



Faculty Senate
140 Rawl Annex

919-328-6537
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FSLEE@ECUVM1

12 November 1996

Chancellor Richard Eakin
East Carolina University
Spilman Building

Dear Dr. Eakin:

On 5 November 1996, the Faculty Senate adopted the following resolutions for your consideration:

- #96-35 Fall 1996 Graduation Roster, subject to completion of degree requirements.
- #96-36 Features of a review of performance of permanently tenured faculty (attachment 1).
- #96-37 Admission standards for home-schooled students as follows:
Home-schooled students will be required to submit scores from the SAT I tests in English (Verbal) and Mathematics (Quantitative) and one SAT II (Achievement) test each in the natural and social sciences.
- #96-38 Undergraduate curriculum matters contained in the meeting minutes of 12 September 1996, 10 October 1996, and 24 October 1996. (attachments 2-4).

Thank you for your consideration of the above mentioned resolutions.

Sincerely,

Don Sexauer
Chair of the Faculty

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attachments

c: Richard Ringeisen, Vice Chancellor for Academic Affairs
James Hallock, Vice Chancellor for Health Sciences



November 25, 1996

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Office of the Chancellor
103 Spilman
919-328-6212

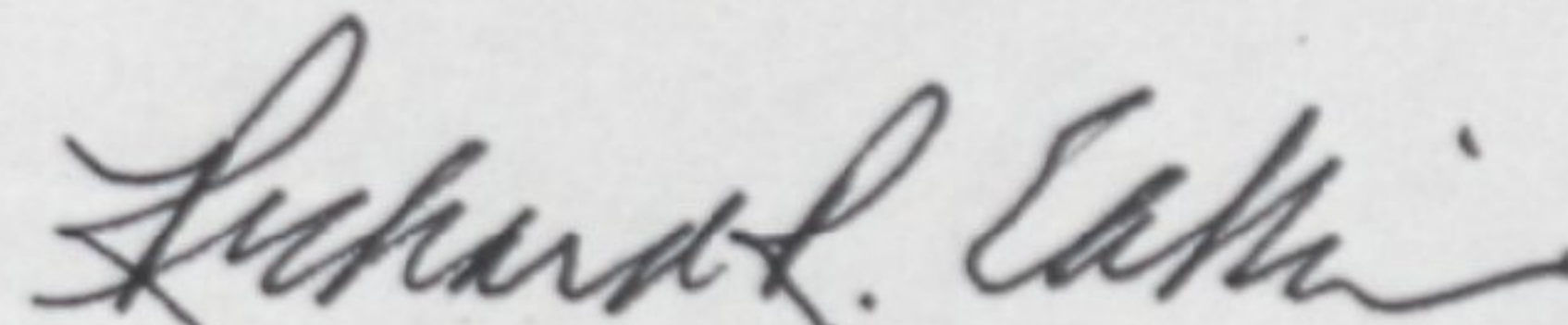
Mr. Don Sexauer
Chair of the Faculty
East Carolina University

Dear Professor Sexauer:

I am pleased to approve Resolutions #96-35, #96-36, #96-37, and #96-38 as adopted by the Faculty Senate on November 5, 1996.

Best wishes.

Sincerely,


Richard R. Eakin
Chancellor

RRE/ra

cc: Richard Ringeisen
James Hallock



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MEMORANDUM

TO: Richard Eakin, Chancellor
Richard Ringeisen, Vice Chancellor for Academic Affairs
James Hallock, Vice Chancellor for Health Sciences
Don Sexauer, Chair of the Faculty
Brenda Killingsworth, Vice Chair of the Faculty
Donald Neal, Secretary of the Faculty
Artemis Kares, Parliamentarian

FROM: Lori Lee *LL*
Faculty Senate

DATE: 29 October 1996

SUBJECT: Faculty Officers' Meeting

The Faculty Officers will meet with the Chancellor and Vice Chancellors on **Monday, 4 November 1996, at 3:00 p.m. in Spilman #103.** Attached is an agenda for this meeting. Please call me at ext. 6537 if you are unable to attend this meeting.

