

PLEASE POST FOR ALL FACULTY TO READ!

EAST CAROLINA UNIVERSITY 1996-1997 FACULTY SENATE

The seventh regular meeting of the 1996/1997 Faculty Senate will be held on **Tuesday, 18 March 1997**, at 2:10 in the Mendenhall Student Center Great Room.

FULL AGENDA

- I. **Call to Order**

- II. **Approval of Minutes**

 18 February 1997

- III. **Special Order of the Day**
 - A. Roll Call
 - B. Announcements
 - C. Richard Eakin, Chancellor
 - D. Vice Chancellor's Report
 - E. Approval of Spring Graduation Roster
 - F. Dawn Clark, Faculty Assembly Delegate
 UNC Faculty Assembly Meeting of 21 February 1997

- IV. **Unfinished Business**

- V. **Report of Committees**
 - A. Committee on Committees, Bob Woodside
 Second reading of proposed revisions to the following Committee charges
 (attachment 1):
 - 1. Admissions and Recruitment Committee
 - 2. Calendar Committee
 - 3. General Education Committee
 - 4. University Curriculum Committee

 - B. Calendar Committee, Nancy Moss
 - 1. Revisions to the following University Calendars:
 Fall 1997, Spring 1998, Summer 1998, Fall 1998, Spring 1999 (attachment 2).
 - 2. Proposed New University Calendars:
 Summer 1999, Fall 1999, Spring 2000 (attachment 3).

 - C. Credits Committee, Bob Woodside
 Proposed revision to the *University Undergraduate Catalog*,
 Section 5. Academic Regulations (attachment 4).

- D. Educational Policies and Planning, David Lawrence
(For information only, no action required by the Faculty Senate)
 - 1. Request for Authorization to Plan a PhD Program in Technology Studies
 - 2. Request for Authorization to Establish a BS Degree in Construction Management(Copies of both requests are available for review in the Faculty Senate office.)
- E. Faculty Governance Committee, Jeff Jarvis
Second reading of proposed revisions to the *ECU Faculty Manual*, Appendix A (attachment 5).
- F. Teaching Effectiveness Committee, Janna Brendell
 - 1. Recommendations concerning the Student Opinion of Instruction Survey (attachment 6).
 - 2. Proposed revisions to the Alumni Teaching Awards procedures (attachment 7).
- G. Unit Code Screening Committee, Bill Grossnickle
Revisions to the following Unit Code of Operations:
 - 1. Department of Sociology
 - 2. Department of Geology
 - 3. Department of Communication(Copies are available for review in the Faculty Senate office.)
- H. University Curriculum Committee, Jim Smith
Curriculum matters contained in the minutes of the 13 February 1997, and 27 February 1997, Committee Meeting. (Copies of these minutes have been distributed to all units and are available on the Faculty Senate web page.)

VI. New Business

**Faculty Senate Agenda
18 March 1997
Attachment 1.**

COMMITTEE ON COMMITTEES REPORT

**SECOND READING OF PROPOSED REVISIONS TO THE
FOLLOWING COMMITTEE CHARGES:**

Admissions and Recruitment Committee

Delete under Section 4.a. Committee Responsibilities:

"Emergency appeals for admission through the University College which cannot be heard at a scheduled meeting of the committee will be settled by the office of Undergraduate Studies in consultation with, and with the approval of, the chair of the committee. The effect from such decisions will be restricted to one semester."

Calendar Committee

Add to 2. Membership:

ex-officio member (without vote but with all other parliamentary privileges) a representative from the Weekend University program

General Education Committee

Add to 2. Membership:

ex-officio member (with vote) the chair, or appointed representative, of the University Curriculum Committee

University Curriculum Committee

Add to 2. Membership:

ex-officio member (with vote) the chair, or appointed representative, of the General Education Committee

FALL SEMESTER 1997

(Actual class days: 14 Mondays, 15 Tuesdays, 16 Wednesdays, 15 Thursdays, 15 Fridays, and 14 Saturdays.
Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays.)

June 2, Monday	Last day to apply for admission to Graduate School for the fall semester
August 5, Tuesday	Last day to pay or secure fall semester fees without penalty
August 18, Monday	Faculty meetings; schedules canceled for all who have not paid fees by 4:00 P.M.
August 19, Tuesday	Registration and schedule changes
August 20, Wednesday	Classes begin; late registration; schedule changes
August 22, Friday	Weekend University classes begin
August 26, Tuesday	Last day for late registration and schedule changes (drop and add)
August 27, Wednesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
August 29, Friday	6:30 p.m. Weekend University Labor Day holiday begins (no classes)
September 1, Monday	Labor Day holiday (no classes)
September 3, Wednesday	Last day to apply for graduation in December
October 1, Wednesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
October 3, Friday	6:30 p.m. Weekend University Fall Break begins (no classes)
October 4-7 Saturday- Tuesday	Fall break
October 8, Wednesday	8:00 A.M. Classes resume. State holiday makeup day. (Classes which normally would have met on Monday, September 1, will meet on this day so that there will effectively be the same number of Mondays and Wednesdays as every other weekday during the semester. Wednesday classes will not meet.)
October 13, Monday	Last day for undergraduate students to drop a Weekend University course or to withdraw from school without grades
November 10, Monday	Early registration for spring semester 1998 begins
November 19, Wednesday	Last day to remove incompletes given during spring and/or summer session 1997
November 26-30 Wednesday - Sunday	Thanksgiving break
December 1, Monday	8:00 A.M. Classes resume. Last day for graduate students to drop courses without grades
December 2, Tuesday	Last day to submit thesis to Graduate School for completion of degree in this term
December 10, Wednesday	Regular classes end
December 11, Thursday	Reading Day

December 12, Friday	Regular exams begin; Weekend University classes will meet
December 13, Saturday	Commencement; Weekend University classes end
December 19-20 Friday-Saturday	Weekend University exams
December 20, Saturday	6:00 P.M. Exams for fall semester close

EXAMINATION SCHEDULE FALL SEMESTER 1997

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate courses meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (December 12 - December 19). Graduate courses meeting at night will hold their examination during their regular class times the first class night during the examination period. Courses meeting on Saturday morning will have the final examination on Saturday, December 13, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (December 19-December 20) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

PHYS 1251, 1261, MATH 1065	5:00-7:00	Friday, December 12
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Monday, December 15
ECON 1000, 2113, 2133	5:00-7:00	Tuesday, December 16
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Wednesday, December 17
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Thursday, December 18
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:00	Friday, December 19

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:00 Friday, December 12
8:00 TTH	8:00 - 10:00 Tuesday, December 16
9:00 MWF	8:00 - 10:00 Monday, December 15
9:00 TTH	8:00 - 10:00 Thursday, December 18
10:00 MWF	8:00 - 10:00 Wednesday, December 17
10:00 TTH	8:00 - 10:00 Friday, December 19
11:00 MWF	11:00 - 1:00 Friday, December 12
11:00 TTH	11:00 - 1:00 Tuesday, December 16
12:00 MWF	11:00 - 1:00 Monday, December 15
12:00 TTH	11:00 - 1:00 Thursday, December 18
1:00 MWF	11:00 - 1:00 Wednesday, December 17
1:00 TTH	11:00 - 1:00 Friday, December 19
2:00 MWF	2:00 - 4:00 Friday, December 12
2:00 TTH	2:00 - 4:00 Tuesday, December 16
3:00 MWF	2:00 - 4:00 Monday, December 15
3:00 TTH	2:00 - 4:00 Thursday, December 18
4:00 MWF	2:00 - 4:00 Wednesday, December 17
4:00 TTH	2:00 - 4:00 Friday, December 19
5:00 MWF	5:00 - 7:00 Monday, December 15
5:00 TTH	5:00 - 7:00 Tuesday, December 16

SPRING SEMESTER 1998

(Actual class days: 14 Mondays, 16 Tuesdays, 16 Wednesdays, 15 Thursdays, 14 Fridays, 14 Saturdays.
Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays)

October 15, Wednesday	Last day to apply for admission to Graduate School for the spring semester
December 19, Friday	Last day to pay or secure spring semester fees without penalty
January 9, Friday	Schedules canceled for all who have not paid fees by 4:00 P.M.
January 12, Monday	Registration and schedule changes
January 13, Tuesday	Classes begin; late registration; schedule changes
January 16, Friday	6:30 p.m. Weekend University classes begin
January 19, Monday	State Holiday (no classes)
January 20, Tuesday	Last day for late registration and schedule changes (drop and add)
January 21, Wednesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
January 28, Wednesday	Last day to apply for graduation in May
February 24, Tuesday	Last day for undergraduate students to drop term-length courses or Weekend University students to drop Weekend University courses; Last day for undergraduate students and Weekend University students to withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
March 15-22 Sunday - Sunday	Spring break
March 23, Monday	8:00 A.M. Classes resume
March 30, Monday	Early registration for summer sessions and fall semester 1998
April 10-11 Friday-Saturday	State holiday (no classes)
April 15, Wednesday	Last day to remove incompletes given during fall semester 1997
April 24, Friday	Last day for graduate students to drop courses without grades
April 27, Monday	Last day to submit thesis to Graduate School for completion of degree in this term
May 2, Saturday	Weekend University classes end
May 5, Tuesday	State holiday makeup day (Classes which normally would have met on Friday, April 10, will meet on this day so that there will effectively be the same number of Tuesdays and Fridays as every other weekday during the semester.) Classes which normally meet on this day will not meet. This does not apply to Weekend University classes.
May 6, Wednesday	State holiday makeup day (Classes which normally would have met on Monday, January 19, will meet on this day so that there will effectively be the same number of Wednesdays and Mondays as every other weekday during the semester.) Classes which normally meet on this day will not meet.

