

# PLEASE POST FOR ALL FACULTY TO READ!

## EAST CAROLINA UNIVERSITY 1998-1999 FACULTY SENATE

The eighth regular meeting of the 1998/1999 Faculty Senate will be held on **Tuesday, 27 April 1999**, at 2:10 in the Mendenhall Student Center Great Room.

### FULL AGENDA

**I. Call to Order**

**II. Approval of Minutes**

30 March 1999

**III. Special Order of the Day**

A. Roll Call

B. Announcements

C. Richard Eakin, Chancellor

D. Vice Chancellor's Report

E. Lou Everett, Faculty Assembly Delegate  
UNC Faculty Assembly meeting of 16 April 1999.

**IV. Unfinished Business**

**V. Report of Committees**

A. Committee on Committees, Mark Taggart

1. Second reading of proposed addition to the Admissions and Recruitment Committee charge (attachment 1).

2. Second reading of proposed revisions to the Faculty Computer Committee charge (attachment 2).

B. Calendar Committee, David Glascoff

Proposed Summer 2001, Fall 2001, and Spring 2002 University Calendars (attachment 3).

Over.....

- C. Educational Policies and Planning Committee, George Bailey
1. Request for Permission to Establish New Degree Programs:
    - a. PhD. in Bioenergetics.
    - b. Masters in Criminal Justice(A copy of the proposals may be reviewed in the Faculty Senate office, 140 Rawl Annex.)
  2. Proposed Quality Assurance Standards for Undergraduate Courses Offered via Distance Education at East Carolina University (attachment 4).
  3. Guidelines for the Implementation of the "Quality Assurance Standards for Undergraduate Courses Offered via Distance Education at ECU" (attachment 5).
  4. Report on the Six Program Reviews Being Forwarded to General Administration.
    - a. MS Chemistry
    - b. MA Geography
    - c. MA / MA Ed. Mathematics
    - d. MA Clinical Psychology
    - e. CAS Counselor Education
    - f. MS Physics(A copy of these program reviews are available for review in the Faculty Senate office.)
- D. General Education Committee, Chuck Bland  
Recommendation Concerning General Education Assessment (attachment 6).
- E. Research/Creative Activity Grants Committee, Catherine Rigsby  
Proposed Revisions to the Guidelines for Research Grants Awarded in 2000-2001 (attachment 7).
- F. Student Advising and Retention Committee, Michael Brown  
Resolution Supporting Faculty Advising (attachment 8).
- G. Teaching Effectiveness Committee, James Haug  
Proposed revisions to the Alumni Distinguished Professor for Teaching Awards Selection Procedures (attachment 9).
- H. Unit Code Screening Committee, Bill Grossnickle  
Revisions to the following Unit Codes of Operation:
  1. Department of Foreign Languages and Literatures
  2. Department of Political Science
  3. Department of Psychology
  4. School of Health and Human Performance(Copies are available for review in the Faculty Senate office.)
- I. University Curriculum Committee, Jim Smith  
Curriculum matters contained in the minutes of the 11 March 1999, Committee Meeting. (Copies of these minutes have been distributed to all units and are available on the Faculty Senate web page.)

**VI. New Business**

**East Carolina University Faculty Senate**  
**ADMISSIONS AND RECRUITMENT COMMITTEE CHARGE**

*Faculty Senate Resolution : pending*

Proposed addition is noted in bold print.

1. Name: Admissions and Recruitment Committee

2. Membership:

7 faculty members and 1 student member. Ex-officio member (with vote): The Chair of the Faculty. Ex-officio members (without vote but with all other parliamentary privileges): The Chancellor, the Vice Chancellor for Academic Affairs, the Director of Admissions, the Director of Continuing Education and Summer School, the Dean of Undergraduate Studies, and a representative from International Programs, or their appointed representatives.

3. Quorum: 4 elected members exclusive of ex-officio.

4. A. Committee Responsibilities:

1. The committee considers matters related to the admission and recruitment of entering students.
2. The committee recommends policies, procedures, and standards governing undergraduate admissions and recruitment.
3. The committee serves as an appellate board for entering students who, for sufficient reason, cannot meet admission requirements.

B. To Whom The Committee Reports:

The committee makes its recommendations to the Faculty Senate. The committee reports its appellate decisions to the office of Undergraduate Studies.

C. How Often The Committee Reports:

The committee reports to the Faculty Senate at least once a year and at other times as necessary.

D. Power Of The Committee To Act Without Faculty Senate Approval:

The committee suggests to the Director of Admissions research studies that are helpful in evaluating the efficiency of current admission practices. The committee is empowered to make appellate decisions regarding entering students who, for sufficient reasons, cannot meet admission requirements, and to report these decisions to the office of Undergraduate Studies.

