

PLEASE POST FOR ALL FACULTY TO READ!

**EAST CAROLINA UNIVERSITY  
1994-1995 FACULTY SENATE**

The eighth regular meeting of the 1994/1995 Faculty Senate will be held on **Tuesday, 25 April 1995**, at 2:10 in the Mendenhall Student Center Great Room.

**FULL AGENDA**

- I. **Call to Order**
- II. **Approval of Minutes**  
28 March 1995
- III. **Special Order of the Day**
  - A. Roll Call
  - B. Announcements
  - C. Richard Eakin, Chancellor
  - D. Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs
  - E. James Hallock, Vice Chancellor for Health Sciences
- IV. **Unfinished Business**
- V. **Report of Committees**
  - A. Committee on Committees, Caroline Ayers  
First Reading of a Revised Faculty Computer Committee Charge (attachment 1).
  - B. Credits Committee, Myron Caspar  
Revision to the *ECU Faculty Manual*, Part III. Academic Information (attachment 2).
  - C. Educational Policies and Planning Committee, Worth Worthington  
Request for authorization to establish new degree programs in the following:
    - a. Post-Professional master in Occupational Therapy.
    - b. Physician Assistant program in Allied Health Sciences.
    - c. Master of Arts degree in International Studies.(Copies are available for review in the Faculty Senate office.)

- D. Faculty Computer Committee, Karl Wuensch  
Informational Report on the Faculty Microcomputer Program and Faculty on Fixed-Term Appointments (attachment 3).
- E. Faculty Governance Committee, Don Sexauer  
Revisions to *ECU Faculty Manual*, Appendix Y. Grievance Policies and Procedures of ECU (attachment 4).
- F. Faculty Welfare Committee, Don Guy  
Proposed East Carolina University Weapons Policy (attachment 5).
- G. General Education Committee, Karen Krupa
  - 1. Proposed Articulation Agreement Between ECU and Community Colleges (attachment 6).
  - 2. Articulation Agreement Implementation Policy (attachment 7).
- H. Research/Creative Activity Grants Committee, Mark Taggart  
Revisions to the Grant Proposals (attachment 8).
- I. Student Advising and Retention Committee, James Holloway  
Proposed Freshman Academic Cohort Program (attachment 9).
- J. Teaching Effectiveness Committee, Parm Hawk
  - 1. Informational Report on the Research of Distance Learning Courses (attachment 10)
  - 2. Revised Principles to Guide the Use of the Student Opinion Data (attachment 11).
  - 3. Revised Student Opinion of Instruction Survey (attachment 12).
- K. Unit Code Screening Committee, Bill Grossnickle  
Revisions to the following Unit Code of Operations:
  - 1. School of Allied Health Sciences
  - 2. Department of Economics
  - 3. Department of Sociology(Copies are available for review in the Faculty Senate office.)
- L. University Curriculum Committee, Donald Neal  
Curriculum matters contained in the minutes of 9 February 1995, 23 February 1995, 23 March 1995, and 13 April 1995.  
(Copies are available for review in the Faculty Senate office.)

**VI. New Business**

## COMMITTEE ON COMMITTEES REPORT

### First Reading of a Revised Faculty Computer Committee Charge (deletions are noted in strike-through)

1. Name: Faculty Computer 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, 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, or their appointed representatives.
3. Quorum: 5 elected faculty members exclusive of ex-officio.
4. A. Committee Responsibilities:
  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 chair of the committee represents the faculty as a member of the Administrative Information Systems Advisory Committee.~~
  4. 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 ~~Workstation~~ program.

Members of the Faculty Computer Committee are permitted to submit proposals to the Faculty Microcomputer Program for the committee's consideration. However, no member of the committee may rate or vote on any proposal from his or her own academic unit or on any other proposal for which, in the judgment of the committee, there exists substantial conflict of interest. That member of the committee shall not be present when his or her proposal is being discussed by the committee.

B. To Whom The Committee Reports:

The committee makes its recommendations of computer policies and procedures to the Faculty Senate. The committee makes its recommendations on priorities for allocation by the Faculty Microcomputer ~~Workstation~~ 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 ~~Workstation~~ program.

