Resolution #11-01
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Curriculum matters contained in the December 9, 2010 University Curriculum Committee minutes.

Resolution #11-02
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Three foundation curriculum courses for humanities, entitled RELI 2400 Religion and Film, RELI 3796 Paul and His Letters and RELI 3896 Life and Teachings of Jesus. (Link to information on all three courses).

Resolution #11-03
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Proposed revisions to Spring 2012 University Calendar.

Resolution #11-04
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Request to establish a Distance Education Master of Arts in Education in Physical Education, Department of Exercise and Sport Science, College of Health and Human Performance.

Resolution #11-05
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Request to establish a Certificate in Physical Education Clinical Supervision, Department of Exercise and Sport Science, College of Health and Human Performance.

Resolution #11-06
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011
Request to **discontinue the BA in EXSS**, Department of Exercise and Sports Sciences, College of Health and Human Performance.

Resolution #11-07
Approved by the Faculty Senate: January 25, 2011
Approved by the Chancellor: February 21, 2011

Request for authorization to establish a new B.A. in **Religious Studies**, within College of Arts and Sciences.

Resolution #11-08
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection C. Employee Involvement in Political Candidacy and Office Holding, as follows:

**Remove current text from Faculty Manual and place elsewhere in University Policy Manual with a link to the Board of Governors policy (see item 300.5 http://www.northcarolina.edu/policy/index.php).**

Resolution #11-09
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Faculty advice on Administrator Evaluation of Chancellor to split question #5 of the current Administrator Evaluation of Chancellor into two questions as noted below:
1. Allocates the resources of the institution effectively.
2. Allocates the resources of the institution equitably.

Resolution #11-10
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 18, 2011

Curriculum matters contained in the **January 13, 2011** University Curriculum Committee minutes.

Resolution #11-11
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Resolution on Budget Matters, as follows:

**Whereas, Enrollment at East Carolina University has increased by 42% since the 2001/02 academic year, while total faculty at ECU has only increased 34.8% during this same time**
Whereas, State Appropriations as a percentage of total revenue for East Carolina University have declined from 38% in 2001/02 to 34% this year. Over the same time period the percentage of total revenue derived from Grants and Contracts rose from 12% to 13%, Patient Care Revenues rose from 18% to 21%, and Student Tuition and Fees rose from 12% to 17%; and

Whereas, There has been a permanent reduction in the State appropriations to East Carolina University in each of the past 10 fiscal years, resulting in a total decrease of $55 million. In addition, non recurring reductions in State Appropriations over this same time period have been nearly twice as large; and

Whereas, The financial well-being and solvency of the University are in the best interest of all parties; including the State, Students, Staff, Administration, and Faculty. Only with this financial well-being can the University continue providing the high quality education for which it is recognized. Furthermore, continued reductions in State Appropriations in the face of continued enrollment growth in the absence of alternative means to fund the University are untenable and detrimental to the long-term economic and societal interests of the State, and

Whereas, Resolution of these issues will require the collective action of faculty, administration, students, parents, and the State of North Carolina.

Therefore be it resolved, that in order to maintain the mission of excellence in teaching, research, service and patient care for which the University is recognized, additional sources of funding will need to be approved to mitigate any further decreases in State Appropriations. It is imperative that any increases in tuition and fees remain at the campus level to cover the costs of providing the education of students at East Carolina University and at other state-supported institutions of higher education. It is also imperative that further growth in enrollment be accompanied by enrollment growth funding from State Appropriations at levels adequate to cover the increased costs, and that campus-based decisions on the allocation of funding remain with the University.

Be it further resolved, that the Faculty Senate strongly urges the Chancellor to communicate this resolution to the UNC President, UNC Board of Governors, and the North Carolina General Assembly.

Be it further resolved, that the Faculty Senate of East Carolina University respectfully asks its Faculty Assembly Delegates to present this resolution to the Faculty Assembly of the University of North Carolina System for its endorsement and adoption.

Resolution #11-12
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Revisions to the *ECU Undergraduate Catalog*, Academic Regulations, Subsection During Schedule Change Period, as follows:
The proposed revisions are to take effect First Summer Session 2011.

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

“During Schedule Change Period
During the first five days of classes (Mondays through Fridays) of the fall and spring semesters, a student may drop or add a course or courses to his or her schedule. The student should discuss schedule changes with his or her advisor prior to making the changes via the web. On the day following the five-day schedule change period, a student may make final additions to his or her schedule. **Course drops during this drop/add period do not count against a student’s course drop allocation.** (See course Drop Allocations, below.)

During the summer, the schedule change period when students are allowed to drop or add a course or courses is limited to the first two days of classes each term. On the day following the two-day schedule change period, a student may make final additions to his or her schedule in accordance with the policies outlined above for the regular semesters. Course drops during this drop/add period do not count against a student’s course drop allocation. (See course Drop Allocations, below.)

See below for instructions on requesting schedule changes after the scheduled change period. “

________________________________________________________________________________

Resolution #11-13
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Approval of Foundation Curriculum Course for Arts, **THEA 2015**.

_________________________________________________________________________

Resolution #11-14 (Submitted earlier at #10-27 and resubmitted later as #11-52)
Approved by the Faculty Senate: February 22, 2011
Returned by the Chancellor: March 28, 2011 [further revisions requested]

Revisions to the **ECU Faculty Manual**, Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection Y. Disruptive Academic Behavior, as follows:

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

**Revise and keep in the Faculty Manual, deleting the old text.**

“**Disruptive Academic Behavior**
East Carolina University is committed to providing each student with a rich, distinctive educational experience. Disruptive academic behavior impedes the learning environment and hinders other students’ learning. The course instructor has original purview over his/her class and may deny a student who is unduly disruptive the right to attend the class. Students who repeatedly violate reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.
This policy does not restrict the instructor’s prerogative to ask a disruptive student to leave an individual class session where appropriate or to refer the student to the Office of Student Rights and Responsibilities for violation of the Student Code of Conduct.

Disruptive Academic Behavior
Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults. A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed within the course, during times when the instructor permits discussion, is not in itself disruptive academic behavior.

Procedure for Instructors
A student who does not follow reasonable standards of academic decorum should first receive a private verbal warning from the faculty member (1). The instructor should describe the behavior of concern to the student, explain that it is inappropriate, and ask the student to stop the behavior. If the behavior continues, the instructor should give the student a written warning indicating that the student will be removed from the course if the behavior does not cease. If the behavior persists, the instructor should discuss the situation with his/her department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with his/her department chair and the student to inform the student that s/he is being removed from the course. This decision must be communicated in writing to the student with a copy promptly forwarded to the Office of Student Rights and Responsibilities. The department chair must promptly communicate the decision in writing to the Office of the Registrar so that the student’s schedule will be adjusted accordingly. Instructors should keep written documentation of all actions taken during this process.

If the behavior is threatening in nature or is likely to result in immediate harm, the faculty member should contact the East Carolina University Police Department for immediate assistance.

Student Appeals
The student may appeal the decision of the instructor and department chair to the academic dean of the college in which the course is located. The appeal must be received by the dean, in writing, within three working days of the date of the decision to remove the student from the course. The dean or dean’s designee will review the appeal and the documentation, will discuss the appeal with the faculty member and, after discussion with the student and instructor, can affirm, reverse or modify the decision made by the instructor and department chair. The student, instructor and department chair will be notified of the appeal decision no later than three working days after receiving the appeal. The dean will provide written notification of the appeal decision to the Office of Student Rights and Responsibilities, and also, if the original decision is overturned, to the Registrar’s Office. If the decision is made that the student is to return to the course then the student will be allowed to immediately return to the classroom without academic penalty and the chair will work with the student and instructor to facilitate the completion of any missed work. The dean’s decision is final.”
Footnote

1 “ECU provides reasonable accommodations to students with disabilities. When communicating a warning to a student, faculty should ensure the discussion is private and refer any student who discloses a disability to Disability Support Services.”

Resolution #11-15
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

New Section to the ECU Faculty Manual, Part V. Academic Information, entitled Policy to Remove Foundation Curriculum Credit to read as follows:

Revise and place in the Faculty Manual.
“Policy to Remove Foundation Curriculum Credit
Units wishing to remove Foundation Curriculum credit from a course must send a memo to the Academic Standards Committee by email attachment stating the requested action and a list of the courses for which Foundation Curriculum credit should be removed. The list should include the name of the person requesting the action, and the prefix, number, and name of the course. If the course is cross-listed with another unit or is otherwise a cognate in another unit, a letter of approval from the cognate department must be submitted with the request to remove Foundation Curriculum credit. The Academic Standards Committee will consider the request and, if approved, will take the request to the Faculty Senate for final approval.

Revised Goals of the Liberal Arts Foundations Curriculum
Foundations Assessment Guidelines
Request For Foundations Credit”

Resolution #11-16 (Submitted earlier as #10-08, #10-52, #10-78 and resubmitted later as #11-35, #11-51)
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: not applicable

New Section to the ECU Faculty Manual, Part V. Academic Information, entitled Final Examinations was returned to the Academic Standards Committee for further review.

Resolution #11-17
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011 (3-1-11 editorially revised by FM Steering Committee)

Revisions to the ECU Faculty Manual, Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection B. Application for Graduation, as follows:
(Revisions are noted in **bold** print and deletions in strikethrough.)

**Revise and keep in the Faculty Manual.**

“Application for Graduation
Advisers should remind students that an application to graduate for graduation (http://www.ecu.edu/cs-acad/registrar/upload/Undergraduate-Graduation-Application-2.pdf) must be **submitted to** the Registrar’s Office university registrar not later than two semesters before the completion of the requirements for an undergraduate degree or one semester for a graduate degree. The graduation fee must accompany the application.”

Resolution #11-18 *(submitted later as #11-80)*
Approved by the Faculty Senate: February 22, 2011
Returned by the Chancellor: March 28, 2011  **further revisions requested**

Revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection E. Orientation of New Faculty, as follows:

**Revise and keep in the Faculty Manual, deleting the old text.**

“**New Faculty Orientation**

New faculty are encouraged to attend the East Carolina University New Faculty Orientation Program. The program offers a variety of resources, including information on benefits, parking, technology, research, and tenure:  [http://www.ecu.edu/cs-acad/facultyorientation](http://www.ecu.edu/cs-acad/facultyorientation). Additional faculty orientation activities may be required by academic units. As part of the orientation process, new faculty members are informed about the University system of shared governance and invited to serve in shared governance of the university. Orientation of new faculty will be continued throughout the year by key administrators and faculty leaders to assist the faculty in becoming acquainted with the practices and procedures of the university. Ongoing programs, including information on mentoring, are available through the Office for Faculty Excellence:  [http://www.ecu.edu/ofe/](http://www.ecu.edu/ofe/)

New faculty are encouraged to attend the annual Faculty Convocation, which is scheduled at the opening of each academic year, for the purpose of becoming acquainted with the chancellor, chair of the faculty, key administrative personnel and their responsibilities, and with the relationship between faculty and administration.”

Resolution #11-19
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011  **editorial revision made**

Revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection L. Travel and Expense Allowances, as follows:
Revise and keep in the Faculty Manual, deleting the old text.

“Travel and Expense Allowances

Paid Travel
All business related travel must have written authorization and be approved in advance as requested by either the academic department or college. Full documentation and explanation are required for all travel out of state and out of country. Business related travel may be covered by the university using department funds or through grant funds or other sources. All reimbursement requests shall be filed for approval and payment made within thirty days after the end of the travel period for which reimbursement is being requested.

The mode of transportation for travel could be completed by the following methods: private car, state car, rental car, airplane, bus, taxi, railroad, etc. For more information on travel approval and reimbursements, refer to the following Financial Services websites:
http://ecu.edu/cs-admin/financial_serv/indextraveloffice.cfm
http://ecu.edu/cs-admin/financial_serv/accountspayable/TravelApprovalandReimbursement.cfm

Unpaid Travel
If a faculty member is traveling for business reasons, but is not going to be reimbursed for travel expenses, the pre-approved travel authorization forms still need to be completed. This process helps with the authorization of workers’ compensation should an accident occur during the travel period.”

Resolution #11-20
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Revisions to the ECU Faculty Manual, Part VI. General Personnel Policies, Section VII. Other Policies, Subsection B. Weapons Policy, as follows:

Revise and keep in the Faculty Manual, deleting the old text.

“Weapons Policy
It is a violation of University policy for a member of the University community to possess and/or use a weapon on any university owned or controlled property, or at extracurricular events sponsored by the university. Any faculty member who violates this policy may be subject to serious sanctions imposed by the university in accordance with due process as outlined in the university’s tenure and promotion policies and procedures, as well as punishment in accordance with state criminal law. For further details and certain exceptions, see North Carolina General Statute § 14-269.2 located online at:
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-269.2.html"
Resolution #11-21
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request to rename the Department of Counselor and Adult Education to Department of Higher, Adult, and Counselor Education, within the College of Education.

Resolution #11-22
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request to rename the Lean Six-Sigma Certificate to Lean Six-Sigma Black Belt Certificate, within the Department of Technology Systems, College of Technology and Computer Science.

Resolution #11-23
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request to establish an Interdisciplinary Minor in Linguistics, within the Department of English, College of Arts and Sciences.

Resolution #11-24
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request to rename SPED-MAEd Licensure Certification in Mental Retardation Program to SPED-MAEd Licensure Certification in Intellectual Disabilities Program, within the Department of Curriculum and Instruction, College of Education.

Resolution #11-25
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request for a new Health Information Technologies Concentration in the Bachelor of Industrial Technology Degree, within the Department of Technology Systems, College of Technology and Computer Science.

Resolution #11-26
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011
Request for Discontinuation of the Pathology Assistant Certificate Program, within the Department of Pathology and Laboratory Medicine, School of Medicine.

Resolution #11-27
Approved by the Faculty Senate: February 22, 2011
Approved by the Chancellor: March 28, 2011

Request for Discontinuation of the Bachelor of Arts degree in Studio Art, within the School of Art and Design, College of Fine Arts and Communication.

Resolution #11-28
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: April 6, 2011

Approval of the Spring 2011 Graduation Roster, including honors program graduates, subject to the complete of degree requirements.

Resolution #11-29
Approved by the Faculty Senate: March 29, 2011
Accepted by the Chancellor: April 1, 2011

Ranked University Quality Enhancement Plan (QEP) Topics as follows:

<table>
<thead>
<tr>
<th>Topic Ranked 1st with 167 votes</th>
<th>Topic Ranked 2nd with 135 votes</th>
<th>Topic Ranked 3rd with 117 votes</th>
<th>Topic Ranked 4th with 93 votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Vertical Writing Curriculum: Integrating and Aligning Writing Instruction at ECU&quot; (english)</td>
<td>Support for Students in High Enrollment Courses (math)</td>
<td>Unity in Diversity: Building Connections Between Students, the University Experience, and Global Citizenship (globalization)</td>
<td>Discovering Leadership: The ECU Leadership Portfolio Framework of Action (leadership)</td>
</tr>
</tbody>
</table>

Resolution #11-30
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Curriculum matters contained in the minutes of the February 10, 2011 and February 24, 2011, meetings.
Resolution #11-31
Approved by the Faculty Senate: March 29, 2011
Returned by the Chancellor: May 5, 2011  further revisions requested

Distance Education Professional Development Requirement.

Resolution #11-32
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: n/a

Peer Review of Online Distance Education Courses and DE Peer Review Instrument returned to Academic Standards Committee for additional review.

Resolution #11-33
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Foundation Curriculum Course in Humanities: FORL 1060: Global Understanding through Literature.

Resolution #11-34
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Foundation Curriculum Credit in Basic Social Science: GEOG 2350.

Resolution #11-35 (Submitted earlier as #10-08, #10-52, #10-78, #11-16 and resubmitted later as #11-51)
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: n/a

Action on the proposed new section to the ECU Faculty Manual, Part V. Academic Information, entitled Final Examinations was postponed until the April 19, 2011 Faculty Senate meeting.

Resolution #11-36
Approved by the Faculty Senate: March 29, 2011
Returned by the Chancellor: May 5, 2011  further revisions requested
Approved by the Chancellor following additional review: June 8, 2011

Revisions to the ECU Faculty Manual, Part IV. Academic Integrity and to the online Student Handbook as follows:
The proposed revisions are to take effect Fall 2011.

Proposed additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

Principle of Academic Integrity

Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of integrity in academic work, including research, degrees from the university lose value, and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student.

Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the abilities of the individual student. Toward this end, faculty should—through both example and explicit instruction—instill in students a desire to maintain the university’s standards of academic integrity and provide students with strategies that they can use to avoid intentional or accidental violation of the academic integrity policy.

Purpose and Scope

This document sets forth procedures to be followed for suspected academic integrity violations at ECU. It also details possible penalties for violations. Additional penalties for academic integrity violations may be established by academic departments, programs, colleges, and schools. Any such additional penalties must be established democratically by the faculty in a means compatible with school or college policies and/or unit codes.

In addition to the penalties outlined below, individual units may have additional ethical and behavioral expectations of their students, particularly at the graduate level, including expectations for the conduct of research, and may take corrective action according to their regulations or rules.

ECU’s policy on research misconduct, as elaborated by the Division of Research and Graduate Studies (http://www.ecu.edu/cs-acad/rgs/Research-Policies.cfm), is necessary to ensure university compliance with this UNC system policy as well as with state and federal laws. All faculty, staff and students should be familiar with it. The procedures for reporting, investigating and determining penalties in cases of academic integrity violations shall not supersede procedures for reporting, investigating and determining penalties for research misconduct.

Definitions of academic integrity violations

An academic integrity violation is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples of academic integrity violations include, but are not limited to, the following:

Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
Some examples of cheating (note that this is not an exhaustive list): Copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books, notes or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.

Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work. 

Some examples of plagiarism (note that this is not an exhaustive list): Submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source; omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one’s own work.

Falsification/Fabrication. The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected academic integrity violation. 

Some examples of falsification/fabrication (note that this is not an exhaustive list): making up data, research results, experimental procedures, internship or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for absence from class or other academic obligation.

Multiple submission. The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission. 

Some examples of multiple submission (note that this is not an exhaustive list): Submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it were new work.

Violation assistance. Knowingly helping or attempting to help someone else in an act that constitutes an academic integrity violation.

Some examples of violation assistance (note that this is not an exhaustive list): Knowingly allowing another to copy answers during an examination or quiz; distributing test questions or examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work; taking an examination or test for another student.

Violation attempts. Attempting any act that, if completed, would constitute an academic integrity violation as defined herein. In other words, it does not matter if a student succeeds in carrying out any of the above violations—the fact that a violation was attempted is itself a violation of academic integrity.

The University of North Carolina Policy on Research Conduct defines research misconduct as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results.” More specifically,

a. Fabrication is making up data or results and recording or reporting them.
b. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. The research record is the record of data or results that embody the facts resulting from the research inquiry and includes, but is not limited to research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, books, dissertations, and journal articles.

c. Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

d. Research misconduct does not include honest error or differences of opinion.

University-wide responsibility to report academic integrity violations
Because academic integrity violations are unfair to honest students and because they damage the reputation of the entire university, ignoring academically dishonest behavior is almost as problematic as actively participating in a violation.

1. Faculty Member Responsibility.
   If a faculty member suspects that a student has violated the academic integrity policy in a manner severe enough to merit a grade reduction or other substantial academic penalty, he or she should, as a matter of academic duty, follow the procedures outlined below, making sure that the OSRR is aware of students who might be endangering the integrity of the university. Faculty are strongly encouraged to include a statement regarding this policy in their syllabi because it puts students on notice of the faculty member’s policy and it alerts students to the importance of academic integrity to the ECU community. Sample policy language is available from the OSRR.

   In some instances, a faculty member may deem it best to approach a potential matter involving academic dishonesty as a learning opportunity. In such cases, a faculty member may require that a student complete additional work in order to better understand the severe nature of academic dishonesty and to learn ways of avoiding future infractions. If at any point, however, the faculty member determines that a grade reduction or other substantial academic penalty is merited in the case, either as a result of the initial infraction or as a result of a student not sufficiently completing the additional work agreed to, she or he must follow the process outlined below, including reporting the situation to the Office of Student Rights and Responsibilities (OSRR) for its review and handling.

2. Student Responsibility.
   Students are also expected to promote academic integrity in the ECU community, both by upholding it in their own work and by taking the responsibility to report any suspected violations. A student knowing of circumstances in which an academic integrity violation may have occurred or is likely to occur should bring this knowledge to the attention of a faculty member or the OSRR.

3. University Community Member Responsibility.
   All other university community members are also expected to promote academic integrity in the ECU community, both by upholding it in their own work and by taking the responsibility to report any suspected violations. A university community member knowing of circumstances in which an academic integrity violation may have occurred or is likely to occur should bring this knowledge to the attention of a faculty member or the OSRR.

4. OSRR Responsibility.
When a suspected violation is reported to the OSRR, the office will, if applicable, first discuss the suspected violation with the faculty member(s) in charge of the course(s) involved. The OSRR, in consultation with the faculty member(s), will follow the procedures outlined in this policy.

Procedures for responding to a suspected academic integrity violation

These procedures apply to all students. If face-to-face meetings are not possible, alternative arrangements will be made as appropriate. Procedural guidelines for working with distance education students on issues of academic integrity are available from the OSRR.

For undergraduate students, if a suspected academic integrity violation occurs outside of a specific course, the case will be referred directly to the University Committee on Academic Integrity for an Academic Integrity Board hearing (see “University Committee on Academic Integrity” below).

For graduate students, if a suspected academic integrity violation occurs outside of a specific course, the case will be referred to the student’s Faculty Advisor who will serve in the role of the faculty member in the steps that follow. In the event that no Faculty Advisor can be identified, the Graduate Program Director will serve in the role of the faculty member in the process outlined below.

In the case of a suspected violation reported directly to OSRR for which an instructor of record can be identified, that office will first consult with the faculty member(s) in charge of the course(s) affected. The faculty member will determine if he or she wishes to pursue an academic penalty for the student in her or his course. Following this consultation, if the suspected violation involves multiple students, the OSRR may decide to pursue additional academic penalties outside of that course by taking the case to the University Committee on Academic Integrity for an Academic Integrity Board (AIB) hearing (see below).

In the procedures outlined below, “faculty member” refers to the faculty member in charge of the course, or, in cases in which the suspected academic integrity violation occurs outside of a specific course at the graduate level, to the student’s Faculty Advisor or Graduate Program Director.

Except where calendar day is specified, the word “day” in these procedures means any day except Saturday, Sunday, or an institutional holiday; in computing any period of time, the day on which notice is received is not counted, but the last day of the period being computed is counted.

Under documented, exceptional circumstances (e.g., the instructor of the course or the student involved will be travelling or otherwise unavailable for an extended period of time at some point during the steps described below), reasonable adjustments may be made as needed to the stipulated deadlines.

1. **Faculty member notifies student in writing of suspected violation and requests a meeting**

   When a faculty member believes an academic integrity violation has occurred in his or her class, the faculty member must request--in writing and sent by some method with evidence of dispatch (e.g., email from the faculty member's official ECU email account to the student’s official ECU email account; hand-delivered letter accompanied by a brief form that the student
signs to indicate the note was delivered; receipt—request postal mail)—that the student meet with him or her to discuss the suspected violation. This written notice must be sent to the student(s) involved within 7 calendar days of the time the suspected violation comes to the attention of the faculty member.

In the event that the violation is discovered or the notification sent during a time when classes are not being held, the 7 calendar days will be counted starting with the next day classes are held.

*Note that a student may not withdraw from a course while a suspected academic integrity violation is being investigated.

In the event that a faculty member discovers a suspected violation at a time immediately after which he or she will no longer be under contract with the university, the instructor should refer the case, including all evidence related to the suspected violation, to the University Committee on Academic Integrity for an Academic Integrity Board hearing. The AIB will review the evidence submitted through its normal hearing procedures and impose an appropriate academic penalty if a violation is found.