5. Standard Meeting Time:

The committee meeting time is scheduled for the 1st Monday of each month.

**East Carolina University Faculty Senate**  
**FACULTY ~~COMPUTER~~ INFORMATION TECHNOLOGY COMMITTEE CHARGE**  
*Faculty Senate Resolution: pending*

Proposed revisions are noted in bold print and items to be deleted in ~~strikethrough~~.

1. Name: Faculty ~~Computer~~ Information Technology Committee
  2. Membership:  
9 faculty members, ~~at least 6 of whom are from academic units that are bona fide users of the University computation facilities,~~ that represents a cross section of the university, and 1 student member. Ex-officio member (with vote): The Chair of the Faculty. Ex-officio members (without vote but with all other parliamentary privileges): The Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Health Sciences, ~~Director of Computing and Information Systems, and Manager of Academic Computing,~~ **Associate Vice Chancellor for Administration and Finance-Information Technology, Director of Strategic Initiatives, Director of IT Consulting, and Chair of the Information Resources Coordinating Council** or their appointed representatives.
  3. Quorum: 5 elected faculty members exclusive of ex-officio.
  4. A. Committee Responsibilities:
    1. **The committee develops and maintains a vision and plan for present and future faculty uses of information technology.**
    2. **The committee represents faculty opinion on information technologies and related policies.**
    3. **The committee should identify campus technology committees and seek representative membership.**
    4. **The committee pursues new University technology policies, initiatives, and related funding priorities and makes recommendations as appropriate.**

~~1. The committee serves as a resource of faculty opinion on computer services and policies.~~

~~2. The committee interprets the problems and policies of the Computer and Information Systems to the faculty and brings faculty opinions and needs to the attention of the Computer and Information Systems' staff.~~

~~3. The committee reviews and recommends to the Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences priorities for allocation by the Faculty Microcomputer program.~~
  - B. To Whom The Committee Reports:  
The committee makes its recommendations of ~~computer policies and procedures of technology policies and procedures~~ to the Faculty Senate. ~~The committee makes its recommendations on priorities for allocation by the Faculty Microcomputer program to the appropriate vice chancellor.~~
  - C. How Often The Committee Reports:  
The Committee reports to the Faculty Senate at least once a year and at other times as necessary.
  - D. Power of the Committee To Act Without Faculty Senate Approval:  
~~The Committee is empowered to recommend proposals to be allocated by the Faculty Microcomputer program.~~ **The committee regularly communicates with campus technology committees through its appointed representative(s) on the committees.**
5. Standard Meeting Time:  
The committee meeting time is scheduled for the 2nd Tuesday of each month.

**Full Faculty Senate Agenda  
27 April 1999  
Attachment 3.**

**SUMMER SESSIONS 2001  
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, Thursday	Last day to apply for admission to Graduate School for first summer term
May 11, Friday	Schedules canceled for all who have not paid fees by 4:00 P.M.
May 14, Monday	Registration and schedule changes
May 15, Tuesday	Classes begin; late registration; schedule changes
May 16, Wednesday	Last day for late registration and schedule changes (drop and add) for first term
May 17, Thursday	Last day for schedule changes (add only); last day for submission of grade replacement requests
May 28, 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 12, Tuesday	Last day for graduate students to drop courses without grades
June 18, Monday	Classes end
June 19, Tuesday	Final examinations

**SECOND TERM**

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

May 1, Tuesday	Last day to apply for admission to Graduate School for second summer term
June 21, Tuesday	Schedules canceled for all who have not paid fees by 4:00 P.M.
June 22, Wednesday	Registration and schedule changes
June 23, Thursday	Classes begin; late registration; schedule changes
June 24, Friday	Last day for late registration and schedule changes (drop and add) for second term
June 25, Monday	Last day for schedule changes (add only); last day for submission of grade replacement requests.
July 4, Wednesday	State Holiday (no classes)
July 5, 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 16, Monday	Last day to submit thesis to Graduate School for completion of degree in the summer session
July 20, Friday	Last day for graduate students to drop courses without grades
July 26, Thursday	Classes end
July 27, Friday	Final examinations; last day to submit appeals for readmission for Fall semester
July 28, Saturday	Summer session ends

**WEEKEND UNIVERSITY CLASSES SUMMER SCHEDULE 2000**

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

May 11, Friday	Weekend University registration and schedule changes; Weekend University classes begin
May 15, Tuesday	Last day for Weekend University class schedule changes (drop and add); last day for submission of grade replacement requests.
June 5, Tuesday	Last day for Weekend University students to drop a Weekend University class or to withdraw from school without grades.
June 29-June 30 Friday-Saturday	6:30 p.m., Weekend University July 4 <sup>th</sup> holiday begins. (no classes)
July 21, Saturday	Weekend University classes end
July 27-28 Friday-Saturday	Weekend University exams
July 28, Saturday	Summer session ends

## FALL SEMESTER 2001

(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, 5 Saturdays.)

