

EAST CAROLINA UNIVERSITY
2012-2013 FACULTY SENATE

The seventh regular meeting of the 2012/2013 Faculty Senate will be held
on **Tuesday, March 19, 2013**, at 2:10 p.m. in the Mendenhall Student Center Great Room.

AGENDA

I. Call to Order

II. Approval of Minutes

[February 26, 2013](#)

III. Special Order of the Day

- A. Roll Call
- B. Announcements
- C. Steve Ballard, Chancellor
- D. Marilyn Sheerer, Provost and Vice Chancellor for Academic Affairs
- E. Mark Sprague, Chair of the Faculty
- F. Question Period

IV. Unfinished Business

V. Report of Graduate Council

- 1. Formal faculty advice on curriculum and academic matters contained in the [March 4, 2013](#) Graduate Council meeting minutes, including update on approval process for thesis and dissertations included in the *ECU Faculty Manual* and Graduate Catalog.
- 2. Formal faculty advice on curriculum and academic matters contained in the [February 6, 2013](#), Graduate Curriculum Committee meeting minutes, including items within the College of Education, School of Social Work, and Department of English.
- 3. Formal faculty advice on a proposed 5000-level course Standard Operating Procedure (attachment 1).

VI. Report of Committees

- A. University Curriculum Committee, Donna Kain
 - 1. Curriculum and academic matters contained in the meeting minutes of [February 14, 2013](#) and [February 28, 2013](#) including curricular actions within the Departments of English, Chemistry, History, Political Science, Biology, Interior Design and Merchandising, School of Social Work, and College of Health and Human Performance.
 - 2. Report on proposed 5000-level course Standard Operating Procedure.
- B. Faculty Welfare Committee, Rachel Roper
 - 1. Proposed revisions to the *ECU Faculty Manual*, Part XI, Section I.D. to include web service for retired faculty (attachment 2).
 - 2. Formal Faculty Advice on Current Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure (attachment 3).
 - 3. Resolution on Annual Report from the Office of Equity and Diversity (attachment 4).

- C. Calendar Committee, Charles Lesko
1. Proposed Revisions to Guidelines for Setting University Calendars and Scheduling Lecture and Discussion Classes (attachment 5).
 2. Proposed New Guidelines for Creating and Maintaining University Student Application/Processing Deadlines (attachment 6).
 3. Proposed New Format for University Academic Calendars (attachment 7).
 4. Formal Faculty Advice on Format for New Student Application/Processing Deadlines (attachment 8).
 5. Proposed 2014-2015 University Academic Calendar (attachment 9).
 6. Proposed revisions to 2013/2014 approved University Academic Calendars to reflect change to last day for graduate students to drop courses without grades (attachment 10).
- D. Writing Across the Curriculum Committee, Hector Garza
Curriculum and academic matters contained in the meeting minutes of [March 7, 2013](#) including requests for writing intensive (WI) designation in [NURS 4904](#): Professionalism in Baccalaureate Nursing Practice and [NURS 4905](#): Nursing in a Global Society.
- E. Educational Policies and Planning Committee, Ed Stellwag
Curriculum and academic program matters included in the [March 8, 2013](#) meeting minutes, including Request to consider [discontinuing the Certificate in Urban Design](#) within the Department of Geography; Request to consider [modification of concentrations](#) within the Department of Geography's BS degree in Urban and Regional Planning; Request to [discontinue the BA in Communications](#) within the School of Communication; Request to [discontinue BM in Music Therapy](#) within the School of Music; and a Request to rename the Department of Geography to [Department of Geography, Planning, and Environment](#).
- F. Foundations Curriculum and Instructional Effectiveness Committee, Mike Brown
1. Curriculum matters included in the [March 8, 2013](#) meeting minutes, including approval of Diversity Credit in FORL 1060: Global Understanding, PHIL 1290: Introduction to the Philosophy of Religion, ECON 3353: Development Economics, HLTH 3520: Introduction to Global Health, HLTH 4800: Field Study in International Health, PSYC 1070: Global Understanding, HLTH 3020: Health Disparities, and ECON 3750: Poverty and Discrimination.
 2. Report on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements (attachment 11).
- G. Student Scholarships, Fellowships, and Financial Aid Committee, Cynthia Deale
Faculty Recommendation on Scholarship Deadlines (attachment 12).
- H. Academic Awards Committee, Tom Herron
1. Faculty Recommendation on Scholar-Teacher Awards (attachment 13).
 2. For information only, editorial revisions to University Scholarship of Engagement Award Procedures, Max Ray Joyner Award for Outstanding Teaching in Distance Education Procedures, and University Alumni Outstanding Teaching Award Procedures (attachment 14).

VI. New Business

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Attachment 1.

GRADUATE COUNCIL REPORT

Formal faculty advice on a 5000-level course Standard Operating Procedure

TO Graduate Curriculum Committee

FROM Jim Decker

DATE 02-04-13

RE 5000-level course procedures

As instructed at the 01-16-13 GCC meeting I took action to establish a standard operating procedure for the review of 5000-level courses. Associate Provost Griffin, Dean Gemperline, and UCC Chairperson Kain and I met on 01-31-13. After discussion we present the following procedure for your consideration.

A. All 5000-level course proposals and deletions will be submitted to the GCC.

B. If a course (new or revised) is not intended for undergraduate student enrollment it must be clearly stated in Section 6 (Course description exactly as it should appear in the next catalog) in the *Prerequisite* section (e.g. graduate student standing). (It should be noted that such a course will not appear in the undergraduate catalog.) This course will be acted upon solely by the GCC (i.e. no UCC involvement).

C. If a course (new or revised) allows undergraduate student enrollment:

1. Section 5 (justification) must clearly delineate why the 5000-level was selected (i.e., instead of a 4000-level course) and must affirm the intention to enroll a minority of undergraduate students.
2. Section 16.b (course objectives for the course [student-centered, behavioral focus]) must include both graduate and undergraduate learning objectives.
3. Section 16.d (list of course assignments, weightings of each assignment, and grading/evaluation system for determining a grade) must include both graduate and undergraduate course assignments and grading scales.
4. If the proposal (new or revised) necessitates a change in the undergraduate catalog, undergraduate marked catalog copy must be provided.

D. The GCC will act on the course including the justification, graduate learning objectives and differentiation between graduate and undergraduate learning objectives, assignments and grade scale. Courses recommended for approval will be included in the GCC minutes for inclusion on a Graduate Council agenda (as per GCC procedures).

E. Once approved the GCC Chairperson will send to the UCC via cucsubmissions@ecu.edu the approved proposal and, if applicable, undergraduate marked catalog copy.

F. Upon receipt of information from the GCC regarding any 5000-level course that will enroll undergraduate students, the materials will be placed on the next possible UCC agenda for consideration. The UCC will review information pertaining only to undergraduate students (i.e., justification, learning objectives, assignments, grade scale, and marked catalog copy) and will make recommendations to the Faculty Senate. Faculty members submitting 5000-level course materials will not be required to appear at the UCC.

1. If the UCC recommends any revision or requests any information about the undergraduate aspects of the course, the UCC will notify the submitting unit. The UCC will request that any revisions or responses be submitted within 7 calendar days after the meeting at which the course was considered (as per UCC procedures).

2. Courses recommended for approval will be included in the UCC minutes for inclusion on a Faculty Senate agenda (as per UCC procedures).
3. Courses not approved by the UCC for Faculty Senate agenda placement will by default have a prerequisite of “graduate status” added to the course description by the GCC.
4. In cases where UCC approval is not granted, the UCC Chairperson will send notification to the GCC via gcc@ecu.edu so the GCC can initiate implementation of the prerequisite revision.
5. Units are responsible for additional notification of affected units in the event the course is not approved by the UCC for enrollment of undergraduate students or as deemed applicable by the UCC following recommended revisions.

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Attachment 2.

FACULTY WELFARE COMMITTEE REPORT

Proposed revisions to the *ECU Faculty Manual*, Part XI, Section I.D. Retirement

(Additions are noted in **bold** print.)

Part XI, Section I.D. Retirement

“D. Retirement

All full-time faculty of the university with a permanent appointment must participate in the university’s retirement program. Information regarding the retirement plans can be found at the online links below:

Overview of retirement plan options:

http://www.ecu.edu/cs-admin/humanresources/customcf/Benefits/Benefits_Retirement_Plans.pdf

Statutory provisions for the State Retirement system:

http://www.ncga.state.nc.us/enactedlegislation/statutes/pdf/bychapter/chapter_135.pdf

NC State Treasurer’s Retirement home page:

<http://www.nctreasurer.com/dsthome/RetirementSystems>

Privileges for Retired Faculty

The following University websites provide information on privileges awarded to retired faculty:

1. ECU Retired Faculty Association

The East Carolina University Retired Faculty Association (ECURFA) provides retired faculty with a continuing link to the university and to colleagues and friends through social activities, receptions, and group travel. It also provides an opportunity to give back to the university through an endowment fund. Go to the following below to obtain further information: <http://www.ecu.edu/ecurfa>.

