General Education and Instructional Effectiveness Committee

Membership: Regular Members: George Bailey, Chair, Puri Martínez, Vice Chair, Anna Froula, Secretary, Paul Schwager, Mario Rey, Beth Chaney, Rosa Bell, Debra Kosko. Ex-officio Members: Jody Baumgartner, Ying Zhou, Becky Jordan, Jean-Luc Scemama, Jen Scott Mobley, Justus Ellerbe.

Meeting Dates:
August 28, 2017. PERSON PRESIDING: John Stiller, Chair of Faculty, and George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Anna Froula, Paul Schwager, Beth Chaney, Purificación Martínez. EX-OFFICIO MEMBERS IN ATTENDANCE: Jody Baumgartner, Ying Zhou, Becky Jordan, Jean-Luc Scemama. OTHER: Lori Lee


October 16th, 2017. PERSON PRESIDING: George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Beth Chaney, Anna Froula, Purificación Martínez, Paul Schwager, Debra Kosko (phone). EX-OFFICIO MEMBERS IN ATTENDANCE: Jody Baumgartner, Jean-Luc Scemama, Mary Beth Corbin, Ying Zhou, Jen-Scott Mobley.


January 22nd, 2018. PERSON PRESIDING: George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Anna Froula, Paul Schwager, Beth Chaney, Debra Kosko, Rosa Bell, Mario Rey, Purificación Martínez. EX-OFFICIO MEMBERS IN ATTENDANCE: Becky Jordan, Jean-Luc Scemama, Jody Baumgartner, Jen Scott Mobley, Kristen Dreyfus. Others present: Marybeth Corbin, Chris Oakley, Sharon Ballard, Beth Bee.

February 19th, 2018. PERSON PRESIDING: George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Paul Schwager, Beth Chaney, Debra Ann Kosko, Jennifer Mobley, Jody Baumgartner, Puri Martínez, Mario Rey, Justus Ellerbe, Becky Jordan. EX-OFFICIO MEMBERS IN ATTENDANCE: Ying Zhou. Others present: Dr. Justice Ellerby, Dr. Marissa Nesbit, Dr. Heather Ries, Dr. Sviatoslav Archava, Dr. Michael Daniels.

March 19th, 2018. PERSON PRESIDING: George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Dr. Debra Ann Kosko, Dr. Mario Rey, Dr. Puri Martínez, Dr. Rosa Bell. EX-OFFICIO MEMBERS IN ATTENDANCE: Dr. Ying Zhou, Dr. Jean-Luc Scemama, Dr. Jen Scott Mobley, Dr. Jody Baumgartner. Others present: Dr. Mary-Beth Corbin, Dr. Eric Horsman.

April 16th, 2018. PERSON PRESIDING: George Bailey, Chair of GEIE. REGULAR MEMBERS IN ATTENDANCE: Dr. Dr. Anna Froula, Dr. Beth Chaney, Dr. Debra Ann Kosko, Dr. Mario Rey, Dr. Puri Martínez, Dr. Rosa Bell, Dr. Paul Schwage. EX-OFFICIO MEMBERS IN ATTENDANCE: Becky Jordan, MPH, Dr. Ying Zhou, Dr. Jean-Luc Scemama, Dr. Jen Scott Mobley, Dr. Jody Baumgartner. Others present: Dr. Kristen Dreyfus, Ms. Yihui Li.

Appointments:
  1. Appointment of George Bailey to serve liaison to the Honors College Faculty Advisory Committee.
2. Appointment of Becky Jordan to serve as a member of the University Athletics Committee.

Subcommittees established during the year (include progress and/or completion of work).