5. Standard Meeting Time:

The committee meeting time is scheduled for the 2nd Tuesday of each month.

Faculty Senate Agenda  
25 April 1995  
Attachment 2.

## CREDITS COMMITTEE REPORT

### Revision to the *ECU Faculty Manual*, Part III. Academic Information

Revise the first paragraph in Part III. Academic Information, entitled "Tests and Examinations" (page 28) to read as follows:

"Where practical, some indication should be given to the student of his or her standing in the course prior to the last day to drop a course without grades; the drop period is limited to the first thirty days of classes of a regular semester and the first ten days of classes of a summer term. While it is understood that the objectives of courses differ among disciplines and that the relevant procedures used to measure those objectives differ, instructors, particularly those of 1000- and 2000-level courses, should provide their students with some form of graded response (e.g., essay test questions, term papers, projects, etc.) prior to the last day to drop."

---

Faculty Senate Agenda  
25 April 1995  
Attachment 3.

## FACULTY COMPUTER COMMITTEE REPORT

### Informational Report on the Faculty Microcomputer Program and Faculty on Fixed-Term Appointments

During preparation of the call for proposals for the 1995-96 Faculty Microcomputer Program, the Faculty Computer Committee discussed the long standing provision that only faculty who are tenured or on tenure-track may submit such proposals. A motion was made that for 1995-96 we also entertain proposals from faculty in fixed-term positions.

In opposition to the motion it was opined that faculty in fixed-term positions were hired merely to teach, not do research, and accordingly their need for computing equipment was much less than that of tenured and tenure-track faculty who are expected not only to teach but also to conduct quality research. One member noted that in his department the demands made on fixed-term faculty were every bit as demanding as those made on other faculty (in his department persons on fixed-term are often hoping to be converted to tenure-track, and reasonably expect that they must be productive in research to win such a conversion). Apparently there are considerable differences among departments regarding the role of fixed-term faculty. Also in opposition to the motion, it was noted that the Faculty Microcomputer Program has not yet been able to satisfy the demand for modern computers from tenured and tenure-track faculty. For example, in the 1994-95 program there were 218 proposals but only 78 awards. It was opined that no fixed-term faculty should be granted a Faculty Microcomputer award as long as there remain tenured or tenure-track faculty whose computing needs remain unmet. One member suggested that committee members who feel this way would be free to give poor evaluations to proposals from fixed-term faculty if after reading such proposals they still thought them of little merit. It was suggested that they might just be surprised at the merit of the proposals that some fixed-term faculty might submit. One member opined that unit heads have been receiving an increasing number of computers which they can award at their discretion, including awarding them to faculty on fixed-term appointments.

After considerable discussion, the question was called and the motion failed by a vote of 3-3. Given the diversity of opinion on this matter within the Faculty Computer Committee, we decided to share our thoughts with the Faculty Senate. Although the Faculty Computer Committee has not decided to recommend extending the Faculty Microcomputer Program to fixed-term faculty, its members did agree that fixed-term faculty may well have legitimate needs for modern computing equipment, needs that are not being met at this time. We encourage members of the Faculty Senate to discuss ways in which such needs might better be met.

## FACULTY GOVERNANCE COMMITTEE REPORT

### Revisions to *ECU Faculty Manual*, Appendix Y. Grievance Policies and Procedures of ECU

This appendix establishes structures and procedures for addressing faculty grievances through informal administrative review, mediation, and the recommendations of a Faculty Grievance Committee

**1. FACULTY GRIEVANCES** - Grievances within the scope of this appendix shall be limited to matters directly related to a faculty member's employment status and institutional relationships within East Carolina University. Such grievances shall also be limited to those remediable injuries attributable to the violation of a right or privilege based on federal or state law, university policies or regulations, or commonly shared understandings within the academic community about the rights, privileges, and responsibilities attending university employment. No grievance, moreover, that grows out of or involves matters related to a formal proceeding for the suspension, discharge, or termination of a faculty member's employment, or that is within the jurisdiction of another standing faculty committee falls within the scope of this appendix. A "grievant" is any faculty member who seeks the remedies afforded by the provisions of this appendix. A "respondent" is the person(s) identified by a grievant as the person(s) whose action(s) is(are) the object of the grievance, not the administrators who concurred with that action. The deadline for initiating a grievance is the end of the following Spring semester for an incident alleged to have occurred during the Fall semester and the end of the Fall semester for an incident alleged to have occurred during the Spring semester or during the summer months between the Spring and the Fall semesters. This deadline may be waived by a majority vote of the Grievance Committee.