2. Parking permits

The parking privileges for retired faculty are outlined in The Parking and Transportation Policy (200-0070) under “Special Parking Situations”, sections “Phased Retirement” and “Retired Faculty”. Refer to the link below to obtain current information on parking privileges for retirees:

<http://www.ecu.edu/cs-admin/parkingandtransportation/retired.cfm>

3. ECU 1 Card

The ECU 1 Card is the official university photo ID card. Some privileges for retired faculty require presenting an ECU 1 Card (Retiree version). Procedures for obtaining an ECU 1 Card for retirees can be found at the website listed below: <http://www.ecu.edu/1card>

4. E-mail

Retired faculty may continue to use their ECU e-mail account in accordance with University guidelines. Details can be found at the ITCS website:

<http://www.ecu.edu/cs-itcs/email/FacultyStaffEmail.cfm>

5. Student Recreation Center membership

Retired faculty may purchase annual, semester, or summer memberships to the Student Recreation Center. They must present their ECU 1 Card when purchasing a membership. Refer to the website below to obtain further information: <http://www.ecu.edu/cs-studentlife/crw/membership/fees.cfm>

6. Joyner Library access

Retired faculty may apply for borrowing privileges at the Joyner Library Circulation desk. They must present their ECU 1 Card to obtain services. Further information may be obtained at the website below: <http://www.ecu.edu/cs-lib/accesssrv/circulation/circpolicy.cfm>

7. Laupus Library access

Retired faculty may apply for borrowing privileges at the Laupus Library Circulation desk. They must present their ECU 1 Card to obtain services. Further information may be obtained at the website below: <http://www.ecu.edu/cs-dhs/laupuslibrary/circulation.cfm>.

8. Web Service

Retired faculty with existing web space may continue to have access to university hosted web pages to allow retired faculty to continue their scholarly activities. Details can be found at the website below: <http://www.ecu.edu/cs-itcs/policies/retireeWebspace.cfm>

(FS Resolution #11-60, April 2011)”

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Attachment 3.

FACULTY WELFARE COMMITTEE REPORT

Formal Faculty Advice on Current Faculty Spousal
and Domestic Partner Hiring Standard Operating Procedure

Why Spousal Hires?

1. Policies facilitating academic spousal hiring are important for all faculty because a large proportion of faculty have academic spouses; 36%, according to a 2008 Stanford report, *Dual Career Academic Couples*.
2. A spousal hiring policy is especially important for faculty at ECU since Greenville is a small city and has few other professional opportunities for spouses. In larger cities, there are many other places a professional spouse could find employment.
3. A spousal hiring policy is an important recruitment and retention tool, allowing ECU to hire and maintain the best faculty.
4. It is more expensive to run a full recruitment for a position to replace a faculty member who left for spousal reasons than it is to allocate some money toward a spousal hire. Dr. M Bauer in English stated during the Faculty Senate discussion, “she sees faculty leave every year because of a lack of jobs for spouses” (faculty senate minutes 4/12)

5. Spousal hires are a faculty gender equity issue because more women are married to male faculty than the converse (49.6 percent of women and 36.6 percent of men have academic spouses [Townsend American History Association 2013]).
6. A spousal hiring policy is just as important for recruiting racial minority faculty. It may even be more important for recruiting minority faculty, as they are nationally highly sought for improving faculty racial diversity. Offering a spousal hiring option may help recruit minority faculty to ECU.
7. Other universities offer assistance with spousal hires. If ECU does not, this will place ECU at a competitive disadvantage. For example, UNC at Chapel Hill has a spousal hiring program including an EEO waiver, and at Arizona State University, "If an individual is recommended finalist for a position and the applicant's relative desires university employment, and the university has an available position for which the relative is qualified, a waiver of advertising for the second position must be obtained from the director of the Office of Equity and Inclusion, Human Resources, and the campus director of Human Resources."
8. This policy is likely to help ECU increase its proportion of women faculty. 2010 data from IPAR indicated that for tenured or tenure track faculty in Academic Affairs (46 departments):
 - 15 departments (33%) had less than 25% female faculty.
 - 21 departments (46%) had less than 25% of their tenured faculty that are female.
 - 22 departments (48%) had no female full professor.
 - 3 departments (6%) had no male full professor.

In summary, facilitating faculty spousal hires will help ECU recruit and retain the highest quality faculty, support work life balance, and improve faculty diversity.

Formal Faculty Advice on Current Faculty Spousal
and Domestic Partner Hiring Standard Operating Procedure

(Additions are noted in **bold** print and deletions in ~~strikethrough~~.)

Authority: Academic Council

History: First Approved August 17, 2010

Related Policies: UNC Policy Manual 300.4.2

Introduction:

East Carolina University (the "University") is committed to the recruitment and retention of the most qualified faculty. The University further recognizes that this recruitment and retention may involve the necessity of a concomitant appointment for dual career academic couples. **Providing a position for a spouse or domestic partner may enable the University to attract and retain top candidates who otherwise would not be available. In addition, spousal hires are seen as a family-friendly policy.** The following principles should guide University administration whenever applicable.

Principles:

1. The information set forth in this document applies only to positions that can be filled by a tenured faculty member, tenure-track faculty member, full-time, fixed term faculty member, academic administrator, or EPA non-faculty.
2. This guideline does not guarantee employment or any other obligation with respect to any dual career couples and will not be used to circumvent existing recruitment or hiring procedures.
3. Each candidate must be appropriately qualified, **as determined by the department into which they would be appointed**, and must complete the actions required of any person to become a candidate for a position ~~and is eligible for selection only through the regular University hiring process.~~

4. **The spouse or domestic partner of a recommended finalist for a position or a currently employed individual can submit an application for an available position for which the spouse or domestic partner is qualified.**
5. Deans or unit administrators trying to facilitate a concomitant appointment are encouraged to contact the appropriate department or unit.
6. The initiation and continuation of **both** appointments shall be entirely within the purview of the appointing unit(s) in accordance with all applicable personnel policies and procedures. **Special consideration, or a waiver, for the second position can be requested from the Department of Human Resources and the Office of Equity and Diversity. No department shall be forced into interviewing or appointing a candidate.**
7. In some cases, deans or unit administrators may agree to provide bridge funding, **if and only if such funds are available.** Shared funding should be apportioned for a period of no more than three years and any salary increases over this period will be divided proportionally among the funding units unless otherwise specified in a written memorandum of understanding. All requests for shared funding are considered based on University priorities and available funds.
8. An example of this arrangement is a salary funding split of 1/3 from the original appointment unit, 1/3 from the unit making the concomitant appointment, and 1/3 from the office of the appropriate vice chancellor(s).
9. The availability of shared funding for a position shall not create an obligation on the part of the University to employ any person or increase any person's salary and shall not limit the power of the University to discipline or otherwise discharge any person from employment.
10. A written memorandum of understanding (MOU) for shared funding must be signed by all administrators involved in the funding model. If the employee in the split-funded position leaves before the end of the funding period as stated in the MOU, the salary and benefits funding revert according to the initial proportions.
11. After the period stated in the memorandum of understanding for shared funding, the applicable unit becomes responsible for full funding of the salary and associated benefits.

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Attachment 4.

FACULTY WELFARE COMMITTEE REPORT

Resolution on Annual Report from the Office of Equity and Diversity

- Whereas, Creating a diverse and representative faculty is important for an environment supportive of diversity, inclusion, and tolerance; and
- Whereas, A diverse and representative faculty is important for providing role models for a diverse student body and training all students in cultural competence; and
- Whereas, diversity and inclusion are vital in creating a welcoming environment for all employees and students at ECU and helps to build a community that values cultural competency*; and
- Whereas, ECU defines diversity to include the representation, integration, and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identity, veteran status, socio-economic status, intellectual positions, and perspectives; and
- Whereas, ECU desires a pluralistic academic community where teaching, learning, and living occur in an atmosphere of mutual respect in pursuit of excellence; and
- Whereas, ECU is committed to enriching the lives of students, faculty, and staff by providing a diverse academic community where the exchange of ideas, knowledge, and perspectives is an active part of living and learning; and

Whereas, ECU seeks to create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration; and
Whereas, ECU considers diversity, the opportunities afforded by a diverse learning environment, and the authentic interaction among people from various backgrounds and persuasions to be essential elements in achieving excellence in academia.

Therefore Be It Resolved, that beginning with the 2013/2014 academic year, the Office of Equity and Diversity deliver an annual oral and written report to the Faculty Senate with statistics on diversity in the faculty and administration (to include gender and other historically underrepresented groups including those of African and Hispanic descent) of East Carolina University.

Therefore Be It Further Resolved, that the annual oral and written report to the Faculty Senate include a report on any initiatives at East Carolina University designed to improve faculty representation of such groups and trends in employment and promotion rates.

*some text describing the rationale in this document is quoted or paraphrased from Office of Equity and Diversity website

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Attachment 5.

CALENDAR COMMITTEE REPORT

Proposed Revisions to Guidelines for Setting University Calendars
and Scheduling Lecture and Discussion Classes

(additions are noted in **bold** and deletions in ~~strikethrough~~)

Guidelines for Setting University **Academic** Calendars

These guidelines are incorporated into each University **academic** calendar that is approved by the Faculty Senate **and Chancellor**.

- 1.* The Faculty Senate shall have the advice of a student-faculty committee on the calendar.
- 2.* The calendar shall include two semesters of 17 weeks each and a summer session of 11 weeks divided into two terms of approximately 5 ½ weeks.
- 3.** The calendar shall provide a minimum of 750 minutes of instruction per credit hour (including final examinations).
4. Fall and spring semesters will include at least 14 Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays. Each summer session will have 25 class days.
5. **The start of fall semester will be scheduled two to three weeks after summer session final exams.**
6. When appropriate, fall semester will include Labor Day as a holiday, a two-day break appended to a weekend in October, a Thanksgiving holiday beginning no later than 1:00 P.M. Wednesday before Thanksgiving and continuing through Saturday, and a Reading Day between the last day of classes and the beginning of exams.
7. When appropriate, spring semester will include Martin Luther King, Jr.'s Birthday and Good Friday as holidays, a break of one week, and a Reading Day between the last day of classes and the beginning of exams.
8. When appropriate, fall and spring semester exams will be scheduled on seven days, including Saturday, according to a rotation schedule. Exams for each summer session will be held on the day after the last class day.