1. Teaching Evaluation sub-committee to recommend revisions to the Faculty Manual section on teaching evaluation and to research the best practices for the use of surveys of student opinion of instruction in faculty annual evaluations with a focus on the use of student comments: Chair: Anna Froula; Members: Beth Chaney, Ying Zhou, Kyle Chapman, Mark Bowler, Cal Christian and Alexander Schoemann. Forwarded to recommendations to the committee. The recommendation on revisions to the Teaching Evaluation section of the Faculty Manual was adopted. The recommendation on asking the Faculty Governance committee to consider bringing to the Faculty Senate a recommendation that administrators see student comments on the Survey of Student Opinion of Instruction was not adopted.

Accomplishments during the year. Please include recommendations made to any University agency other than the Faculty Senate.

1. Motion to support SGA resolution requesting support for the creation of a voluntary syllabus bank.
2. Motion to recommend to the Faculty Senate a revised “Procedures for Peer Review of Teaching Effectiveness” policy.
3. Dr. Mary Beth Corbin, resource person, Division of Student Affairs, presented on the work and outreach of Student Affairs and the possibilities of future partnerships on developing initiatives that combine student affair activities and classroom experiences.
4. The committee heard the report on current status of General Education assessment for spring 2018. Competencies currently being assessed are written communication and natural sciences. This is the trial run for pulling artifacts from Blackboard. Departments in later cycles should be collecting data to see how their general education courses are meeting their competencies and deciding which artifact to use across the courses.

Reports to the Faculty Senate (include dates and resolution numbers).

Resolution #17-67
Approved by the Faculty Senate: October 17, 2017 Approved by the Chancellor: November 17, 2017
Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of September 18, 2017 including domestic diversity designation for HLTH 3025: LGBT Population Health and Disparities, HLTH 3100: Latino Health, and RCLS 3131: Recreation for Diverse Populations.

Resolution #17-73
Approved by the Faculty Senate: November 14, 2017 Approved by the Chancellor: December 14, 2017
Policy on credit hours to read as follows: “Unless prohibited by a degree program requirement, credit hours earned in one general education area (humanities, fine arts, social sciences, natural sciences or mathematics) may count towards a major in that area.”

Resolution #17-83
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018
Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of November 20, 2017 including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West.

Resolution #18-09
Approved by the Faculty Senate: February 27, 2018 Approved by the Chancellor: March 26, 2018
Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee’s meeting minutes of January 22, 2018 including a revised General Education Credit proposal form and area instructions, Global Diversity credit for HDFS 3714: Global Perspectives in Early Childhood, General Education Social Science credit for GEOG 2300: Environmental Geography and a change to the General Education designation for HIST 1051, HIST 1030, HIST 1031, HIST 1050 and HIST 2300 from Social Sciences General Education credit to Humanities General Education credit.

Resolution #18-19
Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee’s February 19, 2018 meeting minutes including Global Diversity credit and Humanities credit for FORL 2662: Special Topics in Hispanic Cinemas and THEA 2235: Global Theater; Fine Arts credit for THEA 2002: Theater Design; removal of Fine Arts credit for DNCE 3601: Selected Topics in Dance, DNCE 3602: Selected Topics in Dance, DNCE 3603: Selected Topics in Dance, DNCE 4044: History of Dance I, DNCE 4045: History of Dance II and THEA 4066: Theatre Management; Mathematics credit for MATH 1064: Applied Mathematics; and Global Diversity credit for SOCW 4250: Substance Use Disorders and Research Methods.

Resolution #18-20
Revisions to the Domestic and Global Diversity Course Requirements (originally approved as FS Resolution #12-75, April 2012), as follows:

(Additions are noted in bold text and deletions are noted in strikethrough.)

“Domestic and Global Diversity Course Requirements

This recommendation revises the current three-hour diversity requirement, which does not contain any goals.

These requirements have two components: domestic diversity and global diversity. Domestic diversity addresses understanding diversity within the USA in the context of problems faced by members of specific groups. Global diversity addresses understanding diversity in other cultures in the context of globalization.