June 1, Friday	Last day to apply for admission to Graduate School for the fall semester
July 27, Friday	Last day to submit appeals for readmission for Fall semester
August 1, Wednesday	Last day to pay or secure fall semester fees without penalty
August 13, Monday	Faculty meetings; schedules canceled for all who have not paid fees by 4:00 P.M.
August 14, Tuesday	Registration and schedule changes
August 15, Wednesday	Classes begin; late registration; schedule changes
August 16, Friday	6:30 p.m. Weekend University classes begin
August 21, Tuesday	Last day for late registration and schedule changes (drop and add)
August 22, 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, Wednesday	Last day to apply for graduation in December
August 31, Friday	6:30 p.m. Weekend University Labor Day holiday begins (no classes)
September 3, Monday	Labor Day holiday (no classes)
September 26, 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 2, Tuesday	Last day for undergraduate students to drop a Weekend University class or to withdraw from school without grades
October 12, Friday	6:30 p.m. Weekend University Fall break begins (no classes)
October 13-16 Saturday - Tuesday	Fall break
October 17, Wednesday	8:00 A.M. Classes resume; State holiday makeup day (classes which would have met on Monday, September 3, 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.) This does not apply to Weekend University classes.
November 5, Monday	Early registration for spring semester 2002 begins
November 14, Wednesday	Last day to remove incompletes given during spring and/or summer session 2001
November 21-25 Wednesday - Sunday	Thanksgiving break
November 26, Monday	8:00 a.m. classes resume; Last day for graduate students to drop courses without grades
November 27, Tuesday	Last day to submit thesis to Graduate School for completion of degree in this term
December 5, Wednesday	Classes end
December 6, Thursday	Reading day
December 7, Friday	Regular exams begin; Weekend University classes meet
December 8, Saturday	Commencement; Weekend University classes end
December 14-15 Friday-Saturday	Weekend University exams
December 15, Saturday	6:00 P.M. Exams for fall semester close; last day to submit appeals for readmission for Spring semester

**EXAMINATION SCHEDULE  
FALL SEMESTER 2001**

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 7 - December 14). 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 8, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (December 14- December 15) at the usual hour at which the class meets.

Those classes beginning between hours will have the final examination at the time scheduled for the hour during which the class begins (e.g., a 12:30-1:45 p.m., MW class will meet the examination schedule of the 12:00 p.m. MWF class). Those classes meeting more than one hour will have the final examination at the time scheduled for the hour during which the class begins (e.g. an 8:00-10:00 a.m. TTH class will meet the examination schedule of the 8:00 a.m. TTH class.)

Common examinations will be held according to the following schedule:

ECON 1000, 2113, 2133	5:00-7:00	Friday, December 7
CHEM 1121, 1151, 1161, 2621	5:00-7:00	Monday, December 10
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Tuesday, December 11
FREN 1001,1003, SPAN 1001,1004, GERM 1001	5:00-7:00	Wednesday, December 12
MATH 1065	5:00-7:00	Thursday, December 13
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Friday, December 14

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

## SPRING SEMESTER 2002

(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, 15 Saturdays.)

October 15, Monday	Last day to apply for admission to Graduate School for the spring semester
December 14, Friday	Last day to pay or secure spring semester fees without penalty
December 15, Saturday	Last day to submit appeals for readmission for Spring semester
January 3, Thursday	Schedules canceled for all who have not paid fees by 4:00 P.M.
January 4, Friday	Registration and schedule changes
January 7, Monday	Classes begin; late registration; schedule changes
January 11, Friday	Last day for late registration and schedule changes (drop and add): 6:30 p.m. Weekend University classes begin
January 14, Monday	Last day for schedule changes (add only); last day for submission of grade replacement requests.
January 15, Tuesday	Last day for Weekend University schedule changes (drop and add)
January 21, Monday	State Holiday (no classes)
January 22, Tuesday	State holiday makeup day. (Classes which normally would have met on Friday, March 29, 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.
January 23, Wednesday	Last day to apply for graduation in May
February 18, Monday	Last day for undergraduate students to drop term-length courses; last day for undergraduate students to withdraw from school without grades. Block courses may be dropped only during the first 40% of their regularly scheduled class meetings.
February 19, Tuesday	Last day for Weekend University students to drop Weekend University courses; last day for Weekend University students to withdraw from school without grades
March 9, Saturday	Weekend University classes meet
March 10-17 Sunday - Sunday	Spring break
March 18, Monday	8:00 A.M. Classes resume
March 25, Monday	Early registration for summer sessions and fall semester
March 29-30 Friday-Saturday	State holiday (no classes)
April 9, Tuesday	Last day to remove incompletes given during fall semester
April 18, Thursday	Last day for graduate students to drop courses without grades
April 19, Friday	Last day to submit thesis to Graduate School for completion of degree in this term
April 27, Saturday	Weekend University classes end
April 30, Tuesday	Classes end
May 1, Wednesday	Reading day
May 2, Thursday	Regular exams begin
May 3-4 Friday-Saturday	Weekend University exams
May 9, Thursday	7:00 P.M. - Exams for spring semester close
May 11, Saturday	Commencement



