

**EAST CAROLINA UNIVERSITY FACULTY SENATE
ACADEMIC AND APPELLATE COMMITTEE ANNUAL REPORT**

**2018-2019 Academic Year
General Education and Instructional Effectiveness Committee**

Membership:

Regular members: Abney, Alford, Bailey (VC), Bell, Chaney (S), Ellis, Kosko, Martínez (C).

Ex-officio: Collins, Cope, Jordan, Mobley, Parham, Zhou

Meeting Dates:

Regular members present first, ex-officio afterwards). Martínez presided all meetings.

8/27: Alford, Bailey, Bell, Chaney, Ellis, Kosko, Martínez, Collins, Cope, Jordan, Mobley, Zhou.

10/15: Alford, Bailey, Chaney, Martínez, Collins, Cope.

11/19: Alford, Bailey, Bell, Chaney, Ellis, Kosko, Martínez, Collins, Cope, Mobley, Zhou.

11/26: Alford, Bailey, Bell, Chaney, Ellis, Kosko, Martínez, Collins, Cope, Jordan, Mobley, Zhou.

1/14: Bailey, Bell, Ellis, Kosko, Martínez, Collins, Cope, Jordan, Mobley, Zhou.

2/18: Bailey, Bell, Chaney, Kosko, Martínez, Collins, Cope, Mobley; Zhou.

3/18: Bailey, Bell, Chaney, Martínez, Collins, Cope, Zhou.

4/15: Bailey, Bell, Chaney, Ellis, Martínez, Collins, Cope, Mobley, Zhou.

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

- Professor Bailey elected to serve as liaison to Honors College
- Professor Alford elected to serve as liaison to Athletics Committee
- ✓ As chair of GEIEC, Martínez served as a member of the IPAR Advisory Council
- Chair of Faculty established the Subcommittee on Student Evaluation of Teaching with the three officers of the GEIEC and 3 members of Faculty Governance. The work of subcommittee is not complete. So far we have: attended presentations about using Blue Analytics and decided to recommend its use for a trial period of a year, passed a resolution in the FS about mandatory time in classes for student to complete SSOI, created a list of best practices in using the SSOI in personnel decisions.
- Subcommittee to revise Global and Domestic Diversity Student Learning Outcomes. Work completed. The new student learning outcomes were presented to FS in its April 23rd meeting.
- Subcommittee to increase the number of courses with Global and Domestic Diversity designation. Chair Martínez will lead a workshop with a faculty representatives from each college during June 2019 to identify potential courses that are good candidates to obtain GD or DD designation.
- Subcommittee regarding 3000 level courses for General Education. Chair Martínez is working with members of IPAR to identify clear guidelines to faculty regarding eligibility to General Education credit for courses at the 3000 level. The work is in progress. We have designed a plan with IPAR, they will prepare a comprehensive list of courses that currently have 3000 level General Education credit and revise whether they have multiple prerequisites, when they were last offered, whether they are taken by majors or minors. After that Chair Martínez will share with GEIEC to establish criteria for future approvals and also to determine if General Education credit should be removed for some current courses.

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

- Creation of rubrics for evaluation of proposals for General Education credit.
- Creation of rubrics for evaluation of proposals for Global and Domestic Diversity credit.
- Revision of Instructions and Forms for proposals for General Education credit.

- Revision of Instructions and Forms for proposals for Global and Domestic Diversity credit.
- Starting next AY, proposals for General Education and Global and Domestic Diversity will be incorporated into curriculum.
- Coordinated timeline with UCC.
- Curricular process steps for GEIEC.
- Statements to include in syllabi.
- Sample syllabi.
- Overhaul of web page.
- Report to FS for information only of General Education Assessments reports and action plans.