In all cases, a faculty member should not penalize the student’s grade or impose any other substantial academic penalty unless and until it is determined, following the procedures below, that a violation has occurred.

2. **Student responds to notification**
   a. Upon delivery of the written notification from the faculty member, the student has 7 calendar days to contact the faculty member and schedule a meeting day and time. If the student fails to respond to faculty notification within 7 calendar days, the student will forfeit the opportunity to present his or her understanding of the situation to the faculty member.

   b. In the event of the student’s lack of response, the faculty member may find the student responsible for the violation and may impose sanctions as outlined below. In this case, the faculty member will complete an Academic Integrity Violation Form (AIV form) and submit it to the OSRR within 18 calendar days of the date on which the notice of a suspected violation was sent to the student. The OSRR will notify the student, in writing, of the faculty member’s decision and penalty within 7 calendar days of receiving the AIV form.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

The AIV form will be kept for 8 years in the OSRR, unless the student has been suspended or expelled, in which case the disciplinary record is kept permanently.

3. **Initial meeting occurs**
   a. **Scheduling.** The initial meeting between the faculty member and the student suspected of an academic integrity violation should be held within 18 calendar days of the time that the suspected violation has come to the attention of the faculty member.

   b. **Nonparticipating observer(s).** The student and the faculty member may each have a nonparticipating observer at the initial meeting. The faculty member’s nonparticipating
observer should be another faculty member from the department. The chair of the department should be notified of the meeting. The student may select a faculty member or student who is not involved in the suspected violation. The observer(s) is/are to watch the procedures impartially and take careful notes for reference in the event of an appeal of the decision made by the faculty member (see Appeals of Decisions, below).

c. **Meeting procedures.** At the meeting, the faculty member will explain the reasons for his or her suspicion of an academic integrity violation. The student will be given the opportunity to respond and to explain any circumstances that he or she believes the faculty member needs to consider with regard to the situation.

4. **Faculty member determines outcomes of the initial meeting**

One of the following outcomes of the initial meeting will be communicated to the student within 10 calendar days of the meeting:

a. **No violation found—no penalty.** If the faculty member believes that no violation occurred, he or she will impose no penalty. He or she will notify the student in writing of this decision, and no AIV form will be submitted to the OSRR.

b. **Violation found—academic penalty assigned by faculty member.** If the faculty member believes there has been a violation, he or she will assign an appropriate academic penalty, including, for instance, reducing the grade on the assignment or reducing the course grade. The faculty member's penalty can be as severe as failure for the course and a grade of “XF” recorded on the student’s transcript to indicate that failure in the course was the result of an academic integrity violation. The “X” designation must remain on the student’s transcript for at least one year and will be removed from the official transcript after one year only if the student has completed the academic integrity training module and obtained the approval of the Director of the OSRR. The approval of the Director of the OSRR must be obtained through the submission of a formal written request for removal of the “X” designation. Courses in which a student receives a grade of “XF” are not eligible for grade replacement even if the “X” is removed from the official transcript with the approval of the Director of the OSRR. In all cases, courses for which a student receives an “XF” will be factored into the student’s GPA, even if the “X” is removed from the official transcript and the course is retaken.

The faculty member will impose an academic penalty by completing an Academic Integrity Violation Form (AIV form, available from the OSRR). The completed AIV form will be submitted by the faculty member to the OSRR within 10 calendar days after the initial meeting. The OSRR will notify the student, in writing, of the faculty member’s decision and penalty within 7 calendar days of receiving the AIV form.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

The AIV form will be kept for 8 years in the OSRR, unless the student has been suspended or expelled, in which case the disciplinary record is kept permanently.

**Violation found—severe enough for referral to University Committee on Academic Integrity (UCAI, see below) for an Academic Integrity Board (AIB) hearing.** If the faculty member believes that a failing grade in the course alone is inadequate disciplinary action given the
severity of the violation, he or she may recommend to the OSRR that the case be forwarded to the UCAI to pursue further action (see below). The OSRR will inform the student of the referral to the UCAI within 7 calendar days of receiving the faculty member’s recommendation. Note that the role of the AIB hearing in this case is not to review the faculty member’s assignment of an academic penalty but to determine if additional sanctions should be assigned.

Students with repeated violations
If, upon receiving an AIV form from a faculty member, the OSRR discovers that the student has prior academic integrity violations in his or her file, the case will be referred to the UCAI for an AIB hearing to consider more severe academic penalties. If a student is suspended or expelled as a result of an academic integrity violation, a record of the penalty will be kept permanently in the student’s file.

Violations involving multiple students
The OSRR will receive all reports of violations involving multiple students (for example, paper mills or cheating rings). Faculty members, students, and community members should, in all cases, report suspected violations involving multiple students to the OSRR. In the event that the OSRR receives credible reports of multi-student violations, that office reserves the right to refer the case to the University Committee on Academic Integrity for an AIB hearing.

Appeals of Decisions Reached by the Faculty Member

Conditions for Appeal
If a faculty member imposes a grade penalty or other substantial academic penalty for a first violation of the academic integrity policy, the student may only appeal the decision to the Academic Integrity Appeal Board (AIAB, see below) if one of the following applies:

- The student believes that the faculty member has not sufficiently supported his or her decision based on the materials discussed during the initial meeting.
- The student believes that the penalty is not appropriate for the violation and/or is in conflict with course policies as stated in the syllabus. Note that if specific penalties are indicated in the course syllabus, it is expected that students who have violated the academic integrity policy will be held to those penalties.

A student may appeal a faculty member’s imposition of a penalty even if the faculty member has not properly followed the steps outlined above. In such a case, the faculty member should, upon receiving notice that a student has appealed an academic penalty imposed as a result an academic integrity violation, fill out the AIV form indicating the violation and the academic penalty imposed, submit the form to the OSRR, and participate in the appeal process as outlined below.

Process for Appeals
Students wishing to appeal a faculty member’s imposition of a penalty for an academic integrity violation must complete the “Academic Integrity Violation Appeal Form,” available from the OSRR. Upon receipt of the completed appeal form, a three-member panel, consisting of one administrator from the OSRR, and one trained student and one trained faculty member from the University Committee on Academic Integrity (UCAI, see below), will review the appeal request to determine if it is appropriate to forward to the Academic Integrity Appeal Board (AIAB, see below). The student and faculty member participating in this panel will not be eligible to participate in any subsequent hearing of the AIAB. If the three-member panel determines that there is no clear basis for appeal in the student’s request, it will report this
finding to the student, who may, if desired, revise his or her appeal request and submit it for reconsideration. Request for appeal through the “Academic Integrity Violation Appeal Form” may only be revised and resubmitted once for each academic integrity case. If a student’s request for an appeal is found to be without sufficient basis for a second time, the faculty member’s initial academic penalty shall stand and no other avenues of appeal may be pursued.

**Time limit on Appeals**
A student wishing to appeal an academic integrity penalty must submit the “Academic Integrity Violation Appeal Form” to the OSRR within 7 calendar days after receiving notification of the decision made by the faculty member. Failure to do so will result in the faculty member’s initial academic penalty being the final, and no further appeal will be possible.

**University Committee on Academic Integrity (UCAI)**

**Composition/Membership**

1. Faculty members - Sixteen faculty members, at least six of whom should have graduate faculty status, elected for three-year staggered terms by the Faculty Senate.

2. Student members – Sixteen students, at least six of whom should be graduate students, elected by and from among the members of the Student Conduct Board. These students shall serve for a year and may be reelected for one additional year.

The Director of the OSRR, or designee, shall serve as administrative officer of the committee, but shall not participate in hearings.

**Academic Integrity Board (AIB)**
When a case is referred directly to the UCAI (for example, in the case of repeat violations, multi-student violations, or suspected violations at the undergraduate level that occur outside of a specific course), a panel of five UCAI members—three faculty members and two students—will be selected to serve as the AIB for the case. If the case involves possible violations by a graduate student, every attempt should be made to ensure that all three faculty members on the board have graduate faculty status, but in all cases at least two of the three faculty members must have graduate faculty status. In cases involving possible violations by graduate students, the student members of the board must be graduate students. The AIB is charged with determining whether a student has violated this policy and, if appropriate, assigning sanctions. The AIB will select a chair from among its faculty membership. All members of the AIB may vote on the selection of a chair.

**Academic Integrity Appeal Board (AIAB)**
In the case of appeals of decisions made by a faculty member or by the AIB, a panel of five UCAI members—three faculty members and two students—will be selected to serve as the AIAB. In the case of appeals to decisions reached by the AIB, the UCAI members hearing the appeal should not have ruled on the initial case. If the appeal involves possible violations by a graduate student, every attempt should be made to ensure that all three faculty members on the appeal board have graduate faculty status, but in all cases at least two of the three faculty members must have graduate faculty status. In cases involving possible violations by graduate students, the student members of the appeal board must be graduate students. The AIAB will select a chair from among its faculty membership. All members of the AIAB may vote on the selection of a chair.
**Bias**

Individuals coming before either the AIB or the AIAB may challenge the participation of any panel member due to his/her previous knowledge, experience, belief, or emotion that would influence decision making either positively or negatively. The challenging party will be asked to provide specific reasons for the challenge. The Chair of the UCAI along with the Director of the OSRR, or designee, will determine whether the identified panel member should be removed. If the removal of a panel member results in less than five panel members being able to serve, parties will be given the option to continue with the existing panel or to reschedule the hearing for review by a full panel.

**Procedures for the AIB and the AIAB**

The Director of the OSRR, or designee, will notify the parties involved of a meeting of the AIB or the AIAB (whichever board is appropriate) within 10 calendar days of receiving an appeal that has been forwarded by the three-member appeal review panel or notice of a case that requires an AIB hearing. The faculty member (if appropriate), the student, witnesses, Student Advisors, and the Student Case Presenter (see below) shall be provided not less than 10 calendar days’ notification of the date, time, and place of the meeting. Appropriate waivers of the Family Educational Rights and Privacy Act (FERPA) must be obtained prior to any hearing. If a grade for the student in the course must be submitted, the faculty member shall record a grade of incomplete, pending a decision by the board.

Those who may be present at a hearing include

1. The student, who has the right to be accompanied by a Student Advisor
2. The faculty member, who has the right to be accompanied by a Student Advisor
3. A Student Case Presenter, who gives an extensive and detailed summary of the case and presents materials relevant to the case
4. The Director of the OSRR (nonparticipating)
5. Witnesses for the faculty member or student
6. Any other person called by the chair

Attorneys are not permitted to participate unless the student is facing pending criminal charges stemming from the incident in question. In such situations, the attorney may only advise his/her client. The attorney is not permitted to ask questions or present information. The student will assume all responsibility for attorney fees.

Should the student or the faculty member (if appropriate) fail to appear without prior approval of the administrative officer, the AIB or AIAB will proceed with an absentia hearing.

Detailed procedures for AIB and AIAB hearings are available from the Office of Student Rights and Responsibilities.

A majority of the appropriate board will decide the issue. The chair will vote only in the case of a tie.

The Director of the OSRR, or designee, will serve as administrative officer and is responsible for maintaining accurate and complete records of the proceedings.
The Director of the OSRR, or designee, will notify each party in writing, and by some method with evidence of receipt (e.g., hand delivery letter or via receipt-request postal mail), of the decision of the board within 10 calendar days after the conclusion of the hearing.

In the event that the student involved in the violation is a graduate student or is in a degree program that has additional penalties for or policies regarding academic integrity violations, the OSRR will also submit a copy of the AIV form to the appropriate program administrator.

**Possible Actions by the AIB and AIAB**

1. **Determination that the evidence is insufficient to sustain the charge or charges.** In the case of an appeal of a decision reached by a faculty member, the academic penalty imposed by the faculty member will be removed. When this action is taken, in order to protect both the student and the faculty member, continuation in the class(es) and other related issues must be resolved by the unit administrator in consultation with the student and the faculty member. If the department chair is involved in the case, the dean will resolve any issues. In the event that the faculty member or student wishes to appeal the unit administrator’s decision, final authority rests with the dean. Any special arrangements for continuation in the course (e.g., switching the student into another section of the course for the remainder of the semester, arrangements for outside assessment/grading of student work, etc.) must be agreed to in writing and kept by the dean, unit administrator, and student for 8 years.

2. **Determination that the evidence is sufficient to support the charge or charges.** The board’s actions may include, but are not limited to, one or more of the following:
   a. Sustain, following a student appeal, the academic penalty imposed by the faculty member or the AIB.
   b. Issue, following a student appeal, a revised academic penalty if the initial penalty is deemed too severe for the violation. This action may only be taken in cases in which specific penalties for specific violations are not clearly stated in the course syllabus. In all cases in which there is sufficient evidence to support the charges and the specific penalties for violations are clearly stated in the course syllabus, those penalties will be upheld.
   c. Recommend, in cases where a suspected violation has been directly referred to the AIB, that the faculty member(s) involved assign a failing grade for the course or some portion thereof.
   d. Recommend that the Provost, in accordance with policies and procedures of the UNC policy manual, impose disciplinary suspension from the University for a designated period of time.
   e. Recommend that the Chancellor, in accordance with policies and procedures of the UNC policy manual, impose expulsion from the University. The academic transcript records the expulsion permanently.
   f. Recommend to appropriate offices or units that a degree be revoked should a violation be discovered after graduation.
   g. Recommend to appropriate offices or units that the student be removed from employment as a graduate assistant.
   h. Recommend to the Dean of the Graduate School that the student be dismissed from his or her graduate program.
   i. Recommend to appropriate offices or units that the student be required to attend a period of counseling with a member of the university staff or a counseling professional of the student’s choice and at the student’s expense. It will be the responsibility of the student to provide evidence to the OSRR of having fulfilled this requirement.
j. Recommend to appropriate offices or units that the student be prohibited from officially representing the university in any capacity (as a member of an athletic team, as a member of a campus organization or group, etc.)

k. Assign, and ensure the completion of, an educational task.

Appeals of decisions reached by the Academic Integrity Board and Academic Integrity Appeal Board
The student may appeal an original decision of AIB to the AIAB following the “Process for Appeals” explained above.

With the exception of cases in which a student is being expelled from the university, the decisions of the AIAB are final, and no other avenues of appeal may be pursued. If the student is being expelled from the university, s/he has a right to appeal the decision to the Chancellor, the East Carolina University Board of Trustees, and finally to the University of North Carolina Board of Governors.

Annual Reports
At the end of each academic year, the University Committee on Academic Integrity shall prepare a report that summarizes its work. This annual report shall be submitted early in the fall semester to the Faculty Senate, the Student Government Association Legislature, and the Academic Council.

Approved: 26 April 1983, East Carolina University Chancellor
Amended: 18 January 1985, East Carolina University Chancellor
Amended: 8, June 2011, East Carolina University Chancellor

I. Principle
Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University.

II. Academic Integrity Violations
Academically violating the Honor Code consists of the following:
A. Cheating - Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
B. Plagiarism – Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
C. Falsification – Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
D. Attempts – Attempting any act which if completed would constitute an academic integrity violation as defined herein.

III. Student Observation of Suspected Violation
A student or group of students knowing of circumstances in which an academic violation of the Honor Code may have occurred or is likely to occur is encouraged to bring this knowledge to the attention of the responsible faculty member, or to the dean or department chairperson, or to the attention of a member of the University Academic Integrity Board.
IV. Organization and Procedures
A. The faculty member has original jurisdiction in all suspected violations. In cases where the faculty member believes a violation has occurred, the faculty member must summon the student to a primary interview in accordance with the procedure below.

B. Primary Interview
   1. Notification
      A student who is believed to have violated academically the Honor Code shall be informed of the charge by the faculty member who identified the violation. Subsequently, the student will be called to an interview with the faculty member concerned. The interview shall be set within three class days after the alleged violation has come to the attention of the faculty member.
   2. Composition
      The student and the faculty member may each have a nonparticipating observer at the interview. The faculty observer shall be the chairperson of the department or dean, associate dean, or assistant dean of the college or school. The student may select a student or faculty member as he/she desires. The observer(s) is/are to observe the procedures impartially and to be prepared to testify in the event of an appeal from the judgment of the faculty member.
   3. Procedure
      a. At the interview, the faculty member shall present evidence in support of the charge or charges against the student. The student shall be given an opportunity to respond and present evidence to rebut the charge or charges.
      b. After hearing the student, the faculty member may either dismiss the charge or find it supported on the basis of the evidence. If supported, the faculty member may record a failing grade in the course or some portion thereof or take other appropriate action. He or she shall report the action taken to the associate dean of students and director of student services.
   4. Referral to Academic Integrity Board
      After completion of the primary interview and on the basis of the evidence presented, if the faculty member is of the opinion that a failing grade in the course(s) is inadequate disciplinary action, the faculty member may refer the entire case to the Academic Integrity Board for appropriate action. Such referral must be made within fourteen calendar days after the primary interview. In each case, a new hearing will be conducted by the Academic Integrity Board without regard to the findings made or any disciplinary action taken during the primary interview.
   5. Appeals
      a. The student may appeal the decision of the primary interview to the Academic Integrity Board if:
         (i.) the student believes the penalty too severe considering the offense or
         (ii.) the student contests the decision of the faculty member on the basis of the evidence presented.
      b. The appeal must be submitted to the office of the Associate Dean of Students and Director of Student Services within five class days after notification of the decision by the faculty member.

C. University Academic Integrity Board
   1. Composition
      a. Four faculty members and four alternates elected for three-year staggered terms by the Faculty Senate.
b. Three students and four alternates nominated by the SGA Executive Council and elected by the SGA Legislature. These students shall serve for a year and may be re-elected for one additional year.

c. A quorum shall consist of four faculty members and three students.

d. The chairperson, elected for a one-year term, shall be a faculty member of the board, elected by members of the entire board and may be re-elected.

e. The associate dean of students and director of student services shall serve as administrative officer of the board.

2. Original Jurisdiction

The Academic Integrity Board shall have original jurisdiction over academic violations of the Honor Code if the faculty member elects to refer the case after the primary interview.

3. Appellate Jurisdiction

The Academic Integrity Board shall have appellate jurisdiction in cases appealed by the student pursuant to the provisions of IV.B.5., above.

4. Procedures

a. The associate dean of students and director of student services on behalf of the chairperson, shall notify the parties involved of a meeting of the Academic Integrity Board within ten class days after an appeal by a student. The faculty member, the student, witnesses, and the independent nonparticipating observer(s), shall be provided not less than seven days notification of the date, time, and place of the meeting. If a grade for the student in the course must be submitted, the faculty member shall record a grade of incomplete, pending a decision by the board.

b. Those present at the hearing shall be:

1) the student, who has the right to be accompanied by witnesses;
2) the faculty member, who has the right to be accompanied by witnesses;
3) independent nonparticipating observer(s) if present at the primary interview;
4) any other person called by the chairperson; and
5) the student attorney general and the student public defender.

c. Should the student or the faculty member fail to appear without prior approval of the administrative officer, the Academic Integrity Board shall proceed with an absentia hearing.

d. The Academic Integrity Board will follow the hearing procedures established for the University Honor Board.

e. A majority of the board shall decide the issue. The chairperson shall vote only in the case of a tie.

f. The associate dean of students and director of student services shall serve as administrative officer for maintaining accurate and complete records of the proceedings.

g. The administrative officer of the Academic Integrity Board shall, on behalf of the chairperson, notify each party of the decision of the board.

5. Actions by the Board

a. Evidence insufficient to sustain charge or charges

When this action is taken, in order to protect both the student and the faculty member, continuation in the class(es) and other related issues must be resolved by the dean or department chairperson in consultation with the student and the faculty member.

b. Evidence sufficient to support the charge or charges

The board may impose one or more of the following sanctions:
1) sustain the decision of the faculty member or recommend to the faculty member that the student receive a failing grade for the course(s) or some portion thereof;
2) impose probation for a period of time not to exceed one year;
3) impose suspension or dismissal from the university;
4) require a period of counseling with a member of the university staff or a counseling professional of the student's choice. It will be the responsibility of the student to provide evidence to the board of having fulfilled this requirement; and/or
5) take any other action commensurate with the findings. See Student Government Association Handbook.

6. An appeal of a decision of the Academic Integrity Board may be submitted to the vice chancellor for student life. The vice chancellor for student life and the vice chancellor for academic affairs shall jointly review the decision and take appropriate action.

7. Annual Reports
The Academic Integrity Board shall submit a summary report of its proceedings to the Faculty Senate, the SGA Legislature, the vice chancellor for student life, and the vice chancellor for academic affairs.

Resolution #11-37
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011 with editorial revisions

Summer 2012 – Spring 2013 University Calendars.

Resolution #11-38 (submitted earlier as #09-05, #09-30, #10-03, #10-06, #10-94)
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section III. *Curriculum Development* as follows:

Proposed text was presented to the Faculty Senate in January 2010 (Resolution #10-03) and later returned to the Committee by the Chancellor for additional review. Following that review, additional changes were approved by the Faculty Senate in December 2010 (Resolution #10-94). However, following the meeting, additional revisions relating to Appendix D were brought to the attention of the Committee by the Chair of the Faculty and those revisions are now noted in bold print for Faculty Senate consideration.

Revise and keep in the Faculty Manual.

“III. Academic Program and Curriculum Development
Program and curriculum development is a faculty responsibility. Program and curriculum changes may be initiated, prepared, and presented for review to all relevant ECU campus bodies by voting faculty as defined in *ECU Faculty Manual, Appendix L*. Development of new academic degree programs and certificates is governed by the policies and procedures of the General Administration (GA). Consultation with the ECU Office of Academic Programs is recommended before preparing
program development requests. Instructions on specific procedures and documents for program and curriculum development proposals are available on the office of Academic Programs website.

The Academic Program Development Collaborative Team, an advisory body to the Academic Council, collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee of its recommendations to the Academic Council and to the dean of the Graduate School concerning graduate programs under consideration. The office of Continuing Studies processes requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

A. Definitions

1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the University's academic program inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master's levels. UNC-GA has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 sh for post-baccalaureate, and 24 sh for post-master's) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Program planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLA)

These are specific course clusters which meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction.

B. Curriculum Approval Process

Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

The following is the order for seeking campus approval for undergraduate curriculum changes (1000-4000-level):

- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;
- Academic Standards (if requesting Liberal Arts Foundations Curriculum Credit);
- Writing Across the Curriculum Committee (if requesting Writing Intensive credit);
University Service-Learning Committee (if requesting Service-Learning credit);
Communicate with units and programs that may be directly or indirectly affected by the curriculum;
Chairperson/director of dept/school in which the program is/will be housed;
Curriculum committee of the college in which the program is/will be housed;
Council on Teacher Education (for Teacher Licensure Areas);
Dean of the college in which the program is/will be housed;
University Curriculum Committee;
Faculty Senate;
Chancellor

The following is the order for seeking campus approval for graduate curriculum changes (5000-level and above):
Curriculum committee of dept/school in which the program is/will be housed;
Voting faculty of dept/school in which the program is/will be housed;
Communicate with units and programs that may be directly or indirectly affected by the curriculum;
Chairperson/director of dept/school in which the program is/will be housed;
Curriculum committee of the college in which program is/will be housed and TLA proposals to Council on Teacher Education;
Dean of the college in which the program is/will be housed;
Graduate Curriculum Committee;
Graduate School Administrative Board;
Chancellor

C. Program Development Approval Process
Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title changes, and moving or discontinuing programs.