### 2. THE FACULTY GRIEVANCE COMMITTEE

**A. Membership:** The Faculty Grievance Committee shall be composed of eight members and two alternates, each of whom is a full-time voting faculty member without administrative appointment. The committee shall contain representation from each professorial rank except instructor. The chair of the faculty or, as his or her delegate, the vice-chair of the faculty shall serve as an ex-officio member of the committee. Members shall be elected in accordance with the procedures for election of committees specified in the Bylaws of the East Carolina University Faculty Senate. Members and alternates shall be elected to three-year terms. A quorum for the committee shall be five elected members or alternates. A member of the committee shall recuse himself or herself from participating in a hearing if there is reason to believe that such participation will create a conflict of interest. Any party to a grievance may request that a member of the committee recuse himself or herself for conflict of interest. If the member declines, the committee shall determine by a simple majority vote, the member in question not participating, whether the member shall recuse himself or herself.

**B. Authorization and Powers:** The Committee shall be authorized to hear, mediate, and recommend to the appropriate administrative authorities measures for resolving the grievances of faculty members. Except where otherwise stated in this appendix, the committee shall conduct its business in accordance with the most recent edition of Robert's Rules of Order, Newly Revised. It shall be the responsibility of the parties to present their respective cases. The burden is on the grievant to establish by a preponderance of the evidence that the grievant's claims have merit. The administration shall provide the committee with its information bearing on the grievance and not otherwise privileged, and which is requested by the grievant, respondent, or committee. The committee may seek documentation not provided by a grievant or respondent but necessary to establish facts alleged in a hearing or documents by a party to the matter. Should the committee seek such documentation, then it shall ask the party most likely to have custody of the documentation, or in the best position to obtain it, to provide it. At no time shall the committee or the committee chair function as an advocate for either the grievant or the respondent. The committee's responsibility is to provide a peer review of a faculty member's

grievance and the committee's report expresses the conclusions reached by an elected body of the grievant's peers. The committee's report shall be based only on facts, documentation and arguments presented at the hearing.

### 3. GRIEVANCE STEPS

**STEP ONE:** Prior to bringing a grievance to the attention of the committee chair, the grievant shall meet with the respondent and shall attempt to resolve the grievance. If this attempt to resolve the grievance fails, the grievant may proceed to Step Two.

**STEP TWO:** The grievant shall meet with the committee chair and shall inform the chair that the grievant believes that she or he has a grievance that falls within the purview of the committee. After ascertaining that the grievant has performed STEP ONE of the grievance steps, the committee chair shall inform the grievant that he or she may meet with a faculty counselor who will advise the grievant regarding the substance and statement of the Petition for Redress of an alleged grievance, and regarding the East Carolina University policies and procedures applying to the grievance. The committee chair shall not offer the services of a faculty counselor prior to the grievant's taking STEP ONE of the Grievance Steps. The chair shall provide the grievant who has performed STEP ONE with a list compiled by the chair of the faculty of faculty members willing to provide counsel. A faculty member who provides this counsel to a grievant shall have no further role in the grievance. If the grievant declines counsel, or after the grievant has received counsel and indicates to the committee chair his or her intention to continue with the grievance, the committee chair shall instruct the grievant to proceed to STEP THREE.