May 6, Wednesday	Classes end
May 7, Thursday	Reading Day
May 8, Friday	Regular exams begin
May 8-9 Friday-Saturday	Weekend University exams
May 14, Thursday	7:00 P.M. - Exams for spring semester close
May 16, Saturday	Commencement

EXAMINATION SCHEDULE SPRING SEMESTER 1998

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate courses meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (May 8 - May 14). Graduate courses meeting at night will hold their examination during their regular class times the first class night during the examination period. Courses meeting on Saturday morning will have the final examination on Saturday, May 9, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (May 8-May 9) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Friday, May 8
ECON 1000, 2113, 2133	5:00-7:00	Saturday, May 9
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Monday, May 11
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Tuesday, May 12
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:00	Wednesday, May 13
PHYS 1251, 1261, MATH 1065	5:00-7:00	Thursday, May 14

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:00 Wednesday, May 13
8:00 TTH	8:00 - 10:00 Thursday, May 14
9:00 MWF	8:00 - 10:00 Friday, May 8
9:00 TTH	8:00 - 10:00 Tuesday, May 12
10:00 MWF	8:00 - 10:00 Monday, May 11
10:00 TTH	8:00 - 10:00 Saturday, May 9
11:00 MWF	11:00 - 1:00 Wednesday, May 13
11:00 TTH	11:00 - 1:00 Thursday, May 14
12:00 MWF	11:00 - 1:00 Friday, May 8
12:00 TTH	11:00 - 1:00 Tuesday, May 12
1:00 MWF	11:00 - 1:00 Monday, May 11
1:00 TTH	11:00 - 1:00 Saturday, May 9
2:00 MWF	2:00 - 4:00 Wednesday, May 13
2:00 TTH	2:00 - 4:00 Thursday, May 14
3:00 MWF	2:00 - 4:00 Friday, May 8
3:00 TTH	2:00 - 4:00 Tuesday, May 12
4:00 MWF	2:00 - 4:00 Monday, May 11
4:00 TTH	2:00 - 4:00 Saturday, May 9
5:00 MWF	5:00 - 7:00 Monday, May 11
5:00 TTH	5:00 - 7:00 Tuesday, May 12

**SUMMER SESSIONS 1998
FIRST TERM**

(Actual class days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for Registration, 1 day for Final Exams)

March 16, Monday	Last day to apply for admission to Graduate School for first summer term
May 15, Friday	Schedules canceled for all who have not paid fees by 4:00 P.M.
May 18, Monday	Registration and schedule changes
May 19, Tuesday	Classes begin; late registration; schedule changes
May 20, Wednesday	Last day for late registration and schedule changes (drop and add) for first term
May 21, Thursday	Last day for schedule changes (add only); last day for submission of grade replacement requests
June 1, Monday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
June 16, Tuesday	Last day for graduate students to drop courses without grades
June 22, Monday	Classes end
June 23, Tuesday	Final examinations

SECOND TERM

(Actual class days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 4 Fridays, 1 day for Registration, 1 day for Final Exams)

May 1, Friday	Last day to apply for admission to Graduate School for second summer term
June 23, Tuesday	Schedules canceled for all who have not paid fees by 4:00 P.M.
June 24, Wednesday	Registration and schedule changes
June 25, Thursday	Classes begin; late registration; schedule changes
June 26, Friday	Last day for late registration and schedule changes (drop and add) for second term
June 29, Monday	Last day for schedule changes (add only); last day for submission of grade replacement requests
July 3, Friday	State Holiday (no classes)
July 9, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
July 20, Monday	Last day to submit thesis to Graduate School for completion of degree in the summer session
July 24, Friday	Last day for graduate students to drop courses without grades
July 30, Thursday	Classes end
July 31, Friday	Final examinations
August 1, Saturday	Summer session ends

WEEKEND UNIVERSITY CLASSES SUMMER SCHEDULE 1998

(Actual class days: 10 Fridays, 10 Saturdays, 2 days for Final Exams)

May 15, Friday	Weekend University registration and schedule changes; Weekend University classes begin
May 21, Thursday	Last day for Weekend University class schedule changes (drop and add); last day for submission of grade replacement requests
June 8, Monday	Last day for Weekend University students to drop a Weekend University class or to withdraw from school without grades
July 3-4 Friday-Saturday	6:30 p.m. State holiday begins (no classes)
July 25, Saturday	Weekend University classes end
July 31-August 1 Friday-Saturday	Weekend University exams
August 1, Saturday	Summer session ends

FALL SEMESTER 1998

(Actual class days: 14 Mondays, 15 Tuesdays, 16 Wednesdays, 15 Thursdays, 15 Fridays, and 14 Saturdays. Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays.)

June 1, Monday	Last day to apply for admission to Graduate School for the fall semester
August 5, Wednesday	Last day to pay or secure fall semester fees without penalty
August 17, Monday	Faculty meetings; schedules canceled for all who have not paid fees by 4:00 P.M.
August 18, Tuesday	Registration and schedule changes
August 19, Wednesday	Classes begin; late registration; schedule changes
August 21, Friday	Weekend University classes begin
August 25, Tuesday	Last day for late registration and schedule changes (drop and add)
August 26, Wednesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
September 2, Wednesday	Last day to apply for graduation in December
September 4, Friday	6:30 p.m. Weekend University Labor Day holiday begins (no classes)
September 7, Monday	Labor Day holiday (no classes)
September 30, Wednesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
October 5, Monday	Last day for undergraduate students to drop a Weekend University class or to withdraw from school without grades
October 16, Friday	6:30 p.m. Weekend University Fall break begins (no classes)
October 17-20 Saturday - Tuesday	Fall break (tentative)
October 21, Wednesday	8:00 A.M. Classes resume; State holiday makeup day (classes which would have met on Monday, September 7, will meet on this day so there will effectively be the same number of Mondays and Wednesdays as every other weekday during the semester; Wednesday classes will not meet.)
November 9, Monday	Early registration for spring semester 1999 begins
November 18, Wednesday	Last day to remove incompletes given during spring and/or summer session 1998
November 25-29 Wednesday - Sunday	Thanksgiving break
November 30, Monday	8:00 a.m. classes resume; Last day for graduate students to drop courses without grades
December 1, Tuesday	Last day to submit thesis to Graduate School for completion of degree in this term
December 9, Wednesday	Regular classes end
December 10, Thursday	Reading day
December 11, Friday	Regular exams begin; Weekend University classes meet
December 12, Saturday	Commencement; Weekend University classes end
December 18-19 Friday-Saturday	Weekend University exams
December 19, Saturday	6:00 P.M. Exams for fall semester close

EXAMINATION SCHEDULE FALL SEMESTER 1998

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate courses meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (December 11 - December 18). Graduate courses meeting at night will hold their examination during their regular class times the first class night during the examination period. Courses meeting on Saturday will have the final examination on Saturday, December 12, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (December 18- December 19) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

ECON 1000, 2113, 2133	5:00-7:00	Friday, December 11
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Monday, December 14
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Tuesday, December 15
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:00	Wednesday, December 16
PHYS 1251, 1261, MATH 1065	5:00-7:00	Thursday, December 17
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Friday, December 18

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 - 10:00 Monday, December 14
8:00 TTH	8:00 - 10:00 Thursday, December 17
9:00 MWF	8:00 - 10:00 Wednesday, December 16
9:00 TTH	8:00 - 10:00 Friday, December 18
10:00 MWF	8:00 - 10:00 Friday, December 11
10:00 TTH	8:00 - 10:00 Tuesday, December 15
11:00 MWF	11:00 - 1:00 Monday, December 14
11:00 TTH	11:00 - 1:00 Thursday, December 17
12:00 MWF	11:00 - 1:00 Wednesday, December 16
12:00 TTH	11:00 - 1:00 Friday, December 18
1:00 MWF	11:00 - 1:00 Friday, December 11
1:00 TTH	11:00 - 1:00 Tuesday, December 15
2:00 MWF	2:00 - 4:00 Monday, December 14
2:00 TTH	2:00 - 4:00 Thursday, December 17
3:00 MWF	2:00 - 4:00 Wednesday, December 16
3:00 TTH	2:00 - 4:00 Friday, December 18
4:00 MWF	2:00 - 4:00 Friday, December 11
4:00 TTH	2:00 - 4:00 Tuesday, December 15
5:00 MWF	5:00 - 7:00 Monday, December 14
5:00 TTH	5:00 - 7:00 Tuesday, December 15

SPRING SEMESTER 1999

(Actual class days: 15 Mondays, 16 Tuesdays, 15 Wednesdays, 15 Thursdays, 14 Fridays, 14 Saturdays. Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays.)