1. New Degree Programs
Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves three distinct steps:
Step I: Notification of Intent to Plan (NIP) for bachelor's or master's; Request for Authorization to Plan (RAP) for doctoral
Step II: Program Requirements/Course Approval
Step III: Request for Authorization to Establish (RAE)

In Step I, the appropriate planning document (NIP for bachelor's or master's; RAP for doctoral) is submitted in the following order for seeking campus approval:
Consultation with Academic Program Development Collaborative Team
Curriculum committee of dept/school in which the program is/will be housed;
• Voting faculty of dept/school in which the program is/will be housed;
• Chairperson/director of dept/school in which program is/will be housed;
• Curriculum committee of the college in which program is/will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is/will be housed;
• Appropriate Vice Chancellor (for information purposes only)
• University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
• Graduate School Administrative Board for master's or doctoral programs
• Educational Policies and Planning Committee
• Faculty Senate and Academic Council;
• Chancellor

In Step II, the approval of new degree requirements and courses is completed as specified above in “Curriculum Approval Process” for undergraduate and graduate programs.

In Step III, a request for authorization to establish a bachelor's, master's, or doctoral program is submitted in the following order for seeking campus approval:
• Consultation with Academic Program Development Collaborative Team;
• Curriculum committee of dept/school in which the program is/will be housed;
• Voting faculty of dept/school in which the program is/will be housed;
• Chairperson/director of dept/school in which the program is/will be housed;
• Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is/will be housed;
• External review (master's and doctoral programs only);
• Appropriate Vice Chancellor (for information purposes only)
• University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
• Graduate School Administrative Board for master's or doctoral programs;
• Educational Policies and Planning Committee;
• Faculty Senate and Academic Council;
• Chancellor

2. New Minors, Certificates, Concentrations; Degree Title Changes; Teacher Licensure Areas; and Discontinuing Degree Programs
The following is the order for seeking campus approval for undergraduate or graduate minors, certificates, concentrations, degree title changes, teacher licensure areas, and discontinuing a degree program. (Discontinuing minors, certificates, concentrations, and teacher licensure areas are considered curricular actions.) The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.
• Curriculum committee of dept/school in which the program is/will be housed;
• Voting faculty of dept/school in which the program is/will be housed;
• Chairperson/director of dept/school in which the program is/will be housed;
• Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate School Administrative Board for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor (Once new teacher licensure areas are approved by the North Carolina State Board of Education, they must be submitted to UNC-GA.)

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual, Appendix D will apply.

3. Moving Degree Programs
The following is the order for seeking campus approval for moving a program.
- Curriculum committee of dept/school in which the program is currently and will be housed;
- Voting faculty of dept/school in which the program is currently and will be housed;
- Chairperson/director of dept/school in which program is currently and will be housed;
- Curriculum committee of the college in which program is currently and will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is currently and will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate School Administrative Board for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

4. Process Completion
The proposing academic unit, in collaboration with the office of Academic Programs, prepares the final version of undergraduate and graduate program requests for the chancellor’s consideration. Once the chancellor has made an affirmative decision, the office of Academic Programs submits the new program request and chancellor’s communiqué to UNC-GA.

Resolution #11-39
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Request for Authorization to Plan a New Doctor of Nursing Practice Degree within the College of Nursing.

Resolution #11-40
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Request for a New Concentration in Software Testing within Masters Software Engineering
Program in the Department of Computer Science within the College of Technology and Computer Science.

Resolution #11-41
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Request for a New Certificate Program in Elementary Mathematics Education in the Department of Mathematics, Science and Instructional Technology within the College of Education.

Resolution #11-42
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Request to change the name of the Department of Exercise and Sport Science to the Department of Kinesiology within the College of Health and Human Performance.

Resolution #11-43
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Interpretation of the ECU Faculty Manual, Appendix D. Tenure and Promotion Policies and Procedures, Section IV.C. External Peer Review for Promotion and the Conferral of Permanent Tenure to read as follows:

“Faculty candidates for promotion and/or tenure consideration during 2011-2012 and members of their respective unit Tenure Committees are selecting external peer reviewers at this time. The purpose of this interpretation is to provide clarity on the current provisions stated in the ECU Faculty Manual, Appendix D. Tenure and Promotion Policies and Procedures, Section IV.C. External Peer Review for Promotion and the Conferral of Permanent Tenure as follows:

‘By the last week of March of the Spring term prior to the academic year in which a promotion or tenure decision is scheduled, the unit Tenure Committee shall produce a list of possible external reviewers. The candidate for promotion and/or permanent tenure shall provide a similar list, noting for each name the professional relationship, if any, between the reviewer and the candidate. The candidate shall also provide similar relationship information for each name on the unit Tenure Committee’s list. These two lists must be independently compiled and if the two lists contain a common set of prospective external reviewers, the unit Tenure Committee list shall be revisited and new possible external reviewers shall be identified as replacement for those originally on both lists.’

The statement (noted in red) indicates that prospective external reviewers appearing on the two independently compiled lists cannot serve and that new reviewers must be identified to replace those reviewers originally on both the candidate’s list and the committee’s list. This provision was NOT intended to prevent a unit Tenure Committee from selecting an external peer reviewer who
was also suggested by the faculty candidate."

The Faculty Governance Committee will review these regulations in their entirety and propose to the Faculty Senate revisions to Appendix D in Fall 2011. Until revisions are approved, the Faculty Governance Committee is asking the Faculty Senate and Chancellor to approve this interpretation as formal notification that an individual suggested by both the faculty candidate for promotion and/or tenure and the unit’s Tenure Committee may be selected to serve as an approved external peer reviewer.

Resolution #11-44
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Revisions to the *ECU Faculty Manual*, Part III. *Academic Freedom* as follows: (Additions are noted in **bold** print and deletions in *strike-through*.)

“The East Carolina University faculty and administration believe that in writing or speaking each member of the faculty has the same rights and duties as any other citizen. They believe also that each faculty member in exercising his or her right of free speech must realize that in the minds of many people he or she occupies a representative position and that in consequence the reputation of the university lies partly in his or her hands. Therefore, it is his or her duty to safeguard the reputation of the university and of his or her colleagues with special care.

**East Carolina University accepts the following statement of principles as derived from the 1940 Statement of Principles on Academic Freedom and Tenure by the American Association of University Professors.**

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, he or she should remember that the public may judge his or her profession and his or her institution by his or her utterances. Hence, he or she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.
East Carolina University also accepts the following statement concerning “Professors and Political Activity” made in 1969 by the American Association of University Professors.

The college or university faculty member is a citizen and, like other citizens, should be free to engage in political activities so far as he or she is able to do so consistently with his or her obligations as a teacher and scholar.

Many kinds of political activity (e.g., holding part-time office in a political party, seeking election to any office under circumstances that do not require extensive campaigning, or serving by appointment or election in a part-time political office) are consistent with effective service as a member of a faculty. Other kinds of political activity (e.g., intensive campaigning for elective office, serving in a state legislature, or serving a limited term in a full-time position) may require that the professor seek a leave of absence from his or her college or university.

In recognition of the legitimacy and social importance of political activity by faculty members, universities and colleges should provide institutional arrangements to permit it, similar to those applicable to other public or private extramural service. Such arrangements may include the reduction of the faculty member's work load or a leave of absence for the duration of an election campaign or a term of office, accompanied by equitable adjustment of compensation when necessary.

A faculty member seeking leave should recognize that he or she has a primary obligation to his or her institution and to his or her growth as an educator and scholar; he or she should be mindful of the problem which a leave of absence can create for his or her administration, his or her colleagues, and his or her students; and, he or she should not abuse the privilege by too frequent or too late application or too extended a leave. If adjustments in his or her favor are made, such as a reduction of a work load, he or she should expect them to be limited to a reasonable period.

A leave of absence incident to political activity should come under the institution's normal rules and regulations for leaves of absence. Such a leave should not affect unfavorably the tenure status of a faculty member, except that time spent on such leave from academic duties need not count as probationary service. The terms of a leave and its effect on the professor's status should be set forth in writing.

The policy set forth by the board of governors regarding political activities of university employees can be found in The University Policy Manual with a link to the Board of Governors policy (see item 300.5 http://www.northcarolina.edu/policy/index.php) is summarized in Part VI, General Personnel Information of the ECU Faculty Manual."

Resolution #11-45
Approved by the Faculty Senate: March 29, 2011
Accepted by the Chancellor: May 5, 2011 (holding for further study)
Approved by the Chancellor: May 24, 2012

Revisions to the ECU Faculty Manual, Appendix L. East Carolina University Code as follows:

(Additions are noted in bold print, deletions in strikethrough and further action in purple print.)
FACULTY INVOLVEMENT IN SELECTION AND EVALUATION OF ADMINISTRATORS

The faculty involvement in selection and evaluation of administrators are regulated by the following policies and guidelines:

A. **Board of Trustee Policy** on Appointment and Review of Administrative Officers at ECU, November 2007

B. **Board of Trustee Implementation Guidelines**, Spring 2009

C. Annual Evaluation of University Administrators
   Faculty shall evaluate administrators annually, employing an instrument approved by the Faculty Senate and the Chancellor. The results of such evaluations shall be made available to the administrator and the administrator’s supervisor.

Approved:
Faculty Senate Resolution #93-41
10 December 1993
East Carolina University Board of Trustees

Amended:
Faculty Senate Resolution #96-5, March 1996
Faculty Senate Resolution #96-15, May 1996
Faculty Senate Resolution #98-28, November 1998
Faculty Senate Resolution #00-20, April 2000
Faculty Senate Resolution #03-05, March 2003
Faculty Senate Resolution #03-32, April 2003 (editorial revisions)
Faculty Senate Resolution #03-37, October 2003
Faculty Senate Resolution #03-51, December 2003
Faculty Senate Resolution #05-08, April 2005
Faculty Senate Resolution #11-45, May 2012

Interpretations:
Section A. (2-11-98, 9-6-96, and 2-23-94)
Section A. and F. (2-1-00)
Section D.2. (Faculty Senate Resolution #01-12, February 2001)
Section D.1.f. (Faculty Senate Resolution #05-07, February 2005)
Section B.1.c. (Faculty Senate Resolution #05-40, September 2005)

Resolution #11-46
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection G. Faculty Absence and Part VI. General Personnel
Policies, Section I. Employment Policies, Subsection D. Leaves of Absence to read as follows:

Revise and combine with text located in Part VI. Section I.D. and keep in the Faculty Manual.

G. Faculty Absence
Any faculty member who contemplates being absent from regular campus duties is expected to make arrangements in advance with his or her unit administrator. The unit administrator then makes arrangements for this absence as well as substitute arrangements with the appropriate vice chancellor. A petition to travel form must be completed and submitted to the office of the appropriate vice chancellor at least two weeks in advance for in-state trips, at least three weeks in advance for out-of-state trips, and at least four weeks for out-of-country trips. In the event of an absence caused by an emergency or illness, a faculty member is advised to inform the dean or chairperson at his or her earliest convenience.

Revise and keep in the Faculty Manual under Benefits and Leave with other reorganized items.

D. Leaves of Absence

“Faculty Absence and Leave
Faculty members unable to perform their duties are expected to make arrangements in advance with their unit administrators. The unit administrator then determines the acceptability of the absence from duty, and if necessary, will coordinate substitute arrangements with the appropriate administrator (dean or vice chancellor). If the absence from duty is associated with travel, faculty must be in compliance with the East Carolina University travel policy (http://www.ecu.edu/cs-admin/financial_serv/accountspayable/travelmanual.cfm) which mandates that all university travel is subject to availability of budgeted funds and must be approved before travel may begin. In the event of an absence from duty caused by an emergency or illness, a faculty member is advised to inform the unit administrator at his or her earliest convenience; normally the notification should be within one business day. Faculty members incurring an illness or emergency for more than three consecutive business days are to be notified by the unit administrator of their potential entitlements under the Family and Medical Leave Act (FMLA). Refer to http://www.ecu.edu/cs-admin/HumanResources/Benefits.cfm for additional information on leave and benefits coverage under FMLA.

Faculty members may take a leave of absence for one or more semesters (normally not more than two academic years or more often than once in three years) or appropriate period of time for the faculty in the Brody School of Medicine. The leave can be with salary or without salary, depending on the type of leave and the advance approval for the leave of absence.

Faculty members requesting a professional leave of absence should include the reason(s) for the request and the dates the faculty member is requesting leave. The unit administrator will forward the request to the Personnel Committee, which will make a recommendation to the unit administrator. The unit administrator will make a recommendation and will forward both recommendations to the immediate supervisor. This procedure shall be repeated at each administrative level until the recommendation reaches the appropriate vice chancellor. After reviewing the recommendations, the vice chancellor will make a decision and will notify in writing the faculty member, the unit administrator, and the administrator's immediate supervisor.
Leaves of absence include, but are not limited to, the following:

1. Professional leave. Leave is granted to give permanently tenured faculty members opportunities for research, advanced study and/or professional growth. For both permanently tenured and probationary-term faculty members, this type of leave allows faculty members to accept competitive awards in programs such as the Fulbright or Fogarty Fellowships, allowing research or advanced study opportunities.

2. Faculty Scholarly Reassignment. Leave is granted for a faculty member to pursue full-time a project involving research or creative (scholarly) activity. Details of the ECU Faculty Scholarly Reassignment policy, including eligibility and terms and conditions, are located at (link to be provided).

3. Personal leave. In accordance with ECU’s Faculty Serious Illness and Parental Leave Policy, a faculty member may request personal leave for purposes such as serious illnesses, maternity leave, or parental leave as defined by the Family and Medical Leave Act (FMLA). See http://www.ecu.edu/cs-admin/HumanResources/Benefits.cfm for more information.

4. Public service leave. A faculty member may run for political office, serve in appointed or elected public office, or serve in an appointed professional office and request a leave of absence. See “Political Activities of Employees” of the UNC policy manual policy (http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=331) for more information on this type of leave.

5. Community Service Leave. Leave is granted under certain criteria for volunteers to support schools, communities, citizens, and non-profit charitable corporations. See the University Policy Manual (http://www.ecu.edu/business_manual/Human_Resources_Policy13.htm) and the UNC “community service leave” policy (http://www.northcarolina.edu/policy/index.php?pg=dl&id=288&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dfvb%26tag%3DChapt%26v%3D1300) for more information on this type of leave.

6. Military Service Leave. Leave is granted to fulfill a military obligation, such as a call to active duty for a reservist. See policy link (http://www.ecu.edu/business_manual/Human_Resources_Policy13.htm) for more information.

Faculty members may retain voting privileges while they are on leave of absence but in attendance at specified committee meetings, such as personnel, promotion, and tenure committees. Please refer to Section IV. of the ECU Tenure and Promotion Policies and Procedures located in the ECU Faculty Manual. Leaves of absence for probationary-term faculty members may, under cases of severe personal exigency or other compelling personal circumstances, include extension of the length of the probationary term. The conditions for, and approval process of, extensions of the probationary term can be found in Section II.C.4 of the ECU Tenure and Promotion Policies and Procedures, located in the ECU Faculty Manual. Continuation of benefits for faculty members on leave is covered by university and state regulations.
Prior to taking leave, faculty members are encouraged to speak with a university benefits counselor to determine benefit continuation options. Additional information is available at the following website: http://www.ecu.edu/cs-admin/HumanResources/Benefits.cfm.

A faculty member may take a leave of absence for one or more semesters (normally not more than two academic years or more often than once in three years.) The leave can be with salary or without salary, depending on the type of leave and the advance approval for the leave of absence. A faculty member who is requesting a professional leave of absence for one semester (or appropriate period of time for the School of Medicine) or more should forward a written request to the unit administrator. The request should include the reason(s) for the request and the dates the faculty member is requesting leave. The unit administrator will forward the request to the Personnel Committee, which will make a recommendation to the unit administrator. The unit administrator will make a recommendation and will forward both recommendations to the immediate supervisor. This procedure shall be repeated at each administrative level until the recommendation reaches the appropriate vice chancellor. After reviewing the recommendations, the vice chancellor will make a decision and will notify in writing the faculty member, the unit administrator, and the administrator's immediate supervisor. (This does not include request for leave subject to the Family Medical Leave Act. For a copy of that procedure, please contact the Department of Human Resources.) (Faculty Senate Resolution #00-30, November 2000)

There are generally 3 types of leaves of absence.

1. Professional leave. This type of leave is granted to give a permanently tenured faculty member opportunities for research, advanced study and/or professional growth. For probationary-term faculty members, this type of leave allows faculty members to accept competitive awards in programs such as the Board of Governors Doctoral Assignment Fellowship, Fulbright Fellowship, or Fogarty Fellowship programs, allowing research or advanced study opportunities.

2. Personal leave. Faculty members may request personal leave for purposes such as illness, childbirth, and/or child care.

3. Public service leave. A faculty member may run for political office, serve in appointed or elected public office, or serve in an appointed professional office and use this type of leave. Policies governing this type of leave are explained in the ECU Faculty Manual, Part VI., Section 1., Employee Involvement in Political Candidacy and Officeholding. A leave of absence for the purpose of holding public office may not exceed two years. Any requests for leave of absence must be made in writing, in accordance with unit codes and with ECU Faculty Manual, Appendix D., Tenure and Promotion Policies and Procedures of ECU. Requests must accompany the personnel recommendation form. Leaves of absence are subject to Appendix D., Section II.C.3., Extensions of the Probationary Term. For faculty members who do not have tenure, a period of leave might not count as a part of the probationary period. The tenure decision might be postponed for a period as specified in Appendix D., Section II.C.3. Since leaves are often granted under circumstances that place an ethical obligation on the recipient of such leaves to return, the faculty member on leave should observe the same rules regarding adequate notice of resignation as found in Appendix D., II.A.5., Notice of Resignation. The returning faculty member's pay will begin in the semester in which he or she returns from leave. The contract between the faculty member on leave and the university will be renewed. Raises and promotions awarded during the period of leave will be placed into effect at the time that the faculty member returns from leave. While on leave, the faculty member will have the opportunity to maintain group life, health, and total disability insurance consistent with the policies of the university. It should be noted that if the health insurance is not continued while on leave of absence, the employee and dependents will be subject to a preexisting clause for any medical condition, whether diagnosed or not, for one year upon their re-enrollment in the plan. (Faculty Senate Resolution #98-5, February 1998)
The University also has a Serious Illness and Disability Leave for Faculty policy that is detailed in Section VII.C. of this document.

Resolution #11-47
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: May 5, 2011

Revisions to the ECU Faculty Manual, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection B. Collection of Money and Part V: Academic Information, Section I.L. Ordering Textbooks and Collateral Material to read as follows:

Remove text from the ECU Faculty Manual, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection B. Collection of Money.

B. Collection of Money

No individual or department of the university may collect any money without being authorized to do so by the business office, and reports of all such collections, when authorized, shall be made on forms provided by the business office. All money collected shall be turned in to the business office promptly for deposit. All disbursements are to be made by check drawn by the business office. The foregoing regulation by the board of trustees applies to university funds and does not apply to civic and charitable fund campaigns. Collections of funds for special instructional materials, such as magazines, should be made by a designated student and not a faculty member.

Add text (noted in bold) to the ECU Faculty Manual, Part V. Academic Information, Section I.L. Ordering Textbooks and Collateral Material, to read as follows:

“L. Ordering Textbooks and Collateral Material

All items, including textbooks and supplies, that the students are expected to purchase should be requisitioned each semester in a format provided by the Dowdy Student Stores. Book requisitions received on the requested due dates allow the store time to prepare buy-back lists used in purchasing from the students any book that they no longer need. This helps the students to keep the total costs of textbooks down as much as possible.

In a cooperative arrangement the Dowdy Student Stores provides an instructor publishing service for supplemental course materials. The store provides quality academic course materials that are sold alongside the textbooks for the course. The course pack department of the store will obtain copyright permission, process orders, and calculate and collect royalties. This service is provided at no charge to your department. A complimentary desk copy of their course pack is available to the instructors upon request.

Unit administrators or their designees will inform instructors when textbook and course supply orders are due. Instructors submit a requisition for each course providing the Part V-8 information needed to order the necessary books and supplies. If no textbook is required for a course this should be so noted. Unit administrators should retain a copy of the requisitions in each departmental office for future reference. (FS Resolution #10-53, April 2010)

When special instructional materials (e.g., magazines, field-related supplies, etc.) are required for a course, the Institutional Trust Funds Office within the Division of Administration and Finance should be contacted in order to provide guidance regarding the special course fee
process and whether these services can be provided by the Dowdy Student Stores. ”

Resolution #11-48  (submitted later as #11-81)  
Approved by the Faculty Senate: March 29, 2011  
Returned by the Chancellor: May 5, 2011  further revisions requested

Revisions to the ECU Faculty Manual, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection J. Salary Policies to read as follows:

Revise and keep in the Faculty Manual.

“Salary Policies
Faculty annual salaries are paid semimonthly. New employees receive the first payment on the first available payroll date as stated on the employee contract. When the 15th or last day of a month falls on a non-work day for the business office, distribution of payment paycheck will be made on the last work day prior to that day. Arrangements must be made with the payroll office to have all payments paychecks deposited in a local bank to the faculty member's account. Salaries for summer teaching are paid in accordance with the employee contract. Salaries for summer term I teaching are paid in three installments. Salaries for summer term II are paid in two installments, and salaries for 11-week summer term are paid in five installments.

Federal and state income tax withholdings are based off information furnished to the payroll office on the US Treasury Department Form W-4 and North Carolina Department of Revenue Form NC-4, respectively.

New Faculty and non-immigrant visa holders must complete an I-9 form and updated forms when required by Federal law. Criminal background checks will also be conducted on all new faculty.

For a more detailed description on Salary Policies (e.g. overloads, summer overloads, research/creative activity, less than full time employees, etc.) see the following resources:

Faculty annual salaries are paid semimonthly. New employees receive the first check on the last work day of September. Checks are distributed to each department by special messenger in the morning on the 15th, and last day of each calendar month. When the 15th. or last day of a month falls on a non-work day for the business office, distribution of checks will be made on the last work day prior to that day. Arrangements may also be made with the payroll office to have checks deposited in a local bank to the faculty member’s account. Salaries for summer term teaching are paid at the close of each term.

Federal income tax is withheld on the basis of information furnished to the payroll office on US Treasury Department Form W-4. It is the responsibility of the employee to furnish the payroll office with a revised Form W-4 if the number of withholding exemptions is changed due to deaths, births, or other reasons. Since withholding exemptions are applied to the regular salary of the individual, the withholding tax on supplemental salaries for summer term, extension teaching, etc., must be
calculated without benefit of exemptions. In January of each year, each employee will receive from
the payroll office receipts, US Treasury Department Form W-2 and NC Department of Revenue Form
NC-2 for income taxes withheld for the previous calendar year.

State income tax is withheld on the basis of information furnished to the payroll office on North
Carolina Department of Revenue Form NC-4. It is the responsibility of the employee to furnish the
payroll office with a revised Form NC-4 if the number of withholding exemptions is changed due to
deaths, birth, or other reasons. If supplemental wages such as bonuses, commissions, or overtime
pay are paid at the same time as regular wages, the income tax to be withheld is determined as if the
aggregate of the supplemental and regular wages were in a single wage payment for the regular
payroll period.

For a full-time member of the faculty or EPA professional staff, the salary approved by the Board of
Governors is the full compensation to be expected during the period of employment. No additional
payments may be made for university duties that are generally related to the position to which the
individual is appointed. The period of appointment includes all formal holidays and interludes during
which no classes are scheduled.

Regardless of the salary source, total compensation paid during the period of appointment cannot
exceed the salary amount authorized in the current academic salary increase document, except for
extraordinary situations that must be approved in advance by the appropriate vice chancellor.

Total Compensation: An individual’s total annual salary compensation from all university sources may
not exceed 133% of the annual nine-month base salary or 100% for a twelve-month employee during
the twelve-month contract period without prior authorization from the appropriate vice chancellor.

Bonus amounts awarded to EPA or CSS employees as part of the Clinical Faculty Compensation
Plan or Management Flexibility Act are not be included in the calculation of total annual salary
compensation in the determination of the above amounts.