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

- Resolution #18-70, December 11, 2018, Approved by the Chancellor: January 22, 2019
Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of November 26, 2018 including Global Diversity course credit for HMG 3200: Dimensions of Tourism, HIST 1030: World Civilizations to 1500, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures; Domestic Diversity course credit for HLTH 3020: Understanding and Achieving Health Equity; and Fine Arts Foundations course credit for MUSC 1765: Symphonic Band, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures. Approved by Chancellor January 22, 2019.
- Resolution #19-13, January 29, 2019, Approved by the Chancellor: February 28, 2019
Curriculum and academic matters acted on and recorded in the [January 14, 2019](#) General Education and Instructional Effectiveness Committee meeting minutes including General Education Natural Science Designation (GEN: SC) for GEOG 1250 The Water Planet and GEOG 1251 Water in the Environment Lab; General Education Humanities Designation (GEN: HUM) for ENGL 2470 Topics in Popular Literature, ENGL 2480 Science Fiction, ENGL 2630 Bible as Literature; General Education Social Sciences Designation (GEN: SO) and Domestic Diversity Designation (DD) for ANTH 2250 Race and Ethnic Relations: Discovering New Solutions; Domestic Diversity designation (DD) for SOCI 1010 Introduction to Sociology from the College of Southern Maryland and Global Diversity Designation (GD) for ENGL 2403 English Literature from Kean University; removal of General Education Social Sciences Designation (GEN: SO) for COMM 3152 Interpersonal Communications, and COMM 3172 Media Effects and COMM 3390 International News were approved as presented. In addition, the following reports were discussed in the meeting and provided to the Faculty Senate for information only: General Education Assessment [Written Communication Report](#), General Education Assessment [2016-2017 Mathematics Report](#) and [Mathematics Action Plan](#).
- Resolution #19-22, February 26, 2019, Approved by the Chancellor: Pending
Curriculum and academic matters acted on and recorded in the February 18, 2019 meeting minutes including General Education Fine Arts Credit (GEN:FA) for ART 1827: Photography Changes Everything, General Education Humanities Credit (GE: HU) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), Global Diversity Designation (DD) for ANTH 1000: Introduction to Anthropology, Domestic Diversity Designation (DD) for MUSC 2257: Faculty Senate Meeting February 26, 2019 15 Jazz Appreciation, Global Diversity Designation (GD) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), and Global Diversity Designation (GD) for FORL 1551: Introduction to Russia: Land of the Firebird; and Designations for transfer courses: Global Diversity Designation (GD) for HUM 120: Cultural Studies from Pitt Community College and Global Diversity Designation (GD) for ANTH 101G: Social Cultural Anthropology.
- Resolution #19-39, March 26, 2019, Approved by the Chancellor: April 29, 2019
Proposed Mandatory Statement about Survey of Student Opinion of Instruction (SSOI), as follows:

Faculty members who have students in face-to-face classes will set aside 15 minutes of time in class for students to complete the SSOI on their digital devices. In face-to-face classes, faculty members will read the following statement to students and leave the room:

“The purpose of the Survey of Student Opinion of Instruction (SSOI) is to provide the faculty member feedback from students about the strengths and weaknesses of both the course and the instructor. Your survey responses will be processed confidentially.

Your name and ID will not appear in the report of the results. Your instructor will not see the survey results until two weeks after the term closes (after your final exam and after grades are posted).

The statistical/numerical results of the survey will be provided to the instructor and to the instructor’s department chair or school director and dean. These results will be used as one of the ways to evaluate and improve teaching effectiveness.

Your comments will be provided to the instructor only. The instructor will receive them verbatim and will use them to improve the quality of instruction. If you do not wish to be recognized by your comments, please do not include your name or other identifying information.

The survey is not an appropriate mechanism to bring forward a complaint against a faculty member or a university employee involving a serious violation of university norms or policies. Such serious issues should be addressed directly with the department chair or other appropriate university authority.

For information about types of grievances and their possible informal and formal resolution, please visit the Student Grievances and Inquiries section on the Dean of Students web page or contact the Dean Students via e-mail (dos@ecu.edu), phone (252-328-9297), or in person at 125 Umstead Hall.”