October 15, Thursday	Last day to apply for admission to Graduate School for the spring semester
December 18, Friday	Last day to pay or secure spring semester fees without penalty
January 7, Thursday	Schedules canceled for all who have not paid fees by 4:00 P.M.
January 8, Friday	Registration and schedule changes
January 11, Monday	Classes begin; late registration; schedule changes
January 15, Friday	Last day for late registration and schedule changes (drop and add): 6:30 p.m. Weekend University classes begin
January 16, Saturday	Weekend University classes meet
January 18, Monday	State Holiday (no classes)
January 19, Tuesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
January 26, Tuesday	Last day to apply for graduation in May
February 22, Monday	Last day for undergraduate students to drop term-length courses or for Weekend University students to drop Weekend University courses; last day for undergraduate students and Weekend University students to withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
March 14-21 (Sunday - Sunday)	Spring break
March 22, Monday	8:00 A.M. Classes resume
March 29, Monday	Early registration for summer sessions and fall semester
April 2-3 Friday-Saturday	State holiday (no classes)
April 13, Tuesday	Last day to remove incompletes given during fall semester
April 22, Thursday	Last day for graduate students to drop courses without grades
April 23, Friday	Last day to submit thesis to Graduate School for completion of degree in this term
May 1, Saturday	Weekend University classes end
May 4, Tuesday	Classes end; State holiday makeup day. (Classes which normally would have met on Friday, April 2, will meet on this day so that there will effectively be the same number of Tuesdays and Fridays as every other weekday during the semester. Tuesday classes will not meet.) This does not apply to Weekend University classes.
May 5, Wednesday	Reading day
May 6, Thursday	Regular exams begin
May 7-8 Friday-Saturday	Weekend University exams
May 13, Thursday	7:00 P.M. - Exams for spring semester close
May 15, Saturday	Commencement

EXAMINATION SCHEDULE SPRING SEMESTER 1999

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate courses meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (May 6 - May 13). Graduate courses meeting at night will hold their examination during their regular class times the first class night during the examination period. Courses meeting on Saturday morning will have the final examination on Saturday, May 8, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (May 7 - May 8) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

CHEM 1121, 1151, 1161, 2621	5:00-7:00	Thursday, May 6
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Friday, May 7
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:00	Monday, May 10
PHYS 1251, 1261, MATH 1065	5:00-7:00	Tuesday, May 11
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Wednesday, May 12
ECON 1000, 2113, 2133	5:00-7:00	Thursday, May 13

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 - 10:00 Friday, May 7
8:00 TTH	8:00 - 10:00 Thursday, May 6
9:00 MWF	8:00 - 10:00 Monday, May 10
9:00 TTH	8:00 - 10:00 Tuesday, May 11
10:00 MWF	8:00 - 10:00 Wednesday, May 12
10:00 TTH	8:00 - 10:00 Thursday, May 13
11:00 MWF	11:00 - 1:00 Friday, May 7
11:00 TTH	11:00 - 1:00 Thursday, May 6
12:00 MWF	11:00 - 1:00 Monday, May 10
12:00 TTH	11:00 - 1:00 Tuesday, May 11
1:00 MWF	11:00 - 1:00 Wednesday, May 12
1:00 TTH	11:00 - 1:00 Thursday, May 13
2:00 MWF	2:00 - 4:00 Friday, May 7
2:00 TTH	2:00 - 4:00 Thursday, May 6
3:00 MWF	2:00 - 4:00 Monday, May 10
3:00 TTH	2:00 - 4:00 Tuesday, May 11
4:00 MWF	2:00 - 4:00 Wednesday, May 12
4:00 TTH	2:00 - 4:00 Thursday, May 13
5:00 MWF	5:00 - 7:00 Monday, May 10
5:00 TTH	5:00 - 7:00 Tuesday, May 6

FIRST TERM

(Actual class days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for Registration, 1 day for Final Exams)

March 15, Monday	Last day to apply for admission to Graduate School for first summer term
May 14, Friday	Schedules canceled for all who have not paid fees by 4:00 P.M.
May 17, Monday	Registration and schedule changes
May 18, Tuesday	Classes begin; late registration; schedule changes
May 19, Wednesday	Last day for late registration and schedule changes (drop and add) for first term
May 20, Thursday	Last day for schedule changes (add only); last day for submission of grade replacement requests
May 31, Monday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
June 15, Tuesday	Last day for graduate students to drop courses without grades
June 21, Monday	Classes end
June 22, Tuesday	Final examinations

SECOND TERM

(Actual class days: 4 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 5 Fridays, 1 day for Registration, 1 day for Final Exams)

May 3, Monday	Last day to apply for admission to Graduate School for second summer term
June 22, Tuesday	Schedules canceled for all who have not paid fees by 4:00 P.M.
June 23, Wednesday	Registration and schedule changes
June 24, Thursday	Classes begin; late registration; schedule changes
June 25, Friday	Last day for late registration and schedule changes (drop and add) for second term
June 28, Monday	Last day for schedule changes (add only); last day for submission of grade replacement requests
July 5, Monday	State Holiday (no classes)
July 8, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
July 19, Monday	Last day to submit thesis to Graduate School for completion of degree in the summer session
July 23, Friday	Last day for graduate students to drop courses without grades
July 29, Thursday	Classes end
July 30, Friday	Final examinations
July 31, Saturday	Summer session ends

WEEKEND UNIVERSITY CLASSES SUMMER SCHEDULE 1999

(Actual class days: 10 Fridays, 10 Saturdays, 2 days for Final Exams)

May 14, Friday	Weekend University registration and schedule changes; Weekend University classes begin
May 17, Monday	Last day for Weekend University class schedule changes (drop and add); last day for submission of grade replacement requests
June 7, Monday	Last day for Weekend University students to drop a Weekend University class or to withdraw from school without grades
July 2-3 Friday-Saturday	6:30 p.m. State holiday begins (no classes)
July 24, Saturday	Weekend University classes end
July 30-31 Friday-Saturday	Weekend University exams
July 31, Saturday	Summer session ends

FALL SEMESTER 1999

(Actual class days: 14 Mondays, 15 Tuesdays, 16 Wednesdays, 15 Thursdays, 15 Fridays, and 14 Saturdays. Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays.)

June 1, Tuesday	Last day to apply for admission to Graduate School for the fall semester
August 4, Wednesday	Last day to pay or secure fall semester fees without penalty
August 16, Monday	Faculty meetings; schedules canceled for all who have not paid fees by 4:00 P.M.
August 17, Tuesday	Registration and schedule changes
August 18, Wednesday	Classes begin; late registration; schedule changes
August 20, Friday	Weekend University classes begin
August 24, Tuesday	Last day for late registration and schedule changes (drop and add)
August 25, Wednesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
September 1, Wednesday	Last day to apply for graduation in December
September 3, Friday	6:30 p.m. Weekend University Labor Day holiday begins (no classes)
September 6, Monday	Labor Day holiday (no classes)
September 29, Wednesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
October 4, Monday	Last day for undergraduate students to drop a Weekend University class or to withdraw from school without grades
October 15, Friday	6:30 p.m. Weekend University Fall break begins (no classes)
October 16-19 Saturday - Tuesday	Fall break
October 20, Wednesday	8:00 A.M. Classes resume; State holiday makeup day (classes which would have met on Monday, September 6, will meet on this day so there will effectively be the same number of Mondays and Wednesdays as every other weekday during the semester; Wednesday classes will not meet.)
November 8, Monday	Early registration for spring semester 2000 begins
November 17, Wednesday	Last day to remove incompletes given during spring and/or summer session 1999
November 24-28 Wednesday - Sunday	Thanksgiving break
November 29, Monday	8:00 a.m. classes resume; Last day for graduate students to drop courses without grades
November 30, Tuesday	Last day to submit thesis to Graduate School for completion of degree in this term
December 8, Wednesday	Regular classes end
December 9, Thursday	Reading day
December 10, Friday	Regular exams begin; Weekend University classes meet
December 11, Saturday	Commencement; Weekend University classes end
December 17-18 Friday-Saturday	Weekend University exams
December 18, Saturday	6:00 P.M. Exams for fall semester close

EXAMINATION SCHEDULE FALL SEMESTER 1999

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate classes meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (December 10 - December 17). Graduate classes meeting at night will hold their examination during their regular class times the first class night during the examination period. Classes meeting on Saturday will have the final examination on Saturday, December 11, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (December 17- December 18) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Friday, December 10
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:00	Monday, December 13
PHYS 1251, 1261, MATH 1065	5:00-7:00	Tuesday, December 14
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Wednesday, December 15
ECON 1000, 2113, 2133	5:00-7:00	Thursday, December 16
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Friday, December 17

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 - 10:00 Wednesday, December 15
8:00 TTH	8:00 - 10:00 Friday, December 17
9:00 MWF	8:00 - 10:00 Friday, December 10
9:00 TTH	8:00 - 10:00 Tuesday, December 14
10:00 MWF	8:00 - 10:00 Monday, December 13
10:00 TTH	8:00 - 10:00 Thursday, December 16
11:00 MWF	11:00 - 1:00 Wednesday, December 15
11:00 TTH	11:00 - 1:00 Friday, December 17
12:00 MWF	11:00 - 1:00 Friday, December 10
12:00 TTH	11:00 - 1:00 Tuesday, December 14
1:00 MWF	11:00 - 1:00 Monday, December 13
1:00 TTH	11:00 - 1:00 Thursday, December 16
2:00 MWF	2:00 - 4:00 Wednesday, December 15
2:00 TTH	2:00 - 4:00 Friday, December 17
3:00 MWF	2:00 - 4:00 Friday, December 10
3:00 TTH	2:00 - 4:00 Tuesday, December 14
4:00 MWF	2:00 - 4:00 Monday, December 13
4:00 TTH	2:00 - 4:00 Thursday, December 16
5:00 MWF	5:00 - 7:00 Monday, December 13
5:00 TTH	5:00 - 7:00 Tuesday, December 14

SPRING SEMESTER 2000

(Actual class days: 15 Mondays, 16 Tuesdays, 15 Wednesdays, 15 Thursdays, 14 Fridays, 14 Saturdays. Effective class days: 15 Mondays, 15 Tuesdays, 15 Wednesdays, 15 Thursdays, 15 Fridays, 14 Saturdays.)