**EXAMINATION SCHEDULE  
SPRING SEMESTER 2002**

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 2 - May 9). 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 4, at the usual hour at which the class meets. Weekend University classes will have exams on Friday and Saturday (May 3 - May 4) at the usual hour at which the class meets.

Those classes beginning between hours will have the final examination at the time scheduled for the hour during which the class begins (e.g., a 12:30-1:45 p.m., MW class will meet the examination schedule of the 12:00 p.m. MWF class). Those classes meeting more than one hour will have the final examination at the time scheduled for the hour during which the class begins (e.g. an 8:00-10:00 a.m. TTH class will meet the examination schedule of the 8:00 a.m. TTH class.)

Common examinations will be held according to the following schedule:

CHEM 1121, 1151, 1161, 2621	5:00-7:00	Thursday, May 2
CHEM 0150, 1120, 1150, 1160, 2620	5:00-7:00	Friday, May 3
FREN 1001,1003, SPAN 1001,1004, GERM 1001	5:00-7:00	Monday, May 6
MATH 1065	5:00-7:00	Tuesday, May 7
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:00	Wednesday, May 8
ECON 1000, 2113, 2133	5:00-7:00	Thursday, May 9

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

## EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

### Quality Assurance Standards for Undergraduate Courses Offered via Distance Education at East Carolina University

#### Preamble

In recognition of the growing number of undergraduate courses being offered using "Distance Learning" (DL) techniques; and in consideration of the unique characteristics of the delivery formats often used in DL; and with the desire that DL undergraduate courses offered by East Carolina University maintain a uniform high quality; the following assurances are required by the appropriate academic division (Academic Affairs or Health Sciences) prior to offering an undergraduate level course via a DL format.

#### Assurance is required that:

##### A. Faculty

1. The course instructor is responsible for the content, delivery, and conduct of the course. When a course is team taught, one faculty member on the team is designated as responsible for the content, delivery, and conduct of the course.
2. The instructor has either the appropriate training and/or support in designing the course content to fit the delivery method being proposed for the course.
3. The instructor has the appropriate technical support for the delivery method being proposed for the course, and that this support will be readily available to address technical problems likely to be encountered throughout the course.
4. The instructor assumes the responsibility for determining, writing, and disseminating to prospective students the prerequisites described below prior to beginning classes.

##### B. Students

1. Prerequisites clearly describe the necessary technological skills required by a student to fully participate in the course.
2. Prerequisites clearly describe the minimum essential hardware and software technology necessary for a student to fully participate in the course.
3. Prerequisites clearly describe the supplemental resources (e.g. caliber of library, laboratory etc.) necessary for a student to fully participate in the course.

##### C. Course Content and Design

1. The course is consistent with the unit objectives of an established undergraduate program.
2. The course contains strategies that promote significant interaction between the faculty member(s) and students, and among the students.
3. The instructor provides opportunities for the faculty member(s) and students to have individual and timely course related consultation sessions through e-mail.
4. No course materials (e.g. text, graphics, audio, video) provided to a student violate copyright laws.
5. All course materials (e.g. text, graphics, audio, video) provided to a student are in a format that can be efficiently delivered via the minimum essential hardware and software described in the prerequisites, and/or to the specifications established by the North Carolina Information Highway (NCIH) or other videoconferencing system.
6. Any additional technological knowledge, beyond the prerequisites, necessary for a student to fully participate in the course is provided to the student prior to the time that such knowledge is required in the course.

##### D. Assessment

1. The course contains assessment components that measure student performance appropriate to the content of the course.
2. The assessment components consider any limitations of the delivery method such as security, graphics resolution, audio difficulties, etc. Site-specific testing may be necessary to accommodate different types of assessment.
3. Students will be given the opportunity to assess the course content, the course management, and the efficiency of the delivery method at the end of the course.
4. The assessment of the course content and management will be done using standardized assessment tools developed by the Faculty Senate. Units can develop additional tools in accordance with the guidelines set forth in Appendix C of the *ECU Faculty Manual*. It is recommended that students also be given the opportunity to assess course management and delivery during the course.