Thank you.

attachment

**MEETING OF FACULTY OFFICERS
WITH CHANCELLOR AND VICE CHANCELLORS**

Monday, 4 November 1996

AGENDA

- A. Chancellor Richard Eakin's Remarks
- B. Vice Chancellor's Remarks
Richard Ringeisen, Academic Affairs
James Hallock, Health Sciences
- C. Faculty Officers' Remarks
 - 1. Responsibilities of News Bureau
(Attached are two articles detailing the technological activities of another institution.)
 - 2. Chancellor Eakin's report on employment category of all faculty.
 - 3. Vice Chancellor Feldbush's report on new Graduate Assistantship policy.
 - 4. Set date for Spring Faculty Senate Reception.
- D. 5 November 1996, Faculty Senate Agenda
- E. Miscellaneous

UNC-CH hopes online teaching will expand educational horizons

BY SUSAN KAUFFMAN
AND LYNN BONNER
STAFF WRITERS

The University of North Carolina at Chapel Hill announced ambitious plans last week to climb aboard IBM's computer-teaching bandwagon called the Global Campus.

Proponents of this newest form of long-distance learning — which will offer classes on the Internet from more than 30 colleges and universities — herald it as the second wave of egalitarian education, one that promises to make higher education more accessible.

Even skeptics, concerned about costs and

diminished personal interaction between students and professors, acknowledge that the concept is promising and should not be dismissed as a form of glorified correspondence course.

No one is saying it will mean the death of residential education.

"I don't think in any way is it attempting to eliminate the ongoing programs involving 18- to 22-year-olds coming to campus," said Bill Graves, UNC-CH's associate provost for information and technology.

"Socialization and acculturation are important, and we're not going to give them up."

Offering courses at off-campus locations

using video and satellite is nothing new in North Carolina.

Schools with more of a technological bent have made some big strides.

East Carolina University has offered, over the Internet, a master's in technology for several years.

At N.C. State University, more than 100 courses a year are offered in liberal arts, science, mathematics and engineering over various networks.

The school also has proposed offering an undergraduate engineering program consisting of a combination of community college classes, NCSU distance learning courses and classes from the "National Technical

University" — courses from 45 universities that are transmitted by satellite.

This fall, UNC-Asheville students are taking a graduate engineering course from an NCSU professor in Raleigh. They sit in front of \$5,000 computers and watch the professor as a little image in the corner of their screens. The information he's putting on the blackboard appears as another computer image.

"Many of our master of engineering students never arrive on campus until they receive their degree," said John Gilligan, associate dean for research and graduate

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TECHNOLOGY

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programs in the College of Engineering at NCSU.

"They know the faculty better than the students here, through e-mail and telephone and now with video conferencing over the Internet. It's very strong interactivity," he said.

Schools with a strong liberal arts and residential education emphasis, such as Duke and UNC-CH, have been somewhat slower to explore alternatives to the traditional classroom.

Richard White, the dean of Trinity College at Duke, said administrators are focusing on providing students with the latest technology and databases to augment on-campus, residential learning. Some of the professional programs, such as business and medicine and law, are expanding distance learning, but it's not a focus for undergraduates, White said.

"We're interested in sharing local resources, but there's no long-range plan for people to take Duke courses for credit and earn degrees elsewhere," White said.

But when UNC-CH Chancellor Michael Hooker arrived in Chapel Hill last year, he said he was shocked at how the school lagged in the implementation of high-tech teaching techniques.

At the University of Massachusetts, he had seen online classes mushrooming for a decade across the Northeast and became convinced they would become an integral part of the future of state universities, he said.

"North Carolina is a leader in the country in terms of wiring for the 21st century," Hooker said. "But relative to the nation's top 20 flagship schools, the University of North Carolina at Chapel Hill is behind."