Effective Fall 2013, Undergraduate students will be required to complete two three-hour diversity courses: one course with a domestic diversity (USA) focus and one with a global diversity focus. These courses can be chosen from courses that meet the Liberal Arts Foundations requirements and/or the requirements for the major. This requirement will be stated in the undergraduate catalog.

Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences, and opportunities to learn how to deal constructively with these issues.

Requests for diversity credit for a course are evaluated by the Foundations Curriculum General Education and Instructional Effectiveness Committee and approved by the Faculty Senate and the Chancellor. For a course to receive domestic diversity credit or global diversity credit, it must address either the generic domestic or global diversity goals stated below.

Study Abroad Courses: a Study Abroad course receives Global Diversity credit without the need for approval by the General Education and Instructional Effectiveness Committee, the Faculty Senate and the Chancellor provided that:

- The course earns 3 or more credit hours, and
- The course requires students to be in one or more countries other than the United States for a total of at least fourteen days.

For a Study Abroad course that does not require students to be in one or more countries other than the United States for a total of at least fourteen days to receive Global Diversity credit, the credit must be approved by the General Education and Instructional Effectiveness Committee, by the Faculty Senate and the Chancellor.

Courses that transfer to ECU as equivalent to an ECU course that is approved for diversity credit receive diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the Foundations Curriculum General Education and Instructional Effectiveness Committee.

Domestic Diversity Course Goals

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.
2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.

Global Diversity Goals
1. Students understand how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.
2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.

ONCE APPROVED, THESE CHANGES WILL ALSO BE REFLECTED WHERE APPROPRIATE WITHIN THE UNIVERSITY UNDERGRADUATE CATALOG.

Resolution #18-31
Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee’s March 19, 2018 meeting minutes including Global Diversity credit for PSYC 3314 Psychology of Religion; Natural Science credit for GEOL 1400 Bay & Beaches Around the World: Geological Form & Function (3 credits), GEOL 1551 Oceanography Lab (one credit) and maintaining Natural Science credit for GEOL 1550 Oceanography (after reducing from 4 to 3 credits) and GEOL 1700 Environmental Geology (after reducing from 4 to 3 credits).

18-32 April 24, 2018
Recommendation to Faculty Governance Committee to consider changes to the ECU Faculty Manual, Part VIII, Section I.III Annual Evaluation, 1. Teaching.

Replace Faculty Manual Part VIII Section I.III Annual Evaluation 1 Teaching Teaching
Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities. Teaching must be evaluated using multiple methods selected from the list below: a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.
b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.
c. formal methods of peer review, detailed in Faculty Senate resolution #17-61. The peer review instrument for face-to-face courses is provided in Faculty Senate resolution #16-60. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.
d. e. review of data from the Student Perception of Teaching Survey (SOIS). The data from SOIS is qualitative data and is not designed to serve the purpose of a measurement instrument. Therefore, SOIS data may not be converted into a numerical score to be used in faculty evaluation.
f. other procedures provided for in unit codes. (FS Resolution #12-76, July 2012) With the following:

Faculty Manual Part VIII Section I.III Annual Evaluation 1 Teaching Teaching
Teaching is the primary function of the university. Teaching includes classroom and laboratory instruction, online instruction, other forms of distance education, service learning, student advising, mentoring student research, and other pedagogical activities.
In addition to procedures required by the faculty member’s unit code. (FS Resolution #12-76, July 2012), teaching shall be evaluated using information from multiple sources, including any of the following that were accomplished during the period under review:

Instruction:
The evaluation of a faculty member’s instructional activities shall take into account these core factors:
1. Syllabus, including the course description, learning outcomes when determined by the instructor, and course requirements.
2. Student assignments and examinations, and/or other materials prepared for or relevant to teaching.
3. All other new or revised course materials, such as help sheets (handouts), study guides, reading lists, audiovisual materials, student manuals and the like.
4. Examples of student work, such as tests, exams, quizzes, assignments, projects, papers, juries or other examples of student achievement.
5. Course grade distribution.
6. Changes made to course content and pedagogy to promote student success.