**Full Faculty Senate Agenda  
27 April 1999  
Attachment 5.**

**EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT**

**Guidelines for the Implementation of the "Quality Assurance Standards for Undergraduate Courses Offered via Distance Education at East Carolina University"**

**Courses subject to the Quality Assurance Standards:**

Any undergraduate course that contains a distance learning (DL) component which is substituted for at least twenty-five percent (25%) of the total classroom contact hours allocated to the course for the semester is subject to the Quality Assurance Standards. The Quality Assurance Standards are required of all methodologies of DL delivery including teleconferencing, Internet delivery, etc.

For example, a 3 s.h. course would traditionally have at least three classroom contact hours per week over the 15 week semester for a total of 45 classroom contact hours. The course becomes subject to the DL Quality Assurance Standards if the instructor implements a DL component which substitutes for at least 25% of the total classroom contact hours. However, the course is not subject to the Quality Assurance Standards if the DL component does not replace 25% or more of the total classroom contact hours of the course.

**Administrative Responsibility for meeting the Quality Assurance Standards:**

It is the responsibility of the Unit Administrator:

- a. to ascertain which of the unit's courses are subject to the Quality Assurance Standards;
- b. to designate one faculty member as the course instructor of team-taught courses subject to the Quality Assurance Standards;
- c. to review the "Quality Assurance Standards for Undergraduate Courses Offered via Distance Education" with each course instructor.

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**Faculty Senate Full Agenda  
27 April 1999  
Attachment 6.**

**GENERAL EDUCATION COMMITTEE REPORT**

**Recommendation Concerning General Education Assessment**

Whereas, the General Education Committee is charged with the making of recommendations concerning general education policies and requirements, and  
Whereas, there is a continuing need for the University to monitor and assess the extent to which the goals and objectives of general education are being met, and  
Whereas, it is imperative that the University comply in a timely manner with SACS Criteria for Accreditation mandating assessment of general education, and the use of such assessment to improve educational programs, services and operations.

Therefore, be it resolved that the General Education Committee recommends to the Faculty Senate:

- The immediate appointment of an administrative committee (the General Education Assessment Committee) charged with the development of an assessment plan for general education. The membership of said committee should include (but not necessarily be limited to) representatives from Academic Affairs, Undergraduate Studies, the General Education Committee, Planning and Institutional Research, and each of the component areas of general education.
- The working of the General Education Assessment Committee will be with the Planning and Institutional Research Assessment Coordinator to develop, implement, and periodically revise an on-going, annual assessment of general education. The initiation of such assessments to occur within a time frame that is consistent with the upcoming SACS Self-Study beginning Fall 2001, and the SACS Accreditation visit scheduled for Spring 2002.
- The reporting of assessment results be made to relevant academic units and the General Education Committee so as to allow use of evaluations to improve educational programs, services and operations.

## RESEARCH/CREATIVE ACTIVITY GRANTS COMMITTEE

### Guidelines for Research Grants Awarded in 2000-2001

(Deletions are noted in ~~strike-through~~ and additions are noted in bold print.)

The Research/Creative Activity Grants Committee solicits proposals for meritorious research and creative activities from full-time tenured, full-time tenure track, and clinical faculty. Those ineligible to apply for a grant are those faculty on fixed-term and part-time appointments. Faculty from the School of Medicine are also excluded from applying for a grant through this Committee. Proposals should clearly show that the activity (a) is in the general area of the applicant's field, (b) is of scholarly importance, (c) promises permanent worth, and (d) will not be directed toward graduate thesis research. Successful applicants are eligible to receive grants once every two years. Funds are limited, so only those that are exemplary in all aspects are likely to be funded.

The Research/Creative Activity Grants Committee funds the following expenses:

1. Stipends for Research/Creative Activity. Faculty who hold 12-month contracts are ineligible for stipends, but may propose projects that are limited to project expenses. A stipend is allocated to the recipient in either the first or second Summer Session 1999. Stipends are available at the rate of 15.2% of the applicant's salary (~~up to a maximum of \$6,000.~~) **Applicants cannot be working/teaching in the Summer term he/she wishes to have the stipend. He/she must decide by April 1<sup>st</sup>. if he/she will take the summer stipend in the first or second summer session and if he/she wants the stipend in one lump sum or spread out over three payments during the session.**
2. Project Expenses. These funds are for expenses related to the proposed project. Project Expense Grants cannot exceed \$10,000. Guidelines for budget preparation are included in the application packet.
3. Stipend for Research/Creative Activity and Project Expenses (dual). Applicants who are eligible may apply for a grant that will award money for a stipend plus project expenses. ~~The amount of money to be awarded will be up to \$6,000 for the stipend, plus up to \$10,000 for project expenses.~~