October 15, Friday	Last day to apply for admission to Graduate School for the spring semester
December 17, Friday	Last day to pay or secure spring semester fees without penalty
January 6, Thursday	Schedules canceled for all who have not paid fees by 4:00 P.M.
January 7, Friday	Registration and schedule changes
January 10, Monday	Classes begin; late registration; schedule changes
January 14, Friday	Last day for late registration and schedule changes (drop and add): 6:30 p.m. Weekend University classes begin
January 17, Monday	State Holiday (no classes)
January 18, Tuesday	Last day for schedule changes (add only); Last day for Weekend University schedule changes (drop and add); Last day for submission of grade replacement requests
January 25, Tuesday	Last day to apply for graduation in May
February 21, Monday	Last day for undergraduate students to drop term-length courses or for Weekend University students to drop Weekend University courses; last day for undergraduate students and Weekend University students to withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
March 12-19	Spring break
Sunday - Sunday	
March 20, Monday	8:00 A.M. Classes resume
March 27, Monday	Early registration for summer sessions and fall semester
April 11, Tuesday	Last day to remove incompletes given during fall semester
April 20, Thursday	Last day for graduate students to drop courses without grades
April 21-22	State holiday (no classes)
Friday-Saturday	
April 24, Monday	Last day to submit thesis to Graduate School for completion of degree in this term
April 29, Saturday	Weekend University classes end
May 2, Tuesday	Classes end; State holiday makeup day. (Classes which normally would have met on Friday, April 21, will meet on this day so that there will effectively be the same number of Tuesdays and Fridays as every other weekday during the semester. Tuesday classes will not meet.) This does not apply to Weekend University classes.
May 3, Wednesday	Reading day
May 4, Thursday	Regular exams begin
May 5-6	Weekend University exams
Friday-Saturday	
May 11, Thursday	7:00 P.M. - Exams for spring semester close
May 13, Saturday	Commencement

EXAMINATION SCHEDULE SPRING SEMESTER 2000

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour courses will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes.

Examinations in undergraduate classes meeting at night will be held at 7:30-9:30 p.m. on the first night of their usual meeting during the examination period (May 4 - May 11). Graduate classes meeting at night will hold their examination during their regular class times the first class night during the examination period. Classes meeting on Saturday morning will have the final examination on Saturday, May 6, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (May 5 - May 6) at the usual hour at which the class meets.

Those classes beginning between hours or meeting more than one hour will have the final examinations at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m., TTH class will meet the examination schedule of the 9:00 a.m. TTH class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

FREN 1001,1003, SPAN 1001,1004, GERM 1001	5:00-7:00	Thursday, May 4
PHYS 1251, 1261, MATH 1065	5:00-7:00	Friday, May 5
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Monday, May 8
ECON 1000, 2113, 2133	5:00-7:00	Tuesday, May 9
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Wednesday, May 10
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Thursday, May 11

<u>Times class regularly meets</u>	<u>Time and day of examination</u>
8:00 MWF	8:00 - 10:00 Monday, May 8
8:00 TTH	8:00 - 10:00 Tuesday, May 9
9:00 MWF	8:00 - 10:00 Wednesday, May 10
9:00 TTH	8:00 - 10:00 Thursday, May 11
10:00 MWF	8:00 - 10:00 Friday, May 5
10:00 TTH	8:00 - 10:00 Thursday, May 4
11:00 MWF	11:00 - 1:00 Monday, May 8
11:00 TTH	11:00 - 1:00 Tuesday, May 9
12:00 MWF	11:00 - 1:00 Wednesday, May 10
12:00 TTH	11:00 - 1:00 Thursday, May 11
1:00 MWF	11:00 - 1:00 Friday, May 5
1:00 TTH	11:00 - 1:00 Thursday, May 4
2:00 MWF	2:00 - 4:00 Monday, May 8
2:00 TTH	2:00 - 4:00 Tuesday, May 9
3:00 MWF	2:00 - 4:00 Wednesday, May 10
3:00 TTH	2:00 - 4:00 Thursday, May 11
4:00 MWF	2:00 - 4:00 Friday, May 5
4:00 TTH	2:00 - 4:00 Thursday, May 4
5:00 MWF	5:00 - 7:00 Monday, May 8
5:00 TTH	5:00 - 7:00 Thursday, May 4

Approved by Calendar Committee: 1-18-97
Presented to the Faculty Senate: 3-18-97

GUIDELINES FOR SCHEDULING OF SUMMER SESSION COURSES

On October 15, 1979, the Graduate Council passed the policy that "no graduate or senior-graduate courses be offered granting more than one semester hour of credit per week of classes without the specific approval of the Credit Committee of the Graduate Council before this course is scheduled." On December 5, 1995, The Faculty Senate passed a resolution (95-44) that stated "At least one calendar week of reflection and analysis should be provided to students for each semester hour of undergraduate credit awarded."

In order to have the contact minutes during the summer sessions be consistent with contact minutes during a regular 15-week semester, the following table indicates how long class meetings should last according to their contact hours (50 minute periods) during the 15-week semester and the number of class meetings each week during the summer:

Fall/Spring contact hrs per week	Semester semester minutes	Summer session days per week and total classes			
		5-days 25 classes	4-days 20 classes	3-days 15 classes	2-days 10 classes
1	750	30	37.5	50	75
2	1500	60	75	100	150
3	2250	90	112.5	150	225
4	3000	120	150	200	300
5	3750	150	187.5	250	375

It was agreed that class meetings of more than 90 minutes should include one or more breaks included in their scheduled times (as night classes during the regular semester that meet 6:30 to 9:30 have 30 minutes of breaks included in their scheduled time).

The three times in the 4-day summer schedule that are not exact should be rounded down to 35, 110, and 185 minutes. Classes that meet once a week during the regular semester (e.g., labs) could match their 15 regular semester meetings by meeting three times a week during the summer session for the same class length as during a regular semester.

Since most courses carry three semester hours credit, they should meet for either 90 minutes five days per week (morning) or 110 minutes (plus break) four days per week (afternoon or evening). The following guidelines indicate recommended beginning and ending times for three credit hour classes; other classes should either begin at a three credit hour class beginning time or end at a three credit hour ending time.

Consideration should be given to offering several night classes meeting four days each week for students who are employed.

MTWTHF 8:00 AM - 9:30 AM
MTWTHF 9:40 AM - 11:10 AM
MTWTHF 11:20 AM - 12:50 PM
MTWTH 1:00 PM - 3:00 PM

MTWTH 3:10 PM - 5:10 PM
MTWTH 5:20 PM - 7:20 PM
MTWTH 7:30 PM - 9:30 PM

CREDITS COMMITTEE REPORT

**PROPOSED REVISION TO UNIVERSITY
UNDERGRADUATE CATALOG,**

**Section 5: Academic Regulations,
Appeals of Suspension (page 50)**

Replace the following text in the second paragraph:

*"...no later than four working days prior to registration day
for the next term of enrollment and contain the following:..."*

with:

"...by 5:00 p.m. according to the following schedule:

*Appeals for Fall Semester: Examination day of the
second summer term*

*Appeals for Spring Semester: Last day for examinations
for Fall Semester....*

The appeal should contain the following:"

Replace the following text in the third paragraph:

*"This letter must be received in the Office of the Registrar no later than four
working days prior to registration day of the next term of enrollment."*

with:

"This letter must be received according to the schedule noted above."

**Upon approval by the Faculty Senate and Chancellor,
this deadline will be reflected in all University Calendars.**

**Faculty Senate Agenda
18 February 1997
Attachment 5.**

FACULTY GOVERNANCE COMMITTEE REPORT

**Second Reading of Proposed Revisions to
*ECU Faculty Manual, Appendix A***

Add to Appendix A, Faculty Constitution of East Carolina University, Section VIII, Duties of the Officers of the Faculty Senate, at the end of the third paragraph, (page A-5) the following:

"For the length of his/her term as Chair, the Chair of the Faculty serves as a Delegate to the Faculty Assembly (but not exceeding six consecutive years), with duties as a delegate described in the Bylaws of the Faculty Assembly of the University of North Carolina, Part X of the ECU Faculty Manual, Section II.A., Members of the Assembly."

(Following approval by the Faculty Senate and the Chancellor, the General Faculty will be asked to approve this revision at the Fall Faculty Convocation, scheduled 18 August 1997.)

Add to Appendix A, By-Laws of the Faculty Constitution of East Carolina University, Section VI, Faculty Assembly Delegates and Alternates, Number 2, (page A-9) the following sentence as a new third sentence:

"One Faculty Assembly Delegate will be the Chair of the Faculty, holding a term for each year he/she is elected to serve as Chair of the Faculty (but not exceeding six consecutive years)."

(Following approval by the Chancellor, copies of the revised section will be incorporated into the next revision to the *ECU Faculty Manual*, that will be distributed to all faculty in August 1997.)

TEACHING EFFECTIVENESS COMMITTEE REPORT

RECOMMENDATION REGARDING THE STUDENT OPINION OF INSTRUCTION SURVEY

In April 1995, the Faculty Senate charged the Teaching Effectiveness Committee with using the revised Student Opinion of Instruction Survey (SOIS) for one year (1996-1997) and reporting to the Faculty Senate on the results of the trial basis. During the one-year trial basis, a sample was to be given of both instruments, the comparability examined, and the results included in the report to the Faculty Senate.

Recommendations presented in this report are based on the following:

- Results of statistical comparison of the two SOIS instruments,
- Summary of Teaching Effectiveness Committee Survey of Faculty and Chairs survey data, and
- Comments and feedback generated from campus-wide SOIS training sessions (public meetings).

Process

In Fall semester 1996, East Carolina University classes were evaluated with both the old and the revised forms of the SOIS instruments to determine the relative utility of the two forms.

Statistical Comparison of SOIS Forms

The information content of the two SOIS instruments was compared by multivariate analyses of the structures of the two response sets to document any important difference/s between instruments in their objective assessment of student opinion of instruction.

Results of Statistical Comparisons

The primary conclusion from the analysis is that the two SOIS instruments are measuring the same thing. In general terms, the two instruments even with the difference in question wording are assessing comparable student perceptions. This point deals only with those questions included in the statistical analysis. It does not include the written comments by the students.