Education for the masses

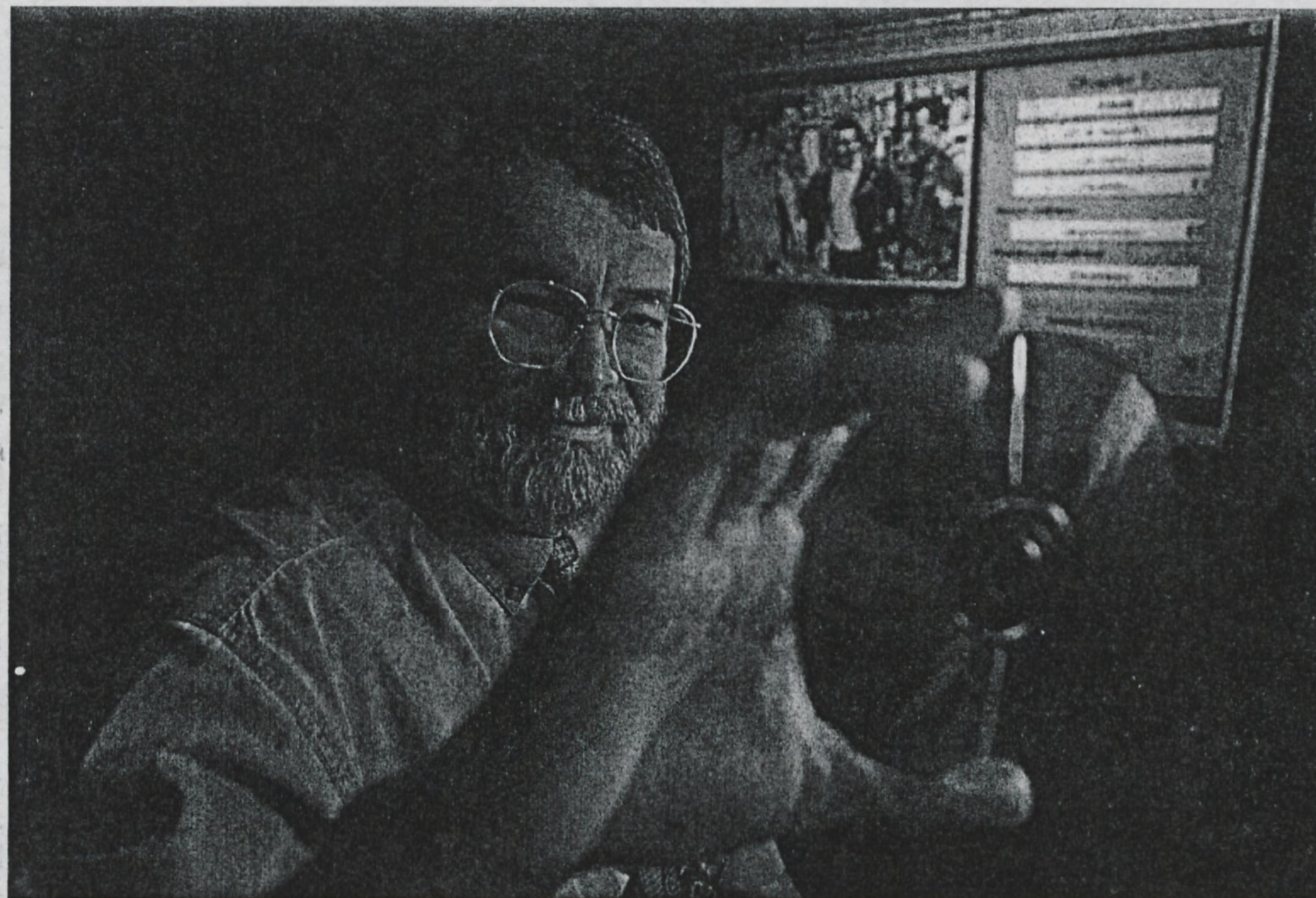
State schools have an obligation, not shared by private schools, to serve the state, Hooker said. With a projected rise in enrollment, the legislature is looking for ways to accommodate more students without taking on the expense of more building.

Hooker says he wants to use the technology to expand off-site professional education, such as law and information science as well as continuing medical, dental and nursing programs.

Next fall, UNC-CH will offer a master's degree in public health through a combination of video and computers at six locations across the state.

Lawrence Kessler, a UNC-CH history professor who has taught for 30 years and uses the computer primarily for e-mail and some research, said faculty reaction to Hooker's initiative is mixed.

"Some of my colleagues are very much into the use of computers in the classroom and think it's the way to go," Kessler said. "Others have qualms that the virtual university is not the kind of educational experience we ought to be



Lowell Roberts, director of UNC-CH's Institute for Academic Technology, says many classes could be put on line.