Proposals will be reviewed with the following criteria:

1. That the research/creative activity has the probability of leading to significant contributions in the field, or leading to publication, presentation, performance, exhibition, and to the individual's professional enrichment and growth.
2. That the research/creative activity is based on knowledge in the field, and the proposal clearly shows how the proposed effort extends, expands, and/or explores new directions, techniques or processes.
3. That the research/creative activity possesses evidence of scholarly importance, consists of more than mere data collection or confirmation of easily anticipated results.
4. That the research/creative activity is methodologically sound and within the competency of the applicant.
5. That the research/creative activity of this project clearly justifies financial support by this University.

*It will be to the advantage of applicants to prepare abstracts and proposals in language that can be understood by individuals in fields other than the applicant's, since proposals will be evaluated by the diverse group of faculty on the committee.*

#### Restrictions

1. The progress report from any previous award must be on file in the Faculty Senate office (140 Rawl Annex) before an additional application will be considered.
2. Faculty from the School of Medicine or who are currently candidates for an advanced degree in their field are ineligible to apply. Faculty who hold 12-month contracts are not eligible for stipends for research/creative activity.
3. The publication of the results of projects supported by an award from the Research/Creative Activity Grants Committee should carry a printed acknowledgment of financial assistance from the Committee.
4. There can be no co-project directors or principal investigators.
5. Successful applicants are eligible to receive grants once every two years.
6. Individuals may not submit more than one proposal per funding period.
7. After an award is made, any changes must be submitted in writing to the Chair of the Research/Creative Activities Grants Committee for presentation to the Committee for approval.

8. Applicants for projects involving research on human subjects or animals must file the appropriate forms with the University Policy and Review Committee on Human Research or the Animal Care and Use Committee and must have approval from the appropriate committee prior to submission of the proposal.
9. There are restrictions as to format, and a variety of specifications for the typewritten or word processed generation of information given in the Abstract and Proposal Description sections of the application. These restrictions are outlined in the *Information for a 2000/2001 Research/Creative Activity Grant* included in this packet.
10. At the conclusion of the grant period, the grantee must submit a report of the results of the project to the Research/Creative Activity Grants Committee c/o Faculty Senate office, 140 Rawl Annex. Progress Reports for 2000-2001 Research/Creative Activity Grants will be due September 15, 2001.

#### Application Process

Each grant proposal must include the attached application form signed by the applicant and the Chairperson (or Dean, as appropriate) of any unit involved. The original and 23 copies of the proposal (total of 24 copies) should be submitted to the Research/Creative Activity Grants Committee, c/o Faculty Senate Office, 140 Rawl Annex by 5:00 p.m. Wednesday, 15 September 1999. No proposals will be accepted after this deadline.

Applicants are strongly urged to attend the information sessions given by the committee to verify that their proposals are appropriate for consideration. Applicants should also consult proposals that were funded in the past three years that are kept on file in the Faculty Senate office.

*Information Sessions will be held in April  
to aid faculty in completing these proposals.*

#### Completing the Application Form

All items 1-10 must be completed and submitted together.

Items 1 through 4: Self-explanatory.

- Item 5. Ad Hoc Reviewers Three names of willing ad hoc reviewers. Due to time constraints, the committee prefers reviewers from the University community. Following the application deadline the committee immediately randomly selects one name from the list. The reviewer is sent a copy of your proposal and guidelines from the committee. There is only a brief time allowed for their response.
- Item 6:
- a. Abstract The Abstract is limited to 100-200 words, maximum 1 page. The Abstract must be double-spaced, with 1 inch margins on all four sides, in 11 or 12 type point. Failure to adhere to these restrictions will result in the proposal's rejection.
  - b. Proposal Description The Proposal Description is limited to a maximum of 4 pages. All pages must be double-spaced, with 1-inch margins on all four sides, in 11 or 12 type point. Failure to adhere to these restrictions will result in the proposal's rejection. Conciseness is encouraged. Because your proposal will be read by people from many disciplines, your proposal should be clear and free of specialized terms. The Proposal Description should include:
    - Problem statement Develop a clear and sound basis for the project.
    - Specific aims Present clear and attainable objectives and clearly describe potential results and benefits.
    - Methodology The committee prefers that the proposal clearly describe how the project will be carried out, how the results will be analyzed or evaluated, and the proposed schedule of activities. For those proposals where this approach is not possible this section should then present a clear set of specific tasks and activities that will produce the specific results expected.
  - c. Literature Cited (Items referenced in 6b.)
  - d. Project Expenses Itemize expenses on the *Budget for Project Expenses* Form.
  - e. Justification for Support (1 page maximum)  
Only necessary for project expenses. Briefly justify each item from the *Budget for Project Expenses* form.
  - f. Vita Submit a one or two page vita. Include degrees earned, institutions and dates. List all research/creative activity applications submitted to this committee and indicate whether funded and whether a final report has been submitted for each. Include a list of representative publications and/or creative activities. Do not submit copies of publications, reports, endorsements, or brochures.
- Item 7: Please feel free to include supporting documentation such as contracts from publishers, letters of invitation, award notices, duplicates in whole or in part of articles, graphic materials - photos, drawings, diagrams, and maps that might help the committee evaluate your proposal. (Please provide English translations of foreign documents.)
- Item 8: Approval from the appropriate university committee on research subjects should be obtained prior to submission of this proposal.
- Item 9-11: Self-explanatory.