Faculty and Chair Surveys

The office of Planning and Institutional Research (PIR) and the Teaching Effectiveness Committee designed two survey forms to assess the opinions of

TEACHING EFFECTIVENESS COMMITTEE REPORT

Attachment 6. (continued)

faculty and chairs regarding the revised SOIS form. (See attachment for summary of survey results.)

Faculty and Chair Survey Responses

In general terms, several important conclusions can be derived from these data:

- Overall, faculty prefer the new SOIS instrument to the old one by a substantial margin.
- There is some degree of confusion concerning how one should interpret the results of the new instrument by both faculty and chairs.
- Faculty are evenly divided concerning the utility of a summary question such as #9 on the old instrument.
- Chairs tend to prefer the old SOIS instrument.
- Chairs believe a summary question like #9 to be important.

(See attachment for summary of survey results.)

Training Seminars

As per the guidelines listed under Item VI. of Faculty Senate Resolution #95-25, PIR, Teaching Effectiveness Committee, and the Center for Faculty Development worked together in planning and presenting training seminars for unit heads and other interested faculty.

Three training sessions were held:

4 February 1997	in Mendenhall	estimated attendance - 9
5 February 1997	in Mendenhall	estimated attendance - 10
7 February 1997	in Belk	estimated attendance - 0

Bob Thompson started each session with a statement of the purpose for holding these sessions. Those attending the session were asked what questions they had regarding either the new or the old version of the survey. A log was kept of these questions as well as of statements supporting or expressing concerns about either or both versions. Thompson presented a brief background of the creation of the new survey. In his comments he summarized the results of a statistical analysis, performed for the Teaching Effectiveness Committee, that compared the results of the old and new versions. Next he presented a comparison of the major differences between the old and new versions of the student opinion of instruction surveys. The highlights of the comparison were summarized in a chart. He also presented a summary of the faculty's and chairs' responses to the Teaching Effectiveness Committee's survey evaluating the two SOIS forms and the kinds of generalizations that can be made based on the

TEACHING EFFECTIVENESS COMMITTEE REPORT

Attachment 6. (continued)

SOIS information. Thompson distributed a list of guidelines to use when generalizing from SOIS results.

Report on Training Seminars

Attendance at these meetings was very poor; comments listed below should not be viewed as representative. Even with this caveat, several points were raised during these discussions to which particular attention should be called.

- The inclusion of the question on textbooks in the calculation of summed scores is probably inappropriate as this is not an individual faculty decision for many courses and departments.
- Individual faculty, personnel committee members, and chairs are likely to use the summed scores on the new SOIS instrument as a surrogate for the old #9 question. Thus, the question becomes one of directness. Under the old form, #9 was a direct assessment by the students of instructor effectiveness. Under the new form, the summed scores are indirect measures which will likely be used as assessments of effectiveness.
- The comments also indicated that more information will need to be provided faculty and chairs concerning the meaning of the results provided.

Recommendations

Based on findings gleaned from the aforementioned data analyses and discussions the Teaching Effectiveness Committee makes the following recommendations regarding the SOIS instruments:

1. Discontinue the trial of the new SOIS instrument for Spring semester, 1997.
2. Recommend adoption of the new SOIS form with the following revisions:
 - Add a summary question in the same wording as #9 (old SOIS form) as question #19 on the new SOIS form with the same scoring scale as items #1 through #13 and calculate unit and university norms for the responses to this question using course level only.
 - Remove the textbook question from the summed scores.
 - Calculate summed scores by adopted method #1: delete no response for individual items and method A: delete no response items for summed scores.

Attachments include:

- | | |
|--------------------------------------------------|---------------------------|
| 1. Highlights of differences in SOIS instruments | 5. Proposed new SOIS form |
| 2. Summary of survey results | 6. Sample of new results |
| 3. Old SOIS form | |
| 4. Sample of old results | |

Highlights of Differences in the SOIS Instruments

The following is a summary of the major differences between the two SOIS instruments and the reporting of the results. If you have any questions, please feel free to contact Bob Thompson, Planning and Institutional Research at 6288 or by email at pothomps@ecuvm.cis.ecu.edu.

Features	Current Student Opinion of Instruction Instrument	New Student Opinion of Instruction Instrument
Instructor's questionnaire	Yes	No
Overall summary question	Question 9 on this survey is an overall effectiveness question.	This survey has no overall effectiveness question like Question 9 on the current survey.
Adding questions	Eleven additional questions may be added to this survey by the instructor (#25-35).	Five additional questions may be added to this survey by the instructor (#19-23).
Courses surveyed	All courses with more than five enrolled students in courses with only one instructor of record (with the exception of student teaching courses).	All courses with more than five enrolled students in courses with one-two instructors of record (with the exception of student teaching courses).
Question Content	Questions 1-23 concern faculty instructional behavior and course content. Question 24 deals with student perception's of increased competence in subject as a result of taking the course.	Questions 1-18 concern faculty instructional behavior and course content. Questions 24-27 deal with student behavior and expectations.
Written student comments	Does not allow for written comments to be collected as part of the university's process.	Allows for written comments to be collected as part of the university's process. These comments are returned only to the instructor.
Basis of statistical calculations	The statistical calculations for this survey are based solely on the student responses. No space for item non-applicability is available in the response choices.	See Faculty Report Section below

Faculty report	<p>Report for each course surveyed contains the following statistical data:</p> <ul style="list-style-type: none"> • the total number of students enrolled, • the total number of respondents per question, • the mean (average) item response and standard deviation, • the same item mean and standard deviation aggregated for all unit courses, • and the same item mean and standard deviation aggregated for all university courses. • No frequency distribution of responses. • This data is generated for all 35 possible questions. • A summary instructor report providing the above information aggregated for all of their courses regardless of course level or size. 	<p>Report for each course surveyed contains the following statistical data:</p> <ul style="list-style-type: none"> • the total number of students enrolled, • the total number of respondents per each response choice (or frequency distribution) including "no opinion/NA", and non-responses as well as overall response total per item. • Currently, the item means, medians, and standard deviations for Questions 1-23 are compiled by two methods (1) deletes "no responses" from the calculation of the mean, etc., and (2) substitutes the mean of the other responses to the item for "no responses" in the calculation of the mean, etc. • The responses to Questions 24-27 are given in a frequency distribution. • Comparative data with unit and university courses taught at the same instructional level (1000, 2000, etc.) is contained in the Summed Scales Statistical Information section. These data for Questions 1-16 are summed twice on the basis of individual summed scores just as the means, medians and standard deviation were calculated. • In addition, comparative data is given separately for Questions 1-16 and then 17-18 based on individual mean scores. • Plus the written student comments.
Unit Administrator Reports	<p>Unit administrators receive a report for each unit instructor and course surveyed containing the same statistical information as the faculty member receives, but it is generated only on the basis of responses to Questions 1-9.</p>	<p>Unit administrator receives a copy of the same report for each unit instructor and course as does the faculty member - minus the written comments.</p>

Revised Principles to Guide the Use of the Student Opinion Data

- 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.

Faculty Senate Resolution #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.

- I. Adopt the instrument as developed and tested by the committee.
- II. Develop a set of results for each course surveyed which contains the following:
 - A. A frequency distribution of the responses to each of the 27 items.
 - B. A mean, median, and standard deviation for items 1 through 18.
 - C. A summed score for items 1 through 16, a measure of teaching effectiveness. Include unit and university norms.
 - D. A summed score for items 17 and 18, a measure of course difficulty. Include unit and university norms.
- III. Under the existing criteria all courses are evaluated each semester except courses with enrollments less than six, student teaching courses, team taught courses, and courses in the School of Medicine. A proposed change to the existing criteria is to allow evaluation of courses taught by two instructors as a team. For each of these courses the Office of Planning and Institutional Research (PIR) will send two sets of SOIS forms. PIR will not distribute SOIS forms to evaluate courses with more than two instructors, however, units may independently evaluate these courses, for example, using copies of SOIS forms or other student evaluation forms.
- IV. Continue to have the office of Planning and Institutional Research coordinate the administration of the survey in terms of its distribution to the units, the collection of completed surveys, and the distribution of its results as described in II. The management of the open ended comments section of the survey will be the responsibility of the unit within the following guidelines. All comments will be kept confidential; it will be up to the discretion of the faculty member to share these. After the students complete the SOIS forms the designated SOIS classroom administrator will separate the comment sheets from the responses to questions 1 through 27 and place each in two separate envelopes which will then be sealed and returned to the designated unit administrator. The unit administrator will send the envelope with responses to questions 1 through 27 to PIR and will retain the envelope containing written comments. After PIR completes and returns the analysis of questions 1 through 27 (See V. below), the unit administrators simultaneously will distribute the comments, still in sealed envelopes, to the instructor.
- V. Send sets of results, as described in II, to instructors, through their units, after grades have been posted. Copies of the results will also be sent to the unit heads.
- VI. Require each unit head receiving results to attend a training seminar. The training will be the joint responsibility of PIR, Teaching Effectiveness Committee, and the office of Faculty Development. Additional training seminars will be held as needed for new unit heads. Training sessions will be open to all interested faculty. The following issues will be covered in the training:
 - A. Unit head examination of the results on a course by course basis for each instructor. Professors will be rated as individuals against standards appropriate for the courses they teach. For example, standards may differ for graduate vs. undergraduate classes, extremely difficult vs. less difficult courses, classes with large vs. small enrollments etc. Instructor to instructor comparisons will not be made.
 - B. The correct interpretation of the summed scores.
 - C. The consideration of items 24 through 27 in relation to other items.
 - D. Justification for discontinuing cross-course summary statistics for individual questions and substituting unit and institutional norms of the summary scores of effectiveness and difficulty. Justification for discontinuing instructor summaries.
 - E. The importance of looking at data over a number of semesters to determine instruction trends. In accordance with the *ECU Faculty Manual*, Appendix C. Personnel Policies and Procedures for the Faculty of East Carolina University, and space permitting, the report will include summary statistics from prior semesters in which the instructor taught the same course(s).
- VII. Files containing student opinion of instruction form data, without instructor identifications, for the first four semesters of implementation (as a minimum), will be available for research. For example, the data may be analyzed to determine whether relationships exist between effectiveness and difficulty or whether course level effects evaluation.