Less Than Full-time Employees: Upon appropriate approvals, individuals with appointments of less
than full-time during an academic year or fiscal year can increase their commitment up to full-time
with additional compensation. However, in no event may the effort of an individual exceed full-time
commitment unless specifically approved in advance; additional compensation must be proportional
to the base salary rate and not exceed full-time equivalency unless specifically approved in advance.

Research/Creative Activity: It is expected that such other proposed duties or tasks may require
reduction in other planned responsibilities of the faculty or professional staff member. For example,
arrangements may be made for reassigned time or research contract “buyouts” if faculty members
are to conduct sponsored program activities during the regular academic year. Sponsored program
activity does not normally constitute extraordinary or exceptional projects for consideration for
supplemental payment.

Overloads: Effective August 1, 2002, overload stipends for any purpose should normally be limited to
one per academic year and only after the appropriate dean has granted prior approval and notified
their appropriate vice chancellor. Pay rates for non-distance education overloads will be equated to
the annual nine-month salary rate; i.e., pay per credit hour for overloads may not exceed the per
credit hour nine-month rate based on a twelve credit hour per semester full-time basis. As per
Administrative Memorandum 407, a second overload stipend for distance education purposes may be
granted during an academic year, but only after prior approval from the appropriate vice chancellor.
Units must ensure that overloads are necessary and should reduce reassignments for non-
instructional purposes if at all possible prior to authorizing an overload stipend. It is preferable that overloads be kept to a minimum and be granted no more than once per academic year. Pay rates for distance education overloads may not exceed the published rates for summer school.

Summer Overloads: No overloads will be permitted during summer school sessions except in extraordinary circumstances and with prior approval. Compensation from any and all salary sources for summer employment may be arranged not to exceed three-ninths of the previous year’s nine-month annual salary base rate. The pay rate from summer school funds and distance education summer school courses will be based on a percentage of the nine-month rate up to a published annual maximum per session. The specific rates may be obtained through the office of the Provost.

Work for ECU Outside the Home Unit: Prior approval to teach or perform other duties outside the faculty member’s home unit is required from all involved administrative levels.

Salary Conversion Rate for Faculty Holding Twelve-month Appointments: The salary of a faculty member holding a twelve-month appointment will be converted back to a nine-month faculty salary at the rate of 9/11ths of his/her twelve-month base salary. Exceptions to this pattern may occur based on individual based negotiations depending on the level of the position, experience, and other factors. The approval of the Chancellor is required for such conversions to occur.

External Activities for Pay: The policies covering Faculty and Professional Staff income derived from external activities for pay are governed by Part VI. of the ECU Faculty Manual. Individuals are expected to comply with these policies that include seeking prior administrative permission to the commencement of the activity and the filing of annual conflict of interest statements at the end of the academic year. The External Activities for Pay forms and the Conflict of Interest Forms are available at www.aa.ecu.edu/forms. (Faculty Senate Resolution #03-14, March 2003)"

Resolution #11-49
Approved by the Faculty Senate: March 29, 2011
Rejected by the Chancellor: May 5, 2011  (reason why for rejection)

Resolution on Library Support, as follows:

WHEREAS, both the J.Y. Joyner and the William E. Laupus Health Sciences Libraries are an integral part of the academic core of East Carolina University, and

WHEREAS, funding for both libraries has experienced reductions over the past several years and the libraries anticipate substantial additional reductions in FY 2012.

THEREFORE BE IT RESOLVED, THAT funding for library collections and services be secured in order to preserve this aspect of ECU’s academic core, and that the libraries be spared from future reductions in funding that might adversely affect the education and research missions of East Carolina University.

Resolution #11-50  (submitted later as #11-71)
Approved by the Faculty Senate: March 29, 2011
Approved AND Returned by the Chancellor: June 27, 2011  further revisions requested
Revisions to several Standing University Academic Committee Charges, including:

Faculty Governance Committee - further revisions requested

Faculty Welfare Committee  APPROVED

Teaching Grants Committee  APPROVED

Unit Code Screening Committee - further revisions requested

University Budget Committee - further revisions requested

Resolution #11-51  (Submitted earlier as #10-08, #10-52, #10-78, #11-16, #11-35)
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor:  May 26, 2011

New Section to the ECU Faculty Manual, Part V. Academic Information, entitled Final Examinations.

**Place in the Faculty Manual.**

"Part V. Final Examinations

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the scheduled time for the exam should be treated as regular class with appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the printed schedule of examinations except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. A student who is absent from an examination without excuse will be given a grade of F for the examination. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor.

No test intended to substitute for the final exam may be given during the week preceding the final examination period. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day."

Resolution #11-52  (Submitted earlier as #10-27 and #11-14)
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor:  May 26, 2011

Revised and keep in the Faculty Manual.

“Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. Disruptive academic behavior impedes the learning environment and hinders other students’ learning. The course instructor has original purview over his/her class and may deny a student who is unduly disruptive the right to attend the class. Students who repeatedly violate reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

This policy does not restrict the instructor’s prerogative to ask a disruptive student to leave an individual class session where appropriate or to refer the student to the Office of Student Rights and Responsibilities for violation of the Student Code of Conduct.

Disruptive Academic Behavior

Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults. A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed within the course, during times when the instructor permits discussion, is not in itself disruptive academic behavior.

Procedure for Instructors

A student who does not follow reasonable standards of academic decorum should first receive a private verbal warning from the faculty member. The instructor should describe the behavior of concern to the student, explain that it is inappropriate, and ask the student to stop the behavior. If the behavior continues, the instructor should give the student a written warning indicating that the student will be removed from the course if the behavior does not cease. If the behavior persists, the instructor should discuss the situation with his/her department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with his/her department chair and the student to inform the student that s/he is being removed from the course. This decision must be communicated in writing to the student with a copy promptly forwarded to the Office of Student Rights and Responsibilities. The department chair must promptly communicate the decision in writing to the Office of the Registrar so that the student’s schedule will be adjusted accordingly. Instructors should keep written documentation of all actions taken during this process.

If the behavior is threatening in nature or is likely to result in immediate harm, the faculty member should contact the East Carolina University Police Department for immediate assistance.
Student Appeals
The student may appeal the decision of the instructor and the department chair to remove him/her from the course to the academic dean of the college in which the course is located. The appeal must be received by the dean, in writing, within three working days of the date of the receipt of the decision by the student. The dean or dean’s designee will review the appeal and the documentation, will discuss the appeal with the faculty member and, after discussion with the student and instructor, can affirm, reverse or modify the decision made by the instructor and department chair. The student, instructor and department chair will be notified of the appeal decision no later than three working days after receiving the appeal. The dean will provide written notification of the appeal decision to the Office of Student Rights and Responsibilities, and also, if the original decision is overturned, to the Registrar’s Office. If the decision is made that the student is to return to the course then the student will be allowed to immediately return to the classroom without academic penalty and the chair will work with the student and instructor to facilitate the completion of any missed work. The dean’s decision is final.

Footnote
ECU provides reasonable accommodations to students with disabilities. When communicating a warning to a student, faculty should ensure the discussion is private and refer any student who discloses a disability to Disability Support Services.”

Resolution #11-53
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Peer Review Instrument for On-line Courses.

Resolution #11-54
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Request to Remove Foundation Curriculum Credit from HNRS 2116, 2216, 2316 and 2416.

Resolution #11-55
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Curriculum matters contained in the minutes of the March 24, 2011, and March 31, 2011 meetings.
Resolution #11-56
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Request for Authorization to Discontinue a Certificate in Aquatic Management, within the Department of Recreation and Leisure Studies, College of Health and Human Performance.

Resolution #11-57
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: n/a

Educational Policies and Planning Committee Criteria for Reviewing Unit Academic Program Reviews, as follows:

1. Did the unit response acknowledge each of the external reviewer’s recommendations?
2. Did the unit response address each of the recommendations in an action plan that is specific, measureable, achievable, realistic, and time-bound?

Resolution #11-58
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Formal faculty advice offering no wording changes to the interim Religious Accommodation University Regulation.

The Committee reviewed the proposed interim regulation and offers no wording changes.

The Committee does wish to bring to the attention of the Faculty Senate that the Dean of Students should be contacted by the student when needing to miss a class due to a religious holiday in order to have the Dean verify the holiday according to the current Class Attendance and Participation Regulations, located in the University Undergraduate Catalog, Academic Regulations.

1. Introduction
The University strives to ensure that applicants, employees, students, and visitors do not suffer discrimination because of religion or national origin. The University does not discriminate against any qualified student, employee or applicant for employment because of race, sex, creed, religion, national origin, age, color, handicapping condition, sexual orientation, veteran’s status, political affiliation, or genetic information.

2. Accommodations Requirements

2.1. Minimum Requirements for Students: Students shall be allowed a minimum of two excused absences each academic year for religious observances required by the faith of the student. Students shall provide written notice to the faculty member for the affected class of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance. If a faculty member determines a specific minimum period of prior notice to be reasonable with regard to
a class for purposes of complying with this requirement, he or she should communicate that to the students in the class.

2.1.1. Students shall be given the opportunity to make up tests and other work missed due to such an excused absence for a religious observance.

2.1.2. The Requirements in 2.1 are effective immediately and shall apply at the beginning of the 2010-11 academic year.

2.2. Considerations: The University accommodates the religious observances and practices of employees and students except where such accommodation causes undue hardship on the conduct of the University's business, but always in compliance with applicable law. The extent of the University's obligation is determined initially by considering statutory requirements, and any obligation of accommodation beyond that shall be determined with consideration of business necessity, financial costs and expenses, and resulting personnel and/or academic problems.

3. Complaints or Grievances Regarding these Provisions
Any member of the University community desiring information or having a complaint or grievance in regard to these provisions should contact the Associate Provost for Equity, Diversity, and Community Relations, Dr. Taffye Benson Clayton, Office of Equity, Diversity and Community Relations, Suite G-406 Old Cafeteria Building, East Carolina University, Greenville, North Carolina 27858-4353. Telephone (252) 328-6804. Internet: <a href="http://www.ecu.edu/edc">www.ecu.edu/edc</a>.

4. Retaliation for Participating in a Complaint Regarding these Provisions
Any act by a University employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, retaliation, or harassment against an employee or student for using the applicable policies responsibly interferes with free expression and openness and violates University policy. Accordingly, members of the University community are prohibited from acts of reprisal and/or retaliation against those who file complaints, are involved as witnesses, or otherwise try to responsibly use University policies.

Additional References: NC General Statutes Sec. 116-11(3a)

Resolution #11-59
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: n/a

Review of Class Attendance and Participation Regulations to address the below question:
Is it consistent with the university excused absence policy for instructors to declare on their syllabus that there will be no make-up exams and the lowest grade on quizzes/exams will be dropped?

Without specific recommended revisions to the current regulations, the Committee does not see a need to offer revisions at this time. The Committee does suggest that members of the Athletics Department consider drafting a generic form for instructors to sign and return to either
the Department or student verifying that the instructor agrees to honor valid university excused absences and provide reasonable and equitable means for a student to make up work missed as a result of those absences. The Committee also reminds the Athletics Department of the appeal process included in the current Class Attendance and Participation Regulations.

Resolution #11-60
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Revisions to the ECU Faculty Manual, Part VI. Section I. Employment Policies, Subsections H. Phased Retirement, I. Retirement and K. Emeritus Faculty Privileges, as follows:

Revise and keep in the Faculty Manual with other retirement information, including Phased Retirement and Emeritus Faculty Privileges.

“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:

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/parking/standard_manual.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/cs-admin/1card/getthecard.cfm

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

Revise and keep in the Faculty Manual with other retirement information, including Retirement and Emeritus Faculty Privileges.

“Phased Retirement
Participation in East Carolina University’s Phased Retirement Program is available to tenured faculty who meet University of North Carolina Program eligibility criteria as detailed in the policy available online at: http://www.northcarolina.edu/policy/index.php?tag=300.7.2

Application Forms can be found at the following website:
http://www.ecu.edu/cs-acad/aa/AAPersonnelForms.cfm

Revise and keep in the Faculty Manual with other retirement information, including Phased Retirement and Retirement. Also add LINK to this subsection in Faculty Marshals, Mace Bearer, and Academic Apparel subsections of the Faculty Manual.

“Emeritus Faculty Privileges

Upon the recommendation of the unit personnel committee, unit head, appropriate dean, and appropriate vice chancellor, in accordance with criteria defined in the unit code, the chancellor may grant the faculty retiree emeritus status (as defined in Personnel Policies and Procedures for the Faculty, Appendix C) which includes the continuance of eligibility to march, wearing appropriate regalia, in University commencement exercises and other University formal processions, as active faculty.”

Revise and keep in the Faculty Manual.

“II. Benefits and Leave

A. Benefits
A variety of benefits are available to permanent employees of ECU, based on specific eligibility criteria. All benefits are subject to state regulations, university policies and procedures, and individual plan documents. Employee benefits are subject to change and reasonable notice is provided to employees by Human Resources when changes occur. Information about benefits may be obtained from the University Benefits Office in Human Resources located online at: http://www.ecu.edu/cs-admin/HumanResources/Staff_Faculty.cfm. See the University Policy Manual for more information.

B. Workers’ Compensation
All university employees, including paid student workers, are covered by workers' compensation that provides for certain benefits in the event there is an on-the-job injury or illness. If and when an on-the-job injury or illness should occur, it should be reported immediately to the supervisor who will notify the appropriate university offices. For additional information about workers’ compensation and related forms see the University Policy Manual and Environmental Health and Safety website http://www.ecu.edu/cs-admin/oehs/ih/workerscomp.cfm.

C. Disability Insurance
ECU has disability insurance coverage for both short-term (2 to 12 months with the possibility of a 12 month extension) and long-term (greater than 12 months) situations. The specific details of the disability insurance options can be found at the HR Benefits website: http://www.ecu.edu/hr/benefits.cfm. Questions regarding disability coverage should be directed to a University Benefits Counselor listed online at http://www.ecu.edu/cs-admin/HumanResources/HR_Staff.cfm

D. Vacation and Sick Leave
Faculty with twelve-month employment contracts may earn be granted leave as authorized by the vice chancellors and chancellor. Teaching faculty with twelve-month employment contracts may only be granted vacation leave and are not eligible for sick leave. Teaching faculty who have a nine-month employment contract do not earn vacation or sick leave.

E. Faculty Serious Illness and Parental Leave Policy
This policy provides leave with pay for eligible faculty for cases of serious health conditions, maternity leave, or parental leave as defined by the Family and Medical Leave Act. See the University Policy for more information.”
Resolution #11-62 (submitted later as #11-71)
Approved by the Faculty Senate: April 19, 2011
Approved AND Returned by the Chancellor: June 27, 2011 further revisions requested

Revisions to several Standing University Academic Committee Charges, including:

Academic Awards Committee - further revisions requested

Foundations Curriculum and Instructional Effectiveness Committee APPROVED

Educational Policies and Planning Committee - further revisions requested

Resolution #11-63
Approved by the Faculty Senate: April 19, 2011
Approved by the Chancellor: May 26, 2011

Formal faculty advice offering no wording changes to the Social Media Use Regulation.

(The below proposed regulation references many items included in the Social Media Guidelines. The guidelines will contain information that changes more frequently.)

Title: Social Media Use
PRR Classification #: (List POL, REG RULE and leave #blank. To be done by Legal)
PRR General Subject Matter: (Leave blank. To be done by Legal)

Authority: Chancellor
History: New
Related Policies:
Academic Computer Use Policy www.ecu.edu/cs-itcs/policies/academicpolicy.cfm
Copyright Policy libguides.ecu.edu/copyright
ECU Social Media Guidelines www.ecu.edu/cs-itcs/customCF/SocialMediaGuidelines.pdf
E-Discovery Governed by NC State Rule of Civil Procedure law.onecle.com/north-carolina/1a-rules-of-civil-procedure/index.html
Family Educational Rights and Privacy Act (FERPA) www.ecu.edu/cs-itcs/itsecurity/upload/FERPA%20Flyer.pdf
Graphics and Licensing Standards www.ecu.edu/licensing
Healthcare Applicable Use Policies www.ecu.edu/cs-dhs/hipaa/aup.cfm
IT Security Compliance & Regulations www.ecu.edu/cs-itcs/itsecurity/regulations.cfm
Network Use Regulation www.ecu.edu/cs-itcs/policies/networkpolicy.cfm
North Carolina Identity Theft Act www.ecu.edu/cs-itcs/itsecurity/NCIDTheftDetailed.cfm
Official and Recognized ECU Social Media Sites www.ecu.edu/SMofficial
Social Security Number Resource Page www.ecu.edu/cs-itcs/ssnresource/index.cfm
Trademark and Logo Use www.ecu.edu/cs-admin/univpubs/the_university_image.cfm
University Attorney Statement on Copyright www.ecu.edu/cs-itcs/policies/copyright.cfm
The University Image www.ecu.edu/univpubs/the_university_image.cfm
University Marketing Standards www.ecu.edu/cs-admin/univpubs/the_university_image.cfm
1. Purpose

1.1. Social media sites are online communities used increasingly in all aspects of our professional and personal lives to communicate and distribute information. Well-known examples of these sites are Facebook, YouTube, and Twitter.

1.2. The increase in usage of this type of media has resulted in new ways to share events, reach out to alumni, and gather feedback on issues. Along with positive effects are new concerns that we want to make employees and students aware of, such as the increased diligence we need to have in communicating on these sites to maintain an atmosphere of integrity, honesty, and respect that is free of harassment, exploitation, and intimidation. To help guide us in the use of these tools, we have created this regulation and the social media guidelines referenced in the Additional references sections for our community of users.

2. Applicability

2.1. This regulation is applicable to all East Carolina University (ECU) faculty, staff, temporary employees, students, contractors, and visitors to campus accessing the university network and/or data.

3. Instructional Use

3.1. Required student communication for instruction should be limited to university-managed tools that protect student data as required by FERPA and meet the guidelines for legal e-discovery. Several university tools meet these requirements (e.g., Blackboard, Centra, Yammer). An updated list of recommended tools will be maintained within the ECU Social Media Guidelines.

3.2. If you choose to use a non-managed social media tool (e.g., Facebook, Twitter, etc.) for supplementary discussion and informal activity, this regulation must be followed.

4. University Business Use

4.1. Only university employees, not student employees, are authorized to create external social media networking sites to conduct university business that requires community outreach.

4.2. If authorized by the home department and in adherence with this regulation, an employee may post department information, resources, calendars, and events on authorized university social media sites.

4.3. Each social media site requires a university employee to act as administrator to manage and monitor the site.

4.4. All social media activity must be consistent with the principles set forth in the ECU Social Media Guidelines.

5. ECU Trademark, Logo, and University Mark
5.1. Only sites that have been authorized to do so may use the ECU logo or trademarks. Any use of a university mark must be consistent with the regulations and standards established by University Marketing.

5.2. Application and authorization for the use of the ECU logo and trademark is outlined in the ECU Social Media Guidelines.

5.3. There are two types of authorized sites: (1) Official – a site that represents the entire university and uses ECU trademarks and logos, and (2) Recognized – a site that represents a portion of the university (e.g., a department or college), complies with this regulation, applicable social media guidelines, and approved by University Marketing.

5.4. Once all guidelines are met, please register your site with University Marketing. A list of Official and Recognized social media sites will be maintained in one location by University Marketing.

6. Ensuring Privacy in Communications

6.1. All sites, regardless of status, are expected to maintain confidentiality by excluding confidential or proprietary information about ECU, its students, faculty, staff, patients, or alumni.

6.2. All sites should reflect good ethical judgment and follow university policies and federal requirements, such as FERPA and HIPAA.

6.3. ECU strictly prohibits the unauthorized disclosure of protected health information including patient images on any social media sites.

6.4. Sites will not use information shared on these sites as part of passwords and/or answers to passphrase security questions.

7. Disclaimer

7.1. Individuals or groups within the university community are not permitted to present personal opinions on ECU maintained sites in a manner that implies endorsement by the university.

7.2. If posted material may reasonably be construed to imply the support, endorsement, or opposition of the university, including opinions or views on issues, the material will be accompanied by the following disclaimer. “The contents including all opinions and views expressed within this site, are entirely personal and do not necessarily represent the opinions or views of anyone else, including other employees in my department or at ECU. ECU has not approved and is not responsible for the material contained at this site.”

8. Compliance and Monitoring

8.1. Users of social media networks must adhere to all university computer policies, regulations, rules, and standards. ECU does not routinely monitor social media sites; however, the university reserves the right to investigate issues that are reported or discovered to enforce applicable federal, state, University of North Carolina Board of Governors, and University laws and policies.

8.2. In response to concerns or complaints, university administrators may examine profiles on social networking sites that are being used to conduct university business and use information in formal or informal disciplinary proceedings.

Resolution #11-64
Approved by the Faculty Senate: April 26, 2011
Approved by the Chancellor: June 27, 2011
Reinstated Standing University Academic Writing Across the Curriculum Committee.

Resolution #11-65 (submitted later as #11-71)
Approved by the Faculty Senate: April 26, 2011
Approved AND Returned by the Chancellor: June 27, 2011  further revisions requested

Revised Standing University Academic Committee Charges, including:

Distance Education and Learning Technology Committee  APPROVED

University Curriculum Committee  -  further revisions requested

Resolution #11-66
Approved by the Faculty Senate:  September 6, 2011
Approved by the Chancellor:  not applicable

Resolution to Celebrate the Fiftieth Anniversary of the Diversification of the East Carolina Campus:

    Whereas, the original charter of East Carolina stated that the school educate “white men and women,” in accordance with the "separate but equal" Plessy vs. Ferguson (1896) ruling of the United States Supreme Court; and

    Whereas, the United States Supreme Court ruled in the Brown v. Board of Education of Topeka case that "separate but equal" provisions in public schools are unconstitutional in 1954; and

    Whereas, the North Carolina General Assembly changed the charter of East Carolina College by dropping the term "white" in 1957, providing simply for the education of "men and women"; and

    Whereas, African American teachers participated in off-campus East Carolina College summer enrichment programs from 1957 to 1960; and

    Whereas, in the spring of 1961 the East Carolina College Board of Trustees changed the admission policy to accept all qualified students; and

    Whereas, in the Summer of 1961 a group of African American teachers attended summer school courses on the main campus of East Carolina College, becoming the first African American students on campus at East Carolina; and

    Whereas, today the East Carolina University community—including students, faculty, and staff—consists of people of many races and ethnicities; now therefore

    Be it Resolved that, the Faculty of East Carolina University commemorates and celebrates the fiftieth anniversary of the diversification of East Carolina College; and
Be it Further Resolved that, the Faculty of East Carolina University supports a sustained diverse and inclusive learning, living, and working environment.

Resolution #11-67
Approved by the Faculty Senate: September 6, 2011
Approved by the Chancellor: October 4, 2011

Curriculum and academic program matters contained in the April 14, 2011 and April 28, 2011 University Curriculum Committee meeting minutes.

Resolution #11-68
Approved by the Faculty Senate: September 6, 2011
Approved by the Chancellor: September 7, 2011

Revised ECU Faculty Manual, Part VII. Research Information, Section VI. Policy and Procedures on Ethics in Research and Creative Activities, as follows:

A. Policy
Faculty, staff, post doctoral fellows and students of East Carolina University have the responsibility to seek honestly and to promulgate ethically the truth in all phases of work. This responsibility governs not only the production and dissemination of research and creative activities, but also all applications for funding, reports to funding agencies, and teaching and publication of teaching materials.