**STEP THREE:** The grievant shall submit a petition for redress of an alleged grievance (Petition for Redress) to the chair of the Grievance Committee. The Petition for Redress shall set forth the nature of the grievance, the redress sought, the identity of the respondent, and any other information the grievant considers pertinent to the matter. When the committee chair receives a Petition for Redress of an alleged grievance, he or she shall ascertain if the grievant has taken steps ONE and TWO, above. If the grievant has not followed these steps, the committee chair shall inform the grievant that he or she must take these steps prior to any further action being taken by the committee. If the grievant has taken steps ONE and TWO, the chair of the Grievance Committee shall inform the grievant that he or she now must proceed either to Administrative Review or to Faculty Mediation in an attempt to resolve the grievance prior to the committee's determining whether or not to grant a hearing.

***Administrative Review:*** The grievant shall attempt to resolve the grievance set forth in his or her Petition for Redress by meeting with the respondent's immediate supervisor. The supervisor shall meet with the grievant and respondent within ten working days after the request is received and shall discuss informally the grievance and make every effort to resolve it to the satisfaction of the parties. Within ten working days after the conference, the supervisor shall advise the parties of his or her decision and what corrective action, if any, will be taken. If this effort does not lead to a satisfactory solution, the grievant shall repeat this procedure with the next higher responsible administrator with the attendant time limitations, up to and including the appropriate vice-chancellor.

***Faculty Mediation:*** The grievant shall select a Faculty Mediator from a list provided by the chair of the Grievance Committee. The grievant shall meet with the Faculty Mediator and shall provide the mediator with the grievant's Petition for Redress and with other information the grievant believes significant to his or her grievance. The Faculty Mediator shall meet separately with the respondent and the grievant and shall negotiate between the respondent and the grievant in an attempt to generate a resolution to the grievance that is satisfactory to both parties. The meetings shall continue until either the grievant or the mediator determines that the mediation process at this level has failed. When an attempt at mediation with the respondent fails, mediation shall be attempted with the respondent's immediate supervisor, and, if this fails, with the next higher administrator, up to and including the appropriate vice-chancellor. Mediation is terminated when either the grievant or the mediator determines that further attempts to mediate the grievance with the appropriate vice-chancellor are unlikely to meet with success.

If either Administrative Review or Faculty Mediation fails to resolve the grievance, the grievant may proceed to STEP FOUR,

**STEP FOUR:** The grievant shall request a hearing by informing the chair of the Grievance Committee that the grievant has followed the first three grievance steps, that his or her grievance is not resolved, and that he or she requests that the Grievance Committee review his or her Petition for Redress and determine whether the Petition for Redress satisfies the necessary conditions for a hearing, and, if so, that the chair schedule a hearing. Submission of a request for a hearing shall not result automatically in a hearing. A request for a hearing properly is dismissed by the Grievance Committee if the grievant fails to allege a grievance within the scope defined in Section 1. of this appendix.

The Grievance Committee, assuming the truth of the information contained in the grievant's Petition for Redress, shall determine whether the contentions advanced by the grievant satisfy the conditions necessary for a hearing stated Section 1. If the committee determines that the allegations presented in the Petition for Redress do not satisfy the conditions necessary for a hearing, the committee chair shall notify the grievant of this decision by registered mail, return receipt requested. If the committee determines that a hearing should be held, the committee chair shall so notify the grievant and respondent and shall set a time, date and place for a hearing on the Petition for Redress. The date of the hearing shall be within 20 working days of this notification.

If either the grievant or the respondent petitions the committee in writing for a postponement of the hearing for health reasons or due to a personal emergency, the committee chair shall postpone the meeting for a period of time appropriate to the circumstances. If either the grievant or the respondent petitions the committee in writing for a postponement of the hearing for reasons other than health or personal emergency, the committee chair shall determine whether it is the consensus of the committee to postpone the hearing for twenty working days.

**STEP FIVE:**

**A. Conduct of The Hearing:** The Grievance Committee chair shall begin the hearing by reviewing the committee's authorization and powers. The chair then shall state the condition necessary for a hearing on a Petition for Redress, the committee's belief that the Petition for Redress about to be heard satisfies these conditions, the procedures to be followed during the hearing, and, after the committee submits its report, the options available to the grievant, the respondent and the university administration.