9. **Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.**
10. **Early registration will begin at 1 pm on the working day prior to the Monday for special populations only.**
11. Commencement will be scheduled at appropriate times at the end of both fall and spring semesters.
12. **When appropriate, the start date for summer session will be scheduled four to seven days after spring commencement.**
13. Independence Day and, when appropriate, Memorial Day will be scheduled as summer session holidays.
14. **There will be at least one day between the end of first summer session and the start of second summer session.**
15. **Revisions to approved and published academic calendars will be handled through the Academic Calendar Committee, Faculty Senate, and Chancellor; with the Chancellor maintaining final approval.**

Faculty Senate Resolution #03-10

*Mandated by UNC General Administration on February 3, 1971

**Mandated by UNC General Administration on December 31, 2001

Guidelines for Scheduling Lecture and Discussion Classes

Fall and Spring Semester Classes

To facilitate timely matriculation of students it is important that class scheduling be coordinated. Having a scheduled gap between classes allows students time to move from one class to another. Lecture/discussion classes with more than 90 contact minutes per meeting should be lengthened in their scheduling to include one or more breaks of ten or fifteen minutes.

Three semester-hour credit lecture/discussion classes meeting on a Monday, Wednesday, and Friday sequence should start on the hour and be scheduled for fifty minutes. Three semester-hour credit classes meeting on a Tuesday and Thursday sequence should start at 8:00, 9:30, 11:00, 12:30 or 14:00 and be scheduled for seventy-five minutes. Three semester-hour credit classes meeting on Monday and Wednesday afternoons may start on the hour or half hour and should be scheduled for seventy-five minutes. Lecture/discussion classes that are not three semester-hour credit and meet for fifty minutes on Tuesday or Thursday should start at 8:00, 10:00, 11:00, 13:00 or 14:00 so as not to overlap more than one of the three semester-hour time-slots.

In order to allow greater flexibility in scheduling late afternoon and evening classes and since the availability of classrooms is less of a problem at those times, classes that have starting times of 2:30 p.m. or later are not subject to the guideline restrictions for scheduling class meeting times.

Suggested times for three semester-hour courses:

MWF 8:00 – 8:50	TTh 8:00 – 9:15
MWF 9:00 – 9:50	TTh 9:30 – 10:45
MWF 10:00 – 10:50	TTh 11:00 – 12:15
MWF 11:00 – 11:50	TTh 12:30 – 13:45
MWF 12:00 – 12:50	TTh 14:00 – 15:15
MWF 13:00 – 13:50	
MWF 14:00 – 14:50	MW 14:00 – 15:15

Summer Session Classes

On October 15, 1979, the Graduate Council passed the policy that “no graduate or senior-graduate courses be offered granting more than one semester hour of credit per week of classes without the specific approval of the Credit Committee of the Graduate Council before this course is scheduled.”

On December 5, 1995, The Faculty Senate passed a resolution (95-44) that stated "At least one calendar week of reflection and analysis should be provided to students for each semester hour of undergraduate credit awarded."

In order to have the contact minutes during the summer sessions be consistent with 750 contact minutes per credit hour during a regular semester, the following table indicates how long class meetings should last according to their contact hours (50 minute periods) during the regular semester and the number of class meetings each week during the summer:

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

Class meetings of more than 90 minutes should include one or more breaks included in their scheduled times (as night classes during the regular semester that meet 6:30 to 9:30 have 30 minutes of breaks included in their scheduled time). The three times in the 4-day summer schedule that are not exact should be rounded to 35, 110, and 185 minutes. Classes that meet once a week during the regular semester (e.g., labs) could match their 15 regular semester meetings (including final exams) by meeting three times a week during the summer session for the same class length as during a regular semester.

Since most courses carry three semester hours credit, they should meet for either 90 minutes five days per week (morning) or 110 minutes (plus break) four days per week (afternoon or evening). Consideration should be given to offering several night classes meeting four days each week for students who are employed. The following guidelines indicate starting and ending times for three credit hour classes; other classes should either start at a three credit hour class starting time or end at a three credit hour ending time.

MTWThF	8:00 AM - 9:30 AM
MTWThF	9:45 AM - 11:15 AM
MTWThF	11:30 AM - 1:00 PM
MTWTh	1:15 PM - 3:15 PM (includes 10 break minutes)
MTWTh	3:30 PM - 5:30 PM (includes 10 break minutes)
MTWTh	5:45 PM - 7:45 PM (includes 10 break minutes)
MTWTh	8:00 PM - 10:00 PM (includes 10 break minutes)

11-Week Summer Session Classes

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

In order to have the contact minutes during the summer sessions be consistent with 750 contact minutes per semester hour during a regular semester, the following table indicates how long class

meetings should last according to their contact hours (50 minute periods) during the regular semester and the number of class meetings each week during the summer:

Fall/Spring contact hrs per week	Semester minutes	Summer session days per week and total classes				
		5-days 50	4-days 40	3-days 30	2-days 20	1-day 10
1	750					75
2	1500			50	75	
3	2250		60	75	120	
4	3000	60	75	100		
5	3750	75	95			

Class meetings of more than 90 minutes should include one or more breaks included in their scheduled times (as night classes during the regular semester that meet 6:30 to 9:30 have 30 minutes of breaks included in their scheduled time). Classes that meet once a week during the regular semester (e.g., labs) could match their 14 regular semester meetings by meeting twice a week during the first three weeks of the summer and once a week the last eight weeks.

Since most courses carry three semester hours credit, they should meet for 60 minutes four days per week or 75 minutes three days per week or 120 minutes (including break) two days per week. Final exams should be given during a minimum time period of 90 minutes on the last day of the summer session. Consideration should be given to offering several night classes meeting two, three, or four days each week for students who are employed.

The following guidelines indicate recommended starting times for classes in order not to interfere with the five week summer sessions classes.

- MTWThF 8:00 AM
- MTWThF 9:45 AM
- MTWThF 11:30 AM
- MTWTh 1:15 PM
- MTWTh 3:30 PM
- MTWTh 5:45 PM
- MTWTh 8:00 PM

**Faculty Senate Agenda
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Attachment 6.**

CALENDAR COMMITTEE REPORT
Proposed New Guidelines for Creating and Maintaining
University Student Application/Processing Deadlines

Guidelines for Creating and Maintaining University Student Application/Processing Deadlines

The following outlines the internal Faculty Senate process for obtaining Formal Faculty Advice on Administrative Student Application/Processing Deadlines.

1. Student application/processing deadlines are coordinated by the University Registrar, after the creation of the University Academic Calendar has been developed and approved by the Faculty Senate and Chancellor. Additional application/processing deadlines may be added at the discretion of the University Registrar.

2. Student application/processing deadlines are submitted for review to the Academic Calendar Committee each year prior to submission to the Chancellor for approval. Student application/processing deadlines will not be created and presented for review to the Academic Calendar Committee or approved by the Chancellor prior to academic calendars being approved through the normal established approval/review process.
3. Following Academic Calendar Committee review, the committee will submit the deadlines to the Faculty Senate as a means of formal faculty advice following the normal established approval/review process.
4. The Faculty Senate will act on the advice of the Committee and forward a resolution to the Chancellor for consideration. The Chancellor will act according to the established process and notify the Chair of the Faculty that the faculty's formal advice has been received.
5. The formal faculty advice on the student application/processing deadlines will be documented following the same recordkeeping process as all University academic calendars and Faculty Senate actions.
6. The University Registrar will report any necessary revisions to approved and published student application/processing deadlines to the Academic Calendar Committee and Chancellor. The Committee will notify the Faculty Senate of the revisions. The Chancellor maintains final authority prior to updating published student application/processing deadlines.
7. The University Registrar maintains a web link to approved student application/processing deadlines and the Academic Calendar Committee ensures that the web link is included in all approved University Academic Calendars.
8. The University Registrar and Faculty Senate office will oversee the importing of the approved University academic calendars and student application/processing deadlines into Outlook, Entourage or iCal.

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Attachment 7.

CALENDAR COMMITTEE REPORT
 Proposed New Format for University Academic Calendars

20xx-20xx University Academic Calendar
Summer Session 20xx
 First Session

(Actual days First Session: x Mondays, x Tuesdays, x Wednesdays, x Thursdays,
 x Fridays, x day for final examinations)

March xx, Friday	Early registration for special populations begins at 1:00 pm.
March xx, Monday	Registration for Summer Session begins.
May xx, Friday	New student registration; schedule changes.
May xx, Monday	Classes begin; schedule changes.
May xx, Tuesday	Last day for registration and schedule changes (drop and add) for first session by 5:00 pm. (Second class day)
May xx, Tuesday	Census Day (Official enrollment count taken at 5:00 pm). (Same as the last day of drop & add for summer terms)
May xx, Monday	State Holiday (no classes). (Observance of Memorial Day)
June xx, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class

	meetings. (Tenth class day)
June xx, Tuesday	Last day for graduate students to drop courses without grades by 5:00 pm. (Seventeenth class day)
June xx, Monday	Classes end. Last day for submission of grade replacement requests.
June xx, Tuesday	Final examinations.
June xx, Thursday	Grades due at noon.