Workload
The evaluation of a faculty member’s instructional activities shall take into account these factors:

1. Courses taught by term with numbers of students taught.
2. Numbers of undergraduate, master’s, pre- and post-doctoral students, and visiting scholars advised academically or supervised clinically.
3. Number of Masters Theses or doctoral dissertations directed.
4. Number of Honors courses taught.
5. Number of memberships on doctoral dissertation and master’s and honors research committees.
6. Number of undergraduate research projects supervised.
7. Number of Directed Readings or Independent Studies courses taught.

**Student, Peer and Unit Administrator Review**

The evaluation of the faculty members instructional activities will take into account, where required or provided by the faculty member:

1. Results of formal assessment by the instructor or the unit’s assessment committee of student achievement of course-specific learning outcomes, where required by the unit code or submitted by the faculty member.
2. Results of formal assessment by the faculty member or the unit’s assessment committee of student achievement of program-specific learning outcomes, where required by the unit code or submitted by the faculty member.
3. **Student evaluations or the course and instructor.**
   - The results of formal peer review, formal peer review, as detailed in Faculty Senate resolution #17-61, where required.
   - Direct observation of teaching (face-to-face or online) by the unit administrator.
   - Written communications to the unit administrator from one or more student (with instructor’s responses if the instructor choose to provide responses).
   - Number and type of face-to-face or online teaching or related workshops attended.

**Impact of scholarly activity on improving the quality of instruction at ECU or elsewhere**

The evaluation of the faculty members instructional activities shall take into account, when available:

1. Awards and honors recognizing excellence in teaching.
2. Grants to support instructional activities and programs; if collaborative, the faculty member’s distinctive contribution is described.
3. Recognition by professional organizations for leadership in educational endeavors (e.g., serving as a training grant reviewer for state and federal agencies), leadership in major educational bodies (e.g., National League for Nursing), invitations to serve and active participation in education-focused conferences for state and national organizations.
4. Teaching workshops presented.
5. Publication of scholarly articles addressing course content or pedagogy.
6. State, Regional or National leadership roles related to education.
7. Invitations from other institutions to serve as lecturer, visiting professor, or education consultant.
8. Continuing education courses taught.
9. Evidence of leadership and scholarly engagement in the development of course content and pedagogy of face-to-face courses.
10. Evidence of leadership and scholarly engagement in the development and delivers of online education.
11. Scholarly reputations of journals and publishers of the candidate’s teaching publications.
12. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions or other end-users.
13. Evidence of impact on the professional careers of others (e.g., former students, junior faculty, colleagues).

**Business carried over to next year (list in priority order).**

1. Ask the faculty chair if he can have a senate committee look into including A+ into the existing plus/minus system (as done at NC State and elsewhere).
2. Consider the reduction of the diversity credit requirement from one three-hour Domestic Diversity Course and one three-hour Global Diversity course to either one three-hour Domestic Diversity Course or one three-hour Global Diversity course.
Evaluation of the committee (include anything that hindered or assisted the committee's work during the year).

A. Charge: No change needed.
B. Personnel: No change needed.
C. Attendance: Sometimes poor attendance.
D. Responsibilities: no change needed.
E. Activities: Activities well were performed.

Suggestion(s) to the Chair of the Faculty for improving the effectiveness of the committee.

1. New members sometimes are unaware of that the committee meeting times/dates are set well in advance. They become members of the committee even though their schedule interferes with their attending meetings.
2. It would be good if the committee scheduled two meetings in October and two in November, with the understanding that one each month would be cancelled if not needed.

Does the Committee’s organizational meeting next year need to be earlier than the date set this year? If yes, when do you prefer: August 27, 2018

Signed: Chairperson George Bailey
Vice Chair: Puri Martinez
Secretary: Anna Froula