Faculty members teaching DE classes will prominently display the statement on their course site and will announce the availability and the importance of the SSOI at least once during the period the survey is available.

○ **Resolution #19-40, March 26, 2019; Approved by the Chancellor: April 29, 2019 with comment**
Approved with comments: Ying Zhou noted that the Faculty Senate needs to develop a plan to implement this resolution (i.e., how to remove the 4000-level courses without impacting student’s progress toward graduation).

Angela Anderson noted that the resolution is missing an effective date/term for the removal of the GD/DD designations; and the resolution does not state if we allow those 3000 and 4000 courses currently approved to remain until such time that the committee reviews/modifies each, or do we automatically remove the designation for all 3000 and 4000 courses, and a unit must go through an approval process to request special consideration for the 3000 level courses?

Proposed revisions to the University Undergraduate Catalog, General Education Program: Competencies and Course Credit, as follows: (Additions are noted in red text and deletions in strikethrough.)

Competencies and Course Credit Competency area program learning outcomes identify what each course that earns general education credit must achieve in order for it to fulfill a general education competency requirement.

Courses at the 1000 and 2000 level with no multiple prerequisites and a primary focus on one of the competency areas can receive general education credit for that particular competency. The primary focus means that students are expected to achieve student learning outcomes for the competency

area. Under special circumstances, and with appropriate justification, a 3000 level course may receive general education credit.

~~Only undergraduate 1000 or 2000 level courses that have no prerequisites and that have as a primary requirement that the students enrolled in the course achieve the program learning outcomes for one competency area in the general education core can receive general education credit for that competency. This applies to all ECU colleges that offer undergraduate 1000 and 2000 level courses.~~

○ Resolution #19-41, Rejected by the Faculty Senate: March 26, 2019
Proposed revisions to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees.

○ Resolution #19-42, March 26, 2019, Approved by the Chancellor: April 29, 2019
Proposed deletion to the University Undergraduate Catalog, General Education Program: Global and Domestic Diversity Competencies, as follows: (Delete entire section as noted in strikethrough.)

~~Global and Domestic Diversity Competencies~~

~~The global and domestic diversity requirement is a standalone requirement, not a general education requirement. The credit hours earned taking a global or domestic diversity course do not count towards the general education requirement of forty (40) semester hours unless the course also receives either humanities, fine arts, social sciences, natural sciences, mathematics, English, or health and exercise sport science general education credit. Many global and domestic diversity courses are advanced courses in a major that do not receive general education credit.~~

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

~~The following program learning outcomes define the global and domestic diversity competency.~~

~~Students who have completed the global and domestic diversity requirements can:~~

~~Domestic Diversity:~~

- ~~1. Describe problems that arise in the USA from differences in age, race/ethnicity, social and economic status, culture, national origin, ability, religion, sexual orientation and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.~~
- ~~2. Apply discipline specific methods to evaluate from different perspectives domestic problems arising from differences in age, race/ethnicity, culture, social and economic status, national origin, ability, religion, sexual orientation and gender identity.~~

~~Global Diversity:~~

- ~~1. Describe how cultural beliefs and values shape people's perceptions and impact global decisions and actions.~~
- ~~2. Evaluate global issues and events from multiple perspectives.~~

○ Resolution #19-54, April 23, 2019, Approved by the Chancellor: May 24, 2019
Curriculum and academic matters acted on during the General Education and Instructional Effectiveness Committee's April 15, 2019 meeting, including Global Diversity designation (GD) for MUSC 2207: The Enjoyment of Music; General Education Natural Science Credit (GE: SC) for EHST

2110: Introduction to Environmental Health Sciences; General Education Humanities Credit (GE: HU) for ENGL 2260: Topics in Contemporary African American Cultural Texts; Domestic Diversity Designation (DD) for ENGL 2260: Topics in Contempo