Second Session

(Actual days Second Session: x Mondays, x Tuesdays, x Wednesdays, x Thursdays,
x Fridays, x day for final examinations)

June xx, Wednesday	New student registration; schedule changes.
June xx, Thursday	Classes begin; schedule changes.
June xx, Friday	Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm. (Second class day)
June xx, Monday	Census Day (Official enrollment count taken at 5:00 pm). (Same as the last day of drop & add for summer terms)
July 4, weekday	State Holiday (no classes). (Observance of July 4th)
July xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Tenth class day)
July xx, Friday	Last day for graduate students to drop courses without grades by 5:00 pm. (Seventeenth class day)
July xx Thursday	Classes end. Last day for submission of grade replacement requests.
August xx, Friday	Final examinations.
August xx, Monday	Grades due at noon.

Summer Session 20xx 11-Week Summer Session

(Actual class days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays,
x Fridays, x day for final examinations)

March xx, Friday	Early registration for special populations begins at 1:00 pm.
March xx, Monday	Registration for 11-Week Summer Session begins.
May xx, Friday	New student registration; schedule changes.
May xx, Monday	Classes begin; schedule changes.
May xx, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Second class day)
May xx, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
May xx, Monday	State Holiday (no classes). (Observance of Memorial Day)
June xx-xx, Tuesday and Wednesday	Midsummer Break (no classes). (After twenty fifth class day)
July xx, Friday	State Holiday (no classes). (Observance of July 4th)
July xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class

	meetings. (Twentieth class day)
July xx, Friday	Last day for graduate students to drop courses without grades by 5:00 pm. (Thirty third class day)
July xx, Thursday	Classes end. Last day for submission of grade replacement requests.
August xx, Friday	Final examinations.
August xx, Monday	Grades due at noon

Fall Semester 20xx

(Actual class days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays.
Effective class days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays)

March xx, Friday	Early registration for special populations begins at 1:00 pm.
March xx, Monday	Registration for Fall Semester 20xx begins.
August xx, Monday	Faculty meetings.
August xx, Monday	Advising, registration, and schedule adjustments.
August xx, Tuesday	Classes begin; schedule changes.
September xx, Monday	State Holiday (no classes). (Observance of Labor Day)
September xx, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Fifth class day)
September xx, Tuesday (optional)	State holiday makeup day. Classes which would have met on Monday, September 1, will meet on this day so there will effectively be the same number of Mondays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet. (Not needed if classes begin on Friday.)
September xx, Tuesday	Census Day (Official enrollment count taken at 5:00 pm). (Census is taken on the 10 th class day for fall and spring semesters)
October xx-xx, Saturday-Tuesday	Fall Break.
October xx, Wednesday	8:00 am - Classes resume.
October xx-xx, Monday-Friday	Advising for Spring Semester xx (One week prior to early registration begins)
October xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Thirtieth class day)
October xx, Friday	Early registration for special populations begins at 1:00 pm. (Working day prior to open registration)
October xx, Monday	Registration for Spring Semester 20xx begins. (Registration should not overlap 1st to 4th of the month)
November xx, Monday	Last day for graduate students to drop courses without grades by 5:00 pm. (Forty fifth class day)
November xx, Saturday	Last day to apply as an undergraduate student for the Spring Semester.
November xx-xx, Wednesday-Sunday	Thanksgiving Break.
December xx,	8:00 am - Classes resume.

Monday	
December xx, Monday	Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 20xx. (Three weeks prior to the end of final exams)
December xx, Tuesday	Last day to submit thesis to the Graduate School for completion of degree in this term. (Next day after last day to drop)
December xx, Tuesday	Graduate students last day to remove incompletes given during Fall 20xx. (Same as last class day)
December xx, Tuesday	Classes end. Last day for submission of grade replacement requests.
December xx, Wednesday	Reading day. (May be considered on Saturday or Sunday when classes end on Friday.)
December xx, Thursday	Final Examinations begin.
December xx, Thursday	Exams for Fall Semester close at 4:30 pm. (Final exams end on Thursday)
December xx, Friday	Commencement. (Must be on Friday)
December xx, Saturday	Grades due at 4:30 p.m.

Fall Semester 20xx

Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes 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. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December xx - December xx). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December xx- December xx). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December xx - December xx). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes)

Common examinations, including DE sections, will be held according to the following schedule:

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Friday, December xx
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Monday, December xx
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Tuesday, December xx

FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Wednesday, December xx
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Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Monday, December xx
8:00 TTh	8:00 - 10:30 Tuesday, December xx
9:00 MWF	8:00 - 10:30 Wednesday, December xx
9:00 TTh (9:30)	8:00 - 10:30 Thursday, December xx
10:00 MWF	8:00 - 10:30 Friday, December xx
10:00 TTh	8:00 - 10:30 Thursday, December xx
11:00 MWF	11:00 - 1:30 Monday, December xx
11:00 TTh	11:00 - 1:30 Thursday, December xx
12:00 MWF	11:00 - 1:30 Wednesday, December xx
12:00 TTh (12:30)	11:00 - 1:30 Thursday, December xx
1:00 MWF	11:00 - 1:30 Friday, December xx
1:00 TTh	11:00 - 1:30 Tuesday, December xx
2:00 MWF	2:00 - 4:30 Monday, December xx
2:00 TTh	2:00 - 4:30 Tuesday, December xx
3:00 MWF (3:30)	2:00 - 4:30 Wednesday, December xx
3:00 TTh (3:30)	2:00 - 4:30 Thursday, December xx
4:00 MWF	2:00 - 4:30 Friday, December xx
4:00 TTh	2:00 - 4:30 Thursday, December xx
5:00 MWF	5:00 - 7:30 Monday, December xx
5:00 TTh	5:00 - 7:30 Thursday, December xx

Spring Semester 20xx

(Actual class days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays.
Effective class days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays.)

October xx, Friday	Early registration for special populations begins at 1:00 pm.
October xx, Monday	Registration for Spring Semester 20xx begins. (Registration should not overlap 1st to 4th of the month)
January xx, Friday	Advising and schedule adjustments.
January xx, Monday	Classes begin; schedule changes.
January xx, Friday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Fifth class day)
January xx, Monday	State Holiday (no classes). (Observance of Martin Luther King's Birthday)
January xx, Tuesday	Census Day (Official enrollment count taken at 5:00 pm). (Census is taken on the 10 th class day for fall and spring semesters)
March xx, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Thirtieth class day)
March xx-xx, Sunday – Sunday	Spring Break.
March xx, Monday	8:00 am - Classes resume.
March xx-xx, Monday-Friday	Advising for Summer Sessions and Fall Semester 20xx. (The week after Spring Break)

March xx, Friday	Early registration begins at 1:00 pm for special populations only. (Working day prior to open registration)
March xx, Monday	Registration for Summer Sessions and Fall Semester 20xx begins. (Registration should not overlap 1st to 4th of the month)
April xx, Thursday	Last day for graduate students to drop courses without grades by 5:00 pm. (Forty fifth class day)
April xx-xx Friday-Saturday	State Holiday (no classes)
April xx, Thursday	Undergraduate students last day to remove incompletes given during Fall Semester 20xx. (Three weeks prior to the end of final exams)
April xx, Monday	Last day to submit thesis to the Graduate School for completion of degree in this semester. (Next day after last day to drop)
April xx, Tuesday (optional)	State holiday makeup day. Classes which would have met on Friday, April xx, will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet. (Not needed if classes begin on Friday.)
April xx, Tuesday	Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 20 xx. (Same as last class day)
April xx, Tuesday	Classes end. Last day for submission of grade replacement requests.
April xx, Wednesday	Reading day. (May be considered on Saturday or Sunday when classes end on Friday.)
April xx, Thursday	Final examinations begin.
May xx, Thursday	Exams for Spring Semester close at 4:30 pm.
May xx, Friday	Commencement. (Must be on Friday)
May xx, Saturday	Grades due at 4:30 p.m.

Spring Semester 20xx

Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes 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. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (May xx). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (May xx). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their usual meeting during the examination period (May xx). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes)

Common examinations, including DE sections, will be held according to the following schedule:

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Thursday, April xx
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Friday, May xx
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Monday, May xx
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Tuesday, May xx

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Friday, May xx
8:00 TTh	8:00 - 10:30 Thursday, April xx
9:00 MWF	8:00 - 10:30 Monday, May xx
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, May xx
10:00 MWF	8:00 - 10:30 Wednesday, May xx
10:00 TTh	8:00 - 10:30 Thursday, May xx
11:00 MWF	11:00 - 1:30 Friday, May xx
11:00 TTh	11:00 - 1:30 Thursday, May xx
12:00 MWF	11:00 - 1:30 Monday, May xx
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, May xx
1:00 MWF	11:00 - 1:30 Wednesday, May xx
1:00 TTh	11:00 - 1:30 Thursday, Apr xx
2:00 MWF	2:00 - 4:30 Friday, May xx
2:00 TTh	2:00 - 4:30 Thursday, Apr xx
3:00 MWF (3:30)	2:00 - 4:30 Monday, May xx
3:00 TTh (3:30)	2:00 - 4:30 Thursday, May xx
4:00 MWF	2:00 - 4:30 Wednesday, May xx
4:00 TTh	2:00 - 4:30 Tuesday, May xx
5:00 MWF	5:00 - 7:30 Monday, May xx
5:00 TTh	5:00 - 7:30 Thursday, Apr xx

Faculty Senate Meeting
March 19, 2013
Attachment 8.

CALENDAR COMMITTEE REPORT

Formal Faculty Advice on Format for New Student Application/Processing Deadlines

20xx-xx Student Application/Processing Deadlines
Summer Session 20xx
 First Session

March xx, Thursday	Last day to apply for admission to Graduate School for First Summer Session. (When the date falls on Saturday or Sunday, the date of the next Monday is used.)
March xx, Friday	Early registration for special populations begins at 1:00 pm.