East Carolina University subscribes to the following principles in its research and creative activities:
1. Honesty and truth must underlie all professional relationships of faculty, staff, post doctoral fellows and students with those in their profession, the academic community, and the public.
2. Fabrication and falsification of information that a researcher claims is based on experimentation or observation are unethical.
3. Intentionally selecting data or the treatment of data to present views known by the researcher to be false is unethical.
4. Plagiarism, defined here below to include, without limitation, dissemination under one’s own name of the tangible products of another person’s work without due credit to that person, is not acceptable.
5. Other practices that seriously deviate from those that are commonly accepted within the scientific or academic community for proposing, conducting, or reporting research are not acceptable.
6. Publication of essentially the same article in more than one journal of a study without citing the duplication is unethical, as is any equivalent duplicity.
7. Faculty and staff members must be fully conversant with and able to defend their part in any work disseminated with their permission under their names and should be generally conversant with the said work as a whole. The guidelines of the International Committee of Medical Journal Editors are, in part, that “authorship should be based only on substantial contributions to (a) the conception and design, or analysis and interpretation of data; (b) drafting the article or revising it critically for important intellectual content; and on (c) final approval of the version to be published. Conditions (a), (b) and (c) must all be met. Participation solely in the acquisition of funding or the collection of data does not justify authorship. General supervision of the research group is also not sufficient for authorship.
8. Faculty and staff members must list co-authors of a work, disseminated in any form, but only with those persons’ expressed consent. The unwarranted inclusion of co-authors who have not been substantially involved in the work is unethical and may lead to violations of item 7., above.

9. Students completing theses or taking research courses for credit should not be relegated to purely routine work without training or participating in the design of the project or the analysis of the data. Therefore, the involvement of unpaid student assistants in research must be structured to enhance students’ education and creative activities. Graduate students must be authors on publications that contain substantial parts of their thesis and/or dissertation. The chair and/or members of graduate student’s thesis or dissertation committee should encourage the student to prepare a manuscript(s) for publication based on his or her thesis or dissertation research. If a student prepares a manuscript for publication based on a thesis or dissertation, he or she should be the first author on the resulting publication. Service on a thesis and/or dissertation committee does not in itself entitle a faculty member to co-authorship of a manuscript or an abstract unless the provisions of this section (Section V.A.7 above) are met.

10. When it is appropriate for students to participate as subjects in research, faculty and staff must assure potential subjects that participation is absolutely voluntary, that participation as a research subject shall not be a course requirement, that participation shall have educational value, that students shall be told at the beginning of the course if there are to be opportunities for extra credit, that alternative opportunities for extra credit shall be available for students not wishing to participate as subjects in research, and that students may withdraw from participation for extra credit at any time without penalty. (See Part VII, Section IV, Principles and Policy for the Protection of Human Subjects of Research above.)

11. In all cases of research involving human beings or animals, faculty and staff members must be familiar with and adhere to special regulations and issues of ethics and humane treatment associated with research on these subjects. (See Part VII, Section II, Animal Care and Use in Research and Instruction above.)

12. Faculty and staff members must comply with all regulations and laws affecting research and publication (including fiscal management, the use of hazardous materials and patents, licensing, technology transfer), whether these be derived from the grantor, the local community, the university, or the state or federal government. Violation of copyright laws or the use of materials, developed by others, for personal profit is unethical. All members of the university community have a personal responsibility for implementing this policy in their research and creative activities.

B. Procedures for Reporting, Investigating, and Determining Penalties for Unethical Activities

The university shall investigate substantive allegations of fraudulent or unethical research and creative activities with all practical dispatch, with fairness, and with consideration for the rights of the accused and the accuser. The university is obligated to notify all parties affected by such acts, where proven, at appropriate times.

1. Definitions
   a. Allegation - means any written or oral statement or other indication of possible research misconduct made to an institutional official.
   b. Claimant - person or organization alleging that research misconduct has occurred. An individual claimant is also commonly referred to as a “whistleblower”, a term preferred by the federal government.
   c. Conflict of Interest - faculty selected for service on a panel or a committee must be free from conflict of interest due to associations with either a claimant, if an individual, or a respondent. Examples of such associations include, but are not limited to, collaborations, co-authorships or manuscripts, and co-investigation on any grants or contracts.
   d. Deciding Officer - means the institutional official who makes final determinations on allegations of research misconduct and any responsive institutional action. This individual is the
Chancellor or his/her delegate, who may carry out any responsibility of the Chancellor under this policy to the extent consistent with the Chancellor’s delegation.

e. Finding of Research Misconduct – a finding that:
   1. There is a significant departure from accepted practices of the relevant research community; and
   2. The misconduct is committed intentionally, or knowingly, or recklessly; and
   3. The allegation is proven by a preponderance of evidence.

f. Inquiry - assessment of supporting materials and information from witnesses and respondent by a faculty panel to determine whether an research investigation is warranted. This may be known as an "allegation assessment" or an "informal inquiry" in some government documents.

g. Investigation - formal examination and evaluation of all relevant facts to determine if misconduct has occurred, and, if so, to determine the responsible person(s) and the seriousness of the misconduct. The investigation is conducted by a committee of faculty to include at least one member from outside the unit and when deemed necessary by the Vice Chancellor for Research (VCR), from outside the university. Hearings and testimony are to be recorded.

h. Preponderance of the evidence means proof by information that, compared with that opposing it, leads to the conclusion that the fact at issue is more probably true than not.

i. Research - a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. For the purposes of this policy, research includes all basic, applied, and demonstration research in all academic and scholarly fields. Research fields include, but are not limited to, the arts, the sciences, liberal arts, applied sciences, social sciences, the professions, and research involving human subjects or animals.

j. Research Integrity Officer - means the institutional official responsible for assessing allegations of research misconduct and determining when such allegations warrant inquiries and for overseeing inquiries and investigations. This individual is the VCR or his/her delegate, who may carry out any responsibility of the VCR under this policy to the extent consistent with the VCR’s delegation.

k. Research Misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results.

   1. Fabrication is making up data or results and recording or reporting them.
   2. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. The research record is the record of data or results that embody the facts resulting from the research inquiry and includes, but is not limited to research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, books, dissertations, and journal articles.
   3. Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.
   4. Research Misconduct does not include honest error or differences of opinion.

l. Research record - means any data, document, computer file, computer diskette, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of an allegation of research misconduct. A research record included, but is not limited to, grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; correspondence; videos; photographs; X-ray film; slides; biological materials; computer files and printouts; manuscripts and publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.
m. **Respondent** - means the person against whom an allegation of scientific misconduct is directed or the person who actions are the subject of the inquiry or investigation. There can be more than one respondent in any inquiry or investigation.

n. **Retaliation** - means any action that adversely affects the employment or other institutional status of an individual that is taken by an institution or an employee because the individual has, in good faith, made an allegation of research misconduct or of inadequate institutional response thereto or has cooperated in good faith with an investigation of such allegation.

2. **Procedures**
   a. **Principle of Procedure**—Every effort will be made to protect the privacy and reputations of those whose allegations of misconduct are made in good faith and of those against whom allegations of misconduct are not confirmed.

   b. **Policies and Regulations**—Federal and State policies pertaining to the institution’s responsibilities for responding to allegations of research misconduct are on file in the office of Sponsored Research and are available for review.

   c. **Initiation by an Allegation**—If a member of the faculty or other employee of ECU is suspected of Research Misconduct, as defined in Policy and Procedures on Ethics in Research and Creative Activities, that person will be reported to the unit’s senior administrator unless there is a potential conflict of interest. (Policy and procedures regarding students are described in the **ECU Faculty Manual, Part IV, Academic Integrity**). Either documentation or the location of documentation and information pertaining to the allegation will be provided. If claimant brings the allegation to the respondent's supervisor and if the supervisor is neither a chair nor a dean, the supervisor will bring the information to the chair or dean for that unit if considered to be substantive. Thus, if discussions between a supervisor and a claimant suggest that the allegation(s) is(are) serious, and neither frivolous nor malicious, the allegations and supporting information will be presented in a timely manner to the chair or dean, not the respondent.

   d. **Determination of Procedure**—The chair or dean must determine whether the allegations may be dealt with informally or require proceeding with the formal steps for making an Inquiry because the allegations are neither frivolous nor malicious and are deemed substantive. The chair or dean will determine whether and what form of misconduct is alleged to have occurred, what parties are involved or may be affected by the allegations (i.e., co-authors, collaborators, funding agencies, etc.) and what documentation is needed to pursue the allegation. The chair or dean shall notify the VCR of their course of action (i.e., informal solution or recommendation for an Inquiry) regarding all allegations. If the evidence suggests that an Inquiry is warranted, the VCR will be notified immediately. Only the Vice Chancellor for Research has the authority to convene an Inquiry panel or an Investigation Committee. If human or animal subjects are involved, the chair or dean may ask the Administrative University and Medical Center Institutional Review Board or the Animal Care and Use Committee, respectively, to conduct an audit.

   e. If the allegations meet any of the following conditions, the office of Research Integrity of the Department of Health and Human Services or any other appropriate federal agency, should be notified immediately:
      1. there is an immediate health hazard involved;
      2. there is an immediate need to protect Federal funds or equipment;
      3. it is probable that the alleged incident is going to be reported publicly;
      4. the allegation involves a public health sensitive issue such as a clinical trial;
      5. there is reasonable indication of a possible Federal criminal violation.

   f. If the allegation is not judged to be frivolous, interim administrative actions will be taken, as appropriate, to protect any Federal funds and the public health, and to ensure that the purpose of any Federal financial assistance is carried out. Such actions may include but not be limited
to freezing grant or contract accounts, suspending clinical trials or appointing an interim project director.

g. Protecting the whistleblower - The VCR will monitor the treatment of individuals who bring allegations of misconduct or of inadequate institutional response thereto, and those who cooperate in inquiries or investigations. The VCR will ensure that these persons will not be retaliated against in the terms and conditions of their employment or other status at the institution and will review instances of alleged retaliation for appropriate action. Employees should immediately report any alleged or apparent retaliation to the VCR. Also the institution will protect the privacy of those who report misconduct in good faith to the maximum extent possible. For example, if the whistleblower requests anonymity, the institution will make an effort to honor the request during the allegation assessment or inquiry within applicable policies and regulations and state and local laws, if any. The whistleblower will be advised that if the matter is referred to an Investigation Committee and the whistleblower's testimony is required, anonymity may no longer be guaranteed.

h. Protecting the Respondent - Inquiries and investigations will be conducted in a manner that will ensure fair treatment to the respondent(s) in the inquiry or investigation and confidentiality to the extent possible without compromising public health and safety or thoroughly carrying out the inquiry or investigation. Institutional employees accused of research misconduct may, at their own expense, consult with legal counsel or a non-lawyer personal adviser (who is not a principal or witness in the case) to seek advice and may bring the counsel or personal advisor to interviews or meetings on the case.

i. The Inquiry-
   1. The VCR will present to the respondent, in writing, the allegations and a copy to respondent's supervisor or chair. If it is necessary to secure notes, data books, computer data, specimens, drafts of manuscripts, grants, contracts or other materials, these will be collected at the time the letter of notice is given to the respondent. Either the VCR or his/her designee will be responsible for securing these items. All materials will be cataloged, receipts provided to respondent, and secured in a locked storage container appropriate for the materials. The Inquiry will be completed within 60 calendar days from the date of delivery of the letter of notice. If the inquiry cannot be completed in 60 days and Federal funds are involved, then the VCR will submit to the appropriate agency a written request for an extension that explains the delay, reports on the progress to date, estimates the date of completion of the report, and describes any other necessary steps to be taken.

   2. The Inquiry Panel shall consist of three faculty without administrative appointment and conflict of interest. At least one person shall be from outside the department of the respondent. If respondent is a member of the School of Medicine, the Associate Dean for Research will be consulted by the VCR prior to selecting faculty for an Inquiry panel. All will have sufficient expertise to review the materials and interview witnesses and respondent. The VCR will present the allegations to the panel, review ECU policy and procedures, any special requirements for an affected awarding agency, and establish a time line for conducting the inquiry. The panel will decide for itself which materials to review, which individuals to interview and their order. The Inquiry panel will not receive unsolicited input from faculty or staff except through the VCR. Questions regarding the Inquiry will be referred to the VCR. Refusal to answer questions or otherwise cooperate with an Inquiry or a Research Misconduct Investigation may be used as evidence against the respondent. If the panel finds substantiation of any one allegation, this will be reported immediately to the VCR in writing. It is neither necessary nor desired to proceed through a list of allegations once substantiation of one allegation is established by the Inquiry panel. The function of the Inquiry Panel ends with its written report.
3. The written inquiry report will be prepared by the panel which consists of the name and title of the panel members; the allegations; the PHS support; a summary of the inquiry process used; a list of the records reviewed, summaries of any interviews; a description of the evidence in sufficient detail to demonstrate whether an investigation is warranted; and the committee’s determination as to whether an investigation is recommended.

4. The VCR will provide the respondent with a copy of the draft inquiry report for comment and rebuttal and will provide the whistleblower, if he or she is identifiable, with portions of the draft inquiry report that address the claimant’s role and opinions in the investigation. Within 14 calendar days of their receipt of the draft report, the claimant and respondent will provide their comments, if any, to the inquiry committee. Any comments that the claimant or respondent submits on the draft report will become part of the final inquiry report and record. Based on the comments, the inquiry committee may review the reports as appropriate. If respondent is from the School of Medicine, a copy of the report will be given to the Associate Dean for Research, also. If review of the materials and interviews fail to confirm the allegations, a description of the inquiry process and the finding will be reported in writing to the VCR. The VCR will inform all affected parties of the finding, including respondent, claimant, respondent’s chair, dean and any other parties informed of the inquiry. The VCR will expunge any reference to the allegations from respondent’s personnel file.

5. If the Vice Chancellor for Research, in consultation with the Vice Chancellor for Academic Affairs or Vice Chancellor for Health Sciences, decide that an investigation should be conducted, the VCR will notify the appropriate federal or non-federal agency and will provide them with a copy of the final inquiry report and the institution’s policies and procedures for conducting investigations.

6. If Federal funds are involved and the inquiry is terminated prior to completion of all the steps required by the appropriate agency, the VCR will notify that agency of the planned termination and the reasons therefore.

7. A detailed documentation of the inquiry, regardless of its outcome, will be kept in the VCR’s office for at least five years following completion of the report and will provide copies of this report to any authorized sponsoring agency upon written request of that agency.

j. Additional Procedures if Externally Funded Activities are Involved--The Vice Chancellor for Research will be responsible for informing the funding agency that an Inquiry involving one of their grants or contracts is being initiated. When the findings of the Inquiry Panel are given to the VCR, the appropriate information will be relayed to the funding agency. Since different Federal and State agencies have different regulations which change over time, it is imperative that the VCR assure that the Inquiry and any subsequent investigation meet the funding agency's requirements.

k. The Investigation--A determination that substantive evidence exists supporting allegations of research misconduct necessitates a formal Research Misconduct Investigation to begin within 30 calendar days of the Inquiry Panel's written report. All appropriate sponsors will be notified immediately that an investigation will be performed. The investigation will be completed and a report submitted to the appropriate sponsoring organization within 120 calendar days of the committee's formation. If the investigation cannot be completed in 120 days and Federal funds are involved, then the VCR will submit to the appropriate agency a written request for an extension that explains the delay, reports on the progress to date, estimates the date of completion of the report, and describes any other necessary steps taken to date. That the respondent voluntarily leaves or admits guilt does not automatically terminate the process.
1. The Investigation Committee shall consist of five faculty without administrative appointment and conflict of interest, including not more than 2 members from respondent's department and at least 1 member from outside the unit (College or School) or the university, all of whom shall have the necessary expertise to evaluate the evidence and issues related to the allegations, interview the principals and key witnesses and conduct the investigation. If the allegations pertain to a project funded by an external source, one committee member must be from outside the university. If respondent is from the School of Medicine, the Associate Dean for Research will be consulted prior to selection of the committee. The VCR is responsible for charging the panel, including: review of all allegations, this appendix and related university documents that may have a bearing on the investigation, results of the Inquiry Panel and what documentation is available and setting a schedule to complete the investigation within 120 calendar days. If external funds supported the project, then the VCR will communicate progress on the investigation to the funding agency. Documents and specimens will remain secured. All participants have to bear in mind that when external funding, human subjects or animal subjects are involved there is the potential for criminal charges being filed and a "chain of evidence" will be maintained: anyone wishing to remove materials from storage must obtain the permission of the VCR and must sign for each item removed.

2. The Investigation Committee, with advice from the VCR, will decide on the order of presentation of materials and witnesses and schedule one or more hearings. All documentary evidence presented to the committee by the VCR will be made available to respondent at least 10 working days before the hearing. Legal advice shall be provided by the university for the committee. The hearings shall be closed to the public. The respondent shall have the right to be present during presentation of the evidence to the committee. The respondent shall also have the right to an advisor, to present the testimony of witnesses and other evidence, to confront and cross examine witnesses. The respondent's advisor does not have any right to cross examine witnesses. The Chair of the committee has the discretion at any time to allow respondent's advisor to have an active role in the hearing, either by directly questioning witnesses or by submitting questions in writing through the Chair, or to restrict the advisor to advising the respondent, only. An audio recording of all hearings will be made and minutes prepared to be included with the committee's report: both the chair of the committee and respondent will sign the minutes in order to indicate that the minutes accurately represent the proceedings during the hearing. The committee needs to determine whether a preponderance of the evidence exists supporting a Finding of Research Misconduct, as defined by the Policy on Ethics in Research and Creative Activities, has occurred. (Note: this is a less stringent standard than "clear and convincing evidence" and less stringent than "beyond any reasonable doubt.") When the committee has made its determination, a written report will be given to the VCR that describes both the process and the findings of the investigation.

3. Federal funds are involved and the investigation is terminated prior to completion of all steps required by the appropriate agency, the VCR will notify the agency of the planned termination and the reasons therefore.

4. Upon initiation of an investigation, interim administrative action will be taken, as appropriate, to protect any Federal funds and the public health, and to insure that the purpose of any Federal financial assistance are carried out. Such action may include but not be limited to freezing grant or contract accounts, suspending clinical trials or appointing an interim project director.

I. Completion of the Investigation--When the Investigation Committee has completed its investigation, it will prepare a draft report; and this report, along with minutes of all hearings
and tape recordings of the hearings and recommendations will be given to the VCR. If respondent is from the School of Medicine, a copy of the draft report will be given to the Associate Dean for Research.

1. The report must describe the policies and procedures under which the investigation was conducted, describe how and from whom information relevant to the investigation was obtained, state the findings, and explain the basis for the findings. The report should include the actual text or an accurate summary of the views of any individual(s) interviewed.

2. The VCR will provide the claimant, if he or she is identifiable, with those portions of the draft investigation report that address the claimant’s role and opinions in the investigation. The report should be modified, as appropriate, based on the claimant’s comments.

3. The draft report will also be given to the respondent for comment and review. If the respondent elects to provide a rebuttal, he or she must do so within 10 calendar days. The respondent may rebut orally or in writing, and these responses will become part of the permanent record.

4. The draft investigation report will be transmitted to the institutional counsel for a review of its legal sufficiency. Comments should be incorporated into the report as appropriate.

5. In distributing the draft report, or portions thereof, to the respondent and claimant, the VCR will inform the recipient of the confidentiality under which the draft report is made available and may establish reasonable conditions to ensure such confidentiality. For example, the VCR may request the recipient to sign a confidentiality statement or to come to his or her office to review the report.

6. If the committee makes a Finding of Research Misconduct proven by a preponderance of evidence to have occurred in violation of the principles set forth in this policy, the committee may include recommendations for sanctions.

7. If the respondent provides a rebuttal to the evidence for the VCR, the VCR may submit this information to the committee and may request additional deliberations or recommendations from the committee. After deliberation, or if no timely response is received, the committee shall issue its final written report to the VCR. If the VCR disagrees with one or more aspects of the report, the VCR may submit a separate report, but may not modify the committee's report without explicit permission by the majority of committee members. In addition to the findings of the committee, the VCR's report will include recommendations with respect to notification of any journals or other publications with already published or pending publications which are deemed relevant, collaborating institutions or individuals, awarding agencies, and any other individuals or agencies judged to "need to know" in order to avoid further consequences of potentially misleading or fraudulent information. These reports and any rebuttal provided by respondent will be given to the Chancellor and to the appropriate vice chancellor for action as provided herein below. If respondent is from the School of Medicine, copies of these reports and any rebuttal will be given to the Associate Dean for Research.

8. If the committee finds insufficient evidence of fraudulent or unethical behavior in violation of the principles set forth in this policy, the chair of the committee shall notify the VCR who shall immediately notify all individuals and groups involved that the charges have been dismissed; and every attempt will be made to clear the public and private record of the respondent including letters to be sent to all awarding agencies, journals or others who had been informed that a formal inquiry process had been initiated.

9. Investigative offices of Federal agencies will be notified promptly by the VCR as and to the extent required by applicable law regulation, to include:
   a. if at any time during the investigation there is reasonable indication of possible criminal violations,
b. if there are any developments which disclose facts that may affect present or potential funding for the respondent, and

c. of the final outcome of the investigation.

10. The detailed documentation to substantiate the findings of the investigation will be maintained for at least five years after the final report is delivered to the VCR or Federal agencies. The report to Federal or other external awarding agencies will include a description of the process used to arrive at the findings within the report.

m. Prohibition of Expenditure of Funds-If there are any developments during any time of the investigation which disclose facts which suggest that specific funds from awarding agencies are not being expended in an appropriate fashion, a recommendation by the committee to the VCR may be forwarded to the appropriate vice chancellor that the university prohibit further expenditures of these funds pending final outcome of the Research Misconduct Investigation.

n. Action by the Appropriate Vice Chancellor-

1. The appropriate vice chancellor, after consultation with respondent's dean and VCR, shall determine what disposition to make of the case. The determination shall be transmitted to the respondent promptly. If the vice chancellor determines that the case has not been proven, the vice chancellor may either ask the VCR to provide more information or dispose of the case as in Section V.B.2.i.2. above with the VCR to notify all affected parties that the charges have been dropped. If the vice chancellor chooses this latter action, a written rationale for disposing of the case must be provided by the vice chancellor for the VCR and members of the Investigation Committee.

2. If the appropriate vice chancellor concurs with the reports by the Investigation Committee and the VCR that misconduct has occurred and determines that a sanction will be imposed, the vice chancellor will consult with the VCR and respondent’s dean regarding recommendations for appropriate sanction(s), to include but not limited to, censure, suspension from employment, reduction in rank, removal of tenure, or dismissal and will proceed in accordance with the ECU Faculty Manual. Whether or not sanctions are imposed on the respondent, the vice chancellor may prescribe corrective action responsive to the alleged misconduct and take other appropriate action including the recommended notifications of journals, funding agencies and other affected parties by the VCR. The VCR shall notify respondent's dean of sanctions or other actions imposed.

3. Respondent may appeal imposition of sanctions through the appropriate appellate committee as described in the ECU Faculty Manual, Appendix D, Tenure and Promotion Policies and Procedures of East Carolina University or, if discharge or serious sanctions are not imposed, through ECU Faculty Manual, Appendix Y.

Approved
Faculty Senate Resolution #94-02, February 8, 1994, East Carolina University Chancellor

Amended
Faculty Senate Resolution #95-16, April 18, 1995, East Carolina University Chancellor
Faculty Senate Resolution #98-19, April 21, 1998, East Carolina University Chancellor
Faculty Senate Resolution #11-68, September 6, 2011, East Carolina University Chancellor

Resolution #11-69
Approved by the Faculty Senate: September 6, 2011
Approved by the Chancellor: October 4, 2011

Curriculum and academic program matters contained in the June 29, 2011 Educational Policies and Planning Committee meeting minutes.

Resolution #11-70
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: October 31, 2011

Curriculum matters contained in the September 8, 2011, University Curriculum Committee meeting minutes.

Resolution #11-71 (submitted earlier as #11-50, #11-62, #11-65)
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: October 31, 2011

Revisions to Standing University Academic Committee Charges, including Academic Awards Committee, Unit Code Screening Committee, University Budget Committee, and University Curriculum Committee.