○ Resolution #19-55, April 23, 2019, Approved by the Chancellor: May 24, 2019

Removal of General Education designation for the following 4000-level courses effective Spring 2020: Humanities - CLAS 4521 - Directed Readings in Classics in Translation; CLAS 4522 - Directed Readings in Classics in Translation; CLAS 4523 - Directed Readings in Classics in Translation; ENGL 4010 - Medieval Literature (WI; Prerequisite: ENGL 2201); ENGL 4020 - Chaucer (WI; Prerequisite: ENGL 2201); ENGL 4030 - Milton (WI; Prerequisite: ENGL 2201); ENGL 4040 - Literature of the New World to 1820 (WI; Prerequisite: ENGL 2201); ENGL 4050 - Prose and Poetry of the English Renaissance (WI; Prerequisite: ENGL 2201); ENGL 4100 - Seventeenth-Century Literature (WI; Prerequisite: ENGL 2201); ENGL 4120 - Eighteenth-Century Literature (WI; Prerequisite: ENGL 2201); ENGL 4150 - The Romantic Period (WI; Prerequisite: ENGL 2201); ENGL 4170 - Victorian Literature (WI; Prerequisite: ENGL 2201); ENGL 4200 - American Literature, 1820-1865 (WI; Prerequisite: ENGL 2201); ENGL 4230 - North Carolina Literature (WI; Prerequisite: ENGL 2201); ENGL 4250 - American Literature, 1865-1920 (WI; Prerequisite: ENGL 2201); ENGL 4300 - Recent British and American Writers (WI; Prerequisite: ENGL 2201); ENGL 4340 - Ethnic American Literature (WI; Prerequisite: ENGL 2201); ETHN 4000 - Seminar in Ethnic Studies (P – GRBK 2000); FILM 4910 - Survey of Film Styles and Movements (WI, P – FILM 2900); FILM 4920 - Cinematic Identities (WI, P – FILM 2900); GRBK 4000 - Seminar in the Great Books; GRBK 4999 - Thesis in the Great Books (WI, Capstone); Fine Arts - ARTH 4942 - Survey of Twentieth-Century Modern Art: 1950-2000 (WI); Social Science - GEOG 4315 - Geographic Images (formerly GEOG 3300); HIST 4531 - Directed Readings in History; HIST 4532 - Directed Readings in History; HIST 4533 - Directed Readings in History; HIST 4610 - History of Southeast Asia; SOCI 4500 - Work and Organizations (Prerequisite: SOCI 2110).

○ Resolution #19-56, April 23, 2019, Approved by the Chancellor: May 24, 2019

Revised University Undergraduate Catalog, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees, as follows: (Additions are noted in red text and deletions in strikethrough.)

Additional Requirements for Degrees Cognate and Professional Course Requirements

Cognate and Professional Course Requirements

Many baccalaureate programs have requirements in addition to course work in general education, in the major field, and in the minor field. These additional requirements may be labeled cognate courses or professional courses required for teacher certification. Cognates, minor courses, and courses used for the second major may be used to satisfy general education requirements, except where prohibited.

Domestic and Global Diversity Course Requirements

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

Undergraduate students are required to complete *two three-hour diversity courses*: one course with a domestic diversity focus and one with a global diversity focus. ~~These courses can be chosen from courses that meet the general education requirements and/or the requirements for the major.~~ Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin,

ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from **such** differences, and opportunities to learn how to deal constructively with these issues.

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

A study abroad course receives global diversity credit without the need for approval by the General Education and Instructional Effectiveness Committee, the Faculty Senate and the Chancellor provided that the course earns 3 or more credit hours, and the course **that it** requires students to be in one or more countries other than the United States for a total of at least fourteen days.

The global diversity credit for a study abroad course that does not require students to be in one or more countries other than the United States for a total of at least fourteen days ~~to receive global diversity credit, the credit~~ must be approved by the General Education and Instructional Effectiveness Committee, ~~by the~~ Faculty Senate and the Chancellor.

