East Carolina University  
Educational Policies and Planning Committee  
Meeting 3 p.m. 3-27-02

1. Minutes of the meeting on 3-6-02 were accepted, with an editorial change: point 3. first line, last word should be hear, not here.

2. The committee heard a presentation from the Department of History, on the subject of transferring faculty from History to the School of Education. Roger Biles represented the faculty from History, making the following points against the move:

   a. A recent tenure decision for a Social Studies faculty member in the Dept. of History was based on clear and effective criteria, and the decision was fair, according to the faculty member being evaluated. 
   b. In an evaluation of the History program done by outside evaluators, the following statement was made: “We do not see a reason to transfer Social Studies faculty to the School of Education, and do not feel that such a move is in the best interest of the students.”
   c. There are no significant problems with the current structure; the History Dept. has good relations with the school system, and students do well on the PRAXIS exam. There seems to be no evidence that students would fare better, if the Social Studies faculty were transferred to the School of Education.
   d. All 23 high school history teachers in the local school systems who received their degrees from ECU signed a petition requesting that the move not be made.
   e. There appear to be no superior models in other universities. University of Virginia secondary school teachers receive a History degree, as do ECU students.

The committee also heard a presentation by Michael Spurr, representing the Dept. of Mathematics, who spoke against the move:

   a. The current structure works well. Content specialists in math work closely with math educators. All of the Math Ed. Faculty have taught in the public schools. The program attracts good faculty. Many Math Education faculty have said they will leave ECU if the move takes place.
   b. The Math faculty are heavily involved with the public schools, in service to the schools, recruiting students, publishing needed books.
   c. National organizations such as the National Science Foundation and the American Council on Education support the current ECU structure.
   d. All of the consequences of a faculty move will be negative. All of the current minor problems could be solved by changes at administrative levels.
   e. NCATE has no objections to having secondary teachers receive their degree from a department in Arts and Sciences.
   f. At the following three universities or colleges, secondary teachers of mathematics all receive their degrees from Mathematics Departments: University of Virginia, UNC-CH, and William and Mary.
   g. Students in Math Ed. get many hours of field experience closely coordinated with their coursework.
   h. The mission statement of the College of Arts and Sciences includes the following sentence: “In addition to its programs in the liberal arts, the College shall offer teacher education and other professional programs related to the traditional academic disciplines.”
   i. (Spurr also handed out the text of his talk, which is more complete than this summary)

Bob Bernhardt, past chair of Mathematics, spoke against the move:

   a. Math Education is an accepted sub-discipline of the field of Mathematics.
   b. There have been no major problems with tenure and promotion of Math Ed. faculty.
   c. If the Math Ed. faculty were transferred to the School of Education, the
graduate program in Mathematics probably could not survive. Such a loss would adversely affect the ability of the Math. Dept. to attract good faculty.

d. The Mathematics Education faculty have been able to obtain many large grants. There is no indication that they would be able to obtain more if transferred to the School of Education, and might not be able to obtain as much funding, since some of the grants are only available to faculty in Departments of Mathematics.

e. There have been no major problems in the evaluation or Mathematics Education faculty for promotion and tenure.

f. Administrative solutions to current perceived problems might include the following: The Dean of Education could be given input into faculty retention decisions for Content Education faculty in the College of Arts and Sciences, and criteria for evaluation of content Education faculty in the C. A. S. might be spelled out better, so chairs would know how to compare all of their faculty’s achievements.

Meeting adjourned at 5:17 p.m.
Secretary, David Lawrence