March xx, Monday	Registration for Summer Session begins.
March xx, Monday	Last day to apply for graduation during the Summer Session.
April xx, Sunday	Last day to apply as a post baccalaureate teacher licensure student for Summer Sessions.
April xx, Tuesday	Last day to apply as an undergraduate student for First Summer Session & 11-Week Session.
May xx Monday	Late Processing Fee assessed for all who have not paid fees by 5:00 pm.
May xx, Tuesday	Schedules canceled for all who have not paid fees by 5:00 pm. (Friday before classes begin)
May xx, Friday	New student registration; schedule changes.
May xx, Monday	Classes begin; schedule changes.
May xx, Tuesday	Last day for registration and schedule changes (drop and add) for first session by 5:00 pm. (Second class day)
June xx, Thursday	Last day to apply as an undergraduate student for Second Summer Session.
June xx, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Tenth class day)
June xx, Tuesday	Last day for graduate students to drop courses without grades by 5:00 pm. (Seventeenth class day)
June xx, Monday	Classes end. Last day for submission of grade replacement requests.
July xx, Saturday	Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.
August xx, Tuesday	Last day to submit appeals to Student Academic Appellate Committee for readmission for Fall Semester

Second Session

April xx, Wednesday	Last day to apply for admission to Graduate School for Second Summer Session. (When the date falls on Saturday or Sunday, the date of the next Monday is used.)
June xx, Friday	Last day to apply as an undergraduate student for Second Summer Session.
June xx, Thursday	Late Processing Fee assessed for all who have not paid fees by 5:00 pm.
June xx, Monday	Schedules canceled for all who have not paid fees by 5:00 pm. (Monday before classes begin)
June xx, Wednesday	New student registration; schedule changes.
June xx, Thursday	Classes begin; schedule changes.
June xx, Friday	Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm. (Second class day)
July xx, Sunday	Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.
July xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Tenth class day)
July xx, Monday	Last day to submit thesis to Graduate School for completion of degree in the Summer Session.

	(Last class day of second summer term minus ten days. No date should be listed during the first summer term since graduation from Graduate School occurs only at the end of the summer.)
July xx, Friday	Last day for graduate students to drop courses without grades by 5:00 pm. (Seventeenth class day)
July xx, Thursday	Classes end. Last day for submission of grade replacement requests.
August xx, Tuesday	Last day to submit appeals to Student Academic Appellate Committee for readmission for Fall Semester

Summer Session 20XX
11-Week Summer Session

March xx, Friday	Early registration for special populations begins at 1:00 pm.
March xx, Monday	Registration for 11-Week Summer Session begins.
April xx, Tuesday	Last day to apply as an undergraduate student for First Summer Session & 11-Week Session.
May xx, Monday	Late Processing Fee assessed for all who have not paid fees by 5:00 pm.
May xx, Tuesday	Schedules canceled for all who have not paid fees by 5:00 pm. (Friday before classes begin)
May xx, Friday	New student registration; schedule changes.
May xx, Monday	Classes begin; schedule changes.
May xx, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Second class day)
July xx, Sunday	Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.
July xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Twentieth class day)
July xx, Friday	Last day for graduate students to drop courses without grades by 5:00 pm. (Thirty third class day)
July xx, Monday	Last day to submit thesis to Graduate School for completion of degree in the Summer Session. (Last class day of summer term minus ten days.)
July xx, Thursday	Classes end. Last day for submission of grade replacement requests.
August xx, Tuesday	Last day to submit appeals to Student Academic Appellate Committee for readmission for Fall Semester.

Fall Semester 20xx

March xx, Friday	Last day to apply as an undergraduate freshman student for the Fall Semester. (When the date falls on Saturday or Sunday, the date of the next Monday is used.)
March xx, Friday	Early registration for special populations begins at 1:00 pm. (Working day prior to open registration)
March xx, Monday	Registration for Fall Semester 20xx begins.
April xx, Monday	Last day to apply as an undergraduate transfer student for the Fall Semester.
June xx, Monday	Last day to apply for admission to Graduate School for the Fall Semester. (When the date falls on Saturday or Sunday, the date of the next Monday is used.)

	is used.)
July xx, Tuesday	Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.
August xx, Tuesday	Last day to submit appeals to Student Academic Appellate Committee for readmission for the Fall Semester. (14 days before start of classes)
August xx, Thursday	Late Processing Fee assessed for all who have not paid fees by 5:00 pm.
August xx, Monday	Schedules canceled for all who have not paid fees by 5:00 pm. (One week prior to the start of the semester.)
August xx, Monday	Advising, registration, and schedule adjustments. (One week prior to early registration begins)
August xx, Tuesday	Classes begin; schedule changes.
September xx, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Fifth class day)
September xx, Tuesday	Last day to apply for graduation in December. (One week after "drop and add")
October xx- xx, Monday-Friday	Advising for Spring Semester 20xx. (One week prior to early registration begins)
October xx, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Thirtieth class day)
October xx, Friday	Early registration for special populations begins at 1:00 pm. (Working day prior to open registration)
October xx, Monday	Registration for Spring Semester 20xx begins. (Registration should not overlap 1st to 4th of the month)
November xx, Monday	Last day for graduate students to drop courses without grades by 5:00 pm. (Forty fifth class day)
November xx, Saturday	Last day to apply as an undergraduate student for the Spring Semester.
December xx, Monday	Last day to apply as an undergraduate transfer student for the Spring Semester.
December xx, Monday	Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 20 xx. (Three weeks prior to the end of final exams)
December xx, Tuesday	Last day to submit thesis to the Graduate School for completion of degree in this term.
December xx, Tuesday	Graduate students last day to remove incompletes given during Fall 20 xx. (Same as last class day)
December xx, Tuesday	Classes end. Last day for submission of grade replacement requests.
December xx, Friday	Commencement. (Must be on Friday)
December xx, Friday	Last day to submit appeals to Student Academic Appellate Committee for readmission for Spring Semester.

Spring Semester 20xx

October xx, Tuesday	Last day to apply for admission to Graduate School for the Spring Semester. (When the date falls on Saturday or Sunday, the date of the next Monday will be used.)
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October xx, Monday	Early registration for special populations begins at 1:00 pm. (Working day prior to open registration)
October xx, Tuesday	Registration for Spring Semester 20xx begins.
October xx, Friday	Last day to apply as an undergraduate student for the Spring Semester.
November xx, Sunday	Last day to apply as an undergraduate transfer student for the Spring Semester.
December xx, Friday	Last day to submit appeals to Student Academic Appellate Committee for readmission for Spring Semester. (Fourteen days before start of classes)
January xx, Monday	Late Processing Fee assessed for all who have not paid fees by 5:00 pm.
January xx, Wednesday	Schedules canceled for all who have not paid fees by 5:00 pm. (One week before classes begin.)
January xx, Friday	Advising and schedule adjustments.
January xx, Monday	Classes begin; schedule changes.
January xx, Friday	Last day for registration and schedule changes (drop and add) by 5:00 pm. (Fifth class day)
January xx, Tuesday	Last day to apply for graduation in May. (One week after "drop and add")
March xx, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings. (Thirtieth class day)
March xx, Saturday	Last day to apply as an undergraduate freshman student for the Fall Semester.
March xx- xx, Monday-Friday	Advising for Summer Sessions and Fall Semester 20xx. (The week after Spring Break)
March xx, Monday	Registration for Summer Sessions and Fall Semester 20xx begins. (Monday after Advising week)
March xx, Tuesday	Last day to apply for graduation during the Summer Session.
March xx, Thursday	Last day for graduate students to drop courses without grades by 5:00 pm. (Forty fifth class day)
April xx, Tuesday	Last day to apply as a post baccalaureate teacher licensure student for Summer Sessions.
April xx, Tuesday	Last day to apply as an undergraduate transfer student for the Fall Semester
April xx, Thursday	Undergraduate students last day to remove incompletes given during Fall Semester 20xx. (Three weeks prior to end of final exams)
April xx, Monday	Last day to submit thesis to the Graduate School for completion of degree in this semester. (Next day after last day to drop)
April xx, Tuesday	Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 20xx. (Same as last class day)
April xx, Tuesday	Classes end. Last day for submission of grade replacement requests.
April xx, Thursday	Last day to apply as an undergraduate student for First Summer Session & 11-Week Session.
May xx, Friday	Commencement. (Must be on Friday)

Faculty Senate Meeting
March 19, 2013
Attachment 9.

CALENDAR COMMITTEE REPORT
Proposed 2014-2015 University Academic Calendar

Summer Session 2014

First Session

(Actual days First Session: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for final examinations)

March 21, Friday	Early registration for special populations begins at 1:00 pm.
March 24, Monday	Registration for Summer Session begins.
May 16, Friday	New student registration; schedule changes.
May 19, Monday	Classes begin; schedule changes.
May 20, Tuesday	Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.
May 20, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
May 26, Monday	State Holiday (no classes).
June 5, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings.
June 11, Wednesday	Last day for graduate students to drop courses without grades by 5:00 pm.
June 23, Monday	Classes end. Last day for submission of grade replacement requests.
June 24, Tuesday	Final examinations.
June 26, Thursday	Grades due at noon.

Second Session

(Actual days Second Session: 5 Mondays, 5 Tuesdays, 4 Wednesdays, 6 Thursdays, 5 Fridays, 1 day for final examinations)

June 25, Wednesday	New student registration; schedule changes.
June 26, Thursday	Classes begin; schedule changes.
June 27, Friday	Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.
June 30, Monday	Census Day (Official enrollment count taken at 5:00 pm).
July 4, Friday	State Holiday (no classes).
July 15, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings.
July 21, Monday	Last day for graduate students to drop courses without grades by 5:00 pm.
July 31, Thursday	Classes end. Last day for submission of grade replacement requests.
August 1, Friday	Final examinations.
August 4, Monday	Grades due at noon.