Resolution #11-72
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: October 31, 2011

Revisions to University Undergraduate Catalog, Section IV. Academic Advisement, Progression and Support, as follows:

“A degree from East Carolina University comprises a minimum of 120 semester hours. A minimum of 30 semester 25 percent of the credit hours required for the degree and at least 50 percent one-half of the total hours required in the major discipline must be completed through enrollment in East Carolina University.”

Resolution #11-73
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: not applicable

FAILED Resolution on Funding 2012-2013 Teaching Grants.

Resolution #11-74
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: October 31, 2011

BIOL1150 course for approval as a Foundation Curriculum Course for Basic Science.
Resolution #11-75  
Approved by the Faculty Senate: October 4, 2011  
Returned by the Chancellor for further clarification: October 31, 2011  
Approved by the Chancellor: November 16, 2011  
Request to change the name of the Department of Hospitality Management to the School of Hospitality Leadership within the College of Human Ecology.

Resolution #11-76  
Approved by the Faculty Senate: October 4, 2011  
Approved by the Chancellor: October 31, 2011  
Request for discontinuation of Applied Economics Graduate Certificate within the Department of Economics within the College of Arts and Sciences.

Resolution #11-77  
Approved by the Faculty Senate: October 4, 2011  
Approved by the Chancellor: October 31, 2011  
Request to offer a new concentration in Occupational Health Psychology within Health Psychology Doctoral program offered by the Department of Psychology within the College of Arts and Sciences.

Resolution #11-78  
Approved by the Faculty Senate: October 4, 2011  
Approved by the Chancellor: October 31, 2011  
Request to offer a new concentration in Electrical Engineering offered by the Department of Engineering within the College of Technology and Computer Science.

Resolution #11-79  
Approved by the Faculty Senate: October 4, 2011  
Approved by the Chancellor: October 31, 2011  
Request to offer a Graduate Certificate in Marketing within the Department of Marketing and Supply Chain Management within the College of Business.

Resolution #11-80 (submitted earlier as #11-18)  
Approved by the Faculty Senate: October 4, 2011  
Approved by the Chancellor: October 31, 2011
Revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection E. Orientation of New Faculty, as follows:

**Revise and keep in the Faculty Manual, deleting the old text.**

“New Faculty Orientation

New faculty are expected to attend the East Carolina University New Faculty Orientation Program. The program offers a variety of resources, including information on benefits, parking, technology, research, and tenure: [http://www.ecu.edu/cs-acad/facultyorientation](http://www.ecu.edu/cs-acad/facultyorientation). Additional faculty orientation activities may be required by academic units. As part of the orientation process, new faculty members are informed about the University system of shared governance and invited to serve in shared governance of the university. Orientation of new faculty will be continued throughout the year by key administrators and faculty leaders to assist the faculty in becoming acquainted with the practices and procedures of the university. Ongoing programs, including information on mentoring, are available through the Office for Faculty Excellence: [http://www.ecu.edu/ofe/](http://www.ecu.edu/ofe/). New faculty hire letters note a begin date one week prior to the annual convocation with the expectation that all new faculty will attend the New Faculty Orientation Program.

New faculty are encouraged to attend the annual Faculty Convocation, which is scheduled at the opening of each academic year, for the purpose of becoming acquainted with the chancellor, chair of the faculty, key administrative personnel and their responsibilities, and with the relationship between faculty and administration.”

Resolution #11-81 (submitted earlier as #11-48)
Approved by the Faculty Senate: October 4, 2011
Returned by the Chancellor for further study: October 31, 2011

Revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection J. Salary Policies, as follows:

**Revise and keep in the Faculty Manual.**

“Salary Policies

Faculty annual salaries are paid semimonthly. New employees FACULTY receive the first payment on the first available payroll date as stated on the employee IN THE INDIVIDUAL’S contract. When the 15th or last day of a month falls on a non-work day for the business office, distribution of payment paycheck will be made on the last work day prior to that day. Arrangements must be made with the payroll office to have all payments paychecks deposited in a local bank to the faculty member's account. Salaries for summer teaching are paid in accordance with the employee FACULTY MEMBER’S contract. NINE MONTH FACULTY SALARIES ARE PAID IN 24 INSTALLMENTS FROM SEPTEMBER 15 TO AUGUST 31. ANY APPOINTMENT CHANGE THAT AFFECTS THIS WILL BE INCLUDED IN THE INDIVIDUAL’S CONTRACT.

Term I teaching are paid in three installments. Salaries for summer term II are paid in two installments, and salaries for 11-week summer term are paid in five installments.

Federal and state income tax withholdings are based off information furnished to the payroll office on the US Treasury Department Form W-4 and North Carolina Department of Revenue Form NC-4, respectively.
New Faculty and non-immigrant visa holders must complete an I-9 form and updated forms when required by Federal law. Criminal background checks will also be conducted on all new faculty.

For a more detailed description on Salary Policies (e.g. overloads, summer overloads, research/creative activity, less than full time employees, etc.) please refer to: ECU Policy Manual, Human Resources, and Financial Services (payroll).

For a full-time member of the faculty or EPA professional staff, the salary approved by the Board of Governors is the full compensation to be expected during the period of employment. No additional payments may be made for university duties that are generally related to the position to which the individual is appointed. The period of appointment includes all formal holidays and interludes during which no classes are scheduled.

Regardless of the salary source, total compensation paid during the period of appointment cannot exceed the salary amount authorized in the current academic salary increase document, except for extraordinary situations that must be approved in advance by the appropriate vice chancellor.

Total Compensation
An individual’s total annual salary compensation from all university sources may not exceed 133% of the annual nine-month base salary or 100% for a twelve-month employee during the twelve-month contract period without prior authorization from the appropriate vice chancellor.

Bonus amounts awarded to EPA or CSS employees as part of the Clinical Faculty Compensation Plan or Management Flexibility Act are not be included in the calculation of total annual salary compensation in the determination of the above amounts.

Less Than Full-time Employees
Upon appropriate approvals, individuals with appointments of less than full-time during an academic year or fiscal year can increase their commitment up to full-time with additional compensation. However, in no event may the effort of an individual exceed full-time commitment unless specifically approved in advance; additional compensation must be proportional to the base salary rate and not exceed full-time equivalency unless specifically approved in advance.

Research/Creative Activity
It is expected that such other proposed duties or tasks may require reduction in other planned responsibilities of the faculty or professional staff member. For example, arrangements may be made for reassigned time or research contract “buyouts” if faculty members are to conduct sponsored program activities during the regular academic year. Sponsored program activity does not normally constitute extraordinary or exceptional projects for consideration for supplemental payment.

Overloads
Effective August 1, 2002, overload stipends for any purpose should normally be limited to one per academic year and only after the appropriate dean has granted prior approval and notified their appropriate vice chancellor. Pay rates for non-distance education overloads will be equated to the annual nine-month salary rate; i.e., pay per credit hour for overloads may not exceed the per credit hour nine-month rate based on a twelve credit hour per semester full-time basis. As per Administrative Memorandum 407, a second overload stipend for distance education purposes may be granted during an academic year, but only after prior approval from the appropriate vice chancellor. Units must ensure that overloads are necessary and should reduce reassignments for non-
instructional purposes if at all possible prior to authorizing an overload stipend. It is preferable that overloads be kept to a minimum and be granted no more than once per academic year. Pay rates for distance education overloads may not exceed the published rates for summer school.

Summer Overloads
No overloads will be permitted during summer school sessions except in extraordinary circumstances and with prior approval. Compensation from any and all salary sources for summer employment may be arranged not to exceed three-ninths of the previous year’s nine-month annual salary base rate. The pay rate from summer school funds and distance education summer school courses will be based on a percentage of the nine-month rate up to a published annual maximum per session. The specific rates may be obtained through the office of the Provost.

Work for ECU Outside the Home Unit: Prior approval to teach or perform other duties outside the faculty member’s home unit is required from all involved administrative levels.

**SALARY CONVERSION RATE FOR FACULTY**

**INFORMATION REGARDING SALARY CONVERSION RATES FOR FACULTY IS DETAILED IN INDIVIDUAL CONTRACTS.**

External Activities for Pay
The policies covering Faculty and Professional Staff income derived from external activities for pay are governed by Part VI. of the *ECU Faculty Manual*. Individuals are expected to comply with these policies that include seeking prior administrative permission to the commencement of the activity and the filing of annual conflict of interest statements at the end of the academic year. The External Activities for Pay forms and the Conflict of Interest Forms are available at [www.aa.ecu.edu/forms](http://www.aa.ecu.edu/forms).

(First Senate Resolution #03-14, March 2003)“

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Resolution #11-82
Approved by the Faculty Senate: October 4, 2011
Approved by the Chancellor: not applicable

**FAILED** Resolution Concerning Placement of the Math Lab.

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Resolution #11-83
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Approval of Fall 2011 Graduation Roster, including honors program graduates.

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Resolution #11-84
Approved by the Faculty Senate: November 1, 2011
Accepted by the Chancellor: December 5, 2011

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of September 7, 2011 and September 21, 2011, including proposed
revisions to the *Graduate Catalog*, relating to [Credit and Continuous Enrollment](#).

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Resolution #11-85
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of [September 22, 2011](#) and [October 13, 2011](#).

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Resolution #11-86
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Revised Distance Education Professional Development Requirement as follows:

### Additional Revisions to Proposed Distance Education Professional Development Requirement

The Faculty Senate acted on this requirement in March 2011 (FS Resolution #11-31) with the Chancellor requesting additional revisions in May 2011. The below report represents requested revisions to the proposed requirement noted in **bold** print.

**Professional Development Activities for Online Instructors**

The following all qualify as professional development activity:

- Any of the following activities if it is related to online learning /teaching
  - Attending an external conference session or webinar *(e.g. teaching of accounting online at a national accounting conference)*
  - Presenting a research paper *(e.g. comparison of learning outcomes for course taught face-to-face and online, etc.)*
  - Presenting a seminar (in-house or external)
  - Publishing a paper or proceeding or other relevant professional publications
  - Attending a seminar presented by the Office for Faculty Excellence (OFE) or ITCS (see examples in attachment) or individual units. To register for OFE programs, go to [http://www.ecu.edu/ofe/](http://www.ecu.edu/ofe/) or [http://www.ecu.edu/cs-acad/ofe/Spring11.cfm](http://www.ecu.edu/cs-acad/ofe/Spring11.cfm). To register for ITCS programs, go to [http://www.ecu.edu/cs-itcs/faculty.cfm](http://www.ecu.edu/cs-itcs/faculty.cfm).
  - Being a finalist for a distance education award (e.g. Max Joyner, NCDLA, etc.)

*Documentation of the above can include program listings, history of participation, tables of content from program, certificate of completion, etc.*
Occasionally, individual units will offer seminars and other programs related to online learning / teaching. As these are announced, they will be posted on both the ITCS website and the OFE website. *Documentation will be provided by the presenter(s). Please add it to your records.*

Recordings of DE-related programs may be used to meet this activity requirement. To see a list of identified recordings offered by the OFE, go to [http://www.ecu.edu/ofe/DE_workshops.cfm](http://www.ecu.edu/ofe/DE_workshops.cfm).

After viewing the recorded program, you will be asked to complete a brief reflection and submit it [reflection template](http://core.ecu.edu/ofe/reflection/index.cfm). Once the reflection has been reviewed, you will receive an email of completion for your records. ITCS will also provide recorded programs with a reflection for completion of this DE activity.

Faculty in any program who teach courses related to online learning / teaching (e.g. the COE certificate program) must show evidence of continued study in the field. Attending a seminar on a new technology or software that ECU or a college might adopt would qualify.

If there is a specific seminar or topic or activity that you think may qualify but you are not certain, or if you have questions or require further information, you can complete the below Petition for Alternative Activity to Meet the ECU Distance Education Professional Development Requirement and submit it to your unit administrator. This form will be placed online once it has been approved by the Chancellor.

**Note:** A drop down for DE Professional Development has been added to Sedona under Professional Development for your input of this activity. Please enter it and provide your documentation in your annual report submission.

Faculty can petition to have an activity other than those identified by the university meet the DE Professional Development requirement. To petition, complete this form, save it, and email it to your unit administrator.

Name __________________________ email __________________________

College __________________________ Department __________________________

Activity Title: __________________________________________________________

Date of Activity: _________________________________________________________

Description of activity and time Invested in its completion:
What insights, tools, strategies, or information gained in this activity can you use to enrich your teaching in distance education?

Resolution #11-87
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Five Instructional Modules for Distance Education (available on Blackboard) and linked here as examples.

- Course Management
- Effective DE Syllabi
- Evaluating Student Progress
- Learning Technologies
- Student Engagement

Resolution #11-88
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Request for a new MAEd in Adult Education (Distance Education format) in the Department of Counselor and Adult Education within the College of Education.

Resolution #11-89
Approved by the Faculty Senate: November 1, 2011
Returned by the Chancellor to Committee for additional review: December 5, 2011


Resolution #11-90
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011

Removal from the ECU Faculty Manual, Part IX. ECU Organizational Charts.

Resolution #11-91
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: December 5, 2011 (with one minor change to reference UNC Policy Manual 300.4.1)

Retain in the ECU Faculty Manual with no changes Appendix U. Policy on Improper Relationships Between Students and Faculty.
Revised *ECU Faculty Manual*, Index of *ECU Faculty Manual* Interpretations as follows:

All manual interpretations dating from 1990 to 2010 have been incorporated into various revisions of policies and procedures included in the *ECU Faculty Manual*. Therefore, the index is being revised to reflect only current interpretations still pending incorporation into revised University policies and procedures. An archives copy of past incorporated manual interpretations will be maintained on the Faculty Senate website.

**Revise and keep linked in the Faculty Manual.**

Additions are noted in **bold** print and deletions by *strikethrough*.  

### INDEX OF ECU FACULTY MANUAL INTERPRETATIONS

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*Faculty Senate Resolution #11-43, March 29, 2011  
ECU Faculty Manual, Appendix D, Section IV.C.*

Interpretation of the *ECU Faculty Manual*, Appendix D. Tenure and Promotion Policies and Procedures, Section IV.C. External Peer Review for Promotion and the Conferral of Permanent Tenure to read as follows:

“Faculty candidates for promotion and/or tenure consideration during 2011-2012 and members of their respective unit Tenure Committees are selecting external peer reviewers at this time. The purpose of this interpretation is to provide clarity on the current provisions stated in the *ECU Faculty Manual*, Appendix D. Tenure and Promotion Policies and Procedures, Section IV.C. External Peer Review for Promotion and the Conferral of Permanent Tenure as follows:

‘By the last week of March of the Spring term prior to the academic year in which a promotion or tenure decision is scheduled, the unit Tenure Committee shall produce a list of possible external reviewers. The candidate for promotion and/or permanent tenure shall provide a similar list, noting for each name the professional relationship, if any, between the reviewer and the candidate. The candidate shall also provide similar relationship information for each name on the unit Tenure Committee’s list. These two lists must be independently compiled and if the two lists contain a common set of prospective external reviewers, the unit Tenure Committee list shall be revisited and new possible external reviewers shall be identified as replacement for those originally on both lists.’

The statement (included in italicized text above) indicates that prospective external reviewers
appearing on the two independently compiled lists cannot serve and that new reviewers must be identified to replace those reviewers originally on both the candidate’s list and the committee’s list. This provision was NOT intended to prevent a unit Tenure Committee from selecting an external peer reviewer who was also suggested by the faculty candidate.”

The Faculty Governance Committee will review these regulations in their entirety and propose to the Faculty Senate revisions to Appendix D in Fall 2011. Until revisions are approved, the Faculty Governance Committee is asking the Faculty Senate and Chancellor to approve this interpretation as formal notification that an individual suggested by both the faculty candidate for promotion and/or tenure and the unit’s Tenure Committee may be selected to serve as an approved external peer reviewer.”

Faculty Senate Resolution #05-07, February 22, 2005
ECU Faculty Manual, Appendix L, Section D.1.f.
An interpretation is needed to guide units wanting to move an "uncoded" department or disciplinary group from a coded unit to another coded unit. Section D.1.f. references "renaming a code unit, in addition, changes in unit nomenclature shall be approved by UNC General Administration before such changes become effective." The approved interpretation to Section D.1.f. of Appendix L, is: “Changes in unit nomenclature” referenced in Appendix L., Section D.1.f. include moving groups of faculty and/or disciplines from one coded unit to another. This type of move does not require UNC General Administration approval.”

Faculty Senate Resolution #03-33, April 22, 2003
ECU Faculty Manual, Appendix L, Section IV.A.3.
The unit personnel committee recommends the initial rank of faculty appointments.

Faculty Senate Resolution #01-12, February 27, 2001
ECU Faculty Manual, Appendix L, Section D.2.
A new professional school's proposal to organize into self-governing autonomous units shall be reviewed by the Faculty Governance Committee and the Faculty Senate as outlined in Appendix L section C.2. Vestigial codes are included with the proposal for the new school and are approved by the Educational Policies and Planning Committee, but subsequent unit codes shall be submitted to the Unit Code Screening Committee.

Faculty Senate Resolution #01-11, February 27, 2001
ECU Faculty Manual, Appendix D, Section IV.A.3.
Unit administrators are ordinarily excluded from unit Personnel Committee discussions concerning candidates for appointment, re-appointment, promotion, or permanent tenure, and must be excluded from any meeting where votes are taken. However, at the invitation by a majority vote of the membership of the personnel committee, a unit administrator may meet with the committee to discuss initial appointments.

Phrase "spring term"
Faculty Senate Resolution #00-31, November 2000, Appendix D., Section IV. subsection E.
The sense of the Committee is to understand the phrase “spring term” to refer to the spring semester that ends with Commencement exercises. Therefore, it is advised that all academic divisions use the same dates for nine and twelve month faculty when personnel issues are involved.

I00-14  4-18-00  Faculty in academic departments may not evaluate related faculty
________________________________________ Faculty Senate Resolution #00-21, April 2000, Appendix D. Section IV.
Related faculty within the same academic department (or other comparable institutional subdivision of employment) shall not participate, either individually or as a member of a committee, in the evaluation of related persons for appointment, reappointment, promotion, the conferral of permanent tenure, cumulative review, salary recommendations, or any other personnel action. A faculty member made ineligible for participation in the evaluation of a related person does not count for quorum purposes and his/her ineligibility does not constitute a recommendation against the proposed personnel action.

I00-13  2-1-00  Voting Faculty Member and Quadrennial Unit Administrator Evaluation
________________________________________ Faculty Senate Resolution #00-3, February 2000, Appendix L.
Would the 12 month consecutive calendar month of appointment status (excluding intervening summer months) apply to faculty re-appointed to a position or appointed to a different position because there would not have been a lapse in employment at ECU?
Interpretation - The definition of a voting faculty member in Appendix L requires that the faculty member have "regular academic faculty rank" at the time of voting. It does not place any restrictions on the type of faculty appointment when requiring that a faculty member be "in at least the twelfth consecutive calendar month of appointment (counting all intervening summer months, if any) to the faculty of the unit in which the voting is to occur...." Appendix D, II.A.1 lists the categories of faculty appointments.

Who can attend the quadrennial Unit Administrator Evaluation meeting per Appendix L.F.1.?
Interpretation - The voting faculty of each unit shall vote on the effectiveness of the unit administrator. During September of the unit administrator's fourth year of appointment and every fourth year thereafter, the voting faculty shall discuss and vote by secret ballot on the effectiveness of the unit administrator. Given that the above procedure refers to "voting faculty shall discuss" and given that the procedure involves personnel matters, only voting faculty members should be in attendance during the discussion.

I99-12  12-7-99  Non-Concurring Personnel Recommendations
Faculty Senate Resolution #99-28, December 1999, Appendix D, Section IV.I.
The faculty member should be informed of both concurring and non-concurring recommendations at every level, beginning with the unit administrator's recommendation and continuing up to the level where the final decision is made. The wording in the ECU Faculty Manual, Appendix D, Section IV.H. is clear that the candidate is informed of concurring recommendations. Immediately after the completion of each level of administrative review, the administrator's recommendation shall be communicated to all appropriate lower administrators, the candidate, and the committee of the unit which made the initial recommendation. Whether the candidate is to be informed is not clear for non-concurring recommendations. Since the candidate would be informed if the administrator concurred, the candidate would know that the administrator did not concur if s/he was not informed of the decision. Since the candidate would know the decision, it seems ridiculous not to communicate
non-concurrence.

I99-11____2-10-99____Search Committees
Faculty Senate Resolution #99-9, March 1999, Appendix D, Section IV.G.
A search committee may fulfill the responsibilities of reviewing applications, selecting candidates, interviewing candidates, and recommending one or more candidates for the position to the unit's Personnel Committee.

I98-10____10-8-98____Cumulative Review of Permanently Tenured Faculty
Established by Brenda Killingsworth, Chair of the Faculty, Patricia Anderson, Faculty Governance Committee Chair, and Richard Ringeisen, Vice Chancellor for Academic Affairs, Appendix B.
If the unit has elected "block review" (all tenured faculty in the unit will undergo cumulative review of permanently tenured faculty (CRPTF) this year and every five years hereafter), all faculty who are currently tenured regardless of the date tenure was awarded should be reviewed this year. This applies to faculty who have been tenured less than five years or who were promoted less than five years ago also. If the unit has elected "serial review" (some tenured faculty will be reviewed each year, beginning this year), all faculty who are currently tenured regardless of the date tenure was awarded are placed in the pool from which the random selection is made of faculty for review each year. This means faculty who have been tenured less than five years or who were promoted less than five years ago are in the pool with faculty who have been tenured or promoted more than five years ago. The random selection of faculty for review this year will be drawn from this pool. For the first CRPTF cycle, faculty who have been tenured less than five years or who were promoted less than five years ago may then undergo cumulative review less than five years after their most recent personnel action review; however, in subsequent review periods, the policy about promotion review substituting for CRPTF may apply in the unit choosing serial review. The CRPTF cycle for faculty in these units who are tenured in the future will be every five years after the awarding of tenure."

I98-9____2-11-98____Voting Faculty
Established by the Faculty Governance Committee, Appendix L, Section A.
In reference to Appendix L and the definition of a voting faculty member, "university officers" is defined as anyone with the title "Dean" and above.

I97-8____10-14-97____Formation of Promotion Committee
Established by the Faculty Governance Committee and Endorsed by the Faculty Senate (no resolution # assigned) Appendix D, Section IV.A.2.
When a unit has fewer than three permanently tenured voting faculty members of sufficient rank and not holding administrative status, the next higher administrator above the unit level shall appoint permanently tenured faculty at the required rank from other units to increase the committee's membership to three, with at least two-thirds of the members being permanently tenured faculty. These appointments to the committee must be from one list of candidates selected by a vote of the permanently tenured and probationary-term faculty having rank at least equal to the candidate(s) being considered for promotion. The list forwarded to the next higher administrator by the faculty will contain at least twice the number of faculty members required to complete the membership of the committee. Before voting on the list to be forwarded to the next higher administrator, the voting faculty will ascertain that faculty members nominated to have their names placed on the list are willing and able to serve in this important capacity. The list of faculty names recommended to the next higher
administrator may not be returned for revision.

I97-7 10-14-97  Formation of Tenure and Personnel Committees
Established by the Faculty Governance Committee and
Endorsed by the Faculty Senate (no resolution # assigned)
Appendix D, Sections IV.A.1 and IV.A.3.

When a unit has fewer than three permanently tenured voting faculty members not holding administrative status, the next higher administrator above the unit level shall appoint permanently tenured faculty from other units to increase the committee’s membership to three. These appointments to the committee must be from one list of candidates selected by a vote of the permanently tenured and probationary-term faculty of the unit. The list forwarded to the next higher administrator by the appropriate faculty will contain at least twice the number of faculty members required to complete the membership of the committee. Before voting on the list to be forwarded to the next higher administrator, the voting faculty will ascertain that faculty members nominated to have their names placed on the list are willing and able to serve in this important capacity. The list of faculty names recommended to the next higher administrator may not be returned for revision.