STUDENT ADVISING AND RETENTION COMMITTEE REPORT

Resolution Supporting Faculty Advising

- Whereas, the University has set challenging goals for the size of the student body in the next ten years;
- Whereas, there are two methods of influencing the size of the student body: Recruitment of new students and retention of current students;
- Whereas, recruitment is a relatively expensive method, yet one of the most effective recruitment tools is the recommendation of a satisfied student, and faculty advising plays an important role in student satisfaction;
- Whereas, research has shown that one of the most effective ways to increase retention of students is through the establishment of a strong relationship between the student and a faculty member;
- Whereas, faculty advising is an important responsibility of the University to the student, an important role of faculty members, and an effective way to build a strong relationship between faculty and students, thereby increasing the rate of retention of students; and
- Whereas, faculty advising is not given the emphasis and recognition that such an important responsibility Warrants.;

*Therefore Be It Resolved* that the Faculty Senate supports increasing the emphasis on faculty advising;

*Resolved* that the University increase the resources available to departments and faculty members for student advising;

*Resolved* that the University add advising to the general teaching criteria for faculty selection, appointment and evaluation as stated in Appendices C and D of the *East Carolina University Faculty Manual*;

*Resolved* that the University assess student opinion of advising for all students;

*Resolved* that the University include advising as an integral and meaningful part of the faculty annual evaluation.

**Teaching Effectiveness Committee Report**  
Proposed revisions to the Alumni Distinguished Professor for Teaching  
Selection Procedures  
(additions are noted in **bold print** and deletions are noted in ~~strikethrough~~)

**Selection Procedures for the  
Robert and Lina Mays, Robert L. Jones, and  
J.C. Bradford-Singleton-Blackwood  
Alumni Distinguished Professor for Teaching Awards**

1. Each faculty unit is invited to nominate candidates for the annual Alumni Distinguished Professor for Teaching Awards. Each unit is to **determine its own method for selecting nominees** ~~develop its own nomination procedures~~ based on Faculty Senate Resolution #91-29, "Seven Characteristics of Effective Teaching" (attachment 1), and should allow consideration of any eligible faculty member who requests consideration for nomination. No more than one nominee for each ten faculty members in the academic unit can be nominated for the award.
2. Any full-time faculty member who has taught at ECU for 3 or more years is eligible to be considered for a teaching award. Four years must have elapsed before a faculty member who has won can be considered again. **No faculty member may be nominated for more than 2 consecutive years.** Award recipients will be invited to place their portfolios and videotapes in the ~~library set aside in the~~ Faculty Development Center.
3. **An announcement on the upcoming call for nominees will be distributed to all faculty and unit code administrators each year** ~~sent out to each academic unit from the Teaching Effectiveness Committee~~ by the end of Spring semester. ~~each year~~ Deadlines for the submission of these materials will be specified in the call letter for nominees each year. **An official call for nominees will be distributed to unit code administrators at the beginning of the Fall semester.** This call will include a brief statement that each unit is to determine their own method for selecting nominees. **Nomination letters from the unit code administrators must be received in the Faculty Senate office no later than September 30 of each year. The nomination letter should include a** ~~The unit administrator should send a nomination letter listing of the names and departments and/or schools of all nominees to the Ad Hoc Teaching Awards Committee via the Faculty Senate office. -chair of the Teaching Effectiveness Committee.~~ Nominated faculty who wish to pursue the award should submit the portfolio of all evaluative materials to the **Faculty Senate office no later than December 1 of each year.** ~~chair of the Teaching Effectiveness Committee.~~ The Ad Hoc committee chair will forward format guidelines to each candidate.
4. ~~3.~~ The candidate, once nominated by the unit, should provide the following **portfolio of** evaluative materials to the Ad Hoc Teaching Awards Committee:
  - A. 2-page cover letter describing his/her teaching philosophy, including efforts for effective teaching and learning,
  - B. **current nomination letter from the unit code administrator,**
  - C. list of all courses taught over the past 3 years, average credit/contact hours per semester, and representative samples of course outlines, tests, and teaching materials. Samples do not have to include all courses taught,
  - D. student evaluations for **the past 3 years,** and the corresponding grade distributions for each course,
  - E. peer evaluations, if available, or other approved evaluation methods as listed in Faculty Senate Resolution #91-28, "Methods for Assessing Teaching Effectiveness" (attachment 2), and
  - F. 3 letters of support from former students (not to exceed 2 double-spaced pages each). Include names, addresses, phone numbers of students, and the title and date of course attended.