Summer Session 2014

11-Week Summer Session

(Actual class days: 9 Mondays, 11 Tuesdays, 9 Wednesdays, 11 Thursdays, 10 Fridays, 1 day for final examinations)

March 21, Friday	Early registration for special populations begins at 1:00 pm.
March 24, Monday	Registration for 11-Week Summer Session begins.
May 16, Friday	New student registration; schedule changes.
May 19, Monday	Classes begin; schedule changes.
May 20, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
May 20, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
May 26, Monday	State Holiday (no classes).
June 24-25, Tuesday and Wednesday	Midsummer Break (no classes).
July 4, Friday	State Holiday (no classes).
July 8, Tuesday	Last day for graduate students to drop courses without grades by 5:00 pm.
July 15, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings.
July 31, Thursday	Classes end. Last day for submission of grade replacement requests.
August 1, Friday	Final examinations.
August 4, Monday	Grades due at noon

Fall Semester 2014

(Actual class days: 13 Mondays, 15 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays.
Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

March 21, Friday	Early registration for special populations begins at 1:00 pm.
March 24, Monday	Registration for Fall Semester 2013 begins.
August 25, Monday	Faculty meetings.
August 25, Monday	Advising, registration, and schedule adjustments.
August 26, Tuesday	Classes begin; schedule changes.
September 1, Monday	State Holiday (no classes).
September 2, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
September 2, Tuesday	State holiday makeup day. Classes which would have met on Monday, September 1, will meet on this day so there will effectively be the same number of Mondays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet.
September 9, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
October 11-14, Saturday-Tuesday	Fall Break.
October 15, Wednesday	8:00 am - Classes resume.
October 20 – 24, Monday-Friday	Advising for Spring Semester 2015.
October 21, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings.
October 24, Friday	Early registration for special populations begins at 1:00 pm.
October 27, Monday	Registration for Spring Semester 2015 begins.
October 30, Thursday	Last day for graduate students to drop courses without grades by 5:00 pm.

November 1, Saturday	Last day to apply as an undergraduate student for the Spring Semester.
November 26-30, Wednesday-Sunday	Thanksgiving Break.
December 1, Monday	8:00 am - Classes resume.
December 1, Monday	Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 2014.
December 2, Tuesday	Last day to submit thesis to the Graduate School for completion of degree in this term.
December 9, Tuesday	Graduate students last day to remove incompletes given during Fall 2013.
December 9, Tuesday	Classes end. Last day for submission of grade replacement requests.
December 10, Wednesday	Reading day.
December 11, Thursday	Final Examinations begin.
December 18, Thursday	Exams for Fall Semester close at 4:30 pm.
December 19, Friday	Commencement.
December 20, Saturday	Grades due at 4:30 p.m.

Fall Semester 2014

Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes 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. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 11 - December 18). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 11- December 18). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 11 - December 18). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

Common examinations, including DE sections, will be held according to the following schedule:

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Friday, December 12
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Monday, December 15
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Tuesday, December 16
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Wednesday, December 17

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Monday, December 15
8:00 TTh	8:00 - 10:30 Tuesday, December 16
9:00 MWF	8:00 - 10:30 Wednesday, December 17
9:00 TTh (9:30)	8:00 - 10:30 Thursday, December 18
10:00 MWF	8:00 - 10:30 Friday, December 12
10:00 TTh	8:00 - 10:30 Thursday, December 11
11:00 MWF	11:00 - 1:30 Monday, December 15
11:00 TTh	11:00 - 1:30 Thursday, December 11
12:00 MWF	11:00 - 1:30 Wednesday, December 17
12:00 TTh (12:30)	11:00 - 1:30 Thursday, December 18
1:00 MWF	11:00 - 1:30 Friday, December 12
1:00 TTh	11:00 - 1:30 Tuesday, December 16
2:00 MWF	2:00 - 4:30 Monday, December 15
2:00 TTh	2:00 - 4:30 Tuesday, December 16
3:00 MWF (3:30)	2:00 - 4:30 Wednesday, December 17
3:00 TTh (3:30)	2:00 - 4:30 Thursday, December 11
4:00 MWF	2:00 - 4:30 Friday, December 12
4:00 TTh	2:00 - 4:30 Thursday, December 18
5:00 MWF	5:00 - 7:30 Monday, December 15
5:00 TTh	5:00 - 7:30 Thursday, December 11

Spring Semester 2015

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

October 20, Monday	Early registration for special populations begins at 1:00 pm.
October 21, Tuesday	Registration for Spring Semester 2014 begins.
January 9, Friday	Advising and schedule adjustments.
January 12, Monday	Classes begin; schedule changes.
January 16, Friday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
January 19, Monday	State Holiday (no classes).
January 27, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
March 5, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 50% of their regularly scheduled class meetings.
March 8-15, Sunday – Sunday	Spring Break.
March 16, Monday	8:00 am - Classes resume.
March 16-20, Monday-Friday	Advising for Summer Sessions and Fall Semester 2015.
March 20, Friday	Early registration for special populations begins at 1:00 pm.
March 23, Monday	Last day for graduate students to drop courses without grades by 5:00 pm.
March 23, Monday	Registration for Summer Sessions and Fall Semester 2015 begins.
April 3-4 Friday-Saturday	State Holiday (no classes)

April 16, Thursday	Undergraduate students last day to remove incompletes given during Fall Semester 2014
April 20, Monday	Last day to submit thesis to the Graduate School for completion of degree in this semester.
April 28, Tuesday	State holiday makeup day. Classes which would have met on Friday, April 16, will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet.
April 28, Tuesday	Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 2014.
April 28, Tuesday	Classes end. Last day for submission of grade replacement requests.
April 29, Wednesday	Reading day.
April 30, Thursday	Final examinations begin.
May 7, Thursday	Exams for Spring Semester close at 4:30 pm.
May 8, Friday	Commencement.
May 9, Saturday	Grades due at 4:30 p.m.

Spring Semester 2015

Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes 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. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (May 1-8). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (May 1-8). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their usual meeting during the examination period (May 1-8). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes)

Common examinations, including DE sections, will be held according to the following schedule:

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Thursday, April 30
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Friday, May 1
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Monday, May 4
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Tuesday, May 5

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Friday, May 1

8:00 TTh	8:00 - 10:30 Thursday, April 30
9:00 MWF	8:00 - 10:30 Monday, May 4
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, May 5
10:00 MWF	8:00 - 10:30 Wednesday, May 6
10:00 TTh	8:00 - 10:30 Thursday, May 7
11:00 MWF	11:00 - 1:30 Friday, May 1
11:00 TTh	11:00 - 1:30 Thursday, May 7
12:00 MWF	11:00 - 1:30 Monday, May 4
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, May 5
1:00 MWF	11:00 - 1:30 Wednesday, May 6
1:00 TTh	11:00 - 1:30 Thursday, Apr 30
2:00 MWF	2:00 - 4:30 Friday, May 1
2:00 TTh	2:00 - 4:30 Thursday, Apr 30
3:00 MWF (3:30)	2:00 - 4:30 Monday, May 4
3:00 TTh (3:30)	2:00 - 4:30 Thursday, May 7
4:00 MWF	2:00 - 4:30 Wednesday, May 6
4:00 TTh	2:00 - 4:30 Tuesday, May 5
5:00 MWF	5:00 - 7:30 Monday, May 4
5:00 TTh	5:00 - 7:30 Thursday, Apr 30

Faculty Senate Meeting
March 19, 2013
Attachment 10.

CALENDAR COMMITTEE REPORT

Proposed revisions to Fall 2013 and Spring 2014 approved University Academic Calendars to reflect approved change to last day for graduate students to drop courses without grades

Background: The Graduate Council approved on 4/16/12 a change in the last day for graduate students to drop courses without grades, with Chancellor Ballard approving this on 2/28/13. This policy change moves the drop date earlier in the term. Under existing policy, courses could be dropped 2 weeks prior to the beginning of final exams with 86% of the term completed. This policy led to reckless course drops by graduate students and abuse of financial aid. The new deadline for graduate students to drop courses without grades that will be included in the *University Graduate Catalog* states: *The last day for a graduate student to drop a course and receive no grade is 5:00 PM on the class day after 64% of the class days are completed for the term. During Fall and Spring terms this corresponds to the 45th class day of the term.*

Therefore, the Calendar Committee proposes the following revisions (noted in **bold**) to the Fall 2013 and Spring 2014 approved University Academic Calendars:

Fall 2013

December 2, Monday Thursday, October 24	Last day for graduate students to drop courses without grades by 5:00 pm.
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Spring 2014

April 17, Thursday Monday, March 24	Last day for graduate students to drop courses without grades by 5:00 pm.
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Faculty Senate Agenda
March 19, 2013
Attachment 11.