The Grievance Committee shall limit its investigations to the written complaints and statement of relief sought provided by the grievant. The committee's responsibility is limited to making recommendations based on the information presented at the hearing. The power of the committee shall be solely to hear representations by the persons directly involved in a grievance and to advise adjustment by the administration when appropriate. In addition to testimony by the grievant, the respondent, and witnesses, presentations may include written materials, sound recordings, video recordings, photographs and other forms of evidence. Each evidentiary item shall be numbered and shall be a part of the formal record of the hearing.

The grievant shall present his or her case before the members of the Grievance Committee. After the grievant's presentation, the respondent may question the grievant and the grievant's witnesses. When the respondent finishes asking questions of the grievant and the grievant's witnesses, the respondent may make his or her own presentation. After the respondent's presentation, the grievant may question the respondent and respondent's witnesses. Grievance Committee members may question the grievant or the respondent and all witnesses at any time during the hearing. When neither the grievant, the respondent, nor the committee has further questions, the grievant is given the opportunity to make a final statement, and then the respondent is given the opportunity to make a final statement.

**B. Grievance Committee By-Laws and Procedures:** The Faculty Grievance Committee may draft bylaws and detailed procedures that are consistent with the hearing procedures stated above subject to approval by the Faculty Senate and the chancellor.

**STEP SIX:** The Faculty Grievance Committee shall submit a written report of its findings and recommendations to the administrator most directly empowered to provide the relief sought or otherwise to adjust the grievance, with a copy to the grievant, the respondent and the chair of the faculty. If the committee's report is not acted upon to the committee's satisfaction within twenty working days, the committee shall submit its report to the next higher administrator empowered to provide the relief sought, and shall continue in this way until the report either is acted upon or is submitted to the Chancellor.

If the response to the committee's report by a university administrator other than the chancellor satisfies the committee but is not acceptable to the grievant, the grievant may appeal the relevant administrator's action on the committee's report to the Chancellor. In such a case, if the grievant is dissatisfied with the Chancellor's decision, the grievant may appeal this decision in the manner prescribed by the UNC Code Section 501 C4.

When the Chancellor receives a report from the committee, within 20 working days, he or she shall notify in writing the grievant, the Faculty Grievance Committee, the respondent, and the chair of the faculty of his or her administrative action on the committee's recommendation(s). If the administrative action differs from the committee's recommendation, the chancellor shall notify in writing the grievant, other appropriate administrative officials, and the chair of the faculty of the reasons for the decision. Subject to statutory requirements, communication concerning the committee's recommendation(s) shall be in writing, shall be treated with the utmost discretion, and shall be held in confidence by the parties involved.

Step Six exhausts the procedural remedies provided by East Carolina University to a grievant who believes that he or she has suffered a grievance within the scope defined in Section 1. If the Chancellor declines to accept a committee recommendation that is favorable to the grievant, however, the grievant may appeal the Chancellor's decision in the manner prescribed by the UNC Code Section 501 C4.

#### **Annual Report:**

1. The Grievance Committee chair shall report on grievances during the second meeting of the Faculty Senate each academic year. Such reports shall protect the confidentiality of the grievance proceedings and parties.

A. On grievances initiated during the last academic year, the Committee shall report to the Faculty Senate the following:

1. How many grievances proceeded to STEP TWO (that is, how many grievants, after meeting with the respondent, met with the committee chair to receive information about counseling)?
2. How many grievants proceeded to STEP THREE (that is, submitted a Petition for Redress to the committee chair)?
3. How many grievants proceeded to STEP FOUR (that is, requested a hearing after unsuccessful administrative review or mediation)?
4. How many grievants proceeded to STEP FIVE (that is, were granted a hearing)?
5. How many grievances proceeded to STEP SIX (that is, the hearing process was completed and the committee reported its findings to the appropriate administrator)?
6. Of this number, how many reports were subsequently submitted by the committee to the Chancellor?

B. On grievances initiated prior to the last academic year, the committee shall report annually to the Faculty Senate the following:

1. How many are still in process, but have not proceeded to STEP SIX, and how long each has been in process?
2. How many grievances proceeded to STEP SIX (that is, the hearing process was completed and the committee reported its findings to the appropriate administrator)?
3. Of this number, how many reports were subsequently submitted by the committee to the Chancellor?