I96-6 9-6-96  Voting Faculty
Established by Don Sexauer, Chair of the Faculty
Appendix L, Section A.

In reference to Appendix L and the definition of a voting faculty member, the teaching/research requirement does not apply to unit administrators (i.e., chairs of departments in the College of Arts and Sciences and deans of units) and other university officers (i.e., chancellor, vice chancellor).

I96-5 3-13-96  Reduction of Faculty Probationary Term
Established by the Faculty Governance Committee
Appendix D, Section II.C.

Appendix D states that "the normal probationary term for the professorial ranks, as established at the time of initial appointment, shall be..." This was intentional to remove ambiguity in previous versions of Appendix D. Thus, the promotion of an assistant professor to associate professor before the end of the probationary term has no effect on the original contractual probationary term. Of course, a faculty member could apply for early tenure following Section II.C.5.

I96-4 3-13-96  Off-Track Faculty Probationary Terms
Established by the Faculty Governance Committee
Appendix D, Section II.C.

In order to afford the maximum opportunity for tenure, it is the position of the Faculty Governance Committee that the probationary term for personnel hired at the professorial ranks, whose contract date occurs earlier than the beginning of the Fall semester, will be measured from the beginning of the subsequent Fall semester. Of course, a faculty member could apply for early tenure following Section II.C.5.

I94-3 2-23-94  Voting Eligibility
Established by Patricia Anderson, Chair of the Faculty
Appendix L, Section A.

Any voting faculty member has voting privileges for departmental issues except those specifically excluded by any portion of the unit code or the Faculty Manual (i.e., some personnel decisions, recommendations on code content, quadrennial evaluations). Section 604C of the UNC Code defines visiting faculty as a "special" faculty appointment, thus making any visiting faculty member ineligible to vote on excluded issues as described above, but eligible to vote on departmental issues.
not excluded by a unit code or Faculty Manual statement."

I93-2 3-30-93 Faculty Officers
Established by George Bailey, Parliamentarian
Appendix A, Section VII.
Officers of the Faculty, who are not members of the Faculty Senate will not have vote, count toward a quorum, or vote and occupy a seat assigned to a Faculty Senator.

I90-1 2-15-90 Personnel Files
Established by Ben Irons, University Attorney
Appendix C, Section VI.
A faculty member who willfully discloses confidential information from a personnel file or allows another to disclose such information has violated State law and University regulations and may be disciplined under University regulations. An individual faculty member such as a department chair of chair of a personnel committee who knows of a faculty member’s public disclosure of confidential information but does not act has neglected his or her duties and may also be disciplined in accordance with Appendix D. The Statutes clearly define confidential information. G.S. 126-23 provides that an employee’s "name, age, date of original employment or appointment to the State service, current position, title, current salary, date and amount of most recent increase or decrease in salary, date of recent promotion, demotion, transfer, suspension, separation, or other change in position classification, and the official station to which the employee is currently assigned" are matters of public record."

Resolution #11-93
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: January 19, 2012

Proposed New section in the ECU Faculty Manual entitled Statement on Professional Ethics as follows:

Statement on Professional Ethics
The East Carolina University faculty and administration expect all ECU faculty to perform all their job responsibilities in conformance with the following Statement on Professional Ethics modified from the American Association of University Professors:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They
respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or engage in hostile conduct toward members of the university community. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors give proper acknowledgement to the ideas and data of others and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Resolution #11-94
Approved by the Faculty Senate: November 1, 2011
Approved by the Chancellor: January 19, 2012
Approved by the Board of Trustees: February 24, 2012

Revised ECU Faculty Manual, Appendix C. Personnel Policies and Procedures for the Faculty as follows:

Proposed additions are noted in bold print and deletions in strikethrough.

III. Annual Evaluation
Each faculty member with either a fixed-term, probationary term, or permanently tenured appointment shall perform his/her duties according to the ECU’s Statement on Professional Ethics (see Section xxx) and shall receive annually an evaluation of his/her performance from the unit administrator which shall be based upon current academic year data. The annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the chancellor. This annual evaluation shall:
• be in writing;
• be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member’s personnel file; in the case of faculty members with probationary term appointments, a record of this discussion shall be placed in the faculty member’s personnel file;
be signed and dated by the unit administrator and the faculty member, who may attach to the evaluation a concise comment regarding the evaluation. The faculty member has 4 calendar days after receiving the evaluation to attach the statement. The signature of the faculty member signifies that the faculty member has read, but does not necessarily concur in, the evaluation.

The unit administrator shall forward to each faculty member a copy of that member's annual evaluation within ten calendar days of completing the evaluations of unit members.

The evaluation of probationary term and permanently tenured faculty shall be based upon that year's assigned duties and responsibilities (except data from the previous year's Spring semester survey of student opinion) and shall consider:

1. Teaching
   The quality of teaching must be evaluated by means of
   a. data from surveys of student opinion, when such data have been gathered in accordance with established procedures of the department or the university which guarantee the integrity and completeness of said data. As part of the effort to evaluate the teaching of faculty members, each unit shall either: develop and use its own instrument(s) as approved by the chancellor to determine student opinion of teaching or utilize the instrument developed by the Committee to determine student opinion of teaching.
   b. formal methods of peer review of new and probationary term faculty, including direct observation of teaching. Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.
   c. procedures provided for in unit codes;
2. scholarship;
3. patient care;
4. services rendered on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; and
5. other responsibilities as may be appropriate to the assignment.

The relative weight given to teaching, scholarship, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their contracts.

Resolution #11-95 (see #12-51)  
Approved by the Faculty Senate: November 1, 2011  
Accepted by the Chancellor: January 19, 2012
Formal faculty advice on proposed Adverse Weather/Conditions and Emergency Closings Regulation by adding the following additional text under 6.4 Activities Affected by Class Cancellation or Classes Held Under Adverse Conditions:

“6.4.3 Make up policies governing class cancellation are established by Faculty Senate Resolution#06-14, which state:

Policy for making up missed class days
Partial missed days should not be made up. Entire missed days should be made up (in keeping with the 750 minutes per credit hour requirement set by the UNC General Administration)

Designated make-up days for Fall Semester
Make-up days should be used in the following order: Reading Days at the end of the semester; Tuesday of Fall Break; Monday of Fall Break; Wednesday before Thanksgiving.

Designated make-up days for Spring Semester
Make-up days should be used in the following order: Reading Days at the end of the semester; Good Friday.

If additional make-up days are needed, the Executive Council in conjunction with the Calendar Committee will decide how to make them up.

Suggestions on how to make up missed time
By meeting at the usual class time on the designated make-up days (avoid giving tests on these days) or by some activity relevant to the class (outside the usual class time, but not necessarily on the designated make-up days, as decided by the instructor following whatever procedures have been adopted by the unit).”

Resolution #11-96
Approved by the Faculty Senate: December 6, 2011
Accepted by the Chancellor: January 12, 2012

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of October 5, 2011, which include curricular actions within the College of Allied Health Sciences, Department of Economics, and College of Nursing.

Resolution #11-97
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: n/a

2012-2013 Faculty Senate and Agenda Committee meeting dates, as follows:

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Resolution #11-98
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: January 12, 2012

Curriculum matters contained in the October 27, 2011 and November 10, 2011 University Curriculum Committee minutes.

Resolution #11-99
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: n/a

Returned proposed charge for the new Standing University Academic Committee entitled Service Learning back to the Committee on Committees for further review.

Resolution #11-100
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: January 12, 2012

Additional revisions to the Standing University Academic Educational Policies and Planning Committee charge, as follows:

NOTE: The Faculty Senate approved the proposed revisions to this committee charge in April 2011 (#11-62). Following a review, the Chancellor requested additional revisions as noted in this report.

Additions are noted in bold print and deletions in strikethrough.

1. Name: Educational Policies and Planning Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
A. The committee considers the adequacy, balance, and excellence of all of the University’s undergraduate and graduate programs relative to accepted academic standards. This consideration shall cover the undergraduate and graduate programs as problems or concerns arise.
B. The committee advises the Chancellor on the educational policies and organizations, goals, standards, and procedures of the University following such consideration, as outlined in Section 4.A., or as requested otherwise by the Chancellor or the Faculty Senate.
C. The committee reviews information concerning proposals for all new curricula, programs, and academic policies, or for revisions in all existing policies, prior to the implementation of such proposals in the long-range planning of academic programs in the College of Arts and Sciences, the various professional schools, the Graduate School, and the Division of Continuing Studies. The Committee uses information regarding university academic standards and resources the University Academic Standards and Resources as the basis for its reviews.
D. The committee acts upon requests for permission to plan and establish all new degree programs and requests for permission to establish new minors. The committee shall use information regarding university academic standards and resources the University Academic Standards and Resources as the basis for its review.
E. The committee advises the Chancellor of action to be taken if the University experiences financial exigency, or in the event that a major curtailment of an existing teaching, research, or public service program is considered (ECU Faculty Manual, Appendix D. Tenure and Promotion Policies and Procedures).
F. The Committee reviews at least annually those sections within the University Undergraduate Catalog that corresponds to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
The committee advises the Chancellor through their report to the Faculty Senate as described in 4.B. above. The committee reports to the Faculty Senate concerning requests it has received from the Chancellor. The committee reports to the Faculty Senate the action it has taken on requests for permission to plan and establish new degree programs and requests for permission to establish new minors.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Chancellor as described in 4.B above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second Friday of each month.
II. Vision, Mission Statement, and Strategic Directions of East Carolina University
The effective formulation of East Carolina University’s vision and mission demands the broadest possible exchange of information and opinion among the Board of Trustees, the Chancellor, Administration, and the Faculty. Each should have a voice in the determination of ECU’s vision and mission. Therefore, because of their educational, research, service, clinical, and other functions, the faculty should participate in the creation of ECU’s vision, mission, and other strategic planning documents.

A. Vision
East Carolina University is a public, doctoral institution distinguished by excellence in teaching and research and is committed to serving the people of North Carolina and beyond.

B. Mission
The university mission statements express the purpose and character of the university. The statements are the basis for all university strategic planning. They guide the actions of the university and direct the development of evaluation criteria.

East Carolina University, a constituent institution of the University of North Carolina, is a public, doctoral university committed to meeting the educational needs of North Carolina. It offers baccalaureate, masters, specialist, and doctoral degrees in the liberal arts, sciences, and professional fields, including medicine. East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity. East Carolina University’s motto is “Servire,” meaning “To Serve,” and it seeks to meet that obligation through the following interrelated components of its mission.

To Serve Through Education
The educational mission of East Carolina University is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner’s ability to discover, evaluate, and communicate knowledge; to make informed decisions; and to recognize a decision’s ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

To Serve Through Research and Creative Activity
The research mission of East Carolina University is to advance knowledge, to encourage creative activity, to solve significant human problems, and to provide the foundation for professional practice through the support of basic and applied research. The university is committed to integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

To Serve Through Leadership and Partnership
The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development.

C. Strategic Planning Goals for 2000-2005
   • Expand the educational opportunities provided on and off campus by 20 percent.
   • Enrich the learning environment for students.
   • Increase the productivity of faculty, staff, and students in research and creative activity.
   • Extend external leadership and partnership roles in eastern North Carolina.
   • Be a leader in the development and application of information technology in higher education.
   • Improve the quality and efficiency of its services and operations.

Faculty are encouraged to review the University's long range goals and objectives by reading Strategies for Distinction, University Directions 2000-2005, available through the office of Planning and Institutional Research.

Resolution #11-102
Approved by the Faculty Senate: December 6, 2011
Accepted by the Chancellor: January 12, 2012

Formal faculty advice on Conflicts of Interest and Conflicts of Commitment Policy reflects no changes to the proposed policy.

Resolution #11-103
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: January 12, 2012

Request to establish a Master of Science in Health Informatics and Information Management (Distance Education Format) within the Department of Health Services and Information Management in the College of Allied Health Sciences.

Resolution #11-104
Approved by the Faculty Senate: December 6, 2011
Returned by the Chancellor to Committee for additional review: January 12, 2012

Formal faculty advice on a proposed Allocation of Research Space Regulation, as follows:

Suggested additions are noted in bold print and deletions in strikethrough.
Title: Allocation of Research Space

PRR REG # (REG # blank. To be done by Legal)

PRR General Subject Matter (Leave blank. To be done by Legal)

Authority: Chancellor

History: Not Applicable

Related Policies:
Space Allocation/Reallocation Committee (SPARC) (Unit Code of Operations, Brody School of Medicine, www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/medicine.htm)
Allocation of University Space. REG07.30.01 www.ecu.edu/cs-ecu/PRR/customcf/pdf.cfm?policyNumber=07.30.01

Additional References:
A concept for the integration of space and physical planning (Flye, B. and Duncan, C.S., 2008) (www.ecu.edu/cs-acad/sacs/upload/A-concept-for-the-Integration-of-Space-and-Physical-Planning-030708.pdf)
Campus Space Planning (www.ecu.edu/cs-admin/ipre/CSP.cfm)

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1. Introduction

1.1. Research and graduate education are central to the mission of East Carolina University (e.g., ECU Strategic Action Plan, 2010-13). These activities require substantial infrastructure, including research space (Code 250 of the Space Classification Manual, USDoEd) and research support space (Code 255 of the Space Classification Manual, USDoEd). Research space is intended to promote the scholarly activities of faculty members and students in support of ECU’s mission.

1.2. This regulation and its foundation principles explicitly align with ECU’s REG 07.30.01, Allocation of University Space. The Chancellor has delegated full authority to the University Space Committee (USC) to approve all allocations and reallocations of existing University-owned and leased research space. In addition, ECU’s REG 07.30.01 specifies that issues regarding the use of space in the Brody School of Medicine (BSOM) will first be considered by its Space Allocation and Reallocation Committee (SPARC) with recommendations made to the USC for final approval.

2. Guiding Principles

2.1. Research Space. Research space (Codes 250 and 255 of the Space Classification Manual, USDoEd) is a valuable resource and is the property of the State of North Carolina and is
allocated to, and managed by, ECU as noted above. The USC, with administrative support from the Office of Institutional Planning and Research (IPAR), is ultimately responsible for the allocation and/or reallocation of all space (including research space) to colleges, schools, departments, and other units.

2.2. Research Portfolio. Research space allocations are not permanent. Research space is allocated to individuals and groups of individuals in order to engage research activities. Thus, research space may be reallocated as the University’s portfolio of research activities changes. Since that portfolio is reasonably expected to change over time, research space also is expected to be reallocated in response to the changing environment and institutional priorities.

2.3. Research Space Management Levels. While possessing authority to allocate and reallocate all ECU research space, the USC recognizes and appreciates the knowledge of programmatic space needs and disciplinary expertise that is held at the unit level and grants relative autonomy to departments, schools, colleges, and centers/institutes. Departments, schools, colleges, and centers/institutes are expected to manage research space effectively so that it aligns with university priorities (see 2.4) and is used efficiently (see 2.5). Research space management levels are:

- **Level I** allocations and reallocations occur within departments/units (i.e., between researchers within a department or a unit) and are typically managed by a chair/director; **Level II** allocations and reallocations occur within colleges/schools (i.e., between departments and units within a college or school) and are typically managed by a dean; **Level III** allocations and reallocations are less frequent, occur between colleges, schools, and divisions and these are managed by IPAR with direction and approval from the USC.

While Level I and Level II allocations and reallocations of research space do not require approvals above their respective levels, all allocations and reallocations must be properly communicated to IPAR so that the University’s space inventory is current and accurate. Given its authority, the USC will hear and reconcile any (research space) disputes that are not negotiated successfully at Levels I and II.

2.4. Unit Priorities and Strategic Alignment. Research space priorities should be established at the departmental/unit level, college/school level, divisional level, and university level. At all levels (I-III), research space allocations and reallocations are made in accordance with established priorities that align with ECU strategic planning goals and objectives.

2.5. Efficiency of Use. In addition to strategic alignment, research space allocations and reallocations are made in accordance with efficiency of use. Thus, research space is subject to biennial inventory and efficiency audits by IPAR (see 4 below), as directed by the USC, with the possibility of subsequent allocation or reallocation occurring at any management level (I-III). The conditions for initiating a reallocation at Levels I (within departments) and II (within colleges or schools) are communicated to and approved by higher levels, including the USC.

2.6. Frequency. It is impractical to reallocate space too frequently. Effective space-use practice recognizes that research funding and output fluctuate over time and that considerable costs can accompany reallocation activities. Units should cooperate with the current research space occupant(s) to properly relocate or dispose of equipment/instruments.

2.7. New Faculty. Prior to a new faculty member joining ECU, the college and/or department should communicate, in writing to the faculty member and to IPAR, any commitment of research space (including Categories 250 and 255 of the Space Classification Manual, USDoEd) to accommodate the faculty member’s research agenda. This written commitment must provide adequate detail: general characteristics, proposed location, plan for renovation including budget, time limits for occupancy, and terms under which the space could be reallocated. If this space commitment to a new faculty member requires additional space beyond that already managed at Levels I or II, then it must be approved by administrators at
Levels I, II, and the USC. Given its authority, the USC will hear and reconcile any disputes that are not negotiated successfully at Levels I and II.

2.8. Sponsored Research. Sponsored research involves agreement of the University to provide adequate space. When additional research space is required to engage a sponsored project, that need must be made known by the principal investigators to all units involved and the USC (through IPAR). Negotiation of a solution to the space need should occur well in advance of any submission deadline.

2.9. Emeritus Faculty. Emeritus faculty may be provided with research space at the discretion of the units involved if space is available and the emeritus faculty member remains actively engaged in research that is determined by the unit to be aligned with the programmatic needs and priorities of the University. However, priority for research space will not be given to emeritus faculty.

3. Considerations for Allocating and Reallocating Research Space

3.1. New allocations or reallocations will bring research space into alignment with long-term University priorities as expressed in units’ strategic plans.

3.2. New allocations or reallocations will increase the productivity of individual, departmental/unit, or college research space utilization.

3.3. New allocations or reallocations will make explicit the length of the research space commitment.

3.4. New allocations or reallocations will consider associated one-time and recurring costs. If subsidies are necessary, funding sources will be specified by end-users.

3.5. New allocations or reallocations will consider opportunities to co-locate similar types of research activity in order to share core or common space and equipment.

3.6. New allocations or reallocations will consider the effects of space assignments (including equipment and other infrastructure) on health, fire, environmental, accessibility, and safety compliance.

3.7. New allocations or reallocations will consider the primary reasons for a research space request and any possible secondary issues (indirect effects) that might result.

4. Research Space Productivity

To insure that space is efficiently and effectively utilized, IPAR (as directed by the USC and assisted by units) will conduct biennial research space audits. Possessing quantitative and qualitative metrics, along with appropriate benchmarks, assists all management Levels (I-III) to allocate, reallocate, and optimize the use of research space. Productivity measures and benchmarks for research space are expected to vary between among disciplines. Factors may be weighted or un-weighted within departments and colleges. However, Financial measures should are expected to be one part of the overall assessment of research space productivity. Financial measures may include but are not limited to: total external research award dollars / per net assignable square foot (NASF), total external research expenditure dollars / per NASF, and indirect cost recovery dollars / per NASF. Non-financial measures of research productivity may include but are not limited to: number of refereed publications and books completed or in process, number of citations of published research publications in process, number of graduate students engaged, number of undergraduate students engaged, and other metrics as deemed relevant. These and other factors may be weighted or un-weighted within departments and colleges. Because of expected inter-annual variability in research productivity, a five-year moving average will be employed as the unit of research observation.

5. Allocation/Reallocation Procedure

5.1. Initial (and subsequently altered) productivity measurement schemes at Level I (unit/department) must be communicated to and approved by the Level II (college/school) administrator and the USC. Productivity measurement schemes at Level II (college/school) must be approved by the USC. This process is intended to provide effective communication
and reasonable alignment of approaches. IPAR will assemble, aggregate, maintain, and communicate all necessary research space/productivity data. A 5-year report of productivity of individual research spaces (for Level I analysis by chairs and directors), departmental/unit research spaces (for Level II analysis by deans), and college research spaces (for Level III analysis by the USC) will be prepared by IPAR with assistance from Levels I and II.

5.2. All research space requests for allocation or reallocation are initiated through IPAR’s existing Space Allocation Request Portal. These entries can include space requests for new research programming or a change of existing use (to/from research). These requests typically are initiated by Level I or Level II administrators and provide necessary communication of space use in order to keep the inventory current and accurate. The USC must approve Level III (between colleges and/or divisions) requests. The key considerations for space managers at each level are included above (see 3).

5.3. Whenever a research space is deemed unproductive falls below the 80th percentile of productivity among similar facilities at any space management level (I-III, see 2.3) as a result of the 5-year audit, it will become eligible to be reviewed for possible reallocation at that level. Each level must document and communicate expectations and measures for productivity.

5.4. At Level I, this Reallocation at Level I will normally involves a chair’s reallocation between researchers within a department or unit. At Level II, this normally involves a dean’s reallocation of research space between departments. Given its authority, the USC will hear and reconcile any disputes that are not negotiated successfully at Levels I and II. Level III (between colleges/schools/divisions) reallocations by the USC must consider financial and non-financial measures of research productivity. Before any Level III allocation/reallocation is accomplished, a site visit and hearing of affected units will be conducted by the USC. Current research space occupant(s) will be provided with at least a six month notice of intended reallocation.

Resolution #11-105
Approved by the Faculty Senate: December 6, 2011
Approved by the Chancellor: January 12, 2012

Resolution regarding the Program Prioritization Committee’s Draft University Self-Study, as follows:

Whereas, the Faculty Senate fully supports the PPC’s efforts to plan strategically and methodically for future budget reallocations, and

Whereas, the PPC has taken great pains to be inclusive in seeking data, input and feedback, and

Whereas, the Faculty Senate fully supports the PPC’s goals of transparency and openness, and

Whereas, the Faculty Senate wholeheartedly believes that PPC members have served with honesty and integrity in learning about and making judgments regarding every university department, and

Whereas, the final University Self-Study and recommendations to the Chancellor need to be as clear as possible with respect to the report’s intentions and limitations,
Therefore Be It Resolved that the Faculty Senate strongly urges the PPC to carefully and precisely define all key terms, categories and labels in the final Self-Study, and

Be It Further Resolved, that the Faculty Senate strongly urges the PPC to consider the uses proper to the collected data, both quantitative and qualitative, and to include in the final Self-Study a clear statement of the limitations of the collected data and the judgments derived from them, and

Be It Further Resolved, that the Faculty Senate strongly urges the PPC to include a clear statement indicating that any simple ranked order of departments, whether published in the report or derived from the report’s productivity, quality and centrality scores, is not a clear list of the statistically “best” and “worst” departments and it ought not to be considered a criterion for reallocation, and

Be It Further Resolved, that in the interests of transparency, the Faculty Senate strongly urges the PPC to publish the corrected department data spreadsheets and the pre-adjusted department scores for productivity, quality and centrality.

Resolution #12-01
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Response from Parking and Transportation Director

Request that Parking and Traffic Services consider a policy to allow requests for priority “A” parking with consideration of work hours, gender, disability or other reasonable concerns.

Resolution #12-02
Approved by the Faculty Senate: January 24, 2012
Accepted by the Chancellor: February 27, 2012

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of October 19, 2011, November 2, 2011, November 16, 2011, and December 7, 2011.

Resolution #12-03
Approved by the Faculty Senate: January 24, 2012
Accepted by the Chancellor: April 3, 2012 with approved statement

Formal faculty advice on proposed revisions to the ECU Faculty Manual, Appendix F. Graduate School Organization, as follows:

(Original additions are noted in bold print and deletions in strikethrough. Additional proposed revisions to the appendix are noted in bold underlined green print and highlighted strikethrough.)