FOUNDATIONS CURRICULUM AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT

Report on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements

Professor Mark Sprague, Chair of the Faculty, directed the FCIE Committee to identify a subcommittee to address three questions related to a freshman seminar. The subcommittee included: Professors George Bailey, Michael Brown, Derek Maher, and Karen Vail-Smith, Dr. Mary Beth Corbin and Ms. Karen Slough Smith. The subcommittee met and provided recommendations in response to the three questions that it was directed to answer. The FCIE Committee provides the following recommendations based on the subcommittee recommendations:

- I. Suggested learning outcomes for a UNIV 1000 course:
As a result of participating in a UNIV 1000 course students will be able to:
 1. Describe how being a successful college student differs from being a high school student
 2. Identify university-level study skills.
 3. Construct a time management schedule that effectively balances study time, classwork, co-curricular activities and employment.
 4. Explain the major academic policies at the university.
 5. Describe opportunities for academic, scholarly, and cultural engagement outside of the classroom.
 6. Describe resources available to students that contribute to student success and well-being.
 7. Identify opportunities for meaningful participation in campus life.
 8. Describe resources for career planning at the Career Center, and identify potential majors and career paths using the FOCUS II.

- II. What is the role of student services professionals in delivering UNIV 1000 course content?

The role of the student services professional (student affairs educators and professional academic advisors) will depend on the seminar model that is adopted for UNIV 1000. The models and the role of student services personnel in the implementation of the course are outlined below. The course models are adapted from the *Final Report of UNIV 1000 Committee* dated April, 2012.

1. Model 1: The Extended Orientation Model.
This model makes use of the extended orientation model currently offered at ECU through COAD 1000 (1 credit hour). The overall purpose of this course is to help the student become acculturated to life on campus, develop life skills, investigate career development opportunities, develop the study and critical thinking skills that are necessary for academic success, and take responsibility for their own success in college. This type of course is designed to be interactive and involve group discussion and group activities. Lectures, guest speakers, field trips, exploration activities, and written assignments are commonly used as a part of the course. The extended-orientation model course may be taught by a disciplinary faculty member or by an appropriately qualified student services professional. This model of seminar could also be co-taught by a faculty member and a student services professional.

2. Model 2: Academic/Hybrid Seminar.

The Academic/Hybrid Seminar teaches students academic content while also reinforcing student success skills and orienting students to campus life. The seminar introduces students to academic culture through the exploration of a discipline-based theme, employing active and engaged research-based learning. The theme explored in each seminar will be developed with the intention of piquing the interest of first-year students and the seminar content is used as a vehicle for demonstrating the academic enterprise for the students and engaging them with the subject matter, research methods, and written and verbal communication styles appropriate to the discipline underlying the seminar. Students are taught skills that are crucial to academic success (critical thinking, critical reading, writing, speaking, library-, laboratory-, or field-based research, note-taking, etc.). In this model the faculty member takes the lead role in developing and teaching the course along disciplinary lines. Student services professionals can be involved in one of two ways, depending on the organization of the seminar. In the discipline focused model one or more student services professionals to provide students with seminars, workshops and/or online models that provide information and skills related to student success and campus resources. There is also a model in which an interdisciplinary theme-based seminar is co-taught by a faculty member in coordination with a student services professional. The faculty member teaches the disciplinary content of the course while a student services professional teaches the student success portion of the seminar.

III. How Would a UNIV 1000 Course fit into the Liberal Arts Foundations Curriculum?
The learning outcomes that are recommended in (I) above are similar to the learning outcomes of many similar courses at other universities. The subcommittee believes that these learning outcomes are important for student success and need to be included in a freshman seminar. That said, the goals recommended in (I) above do not fit any of the learning goals of the Liberal Arts Foundations Curriculum or the proposed general education goals that appear in the UNC GA strategic plan.

Faculty Senate Agenda
March 19, 2013
Attachment 12.

STUDENT SCHOLARSHIPS, FELLOWSHIPS, AND FINANCIAL AID COMMITTEE REPORT
Faculty Recommendation on Scholarship Deadlines

Recently ECU has announced that it will use financial information from December 31 instead of the past June 30 to alert academic units of available scholarship funds and stated that it plans to alert units of student scholarship funds by February 28 of each year. The Student Scholarships, Fellowships, and Financial Aid Committee recommends that academic units be told of actual, or estimated, scholarship fund balances no later than February 15 of each year in order to meet the needs of the awarding units.

Faculty Senate Agenda

March 19, 2013

Attachment 13.

ACADEMIC AWARDS COMMITTEE REPORT

Faculty Recommendation on Scholar-Teacher Awards

- Whereas, ECU's Scholar-Teacher Award was established in 1998 by then Vice Chancellor for Academic and Student Affairs Rich Ringeisen to recognize outstanding faculty members who integrate scholarship and teaching; and
- Whereas, Each year academic colleges and schools continue to recognize one or more scholar-teacher(s), based on the number of faculty in the unit; and
- Whereas, Faculty members recognized with this award have demonstrated excellence in the classroom, as evidenced by SOIS/SPOTS, peer observation, and recommendations of colleagues and students; and
- Whereas, Faculty members recognized with this award also have outstanding records of scholarly accomplishments, as evidenced by publication in recognized disciplinary venues, integration of research/creative activity in classroom teaching, mentoring of developing scholars, presentations before scholarly organizations, and other outlets appropriate to the discipline; and
- Whereas, A symposium and a luncheon honoring the award recipients are held in conjunction with the Research and Creative Week activities and the recipients' names are engraved on a plaque hung in the Office of Faculty Excellence; and
- Whereas, The award originally consisted of a stipend whereby the Provost matched academic units' funds \$2 for \$1 up to a maximum of \$2,000 to be used for professional development including professional travel, support of integration of research/creative activity and teaching, student research stipends, and/or other legitimate professional expenditures; and
- Whereas, Monetary funding for the past three years has been eliminated.

Therefore Be It Resolved that the Faculty Senate recommends that a monetary award of at least \$1,000 be reinstated for this prestigious teaching award.

Therefore Be It Further Resolved that a monetary award of at least \$1,000 be awarded to each of the Scholar-Teacher award winners this April 2013 when they are recognized by the University community.

ACADEMIC AWARDS COMMITTEE REPORT

Editorial Revisions to the University Scholarship of Engagement Award Procedures, Max Ray Joyner
Award for Outstanding Teaching in Distance Education Procedures, and University Alumni
Outstanding Teaching Award Procedures
(Additions are noted in **bold** print and deletions in ~~striketrough.~~)

University Scholarship of Engagement Award Procedures

Purpose of the Award

The purpose of the Scholarship of Engagement Award is to recognize one full-time faculty member annually for achievement in the scholarship of engagement and **for** a sustained commitment to partnered scholarly endeavors with communities.

~~The~~ **S**cholarship of engagement (SOE) is scholarly activity **by faculty and** ~~in which faculty participate in connection with~~ community partners **working together**. The community is viewed as an equal partner and works collaboratively through all aspects of the program, **including** ~~from~~ topic identification, data collection, implementation, analysis, and dissemination. The scholarship ~~products produced can include~~ **are** professional presentations and publications along with research studies of partnerships, documentation of community response to engagement and outreach, and other forms of assessment that have been disseminated by means of reports and policies.

Community Engagement focuses on collaborative interactions with community. The focus is a mutually planned and beneficial exchange, exploration, and application of knowledge, information, and resources.

Eligibility for Award

Full time faculty members in all colleges and schools are eligible to be nominated or **to** self-nominate for the award. There is one award given annually.

Criteria for Award

The faculty member receiving this award will provide:

1. Evidence that the SOE positively impacted the community(ies).
2. Evidence of sustained and equal relationships with the community(ies) for the purpose of scholarship.
3. Evidence of a relationship between SOE, ECU Tomorrow, and department/unit goals.
4. Evidence of leadership in SOE.
5. Products related to the dissemination of SOE in juried presentations, publications, and in appropriate and accessible public venues.

Nomination and Selection Process

Department-level academic units (to include "areas of concentration" in the School of Art and Design) may select nominees for the Scholarship of Engagement award consideration at the University level. Nominations may also be forwarded directly from the individual candidate or any collegial representative of the candidate's field of work. All nominations must consider the definition of the scholarship of engagement when determining eligible faculty. The nomination letter, not to exceed two pages in length, should explain why the nominee deserves the award.

The nominee will provide a portfolio that is a maximum of 20 pages (no appendices). ~~1-inch margins all around, minimum of 11 point font~~. Any portfolios that do not adhere to these directions will not be reviewed. The portfolio must include:

1. A 500-word essay that describes SOE from the nominee's perspective including the impact of the SOE on the community(ies), ECU and the discipline.
2. A CV **with a maximum of 5 pages** highlighting the nominee's SOE ~~that is a maximum of 5 pages (1-inch margins all around, minimum of 11 point font)~~.
3. Appropriate evidence illustrating that the nominee meets the criteria for the award. A letter of nomination, not to exceed two pages, should indicate why the nominee deserves the award. Examples of evidence might include letters that attest to the impact on the unit, discipline, students and/or community; abstracts of grants, articles and presentations; media reports; awards; photographs with captions.

Selection Process

Nomination letters, directly from the individual candidate or any collegial representative of the candidate's field of work, must be received in the Faculty Senate office no later than September 15 of each year **or the next business day if the 15th falls on a weekend.** ~~(September 17, 2012)~~

Nominated faculty who wish to pursue the award ~~shall~~ **should** submit the portfolio of all evaluative materials to the Academic Awards Committee c/o the Office for Faculty Excellence (1015 Joyner Library) by November 1 at 5:00 pm. No additional materials will be accepted after this date.

The Academic Awards Committee will review the nominees based upon the criteria for the award and will provide the Vice Chancellor for Research and Graduate Studies ~~their~~ **its** recommendation(s) along with the names and portfolios of all nominees. The Vice Chancellor will review the recommended nominee's portfolio based upon the award procedures and, after conferring with the Committee, will determine the awardee. The Vice Chancellor will send letters of award recognition to the successful faculty member and the Awards Committee. The Vice Chancellor will recognize all nominees via a letter.