C. The committee shall report annually to the Faculty Senate the following information relative to the general category of each grievance initiated during that academic year:

1. the number of grievances in each of a set of general categories or types; 2. for grievances in each category, the following information: a. the number of Petition for Redress submitted, b. the number of requests for a hearing, the number of hearings granted, and d. the disposition of each hearing (in process, report submitted by the committee to the appropriate administrator, report subsequently submitted by the committee to the Chancellor).

2. Concurrently, the Chair of the Faculty shall inform the Faculty Senate of the following:

A. On grievances initiated during the last academic year :a. How many decisions were appealed by the grievant to the Chancellor? b. How many decisions were appealed by the grievant to the Board of Trustees or beyond? c. How many appeals are still in progress?

B. On grievances initiated prior to the last academic year: a. How many decisions were appealed by the grievant to the Chancellor? b. How many decisions were appealed by the grievant to the Board of Trustees or beyond? d. How many appeals are still in progress?

C. The following information relative to the general category of each grievance initiated during that academic year: a. Decisions appealed by grievant to the Chancellor, b. Decision appealed by grievant to Board of Trustees or beyond, an c. appeals still in progress.

This appendix supersedes all grievance provisions except those contained in the *Code of the University of North Carolina* and other regulations of the University of North Carolina and in other provisions of the *East Carolina University Faculty Manual* for all Petitions for Redress presented to the Grievance Committee chair on or after the date of approval of this appendix by the East Carolina University Board of Trustees.

---

**Faculty Senate Agenda**  
**25 April 1995**  
**Attachment 5.**

## **FACULTY WELFARE COMMITTEE REPORT**

### **Proposed East Carolina University Weapons Policy**

(Once approved by the Board of Trustees, this policy would be widely publicized and placed in various University documents such as the *ECU Faculty Manual*, and *Student Handbook*.)

The possession and/or use of a weapon on any university owned or controlled property is incompatible with the academic mission and programs of the university. In addition, any threat to commit bodily harm, either by the use of a weapon or physical force is also inappropriate in an academic community. All university constituents, including students, faculty, staff, and visitors should respect the institutional mission and help to insure that a safe and secure environment, which is conducive to learning, is present at all times. Therefore, each constituent should respect and obey the following rules and regulations pertaining to weapons on university property. This policy does not apply an individual's legal right to possess or own a weapon off campus. Any member of the university community who violates North Carolina General Statute 14-269.2 pertaining to weapons on campus is subject both to prosecution and punishment in accordance with state criminal law and criminal procedures and to disciplinary proceedings by the university. G.S. 14-269.2 makes it unlawful and in some circumstances, felonious conduct "for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or powerful explosive on educational property." The statute makes it a misdemeanor "for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any

## FACULTY WELFARE COMMITTEE REPORT (continued)

sharp pointed or edged instrument except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and maintenance, on educational property. The statute does not apply to:

1. A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority; and
2. Armed forces personnel, officers and soldiers of the militia and national guard, law enforcement personnel, and any private police employed by an educational institution. when acting in the discharge of the official duties.

The Director of Public Safety is responsible for authorizing weapons on campus which meets either of these two criteria.

It is not "double jeopardy" for both the criminal law enforcement authorities and the university to proceed against and punish a person for the same specified conduct. The university will initiate its own disciplinary proceedings against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interest of the university. A resident student should also understand that he/she may be removed from his/her residence hall for violating the housing contract regulation pertaining to the possession or use of a weapon in the residence halls (see Sec. IV.A C. East Carolina Housing Agreement and East Carolina Housing and Dining Agreement).

Penalties will be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees. These safeguards are found in the *East Carolina University Faculty Manual*, the Board of Governors' policies applicable to employees exempt from the State Personnel Act, the policies and procedures of the East Carolina University Student Judicial System, and by the regulations of the State Personnel System.

The penalties to be imposed by the university may range from written warnings to expulsions from enrollment and discharges from employment. All mitigating and aggravating circumstances associated with an incident involving weapons, including threatening to use a weapon, will be taken into account when considering an appropriate penalty. However, the following penalties shall be established for the particular offenses described.