Attached is a copy of the proposed Student Opinion of Instruction Survey.

East Carolina University

Teaching Effectiveness Committee Survey of Faculty

1996-1997 Academic Year

Faculty Form ATTACHMENT # 6

Last fall you participated in an experiment to evaluate alternative ways of collecting student opinion of classes. You administered two surveys to your classes, the old Student Opinion Survey, which was blue, and the new Student Opinion of Instruction Survey, which was green. The Teaching Effectiveness Committee of the Faculty Senate would like your evaluation of the results of these two surveys.

Old SOS <input type="checkbox"/>	New SOS <input type="checkbox"/>	No Difference <input type="checkbox"/>	
54 (22.5%)	152 (63.3%)	34 (14.2%)	In your opinion, which SOS form is a better tool to measure student opinion of instruction? N=240
50 (20.9%)	158 (66.1%)	31 (13.0%)	Which SOS form provides better information to the faculty concerning instruction in their individual courses? N=231 Not answered = 1
44 (18.4%)	145 (60.7%)	50 (20.9%)	Which form provides more appropriate questions to the student? N=239 NOT answered = 1
59 (24.6%)	151 (62.4%)	30 (12.5%)	Which form provides more useful information to you in terms of the results that you received? N=240
118 (49.6%)	72 (30.3%)	48 (20.2%)	Which set of results was more easily interpreted? N=238 not answered = 2
38 (16.0%)	38 (16.0%)	162 (68.1%)	Which form was easier to administer? N=238 not answered = 2
64 (27.2%)	109 (46.4%)	62 (26.4%)	Which form provided more useful comparative data? N=235 not answered = 5
43 (18.3%)	145 (61.7%)	47 (20.0%)	Which form is a better constructed survey? N=235 not answered = 5
47 (19.7%)	137 (57.3%)	55 (23.0%)	Which form do you believe will be more useful for improvement of your teaching? N=239 not answered = 1
61 (25.8%)	159 (67.4%)	16 (6.8%)	Assuming that one of these two forms will be used, which form would you prefer? N=236 not answered = 4

The following two questions pertain only to the NEW (GREEN) form.

Yes <input type="checkbox"/>	No <input type="checkbox"/>	
150 (65.2%)	80 (34.8%)	Do you believe that the form is a "fair" instrument for assessing teaching effectiveness? N=230 not answered = 10
113 (49.8%)	114 (50.2%)	Do you believe that a valid assessment of one's teaching effectiveness can be made without a summary question? N=227 not answered = 13

East Carolina University

Teaching Effectiveness Committee Survey of Faculty 1996-1997 Academic Year

Chair Form

ATTACHMENT # 60

Last fall you participated in an experiment to evaluate alternative ways of collecting student opinion of classes. Your faculty administered two surveys to their classes, the old Student Opinion Survey, which was blue, and the new Student Opinion of Instruction Survey, which was green. The Teaching Effectiveness Committee of the Faculty Senate would like your evaluation of the results of these two surveys.

- | Old SOS | New SOS | No Difference | |
|-------------------------------------------|-------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/>
10
(50.0%) | <input type="checkbox"/>
10
(50.0%) | <input type="checkbox"/> | In your opinion, which SOS form is a better tool to measure student opinion of instruction of your faculty members?
<i>N=20 not answered=1</i> |
| <input type="checkbox"/>
10
(47.6%) | <input type="checkbox"/>
9
(42.9%) | <input type="checkbox"/>
2
(9.5%) | Which SOS form provides better information to you concerning the faculty instruction in their individual courses?
<i>N=21</i> |
| <input type="checkbox"/>
9
(42.9%) | <input type="checkbox"/>
9
(42.9%) | <input type="checkbox"/>
3
(14.3%) | Which form provides more appropriate questions to the student about your faculty member?
<i>N=21</i> |
| <input type="checkbox"/>
13
(61.9%) | <input type="checkbox"/>
7
(33.3%) | <input type="checkbox"/>
1
(4.8%) | Which form provides more useful information to you in terms of the results that you received?
<i>N=21</i> |
| <input type="checkbox"/>
16
(76.2%) | <input type="checkbox"/>
5
(23.8%) | <input type="checkbox"/> | Which set of results was more easily interpreted?
<i>N=21</i> |
| <input type="checkbox"/>
14
(66.7%) | <input type="checkbox"/>
7
(33.3%) | <input type="checkbox"/> | Which set of results provided more useful comparative data?
<i>N=21</i> |
| <input type="checkbox"/>
11
(52.4%) | <input type="checkbox"/>
8
(38.1%) | <input type="checkbox"/>
2
(9.5%) | Which form is a better constructed survey in terms of the information that you received?
<i>N=21</i> |
| <input type="checkbox"/>
8
(40.0%) | <input type="checkbox"/>
11
(55.0%) | <input type="checkbox"/>
1
(5.0%) | Which form was more useful for improving teaching?
<i>N=20 not answered=1</i> |
| <input type="checkbox"/>
10
(47.6%) | <input type="checkbox"/>
10
(47.6%) | <input type="checkbox"/>
1
(4.8%) | Assuming that one of these two forms will be used, which form would you prefer?
<i>N=21</i> |

The following two questions pertain only to the NEW (GREEN) form.

- | | | |
|-------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes
<input type="checkbox"/>
10
(50%) | No
<input type="checkbox"/>
10
(50%) | Do you believe that the form is a "fair" instrument for assessing teaching effectiveness from a supervisor's perspective?
<i>N=20 not answered=1</i> |
| <input type="checkbox"/>
7
(35.0%) | <input type="checkbox"/>
13
(65.0%) | Do you believe that a valid assessment of one's teaching effectiveness can be made without a summary question?
<i>N=20 not answered=1</i> |

STUDENT OPINION OF INSTRUCTION SURVEY INSTRUCTIONS FOR SIDE 1

Mark your response choices using a scale from five to one where five is the highest possible rating and should apply only when you believe that your instructor's performance is extraordinarily strong. A rating of one is the lowest possible rating and should apply only in those cases where you believe that your instructor's performance is extraordinarily weak. After the survey is completed, your instructor will receive a summarized report of the survey results. Information obtained from the survey, along with other information, will be used for evaluation purposes by your instructor's supervising administrator. Your responses will be confidential and anonymous.

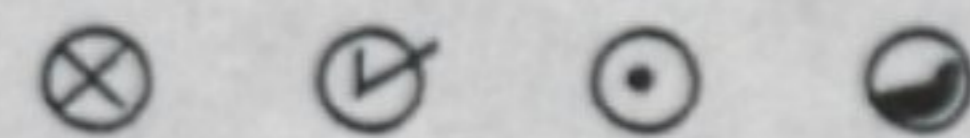
DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencil only (No. 2).
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill the circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on this answer sheet.