AWARD

The award carries a monetary prize and a plaque. Recognition will occur at the ECU Awards Recognition Ceremony.

(Faculty Senate Resolution #10-69)

Max Ray Joyner Award for Outstanding Teaching in Distance Education Procedures

PURPOSE

The purpose of the Max Ray Joyner Award for Outstanding Teaching in Distance Education (formerly Max Ray Joyner Award for Faculty Service Through Continuing Education) is to honor an outstanding faculty member who has shown commitment and enthusiasm in teaching and mentoring off-campus students and who has demonstrated excellence in the delivery of courses offered through Continuing Studies, face-to-face and/or distance education. Hereafter, such classes, both distance education classes and face-to-face classes taught off-campus, will be referred to as distance education classes.

BACKGROUND

The Max Ray Joyner Award for Outstanding Teaching in Distance Education was first awarded in 1998 as part of East Carolina University's celebration of 50 years of service to the region through the offering of continuing education opportunities to adult learners. The award is named for Max Ray

Joyner, a long time supporter and advocate of East Carolina University since his days as an adult learner who returned to school after military service and a former chair of East Carolina University's Board of Trustees. He has endowed the award and has made possible an award of \$1,000 annually. In addition to the monetary award, a plaque and an additional \$500 in professional development funding are awarded. The plaque includes a representation of the sculpture with recipient names, which is located in Joyner Library. This sculpture, suggesting a flame, symbolizes the spirit of education as interpreted by its designers. Three students from the School of Art—Julie Spivey, Anne Partna, and Tripp Jarvis—designed the trophy. From the 1998 award to May 2003, the recipient was selected by the Continuing Education Committee based on nominations solicited from students. Beginning with the award given in May 2003, the award recipient was selected by the procedures described below.

SELECTION PROCEDURES

1. Each faculty unit is invited to nominate candidates for the annual Max Ray Joyner Award for Outstanding Teaching in Distance Education. Each unit is to determine its own method for selecting nominees 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 a distance education class and 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 this award can be considered again. Award recipients will be invited to place their portfolios and CDs in the Office for Faculty Excellence.
3. An announcement on the upcoming call for nominees will be distributed to all faculty and unit code administrators each year by the end of spring semester. 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 its own method for selecting nominees. Nomination letters from the unit code administrators must be received in the Office for Faculty Excellence no later than September 15 of each year **or the next business day if the 15th falls on a weekend.** (~~September 17, 2012~~). The nomination letter, addressed to the ad hoc Joyner Award Committee in care of the Office for Faculty Excellence, shall include a listing of the names and departments of all nominees. Nominated faculty who wish to pursue the award shall submit the portfolio of all evaluative materials to the Office for Faculty Excellence, 1015 Joyner Library, no later than ~~Thursday, November 1, 2012~~. The OFE will forward format guidelines to each candidate. (Nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department/school, and college, as well as a photograph at least 2.5" x 3" with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken.)
4. The candidate, once nominated by the unit, shall provide the following portfolio of evaluative materials to the Office for Faculty Excellence for review by the Teaching Awards Committee:
 - A. 2-page cover letter describing his/her teaching philosophy, including efforts for effective teaching and learning in distance education,
 - B. current nomination letter from the unit code administrator,
 - C. list of all courses taught over the past 3 years via distance education, average credit/contact hours per semester, and representative samples of course outlines, tests, and teaching materials for distance education courses. Samples do not have to include all courses taught,
 - D. student evaluations for courses taught by distance education during the past 3 years, and the corresponding grade distributions for each course; nominees will be provided a format for the summary SOIS, SPOT, or other student ratings,

- E. peer evaluations of distance education courses, if available, or other approved evaluation methods as listed in Faculty Senate Resolution #91-28, "Methods for Assessing Teaching Effectiveness" (attachment 1), and
- F. three letters of support from former distance education 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 shall provide a **CD or DVD** that demonstrates and summarizes their distance education classes. The technology used, community building strategies, examples of interactivity, and any other parts of the distance education classes that would be helpful to the selection committee ~~shall~~ **should** be included (readily accessible formatting should be used). The Chair of the ad hoc Joyner Award Committee will contact the finalists at a later date concerning arrangements for making **CDs or DVDs**. Faculty may be asked to upload their submission to a committee website.

The total portfolio of materials submitted for this award should not 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, do not have to be in a size 12 font or be double-spaced. Portfolios that do not follow all specified guidelines will be eliminated from consideration.~~

- 5. The ad hoc Joyner Award Committee will consist of 2 members elected from the Academic Awards Committee, 1 faculty member appointed by the Provost and Senior Vice Chancellor for Academic Affairs, 1 faculty member appointed by the Vice Chancellor for Health Sciences, and 1 member appointed by the Division of Continuing Studies. It will be chaired by a member of the Academic Awards Committee and have at least one member who is experienced in the delivery of distance education courses **and preferably a previous Max Ray Joyner award winner**. 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 2). The seven characteristics of effective teaching will all have equal weight.
- 6. The chair of the ad hoc Joyner Award Committee will contact the final pool of not more than twelve applicants. A copy of this correspondence will also be sent to the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor of Health Sciences for their information.
- 7. The ad hoc Joyner Award Committee will evaluate the materials, including the **CDs/DVDs**, and by scoring determine the winning candidate.
- 8. The name of the winning candidate 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.

(Faculty Senate Resolution #02-22)

Attachment 1. of Max Ray Joyner Award for Outstanding Teaching in Distance Education
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.

SEVEN CHARACTERISTICS OF EFFECTIVE TEACHING

(Faculty Senate Resolution #91-29)

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.

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.

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.

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.

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.

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.

Appropriate Student Learning Outcomes

Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

University Alumni Outstanding Teaching Award Procedures

1. Each faculty unit is invited to nominate candidates for the annual University Alumni Outstanding Teaching Awards. Each unit is to determine its own method for selecting nominees based on Faculty Senate Resolution #91-29, "Seven Characteristics of Effective Teaching" (attached), 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. Faculty members are eligible to be nominated for one of the three Outstanding Teaching awards, as well as, for one of the six Board of Governors Distinguished Professor for Teaching Awards and the one Board of Governors Award for Excellence in Teaching. Information on the selection procedures for the Board of Governors' awards may be obtained from the Office for Faculty Excellence.

3. Any full-time faculty member who has taught at ECU for three 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. Award recipients will be invited to place their portfolios and videotapes in the Office for Faculty Excellence.
4. An announcement on the upcoming call for nominees will be distributed to all faculty and unit code administrators each year by the end of Spring semester. 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 its own method for selecting nominees. Nomination letters from the unit code administrators must be received in the Office for Faculty Excellence no later than September 15 of each year **or the next business day if the 15th falls on a weekend.** (~~September 17, 2012~~) The nomination letter should include a listing of the names and departments of all nominees to the Ad Hoc Teaching Awards Committee via the Office for Faculty Excellence (1015 Joyner Library). Nominated faculty who wish to pursue the award should submit the portfolio of all evaluative materials to the Office for Faculty Excellence no later than November 1 of each year (~~November 1, 2012~~). The Ad Hoc committee chair will forward format guidelines to each candidate. (Nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department/school, and college, as well as a **2.5" x 3" or greater sized photograph at least 2.5" x 3"** with a minimum resolution of 300 **ppi**. Nominees without a photograph can contact the OFE about having one taken.)
5. The candidate, once nominated by the unit, should provide the following portfolio of evaluative materials to the Ad Hoc Teaching Awards Committee via the OFE:
 - 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; nominees will be provided a format for the summary student ratings,
 - E. peer evaluations, if available, or other approved evaluation methods as listed in Faculty Senate Resolution #91-28, "Methods for Assessing Teaching Effectiveness" (attached), and
 - F. three 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 (Must be accompanied by a Media Consent and Release Form: <http://www.ecu.edu/cs-itcs/policies/upload/VideoGuidelines.pdf>) showing them teaching a portion of a class. The Chair of the ad hoc committee will contact the finalists at a later date concerning arrangements for providing video recordings. The total portfolio 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, do 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.

6. The Ad Hoc Teaching Awards Committee will consist of 2 members elected from the Academic Awards Committee, 1 faculty member appointed by the Provost and Senior Vice Chancellor for Academic Affairs, 1 faculty member appointed by the Vice Chancellor for Health Sciences, and 1 member appointed by the Alumni office. It will be chaired by a member of the Academic Awards Committee and have at least one member who is experienced in classroom

observation and evaluation **and preferably a previous Alumni award winner**. 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 (attached). The seven characteristics of effective teaching will all have equal weight. No members of the Ad Hoc Committee will vote on candidates whose portfolio they have not read.

7. 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 Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences for their information. Finalists must provide a video recording showing them teaching a portion of a class. The video segment submitted to the committee must be fifteen to twenty consecutive minutes in length, must include at least one pan of the students, and must have been recorded within the past 3 semesters. 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 recording. **Faculty may be asked to upload their submission to a committee website.**
8. The Ad Hoc Teaching Awards Committee will evaluate the materials, including the video recordings and determine the 3 winning candidates. Once determined, the Committee will randomly choose one recipient to receive the Robert L. Jones Award.
9. 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.

(Faculty Senate Resolution #01-33)

Attachment 1. of University Alumni Outstanding Teaching Award
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.

Attachment 2. of University Alumni Outstanding Teaching Award
SEVEN CHARACTERISTICS OF EFFECTIVE TEACHING
(Faculty Senate Resolution #91-29)

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.

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.

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.

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.

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.

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.

Appropriate Student Learning Outcomes

Reflected in student performance on various assessment measures and positive changes in student attitudes and values.