STAFF PHOTO BY JIM BOUNDS

imparting."

Professors at the university say the commitment to residential education and personal interaction among students and between students and faculty must not be abandoned.

Hooker agrees. He says he does not foresee the Global Campus concept being extended to include an online four-year baccalaureate degree, which he knows would meet with resistance from faculty.

But Hooker's not ruling out a future online degree in liberal arts for a group of people that is often ignored — adults with two-year community college degrees who want more education.

"They have homes, mortgages, families and jobs and no chance of moving to Chapel Hill to get a bachelor's degree."

To those who wonder whether online education might hurt the school's prestige, Hooker says: "It's not a question of devaluing the UNC degree. If it's online or nothing, obviously, online is better than nothing. If we ever have degrees on line, it would be to serve that population."

Questions linger

Still, in all the rush to get on line — helped along by high-tech companies with a vested interest in connecting people to computers — it can be hard to separate hype from benefit.

President Clinton, a huge computer booster, said Thursday that his administration will push Congress for \$500 million in federal

financing for a five-year project to expand the Internet's capabilities at 100 universities, national labs and other federal institutions.

But questions of exactly how much any of these projects will cost, and who will pay, remain unanswered. The financial details of IBM's commitment to UNC-CH, for example, have not yet been worked out.

Iris Molotsky, director of public information for the American Association of University Professors, said she believes business people more than educators are promoting the notion of the "widespread phenomenon of virtual universities."

"It's going to cost a lot of money to set this up, and the [people] who are talking about cutting costs don't mention start-up costs and who is going to put all this stuff up and who's going to keep it updated," Molotsky said.

Many other questions also loom. How will online programs be accredited and maintain quality? What checks are in place to determine whether a student has really done the work? Who will develop courses? Will online courses promote homogeneity and discourage individual professorial creativity?

"It's all so new and moving so quickly," said Peter Smith, director of public affairs for the Association of American Universities, which includes 60 major research schools. "No one knows how it will work or how it will shape everything else."

While insi... are unsure

whether it will put professors out of jobs, they generally agree it will spur professors to get up to speed on computers.

At the University of Illinois at Champaign-Urbana, for example, a required course for electrical engineers called Circuits I has been put on line. As a result, the number of professors has been cut by 20 percent and the number of graduate teaching assistants by 33 percent, said Lowell Roberts, director of UNC-CH's Institute for Academic Technology.

"There are legitimate reasons to fear for jobs," Roberts said, "but the change will be more how the instructors work with students rather than the numbers of instructors. Professors are going to have to adjust or become redundant."

Beyond economics and the desire to serve rural populations, computerized learning definitely offers some advantages to some students, Roberts said.

Learning by oneself

"The lecture, which we idealize as equaling learning, was invented at the University of Paris in the Middle Ages when students had no access to primary materials," Roberts said.

"There can be great advantages to getting students together in class with a professor," he said. "[But] those of us who are learning theorists know it's not essential."

Sometimes, he said, students

benefit from being able to ask professors questions on the computer as they think of them, rather than trying to monopolize a teacher's time in class, he said.

Not all courses belong on the computer, Roberts said, but he added he's finding many more, including lab and music classes, that are suitable.

The trend might result in increased off-campus course offerings, or a combination of on-campus and distance learning.

This summer, representatives from Stanford University, the University of Southern California and the state's three public systems — the University of California, California State University and the community colleges — began talks with the telecommunications industry about creating a state online university.

Meanwhile, a consortium set in motion by governors in nine Western states is working on a regional online university.

"The experience of being at a university is one that would be quite different from just taking discrete correspondence courses," said Deborah McRae, a Charlotte public school educator enrolled in a graduate class at UNC-Charlotte being taught by a UNC-CH professor beamed in from the N.C. School of Science and Math.

"I think there'll be a place for both. I don't think people will be willing to give up the wonderful experience of being at a university, but there are times in your life when that's just not practical."

UNC-CH IBM to join forces online

The goal of the program is to create a virtual college, with registration and class discussions by computer.

By MERRILL WOLF
CORRESPONDENT

Computer giant IBM is joining with the University of North Carolina at Chapel Hill to accommodate a predicted enrollment boom by making all aspects of university life accessible online.