A course courses that transfers to ECU as equivalent to an ECU course that **carries** is approved for diversity credit receives diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the General Education and Instructional Effectiveness Committee.

Student Learning Outcomes Goals

1. Domestic Diversity

- ~~a. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.~~
- ~~b. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.~~
- a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses domestic diversity in their area of study.
- b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to domestic diversity issues in their area of study.

2. Global Diversity

- ~~a. Students understand how cultural beliefs and values shape people's perceptions and impact global decisions and actions.~~
- ~~b. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.~~
- a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses global diversity in their area of study.
- b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to global diversity issues in their area of study.

Courses that Carry Diversity (DD, GD) Credit

A list of courses that have been awarded the domestic and global diversity designations can be viewed by going to the [course section](#) of this catalog.

University Competency Area Credit Hour Requirements

The diversity requirement is 6 semester hours as follows:

1. Domestic Diversity (DD) - 3 semester hours at any level (1000-4000)
2. Global Diversity (GD) - 3 semester hours at any level (1000-4000)

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

- Recommend to FS the use of Blue Analytics as part of reports of results of SSOI.
- Discuss and implement other recommendations by the Subcommittee on Student Evaluation of Instructions.
- Revise Peer Observation procedures to clarify who can be a peer observer.
- Work with IPAR in smooth transition toward curriculum.
- Work with IPAR regarding notifications of possible conflict when presenting proposals.
- Revise annual reports from Director of Writing and Dean of Honors to determine whether we are the appropriate body to review them.
- Revise Graduating Seniors survey to give feedback to IPAR.
- Follow up with Chair of Faculty about a senate committee look into including A+ into the existing plus/minus system (as done at NC State and elsewhere).
- Reconsider proposed revisions to the *University Undergraduate Catalog*, General Education Program: Competencies and Course Credit

Evaluation of the committee (include anything that hindered or assisted the committee's work during the year).

- A. Charge: Change might be needed to determine whether we are the appropriate body to review annual reports from Director of Writing and Dean of Honors.
- B. Personnel: No change needed
- C. Attendance: One of the regular members of the committee never attended. Another had a conflict with teaching duties during Spring semester. We had quorum during all meetings except in one case.
- D. Responsibilities: No change needed.
- E. Activities: The committee worked well together

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

- This year there was a meeting scheduled after Fall graduation, we had to cancel it.
- Informal conversations with IPAR representatives and academic advisors brought to light that there are concerns regarding the lack of enough Gen Ed courses in certain areas that are offered via DE, also that transfer students have difficulties fulfilling the Gen Ed requirements. It was also mentioned in more than one occasion that it might be necessary to change some of the areas to make them broader. Although these items are not within the particular charge of the committee, it is necessary that we understand these needs so we can act appropriately. It would be a good idea to formally invite once a year advisors and the person in charge of General Ed Assessment from IPAR to report to the committee their views on how to make the General Education Program stronger. With the same goal in mind, it might be good for the chair of GEIEC to meet once a year with Deans and/or Associate Deans.
- IPAR has reported the difficulties of departments when assessing our current Student Learning Outcomes for Gen Ed. They have indicated that the outcomes do not adequately reflect what they

teach in their courses. This means that once the current assessment cycle is complete it might be necessary to revise the outcomes. It is worth keeping this in mind.

- It has been clarified that the Diversity Competency is not part of Gen Ed and because of it this competency is not part of institutional assessment. The following question needs to be answered: who is in charge of assessing this competency?
- It might be a good idea to consider the revision of courses that currently carry Gen Ed credit to see if they are doing what they are supposed to do. This will follow the model of what the Writing Intensive Committee does. It will be a huge undertaking but it will improve the Gen Ed program.

Does the Committee's organizational meeting next year need to be earlier than the date set this year? If yes, when do you prefer? August 26, 2019

Signed: Purificación Martínez, Chairperson

George Bailey, Vice Chair

Beth Chaney, Secretary