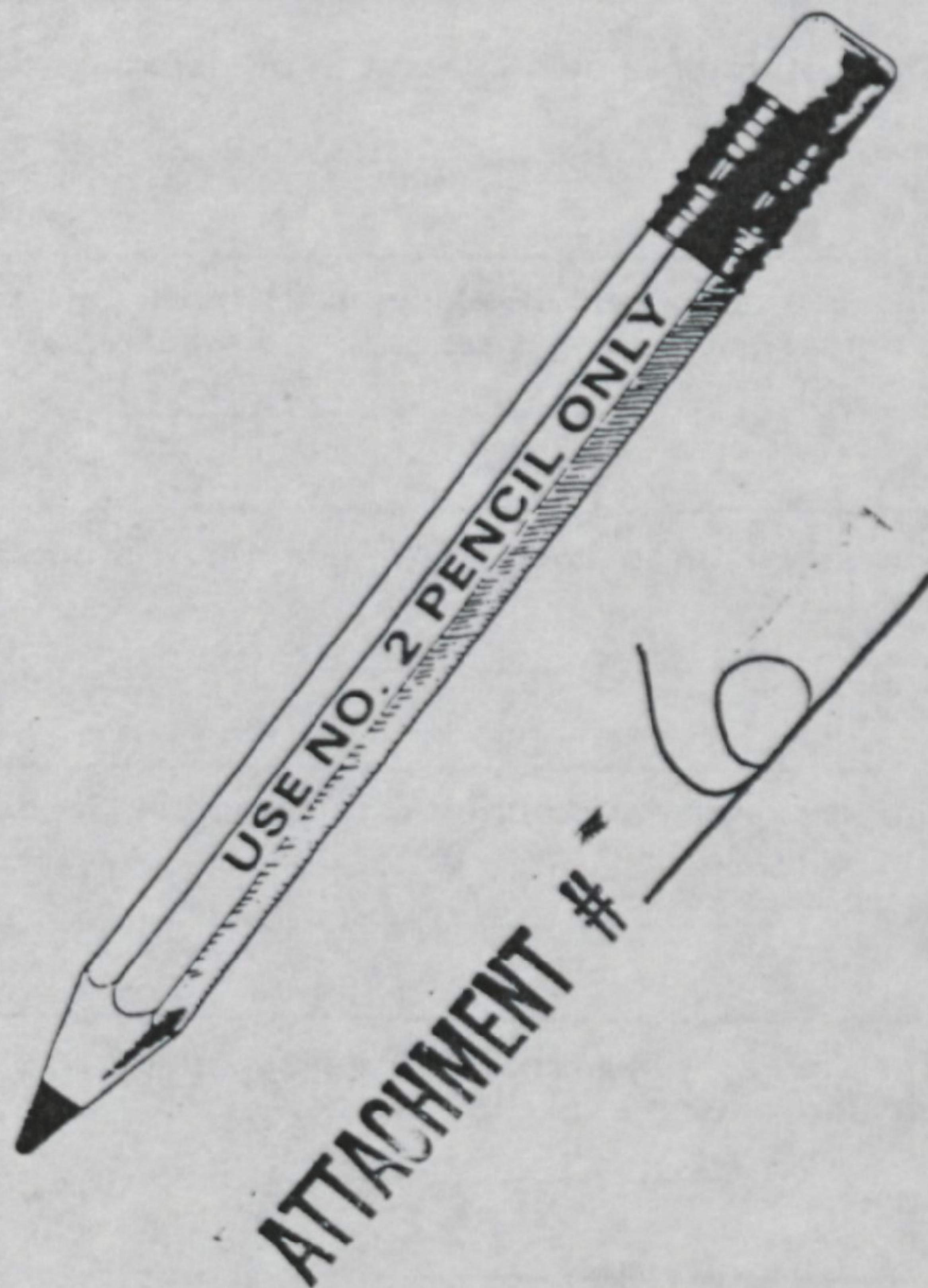
ACCEPTABLE MARKS



UNACCEPTABLE MARKS



Old SOIS



OPTIONAL QUESTIONS ON BACK

1. The instructor is reliable in meeting classes as scheduled.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

2. The instructor returns tests and assignments in a timely manner.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

3. The instructor reliably keeps office hours and appointments.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

4. The instructor has made the goals of the course clear.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

5. The instructor makes assignments and utilizes activities that are relevant to the course goals.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

6. The instructor has created an atmosphere of respect.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

7. The instructor has created an atmosphere of fairness.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

8. The instructor has created an atmosphere of helpfulness.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

9. Overall, the instructor is effective in teaching this course.

Highest Possible Rating

5 — 4 — 3 — 2 — 1

Lowest Possible Rating

OPTIONAL QUESTIONS

INSTRUCTIONS FOR SIDE 2

Your instructor may select from among items 10–24 or provide additional questions (25–35) to cover special circumstances. Mark your response choices using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree."

10. The instructor's speech is clear and audible.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

11. The instructor's presentations cause me to think about this subject.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

12. The instructor provides the opportunity to ask questions.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

13. The instructor presents course content so that I can understand it.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

14. The instructor is prepared for class.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

15. The instructor shows interest in my learning.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

16. The instructor provides useful feedback on student progress (identifying strengths and weakness).

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

17. The instructor is available to give me help outside of class.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

18. The assignments contribute to my understanding of the subject.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

19. The course requirements (projects, papers, exams, etc.) have been explained clearly.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

20. The methods (papers, tests, projects, etc.) for evaluating my work are reasonable.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

21. The course is well organized.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

22. The course objectives are clear.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

23. The goals of the course are being achieved.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

24. I am more competent in this subject as a result of this course.

Strongly Agree (5) — (4) — (3) — (2) — (1) Strongly Disagree

Questions 25–35 Supplied by Instructor

25. (5) (4) (3) (2) (1)

26. (5) (4) (3) (2) (1)

27. (5) (4) (3) (2) (1)

28. (5) (4) (3) (2) (1)

29. (5) (4) (3) (2) (1)

30. (5) (4) (3) (2) (1)

31. (5) (4) (3) (2) (1)

32. (5) (4) (3) (2) (1)

33. (5) (4) (3) (2) (1)

34. (5) (4) (3) (2) (1)

35. (5) (4) (3) (2) (1)

sample of old results

ATTACHMENT # 6

IR124

QUESTIONNAIRE ITEM	TOTAL RESPONSES	STUDENT RESPONSES				FALL 1996	
		ITEM MEAN	SD	UNIT MEAN	SD	INSTITUTION MEAN	SD
1. THE INSTRUCTOR IS RELIABLE IN MEETING CLASSES AS SCHEDULED.	* 37 *	4.86	0.673	4.91	0.324	4.81	0.512
2. THE INSTRUCTOR RETURNS TESTS AND ASSIGNMENTS IN A TIMELY MANNER.	* 37 *	4.68	0.784	4.71	0.564	4.56	0.779
3. THE INSTRUCTOR RELIABLY KEEPS OFFICE HOURS AND APPOINTMENTS.	* 36 *	4.78	0.760	4.72	0.561	4.57	0.721
RELIABILITY		4.77	0.738	4.78	0.504	4.65	0.690
4. THE INSTRUCTOR HAS MADE THE GOALS OF THE COURSE CLEAR.	* 37 *	4.57	0.899	4.50	0.718	4.42	0.863
5. THE INSTRUCTOR MAKES ASSIGNMENTS AND UTILIZES ACTIVITIES THAT ARE RELEVANT TO THE COURSE GOALS.	* 37 *	4.35	0.949	4.43	0.767	4.43	0.878
GOALS AND ASSIGNMENTS		4.46	0.924	4.47	0.743	4.43	0.871
6. THE INSTRUCTOR HAS CREATED AN ATMOSPHERE OF RESPECT.	* 37 *	4.46	1.070	4.61	0.726	4.47	0.900
7. THE INSTRUCTOR HAS CREATED AN ATMOSPHERE OF FAIRNESS.	* 37 *	4.11	1.242	4.55	0.795	4.46	0.903
8. THE INSTRUCTOR HAS CREATED AN ATMOSPHERE OF HELPFULNESS.	* 37 *	4.49	1.017	4.46	0.814	4.41	0.939
RESPECT, FAIRNESS AND HELPFULNESS		4.35	1.117	4.54	0.782	4.45	0.915
9. OVERALL, THE INSTRUCTOR IS EFFECTIVE IN TEACHING THIS COURSE.	* 37 *	4.51	0.961	4.51	0.793	4.40	0.958
10. THE INSTRUCTOR'S SPEECH IS CLEAR AND AUDIBLE.	* 30 *	4.97	0.183	4.54	0.834	4.54	0.833
11. THE INSTRUCTOR'S PRESENTATIONS CAUSE ME TO THINK ABOUT THIS SUBJECT.	* 31 *	4.52	0.724	4.29	0.894	4.26	0.955
12. THE INSTRUCTOR PROVIDES THE OPPORTUNITY TO ASK QUESTIONS.	* 30 *	4.60	0.855	4.60	0.689	4.53	0.802
13. THE INSTRUCTOR PRESENTS COURSE CONTENT SO THAT I CAN UNDERSTAND IT.	* 30 *	4.47	0.900	4.29	0.938	4.27	1.006
14. THE INSTRUCTOR IS PREPARED FOR CLASS.	* 30 *	4.97	0.183	4.75	0.550	4.61	0.722
15. THE INSTRUCTOR SHOWS INTEREST IN MY LEARNING.	* 30 *	4.53	0.860	4.35	0.863	4.32	0.963
16. THE INSTRUCTOR PROVIDES USEFUL FEEDBACK ON STUDENT PROGRESS (IDENTIFYING STRENGTHS AND WEAKNESSES).	* 29 *	4.24	1.023	4.00	1.024	4.00	1.080

ATTACHMENT #

IR124

QUESTIONNAIRE ITEM	TOTAL RESPONSES	STUDENT RESPONSES				FALL 1996	
		ITEM MEAN	SD	UNIT MEAN	SD	INSTITUTION MEAN	SD
17. THE INSTRUCTOR IS AVAILABLE TO GIVE ME HELP OUTSIDE OF CLASS.	29	4.86	0.351	4.46	0.759	4.37	0.898
18. THE ASSIGNMENTS CONTRIBUTE TO MY UNDERSTANDING OF THE SUBJECT.	29	4.45	0.827	4.29	0.903	4.30	0.971
19. THE COURSE REQUIREMENTS (PROJECTS, PAPERS, EXAMS, ETC.) HAVE BEEN EXPLAINED CLEARLY.	29	4.48	0.785	4.40	0.858	4.34	0.957
20. THE METHODS (PAPERS, TESTS, PROJECTS, ETC.) FOR EVALUATING MY WORK ARE REASONABLE.	29	3.83	1.002	4.24	0.986	4.30	0.999
21. THE COURSE IS WELL ORGANIZED.	29	4.79	0.412	4.44	0.821	4.34	0.942
22. THE COURSE OBJECTIVES ARE CLEAR.	29	4.59	0.733	4.41	0.797	4.38	0.909
23. THE GOALS OF THE COURSE ARE BEING ACHIEVED.	29	4.52	0.785	4.33	0.887	4.32	0.960
24. I AM MORE COMPETENT IN THIS SUBJECT AS A RESULT OF THIS COURSE.	29	4.31	0.891	4.35	0.938	4.28	1.050
25.	0	0.00	0.000				
26.	0	0.00	0.000				
27.	0	0.00	0.000				
28.	0	0.00	0.000				
29.	0	0.00	0.000				
30.	0	0.00	0.000				
31.	0	0.00	0.000				
32.	0	0.00	0.000				
33.	0	0.00	0.000				
34.	0	0.00	0.000				
35.	0	0.00	0.000				

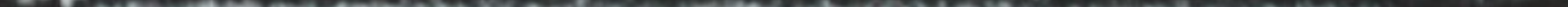
Please note that the following
COMMENTS section will be sent to the
instructor after grades have been posted.

➤ What would you change to improve the course?



