means, medians and standard deviations of the difficulty score will be included for all courses of the same level taught at the university that semester. For example, statistics will be provided for all 1000-level courses if the course evaluated is a 1000-level course, for all 2000-level courses if the course evaluated is a 2000-level course, and so on up to all 6000-level courses if the course evaluated is a 6000-level course.

Principle 5: That any analyses of student opinion pay attention only to data that indicate a statistically high or statistically low performance when compared to the standards.

Principle 6: That, except in the case of new faculty, administrative evaluations be based not on course-by-course or semester-by semester data but on patterns established over the past several semesters in all courses taught by a faculty member.

Disposition: Chancellor

#95-25 Revised Student Opinion of Instruction Survey for a one-year trial basis (1996-1997), with the Teaching Effectiveness Committee reporting back to the Faculty Senate in Fall 1997 on the results of the trial basis. During the one-year trial basis (1996-1997), a sample will be given of both instruments, the comparability examined, and the results

included in the report to the Faculty Senate in Fall 1997.

(Copies of the approved survey are available for review in the Faculty Senate office, 140 Rawl Annex.)

Disposition: Chancellor

- #95-26 Revised School of Allied Health Sciences' Unit Code of Operations.
(A copy of the unit code is available for review in the Faculty Senate office, 140 Rawl Annex.)

Disposition: Chancellor

- #95-27 Revised Department of Economics' Unit Code of Operations.
(A copy of the unit code is available for review in the Faculty Senate office, 140 Rawl Annex.)

Disposition: Chancellor

- #95-28 Curriculum matters contained in the minutes of 9 February 1995, 23 February 1995, 23 March 1995, and 13 April 1995. (Copies of these meeting minutes are available in the Faculty Senate office, 140 Rawl Annex.)

Disposition: Chancellor