The IBM Global Campus project, to be announced today, is designed to put all university functions and services — including course catalogues, registration, applications for financial aid, classroom discussions and research results — online to make higher education accessible to students regardless of location or life circumstances.

INSIDE

■ In Business:

IBM says it will stick with Lotus Notes spreadsheet software, despite poor sales. ▶ 9C

"We were elated when IBM came to us three months ago with the concept," Chancellor Michael Hooker said Wednesday. "We jumped at the opportunity."

About 30 colleges and universities around the world have signed on as the project's charter members. They will purchase and use combinations of technologies, consulting and other services, and will share the results with other participating institutions.

UNC-CH and Wake Forest University are the only North Carolina schools involved.

Hooker — who has called the Chapel Hill campus woefully behind other schools in adopting new technology — said the linkup with IBM will provide an important boost.

"It enables us to get our feet wet a lot sooner than we could have," he said. "They have all the infrastructure for distance learning, and we have the content. We complement each other."

Components of IBM Global Campus include software to help faculty members develop and teach courses on the World Wide Web, a worldwide multimedia digital library and special Internet connections.

Plans for UNC-CH's involvement in the project are sketchy, but Hooker said the university could have two or three courses online by next fall.

Faculty and administrators initially will focus on training staff and developing courses for the School of Law and the School of Information and Library Science.

With enrollment in the state university system

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IBM

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expected to increase by about 40,000 by 2005, the move toward so-called distance-learning — whereby students “attend” lectures, receive and complete assignments, and participate in classroom discussions via computer — is seen as a crucial element in meeting demand.

UNC-CH has a limited ability to expand physically, Hooker said, but can expand its student population by offering off-campus teaching. The electronic option is seen as important for the growing numbers of nontraditional students, including those with jobs, children and other commitments that don't allow them to come to campus.

“They can't really pull up stakes and go to a four-year university,” Hooker said. But with programs such as the one that UNC-CH will test with IBM and the other schools, “they will be able to get a baccalaureate degree from home. All they need is a computer and a modem.”

But people working in the field say that distance learning is an uncharted and complicated concept.

“The sociology is more difficult than the technology,” said Diana Oblinger, manager of academic programs for higher education for IBM. For the past seven years she has been based at the Institute for Aca-

ademic Technology, a collaboration between IBM and UNC-CH exploring ways that technology can be used to solve problems in teaching and learning.

Oblinger does see the new project as a starting point. She said it's an opportunity to explore numerous policy issues that could affect the feasibility of the global campus.

By adopting different aspects of the project and sharing their experiences, Oblinger added, participating schools can begin to answer policy questions — including the relevance of higher education revolving around residency.

Distance learning is already a reality at several U.S. schools, including Duke University. In May, Duke's Fuqua School of Business launched its Global Executive MBA program, with 45 students spread all over the globe, from Hong Kong to Boston.

The 19-month program focusing on global business attracts nontraditional students, said Bob Clemen, a Fuqua professor of decision sciences who teaches an online course on decision models.

He said most of the program's students, who range in age from the early 20s to the mid-50s, are entrepreneurs or executives at international firms. “Many are traveling around the world on business, so they send in assignments electronically and participate in electronic chat rooms.”

Clemen said that although online learning offers many advantages,

personal contact among students remains an essential element of the educational experience — something that, so far, hasn't been stipulated as part of UNC-CH's program.

Fuqua's program combines online instruction and discussion with periodic residential sequences in Europe, Asia and the Americas. This year the students will meet face-to-face during two-week sessions in Durham; Salzburg, Austria; Shanghai, China; and Sao Paulo, Brazil.

The residencies complement online instruction and interaction by exposing students firsthand to international business practices, Clemen said.

Students in the University of Massachusetts-Dartmouth's CyberEd program may never meet face-to-face, but they can choose from a broad list of classes in history, political science, astronomy, chemistry and English literature.

Now in its second year, CyberEd — at <http://www3.umassd.edu> — offers several dozen courses, each with its own web site including fully referenced lectures, assignments, reading materials and chat rooms.

The program's organizers say online learning encourages more initiative and participation from students, promotes class diversity, is more convenient and eliminates some biases in traditional classroom settings.

Staff writer Jane Stancill contributed to this report.