Persons who possess or use a gun, rifle, pistol, or other firearm of any kind, or powerful explosive will be suspended for a period of not less than one year (student), or discharged (faculty member, administrator, or other employee). For a second offense, the student will be expelled.

Persons who possess or use a BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for the preparation of food, instruction, and maintenance will be suspended from enrollment for a minimum period of at least one semester or its equivalent (student), or discharged (faculty member, administrator, or other employee). For a second offense, any student will be expelled.

In certain instances, established penalties may be reduced due to mitigating circumstances e.g. the weapon has not been removed from a motor vehicle and if it has not been brandished, exhibited or displayed in any careless, angry or reckless manner. The established penalty however, may not be reduced if the violation involves use of a weapon in a manner where bodily harm or injury occurs or where the weapon was involved in another violation of university regulations. In cases where the penalty is reduced, the person should expect some penalty which may include probation, counseling, community service, or loss of certain privileges. A subsequent violation of this policy will result in a progressively more severe penalty which includes suspension or expulsion of students and discharge of a faculty member, administrator or other employee.

---

Faculty Senate Agenda  
25 April 1995  
Attachment 6.

## GENERAL EDUCATION COMMITTEE REPORT

### Proposed Articulation Agreement Between East Carolina University and Community Colleges

East Carolina University agrees to accept for academic credit college transfer coursework completed at (Community College), a Southern Association of Colleges and Schools accredited institution, in accordance with ECU's policy on transfer of credit as published in the ECU Undergraduate Catalogue. (Community College) students who apply for admission to ECU and are admitted as transfer students will receive academic credit from all accredited institutions attended.

The parties further agree that the holder of an associate of arts or associate of science degree in college transfer coursework from (Community College) will be considered to have fulfilled all East Carolina University's General Education requirements as set forth in the ECU Undergraduate Catalogue and will be admitted to ECU at junior level status provided all other conditions for admission are satisfied. Admission to the University does not guarantee admission to a professional school or specific program. All prerequisite, corequisite, and cognate course requirements for admission to a specific degree program and for graduation from a specific degree program must be completed. General Education equivalents covered under this articulation agreement are described in a course equivalency form based on requirements in the ECU Undergraduate Catalogue effective at the time of initial enrollment at (Community College) or any subsequent ECU Undergraduate Catalogue.

This agreement shall be effective on (Date) and may be extended or amended by the mutual agreement of both parties. This agreement will be subject to review every five years. Further, this agreement may be voided by either party with six months prior notice.

In witness whereof, the Chancellor of East Carolina University and the President of (Community College) have affixed their signatures below:

\_\_\_\_\_  
Richard R. Eakin, Chancellor  
East Carolina University

\_\_\_\_\_  
(Name), President  
(Community College)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Faculty Senate Agenda  
25 April 1995  
Attachment 7.

## GENERAL EDUCATION COMMITTEE REPORT

### Articulation Agreement Implementation Policy

A subcommittee composed of members of the General Education Committee and the Admissions and Recruitment Committee will review proposed articulation agreements for endorsement and five year renewals until such time as criteria to include acceptable limits on variations in general education course distribution and demonstrated need for such an agreement are established for general use.

Faculty Senate Agenda  
25 April 1995  
Attachment 8.

## RESEARCH/CREATIVE ACTIVITY GRANTS COMMITTEE REPORT

### Revisions to the Grant Proposals

1. There will be one grant proposal form for both the Research Summer Stipends and Project Expense Grants, instead of one form for each type of proposal.
  2. Applicants may apply for either the Summer Stipend, Project Expense Grant, or both, depending upon their qualifications.
  3. A budget line has been added to the Summer Stipend proposal request form.
  4. The maximum that can be requested for a Project Expense Grant has been raised to \$10,000.
  5. Two review letters from members of the applicant's unit or from another unit on campus are now required by each applicant.
- 

Faculty Senate Agenda  
25 April 1995  
Attachment 9.