Incorrect Marks

✓ X ●



1. The instructor has created an atmosphere of helpfulness.
2. The instructor has informed students about criteria used for grading.
3. The instructor has made the objectives of this course clear.
4. The instructor has been well prepared for each class.
5. The instructor has shown enthusiasm in teaching this course.
6. The instructor's course evaluation methods (quizzes, exams, papers, etc.) have been fair.
7. The textbooks used have been appropriate to the course.
8. This class has challenged me to learn course material, concepts, and skills.
9. The instructor's syllabus has clarified the expectations of this course.
10. The instructor has provided the opportunity to ask questions.
11. The assignments, including reading and projects, have contributed to my understanding of the subject.
12. The instructor has been available to students outside of class.
13. The instructor has provided useful feedback when returning tests and assignments.

N/A
V

ADDITIONAL QUESTIONS ON REVERSE SIDE >

Proposed

New SDIS

ATTACHMENT # 6

Additional Comments:

The next set of statements asks you to rate aspects of this course on the same 7 point scale, but with different labels on the end points. Please read each statement carefully before answering. Again, if a statement is not applicable to this course or instructor or if you have no opinion about the statement, please fill in the Not Applicable/No Opinion bubble. Please fill in only one bubble for each item.

14. The instructor has demonstrated respect for me.
15. When applicable, the instructor has provided different points of view toward the subject.
16. The instructor has tested on the materials emphasized.

NOT AT ALL			AS MUCH AS POSSIBLE				N/A OR NO OPINION
1	2	3	4	5	6	7	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	N/A
1	2	3	4	5	6	7	N/A
1	2	3	4	5	6	7	N/A

17. The content of this course has been:

VERY EASY			VERY DIFFICULT				N/A OR NO OPINION
1	2	3	4	5	6	7	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	N/A

18. The amount of work/reading assigned in this course has been:

NOT DEMANDING			VERY DEMANDING				N/A OR NO OPINION
1	2	3	4	5	6	7	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	N/A

Questions 19-23 are supplied by the instructor.

19. Overall, the instructor is effective in teaching this course.
20.
21.
22.
23.

Strongly Agree			Strongly Disagree				N/A OR NO OPINION
1	2	3	4	5	6	7	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	N/A
1	2	3	4	5	6	7	N/A
1	2	3	4	5	6	7	N/A
1	2	3	4	5	6	7	N/A

24. On the average, how many hours per week have you spent on this course outside of class?
0-2 hours
3-4 hours
5-6 hours
7-8 hours
9 or more hours

25. What is your current class level?
Freshman
Sophomore
Junior
Senior
Graduate
Other

26. Which reason best describes why you have taken this course?
☐ It is an elective course
☐ It is a choice among required options
☐ No other options available
☐ It is specifically required

27. What grade do you expect to earn in this course?
☐ A
☐ B
☐ C
☐ D
☐ F
☐ Incomplete

COURSE
INSTRUCTOR:
DEPARTMENT:

(CLASS, SECTION)
CLASS SIZE: 19

STUDENT OPINION OF INSTRUCTION SURVEY
FALL, 1996

FREQUENCY DISTRIBUTION OF RESPONSES

QUESTION		STRONGLY DISAGREE					STRONGLY AGREE		NO ^{Not} OPIN.	NR	METHOD 1: DELETE NO RESPONSE ITEMS			METHOD 2: SUBSTITUTE MEAN FOR NO RESPONSE				
		1	2	3	4	5	6	7			N	MEAN	MEDIAN	STD	N	MEAN	MEDIAN	STD
HELPFUL	1	0	0	0	2	4	3	6	0	0	15	5.87	6.00	1.13	15	5.87	6.00	1.13
GRADE CRITERIA	2	0	0	2	1	3	2	7	0	0	15	5.73	6.00	1.49	15	5.73	6.00	1.49
DEJECTIVES CLEAR	3	0	1	1	1	3	4	5	0	0	15	5.53	6.00	1.55	15	5.53	6.00	1.55
PREPARATION	4	0	0	2	1	3	3	6	0	0	15	5.67	6.00	1.45	15	5.67	6.00	1.45
ENTHUSIASM	5	0	0	0	4	2	3	6	0	0	15	5.73	6.00	1.23	15	5.73	6.00	1.23
EVALUATION METHODS	6	0	1	0	3	2	2	7	0	0	15	5.67	6.00	1.59	15	5.67	6.00	1.59
TEXTBOOKS	7	0	0	3	0	3	2	6	1	0	14	5.57	6.00	1.60	14	5.57	6.00	1.60
CHALLENGING	8	0	0	3	0	3	3	6	0	0	15	5.60	6.00	1.55	15	5.60	6.00	1.55
SYLLABUS	9	0	0	2	2	3	1	7	0	0	15	5.60	6.00	1.55	15	5.60	6.00	1.55
QUESTIONS	10	1	0	1	0	4	2	7	0	0	15	5.67	6.00	1.76	15	5.67	6.00	1.76
UNDERSTANDING	11	0	0	1	2	4	3	5	0	0	15	5.60	6.00	1.30	15	5.60	6.00	1.30
AVAILABILITY	12	0	1	0	1	5	2	6	0	0	15	5.67	6.00	1.45	15	5.67	6.00	1.45
FEEDBACK	13	1	0	0	2	4	3	5	0	0	15	5.47	6.00	1.64	15	5.47	6.00	1.64
RESPECT	14	0	0	0	2	2	1	10	0	0	15	6.27	7.00	1.16	15	6.27	7.00	1.16
POINTS OF VIEW	15	0	1	0	2	2	1	9	0	0	15	5.93	7.00	1.58	15	5.93	7.00	1.58
TESTED ON MATERIALS	16	0	1	0	2	1	2	9	0	0	15	6.00	7.00	1.56	15	6.00	7.00	1.56
COURSE CONTENT	17	1	3	2	6	1	0	0	0	2	13	3.23	4.00	1.17	13	3.23	4.00	1.17
AMT. OF WORK	18	3	4	3	4	0	0	0	0	1	14	2.57	2.50	1.16	14	2.57	2.50	1.16
	19	0	0	0	0	0	0	0	0	15								
	20	0	0	0	0	0	0	0	0	15								
	21	0	0	0	0	0	0	0	0	15								
	22	0	0	0	0	0	0	0	0	15								
	23	0	0	0	0	0	0	0	0	15								

HOURS SPENT	24	0-2 HOURS:9	3-4 HOURS:3	5-6 HOURS:1	7-8 HOURS:0	9 OR MORE:0	NO RESPONSE:2	
CLASS	25	FRESHMAN:0	SOPHOMORE:8	JUNIOR:4	SENIOR:1	GRADUATE:0	OTHER:0	NO RESPONSE:2
REASON FOR COURSE	26	ELECTIVE:8	CHOICE AMONG REQUIRED:3	NO OTHER OPTIONS:1	REQUIRED:1	NO RESPONSE:2		
EXPECTED GRADE	27	A: 11	B: 0	C: 1	D: 0	F: 1	I: 0	NO RESPONSE:2

SUMMED SCALES STATISTICAL INFORMATION:

QUESTIONS 1 THROUGH 16 BASED ON INDIVIDUAL SUMMED SCORES	THIS COURSE				UNIT NORM*				UNIVERSITY NORM**				Level of course
	N	MEAN	MEDIAN	STD	N	MEAN	MEDIAN	STD	N	MEAN	MEDIAN	STD	
A) DELETE NO RESPONSE ITEMS	14	91.07	99.00	20.45	27	98.56	106.00	17.00	9E3	96.25	102.00	18.38	
B) SUBSTITUTE MEAN FOR NO RESPONSE	14	91.07	99.00	20.45	27	98.56	106.00	17.00	1E4	95.66	101.00	18.68	
BASED ON INDIVIDUAL MEAN SCORES	15	5.73	6.19	1.24	28	6.16	6.63	1.04	1E4	5.96	6.31	1.15	
QUESTIONS 17 AND 18 BASED ON INDIVIDUAL SUMMED SCORES	13	5.85	6.00	2.19	26	5.85	6.00	2.09	1E4	9.68	10.00	2.56	

* UNIT NORM REFLECT THE MEAN, MEDIAN, AND STANDARD DEVIATION FOR ALL COURSES IN THIS UNIT AT THIS LEVEL
** UNIVERSITY NORM REFLECT THE MEAN, MEDIAN, AND STANDARD DEVIATION FOR ALL COURSES AT ECU AT THIS LEVEL

Sample of new results

ATTACHMENT #

6

TEACHING EFFECTIVENESS COMMITTEE REPORT

PROPOSED REVISIONS TO THE SELECTION
PROCEDURES FOR THE ALUMNI DISTINGUISHED
PROFESSOR FOR TEACHING AWARDS

In item one, replace the following sentence that reads:

"A call for nominees will be sent out to each academic unit from the Teaching Effectiveness Committee by October 1 of each year."

with

"A call for nominees will be sent out to each academic unit from the Teaching Effectiveness Committee by the end of Spring semester each year."

In item two, replace the following sentence that reads:

"The candidate is to turn in all evaluative materials to his or her unit administrator by November 15 each year. The unit administrator is to forward the candidate's materials to the Chair of the Teaching Effectiveness Committee by December 1."

with

"The unit administrator should send a nomination letter listing the names and departments and/or schools of all nominees to the chair of the Teaching Effectiveness Committee. Nominated faculty who wish to pursue the award should submit the portfolio of all evaluative materials to the chair of the Teaching Effectiveness Committee. Deadlines for the submission of these materials will be specified in the call letter for nominees each year."

In item three, replace the following sentence that reads:

"The candidate, once nominated by the unit, will prepare a two page cover letter describing his/her assignments, approaches, and efforts for effective teaching and learning, plus the following required materials for the Ad Hoc Teaching Awards Committee:"

with

"The candidate, once nominated by the unit, will prepare a two page cover letter describing his/her teaching philosophy, including efforts for effective teaching and learning, plus the following required materials for the Ad Hoc Teaching Awards Committee:"

In item three, D, delete the words "...to five...", leaving the request at:
"three letters of support".