Please note that finalists for the award will also be asked to provide a video tape showing them teaching a portion of a class. The Chair of the Ad Hoc Teaching Awards Committee will contact the finalists at a later date.

The total packet of materials submitted to the Ad-Hoc Teaching Awards Committee is not to exceed 50 single-sided pages. All materials must be up-to-date, using at least a size 12-font and be double-spaced. The course materials, counted in the 50 single-sided page limit, does not have to be in a size 12-font or be double-spaced. Packets that do not follow all specified guidelines will be eliminated from consideration. Packets in excess of the page limitation will be eliminated from consideration.

5. 4. The Ad Hoc Teaching Awards Committee will consist of 2 members elected from the Academic Teaching Effectiveness Committee, 1 faculty member appointed by the Vice Chancellor for Academic Affairs, 1 faculty member appointed by the Vice Chancellor for Health Sciences, and 1 member appointed by the Alumni office. ~~will be created by the Vice Chancellor for Academic Affairs and the Chair of the Teaching Effectiveness Committee.~~ It will be chaired by a member of the Teaching Effectiveness Committee and have at least one member who is experienced in classroom observation and evaluation. The Committee will receive the materials, which will be read by at least 3 committee members, and evaluated using the criteria in Faculty Senate Resolution #91-29 (attachment 1). The seven characteristics of effective teaching will all have equal weight.
5. ~~A list of a maximum number of twelve finalists and their evaluations will be forwarded to the Vice Chancellor for Academic Affairs for review. The Committee will request that the unit administrator for each finalist forward a letter of support to the Vice Chancellor.~~
6. ~~Upon approval by the Vice Chancellor for Academic Affairs,~~ The final pool of at most twelve applicants will be contacted by the chair of the Ad Hoc Teaching Awards Committee. A copy of this correspondence will also be sent to the Vice Chancellor for Academic Affairs and Vice Chancellor for Health Sciences for their information. Finalists must provide a videotape showing them teaching a portion of a class. The video segment submitted to the committee must be fifteen to twenty consecutive minutes in length ~~may be up to twenty minutes in length~~, must include at least one pan of the students, and must have been recorded within the past 3 semesters ~~two years~~. The date, time, and class must be indicated on the video tape. The finalists will be given 3 to 4 weeks to provide the video tape.
7. The Ad Hoc Teaching Awards Committee will evaluate the materials, including the video tapes, and by scoring determine the 3 winning candidates.
8. The names of the winning candidates will be announced during the annual teaching awards ceremony that is held at the end of the Spring semester. The finalists will be publicly recognized at that time.



**SEVEN CHARACTERISTICS OF EFFECTIVE TEACHING**  
Faculty Senate Resolution #91-29

1. **Good Organization of Subject Matter and Course:** Reflected in the objectives, course materials, assignments, examinations, instructor preparation for class, and effective use of class time.
2. **Effective Communication:** Reflected in lecturing ability including use of motivational techniques such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas, good speaking ability, good listening skills, and the ability to communicate the organization and sequence of a course.
3. **Knowledge of and Enthusiasm for the Subject Matter and Teaching:** Reflected in the choice of textbook, readings and reference lists, lecture content, course syllabus, and personal interest displayed in the subject and in teaching.
4. **Positive Attitudes Toward Students:** Reflected by helping students master subject matter, encouraging students to ask questions and express opinions, being accessible to students outside the classroom, and expressing a general concern for student learning.
5. **Fairness in Examinations and Grading:** Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
6. **Flexibility in Approaches to Teaching:** Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.
7. **Appropriate Student Learning Outcomes:** Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

**METHODS FOR ASSESSING TEACHING EFFECTIVENESS**  
**Faculty Senate Resolution #91-28**

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

**ADDITIONAL METHODS OF EVALUATING TEACHING EFFECTIVENESS**

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

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

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

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

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

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

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