## STUDENT ADVISING AND RETENTION COMMITTEE REPORT

### Proposed Freshman Academic Cohort Program

The Student Advising and Retention Committee recommends that an Ad hoc committee, consisting of faculty and administrators, be formed by the Chair of the Faculty and the Chancellor to plan and implement a Freshman Academic Cohort program. The charge will be to consider such a program, formulate the specifics, consider offering a stipend to participating faculty, and implement the program no later than the 1996-97 academic year.

#### Description of the Program

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

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

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

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

## STUDENT ADVISING AND RETENTION COMMITTEE REPORT (continued)

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

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

The second objective is less concrete and measurable, but not less important. The Freshman Academic Cohort program would provide the faculty with the opportunity to build more coherence and structure into the students' educational experience. Following national trends, East Carolina's curriculum, especially in the general education requirements, has ceased to be a "fixed course of study" and has become a cafeteria of courses from which students choose. Individual freedom for both the students and faculty is thereby maximized, but the cost is the loss of any sense of wholeness or integration. The disciplines as taught and as experienced by the students remain isolated. And the fragments do not add up to any whole.

Through this program, individual faculty members would retain full control of their own courses. Any changes made to improve the integration of the whole sequence of courses would be voluntary.

### Objective 3. To serve as a student recruitment tool.

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

---

**Faculty Senate Agenda  
25 April 1995  
Attachment 10.**

## TEACHING EFFECTIVENESS COMMITTEE REPORT

### Informational Report on the Research of Distance Learning Courses

The sub-committee of the Teaching Effectiveness Committee has been meeting this semester to research and develop a feedback instrument for teachers of distance learning courses. Considerable progress has been made and a draft feedback instrument is ready for consideration by the full Committee. During discussions several concerns have surfaced which we wish to share with the Faculty Senate as information only. We do not ask for any decision, only that Faculty Senators be aware of some Committee members' concerns.

1. Legal aspects of teaching a distance learning courses need to be considered and discussed with professors. Such issues as ownership of videotapes, liability of professors, and many other issues that experts in this area have expressed.
2. Is a course taught via distance learning counted as part of faculty load? as on campus credit, etc.?
3. Should the feedback instrument be used for evaluation? Should it be used the first time a faculty member teaches a distance learning course?

These are issues the Teaching Effectiveness Committee can not resolve, however, appropriate university committees should address them. We believe there are other issues, particularly related to number 1 that warrant attention

## TEACHING EFFECTIVENESS COMMITTEE REPORT

### Revised Principles to Guide the Use of the Student Opinion Data (additions are noted in bold print and deletions in strike-through.)

- 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:* That the new form be administered in all eligible courses at the University. 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 new form be administered every semester.
- Principle 4:* That data from the new form be processed in such a way that both individual faculty and department unit heads know the following:
- a. the University mean, median, and standard deviation for items 1 through 23 for each course. each statement on the form by the level of the course (e.g., for all 1000-level courses surveyed in the university during the past three years); and
  - b. the unit mean and standard deviation for each statement by the level of course (e.g., for all 1000-level courses surveyed in the unit during the past three years)
  - 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 individual units request specific means and standard deviations for particular kinds of courses (e.g., for all freshman and sophomore level lecture courses designed primarily for General College students).~~
- ~~*Principle 6:*~~
- Principle 5:* That administrative analyses of student opinion pay attention only to data that indicate a statistically high or statistically low performance when compared to responses for similar courses. the standards (see VI. A. of the proposal for a revised SOIS ) This means that basic satisfactory competence must be assumed whenever the student response to a statement is less than one standard deviation below the mean for similar courses in a unit. [Example: if the unit mean for a question is 4.1 and the unit SD is 0.8, an instructor will be assumed to be basically and satisfactorily competent (with respect to that question) unless his or her item mean is lower than 3.3]
- ~~*Principle 7:*~~
- 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.

## TEACHING EFFECTIVENESS COMMITTEE REPORT

### Revised Student Opinion of Instruction Survey

- 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, The 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.

## TEACHING EFFECTIVENESS COMMITTEE REPORT (continued)

- 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. 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.**