This proposed document will replace all of the current text in Appendix F.
APPENDIX F. GRADUATE SCHOOL ORGANIZATION

CONTENT

I. The Graduate Faculty
   A. Functions and Jurisdictions
   B. Membership Meetings
   C. Meetings Canvass
   D. Canvass Voting Privileges
   E. Voting Privileges Implementation
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II. Coordinators of Graduate Programs, the Graduate Council, the Graduate Council Executive Committee, and the Graduate Curriculum Committee
   A. Graduate Assembly Coordinators of Graduate Programs
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III. Graduate Student Advisory Council
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IV. Modifications to the Graduate School Organization
   A. Graduate Council
   B. Graduate Faculty

Approved: 22 August 1977, East Carolina University Graduate Faculty

Amended:
Appendix F. Graduate School Organization

I. The Graduate Faculty

A. Functions and Jurisdictions

The graduate faculty exercises the authority within the university for development of general policies and procedures for all graduate courses and programs. The graduate faculty may modify this instrument recommend modifications to this document, “Graduate School Organization”, directly or through the concurrent approval of the Graduate Assembly and the Graduate School Administrative Board Graduate Council using the procedure in Part IV of this document.

B. Meetings

Meetings may be called by the chairperson, the Graduate Assembly, the Graduate School Administrative Board Graduate Council, or upon petition of 15% or more of the graduate faculty as indicated below (II.1) to the Dean. Notice of a plenary session with time, place, and agenda will be distributed to members of the graduate faculty at least a full week prior to the meeting.

One-half or more of the graduate faculty will constitute a quorum for purposes of transacting such business as appears on the printed agenda. A simple majority of those graduate faculty members in attendance shall will govern unless decision to the contrary is made prior to a ballot. When a quorum is not present at a called meeting, agenda items will be referred to the Graduate School Administrative Board Graduate Council for action.

A plenary session will be conducted according to the most recent edition of Robert’s Rules of Order. Minutes shall will be kept and distributed to all members of the university faculty not later than ten days following the session.

C. Canvass

Business and opinion polls may be conducted through canvass of the graduate faculty by the chairperson when approved by the Graduate School Administrative Board Graduate Council. This canvass may be conducted either electronically or using paper ballots. If paper methodology is used, ballots or other materials will be addressed to each graduate faculty member and sent through campus mail or delivered by messengers. To transact business through a canvass, at least one-half of the total graduate faculty must return ballots vote. A simple majority shall will govern unless the Graduate School Administrative Board Graduate Council establishes a different criterion when it approved a canvass. When a less than one-half of the total graduate faculty vote in a canvass, business items with the result of the canvas, will be referred to the Graduate Council for action.
When the graduate faculty is canvassed in this manner, each ballot will provide space in which each member can indicate his or her preference for a plenary session dealing with the issue to be decided. If 15 percent or more of the graduate faculty indicates preference for a session, the canvass will be nullified, and a plenary session will be called.

E. D. Voting Privileges

Only Graduate Teaching Faculty, Associate Graduate Faculty, and Graduate Faculty members may vote on university-wide graduate issues and serve on the Graduate Administrative Board of the Graduate School except as indicated below (II,B.1.). It is assumed that each unit will encourage participation of individuals holding other appointments in decision making and planning related to the graduate programs in which they are involved.

E. E. Implementation

Each code unit with a graduate program will develop a procedure for obtaining faculty input to the process of nominating graduate faculty and report this procedure to the Graduate School Administrative Board. In addition, each code unit with a graduate program will examine the educational objectives of their graduate degrees, which were prepared for the SACS accreditation and articulate the types of research, creative activity, or other activities which are appropriate for graduate faculty in their discipline. Each code unit will then submit its articulation to the Administrative Board of the Graduate School for approval. Once the articulation is approved, it will be used to evaluate nominations for the graduate and associate graduate faculty from the submitting code unit.

Except as noted above for administrators and ex-officio members, the status of all existing members of the graduate and associate graduate faculty will be confirmed within five years of the approval of the procedures and criteria according to a process to be developed by the Graduate School Administrative Board. These members may choose the year in which the confirmation occurs within a five year period.

B. F. Membership

The following paragraphs address the general qualifications for membership, rights, privileges and responsibilities; method of appointment; and method of reappointment of each category of membership on the graduate faculty; and the methods of implementing these policies.

There are five types of membership in the graduate faculty. They are (1) graduate faculty member, (2) associate graduate faculty member, (3) graduate teaching faculty member, and (4) ex-officio graduate faculty member, and (5) adjunct graduate faculty member.

Graduate Faculty Members. Qualifications for graduate faculty members include:

- The highest earned degree in the field.
- Demonstrated evidence of success in research/creative activity.
- Demonstrated evidence of successful graduate teaching.
- Demonstrated evidence of successful supervision of research or creative activity, if applicable. In some instances, extensive professional experience, high productivity, or successful competition for research/creative activity support may substitute for the highest degree.

Graduate faculty members are eligible to serve on the Graduate Assembly, the Administrative Board of the Graduate School, the Graduate Curriculum Committee, may serve as a Graduate Program Coordinator, may teach graduate classes, may chair doctoral or master's committees,
and may be a member of doctoral or master’s committees. Code units may define additional criteria for eligibility to serve in doctoral programs.

Appointment to the graduate faculty occurs as the result of the following procedure. Upon recommendation of the graduate faculty of the code unit (the procedure for which has been outlined as described under Implementation, below), the appropriate unit administrator forwards a nomination to the dean of the college or professional school, as appropriate, and then to the Dean of the Graduate School. Each nomination should state the type of appointment and contain evidence that the nominee has satisfied the criteria for the type of membership sought in a manner consistent with the code unit’s interpretation of those criteria. The Dean of the Graduate School will review the recommendation of the academic unit to determine that it is consistent with the unit’s criteria and appointment procedures. If the dean concurs, he or she will notify the Graduate School Administrative Board, academic unit and the faculty member of his or her appointment. If the dean does not approve the unit’s recommendation the application will automatically be referred to the Graduate School Administrative Board. A two-thirds majority of the Graduate School Administrative Board will be required to overturn the administrative decision.

For individuals with permanent tenure, Appointment to the graduate faculty is for five years. At the end of the term, the appointment shall be reviewed within the unit in the manner outlined for initial appointments, except that the focus will be on the activity during the five years immediately preceding the evaluation. If it is the opinion of the code unit graduate faculty that the appointment should be renewed, the appropriate unit administrator will add his/her opinion and submit the appropriate renewal application to the dean of the college or professional school, as appropriate, and then to the Dean of the Graduate School who will review the application. To be reappointed, it is not necessary for an individual to have participated in all phases of graduate education. Individuals appointed to major administrative assignments (department chairs or above) who are members or associate members of the graduate faculty at the time of their appointment are exempt from the re-nomination process until five years after the expiration of the administrative appointment. Individuals with other administrative appointments may be considered for a waiver by the Administrative Board of the Graduate School upon nomination by their code units.

It is recognized that the process for awarding permanent tenure involves the evaluation of the individual’s research, teaching, and service to the university over a substantial period of time as well as relevant experiences at other universities. Therefore, recipients of permanent tenure subsequent to the implementation of these policies by the graduate faculty are eligible for appointment as a member of the graduate faculty if that person is not already a member. To effect this appointment, it is the responsibility of the code unit to notify the dean of the college or professional school, as appropriate, and then the dean of the Graduate School of any person in this category to request an appointment to the graduate faculty. It is emphasized that there is no permanent tenure for graduate faculty appointments and persons appointed in this manner are subject to the same term limits and appointment renewal policies as other members of the graduate faculty. This process is used only by entities directly responsible for graduate degree programs.

For faculty on probationary appointments, the term on the graduate faculty is coterminous with the length of that appointment or four years, whichever is longer. Tenure track faculty will be re-nominated for the graduate faculty as part of the contract renewal process immediately prior to the
expiration of the term on the graduate faculty. The appropriate dean or chair will provide information on the faculty member's accomplishments during the period to the appropriate graduate faculty in the unit and the nomination process will proceed as outlined above.

Associate Graduate Faculty Members.
Qualifications for associate graduate faculty members include:

- Highest earned degree in the field.
- Demonstrated evidence of success or the potential for success in research/creative activity.
- Demonstrated evidence of successful graduate teaching or the potential of such success.
- Demonstrated evidence of successful supervision of research or creative activity or the potential of such success, if applicable. In some instances, extensive professional experience, high productivity, or successful competition for research/creative activity support may substitute for the highest degree.

Associate graduate faculty members may serve as members of the Graduate Assembly Graduate Program Coordinators, may teach graduate classes, may chair doctoral or master's committees, and may be a member of doctoral or master's committees. Code units may define additional criteria for eligibility to serve in doctoral programs. Code units must define criteria for associate graduate faculty members to chair doctoral committees in their unit codes of operation. All procedures for appointment and reappointment as well as terms of office for the associate graduate faculty will be the same as those for the graduate faculty members.

Graduate Teaching Faculty Members.
Qualifications for graduate teaching faculty members include:

- Highest earned degree in the field.
- Professional certifications or licensure as specified by the code unit.
- Demonstrated evidence of success or the potential for success graduate teaching.
- Evidence of professional growth, e.g., completion of continuing education, participation in relevant seminars, or other professional activity. In some instances, especially for clinical faculty, extensive professional experience, high productivity, or successful competition for research/creative activity support may substitute for the highest degree.

Graduate teaching faculty members may teach masters or doctoral classes as appropriate for their background, certification, and experience and may be the fourth member of a master's thesis or dissertation committee upon certification of appropriate experience or expertise by the unit administrator.

All tenure-track faculty members who hold the appropriate terminal degree for the discipline in which they hold their appointments are deemed to be members of the graduate teaching faculty upon their initial appointments. Code units are responsible for notifying the dean of the college or professional school, as appropriate, and the Dean of the Graduate School of these individuals and requesting an appointment to the graduate teaching faculty. As part of their first evaluation for contract renewal of a probationary appointment, if the code unit wishes the person to become a member or associate member of the graduate faculty, it would use the information gathered in the process of contract renewal to provide the nominations as outlined above. If the code unit wishes
the person to remain a member of the graduate teaching faculty, it renews the appointment by notifying the dean of the college or professional school, as appropriate, the Dean of the Graduate School, and the individual involved. If the code unit wishes to remove the person from responsibilities for graduate teaching, it notifies the person, the dean of the college or professional school if appropriate, and the Dean of the Graduate School.

Other appointments to the graduate teaching faculty are made by the appropriate code unit administrator, the graduate faculty of the code unit, and the Dean of the Graduate School, in accordance with procedures approved by the graduate faculty of the code unit. These appointments are valid for the terms of the individuals’ contracts.

Adjunct Members. Persons not currently faculty members at East Carolina University may be named to the graduate faculty as adjunct members. Adjunct appointments may be made to any of the types of positions outlined above. Adjunct members of the graduate faculty must meet the same qualifications as required for the category to which they are named and are appointed and reappointed using the same procedures as graduate faculty members of the same category. Second and subsequent appointments as adjunct members must be predicated upon successful teaching experience and continuation of a level of professional activity appropriate to the category of membership.

Ex-officio Members. Administrators with responsibilities for graduate programs who do not hold other appointments to the graduate faculty will be appointed to an ex-officio membership commensurate with background and experience and will hold that appointment for the duration of their administrative appointment.

External Thesis and Dissertation Committee Members. Individuals external to ECU with demonstrated expertise in the area of study in a thesis or dissertation may serve on, but not chair a thesis or dissertation committee. The external member should have a terminal degree in the an appropriate discipline or extensive professional experience. This appointment must be approved by the Dean of the Graduate School. The procedure for appointing a person to serve in this role will require approval by the Graduate Program Director and the unit graduate faculty members serving on the thesis or dissertation committee. The Graduate Program Director will submit a letter of request to the Dean of the Graduate School outlining the person’s credentials (academic CV or resume) stating the contribution this individual will make to the specific thesis or dissertation.

II. The Graduate Assembly, the Graduate School Administrative Board, and the Graduate Curriculum Committee

A. Graduate Assembly

The Graduate Assembly shall include one graduate director from each academic department in the Thomas Harriot College of Arts and Sciences, the College of Education, the College of Business, the College of Fine Arts and Communication, the College of Health and Human Performance, the College of Human Ecology, the College of Technology and Computer Science, the School of Allied Health Sciences, the Brody School of Medicine, and the School of Nursing and a graduate student, offering a graduate degree program and one member from the Graduate
Student Advisory Council. The dean of the Graduate School, or his/her designee, chairs meetings of the Graduate Assembly. The chancellor, the provost and the vice chancellor for health affairs, or their designees, will serve as ex officio members of the Graduate Assembly.

Membership in the Graduate Assembly shall be limited to associate or full members of the graduate faculty who serve as graduate directors in their respective unit. Appointment to the position of graduate director shall be according to the unit code. There is no limit on service as a member of the Graduate Assembly.

The responsibilities of the Graduate Assembly will include:

- Implementing Graduate School policies on recruitment, application, enrollment, and graduation of students;
- Making recommendations to the dean of the Graduate School on policy issues referred to it by the Administrative Board;
- Making recommendations to the dean of the Graduate School on policies issues referred to it by at least forty percent of the Administrative Board.

The Graduate Assembly shall meet at least once a semester, by call of the dean of the Graduate School, or as the result of the petition of 15 percent of the members of the graduate faculty.

B. Graduate School Administrative Board

The Graduate School Administrative Board shall consist of three representatives from the Thomas Harriot College of Arts and Sciences, two from the College of Education, and one from the College of Business, the College of Fine Arts and Communication, the College of Health and Human Performance, the College of Human Ecology, the College of Technology and Computer Science, the School of Allied Health Sciences, the Brody School of Medicine, and the School of Nursing and a graduate student. Each college and school representative and his/her alternate shall be full graduate faculty and shall be elected by vote of the members of their respective constituencies. The term of membership on the Administrative Board of the Graduate School shall be three years. The president of the Graduate Student Advisory Council serves as the graduate student representative.

The dean of the Graduate School, or his/her designee, is chair of the Graduate School Administrative Board and presides at board meetings. The dean of the Graduate School or his/her designee will vote in case of a tie vote. The provost, the Vice Chancellor for Health Affairs, and the Chair of the Faculty, or their designees, will serve as ex officio members, without vote, of the Graduate School Administrative Board. The Graduate School Administrative Board will meet as necessary, ordinarily biweekly, during the academic year.

The responsibilities of the Administrative Board will include:

- Election of the membership of the Graduate Curriculum Committee
- Approval of all course proposals at the graduate level (5000 and above);
• Approval of all proposals for new degree programs and program tracks and changes in existing degree programs;

• Participation in the review of all existing graduate programs;

• Review and approval of all admissions by exception, requests for exceptions to transfer credit policy, and requests for exceptions to the time to degree requirements;

• Review of all unit appeals of negative decisions made by the Dean of the Graduate School regarding graduate faculty appointments;

• Review and development of Graduate School policy including requirements for admission, retention of students, permissible course loads, transfer credit, grading, thesis and dissertation requirements and examinations, and standards for graduate faculty appointment.

• Reporting its actions to the Graduate Assembly.

A simple majority of the Graduate School Administrative Board will constitute a quorum.

II. Coordinators of Graduate Programs, the Graduate Council, the Graduate Council Executive Committee, and the Graduate Curriculum Committee

A. Coordinators of Graduate Programs

Each Graduate Program and Graduate Certificate will have a designated Graduate Program Director or Coordinator who must be a Graduate or Associate Graduate Faculty member, approved by the unit chair and college dean and academically qualified to lead development and review of the program’s curriculum. Meetings of Graduate Program Directors and Coordinators will be held at least twice per regular academic term and chaired by the Dean of the Graduate School or designee. These meetings will provide a forum where Graduate Program Directors and Coordinators may provide input to the Graduate School, the Graduate Council and the Graduate Curriculum Committee on any matters related to policies, practices, implementation, and administration of graduate education.

B. Graduate Council

The Graduate Council is comprised of 20 directors or coordinators of graduate programs elected* to represent their respective colleges; 4 Graduate Faculty (who are not program Directors) elected by the Faculty Senate (each from a different college or the Brody School of Medicine); plus 3 at-large-appointments by the Dean of the Graduate School. In addition there will be 6 ex-officio members with a vote, including the Chair of the Graduate Curriculum Committee (GCC), Chair of the Faculty or designee, a representative of the faculty senate, a representative of the Provost and Senior Vice Chancellor for Academic Affairs, a representative of the Vice Chancellor for Health Sciences, and the President of the Graduate and Professional Student Senate (GPSS) or designee. The Dean of the Graduate School will be an ex-officio member without a vote. The Graduate Council will elect a Chair and Vice-Chair from the elected members. All Graduate Council members are elected to serve three-year terms with terms staggered for continuity.
The Graduate Council will be responsible for consideration, debate, and voting on all graduate academic policies, and upon recommendation of the GCC, graduate curriculum and degree programs. Any member of the graduate faculty may recommend agenda items concerning graduate academic policy to the Graduate Council Executive Committee for inclusion on the Graduate Council agenda. New graduate degree programs, new certificates, new concentrations, degree title changes, and moving or discontinuing programs are also submitted to the Educational Policies and Planning Committee (EPPC) for review.

The Graduate Council will make recommendations to the Dean of the Graduate School, who may concur or not. The Dean will forward these recommendations to the Academic Council and then the Chancellor for final approval. The Chair of the Graduate Council will communicate recommendations to the Faculty Senate for information, comment, and advice.

The Chair of the Graduate Council will convene meetings of the Graduate Council, report at each Faculty Senate meeting on graduate matters, and seek Faculty Senate input. Graduate Council meeting agendas will be handled the same as Faculty Senate meeting agendas and be distributed electronically to all graduate faculty at least two weeks before the meeting.

The Vice-Chair will assume the duties of the Chair if the Chair is unable to fulfill his or her duties.

*Initially, graduate councilors will be allocated 50% in proportion to the number of graduate faculty and 50% in proportion to the graduate SCH production in their respective colleges.*

The responsibilities of the Administrative Board will include:

- Election of the membership of the Graduate Curriculum Committee;
- Approval of all course proposals at the graduate level (5000 and above);
- Approval of all proposals for new degree programs and program tracks and changes in existing degree programs;
- Approve Graduate Curriculum Committees (GCC) recommendations;
- Participation in the review of all existing graduate programs;
- Review and approval of all admissions by exception, requests for exceptions to transfer credit policy, and requests for exceptions to the time to degree requirements;
- Review all unit appeals of negative decisions made by the Dean of the Graduate School regarding graduate faculty appointments;
- Review and development Graduate School policy including requirements for admission, retention of students, permissible course loads, transfer credit, grading, thesis and dissertation requirements and examinations, and standards for graduate faculty appointment;
- Make recommendations relating to graduate education to the Dean, Academic Council, and the Chancellor;
- Reporting its actions to the Graduate Assembly coordinators of graduate programs, graduate faculty, and Faculty Senate.

A simple majority of the elected members of the Graduate Council will constitute a quorum.
C. Graduate Council Executive Committee

The Graduate Council Executive Committee (GCEC) is comprised of the Graduate School Dean, the Graduate Council Chair and Vice-Chair, and 4 members elected by and from the Graduate Council. The GCEC will meet at least once a month.

The GCEC will

- Review and approve all admissions by exception, requests for exceptions to transfer credit policy, and requests for exceptions to the time to degree requirements;
- Set the Graduate Council agenda;
- Prepare draft policies for consideration by the Graduate Council;
- Review the Graduate Council meeting minutes for presentation to the Graduate Council.

D. Graduate Curriculum Committee

The Graduate Curriculum Committee (GCC) shall consist of seven graduate or associate graduate faculty members from different graduate degree areas and one graduate student nominated by the Graduate Student Advisory Council and elected by the Administrative Board of the Graduate School. The committee shall elect the chair itself and the chair, if not already a member, will be an ex-officio member of the Graduate Assembly and the Graduate School Administrative Board, with tenure from each college and the Brody School of Medicine. Members will be nominated by their respective deans through a process established by the school or college. Where possible members will have experience in both masters and doctoral programs. There will be two ex-officio members with vote including the president of the GPSS or designee and the Associate Provost for Academic Program Development. The Graduate Council will review the credentials of the nominees and approve members to serve on the GCC. Membership ordinarily is for a term of three years in staggered rotation with no more than three new members in any given year. Members may be reelected. Members will serve staggered three-year terms. The Chair and Vice Chair of the GCC will be elected to serve a one-year term by and from the membership of the GCC. GCC members will be limited to serving two consecutive terms.

The committee will review proposals for new graduate programs, new and revised courses, degree related catalog text changes, and requests to delete, bank, and unbank graduate courses. The committee will make recommendations for action to the Graduate School Administrative Board and is empowered also to make recommendations to the Graduate Assembly and to the Graduate School administration on any graduate curriculum related matters. The committee is responsible for determining its own methods and procedures for fulfilling these responsibilities.

The GCC will review, consider and make recommendations to the Graduate Council on:

- Proposals for new graduate programs, certificates, concentrations, degree title changes, and moving or discontinuing graduate programs, certificates or concentrations.
- Proposals for new and revised graduate courses;
- Degree-related graduate catalog changes;
- Requests to delete, bank, and unbank graduate courses;
- Other graduate curriculum related matters;
- Changes to its charge;
- Other duties as assigned by the Graduate Council.

The GCC will determine its own methods and procedures to fulfill its charge.

All recommendations of the GCC will be reported to the Graduate Council. Recommendations on new programs, new certificates, new concentrations, degree title changes, and moving or discontinuing programs will be reviewed by both the Graduate Council and the EPPC who then reports to the Faculty Senate. Both negative and positive recommendations will be reported to the Graduate Council and forwarded to the Academic Council and Chancellor.

III. Graduate Student Advisory Council

A. Composition
The Graduate Student Advisory Council shall be composed of currently enrolled graduate student representatives from each professional school and from each department in the College of Arts and Sciences offering graduate degrees.

B. Functions
1. The advisory council shall elect co-chairpersons from its membership who shall in turn serve on the Graduate Assembly.
2. The advisory council shall serve as a student liaison between the Graduate School and the schools and departments by providing a forum through which concerns common to graduate students can be brought to the attention of the dean and assistant dean of the Graduate School.
3. Dates of meetings are set and the council develops agenda.

III. The Dean of the Graduate School

A. Functions and Jurisdiction
The Dean is the chief executive officer of the Graduate School and chairperson chairs plenary sessions of the graduate faculty, the Graduate Assembly, and the Graduate School Administrative Board. The Dean (or designee) will chair meetings of the graduate program coordinators. He or she will be available to advise and assist schools and departments in the planning and development of their graduate programs. He or she will be specifically responsible for coordinating with the general administration of the university all new graduate program proposals advanced by schools and departments.

The Dean shall will be responsible for the implementation and execution of policies, rules, regulations, and procedures established by the graduate faculty and the Graduate School Administrative Board Graduate Council. He or she is expected to articulate both the current status and the short-term and long-term concerns and objectives of graduate education at the university and to offer timely and appropriate recommendations for its improvement and greater efficiency in meeting the needs of its constituents.

The Dean will be responsible for the operation of the Graduate School office including the preparation of its annual budget, spending of funds, utilization of allocated office space, assignments of responsibilities to staff, and the establishment of office procedures for effective implementation of all administrative tasks performed by the Graduate School office.

The Dean will develop procedures for consultation with other units of the university and extramural academic, professional, governmental, and community groups.
IV. Modifications to the Graduate School Organization

A. Graduate Council
The Graduate Council may recommend revisions to this document. The Graduate Council will make recommendations to the Dean of the Graduate School, who may concur or not. The Dean will forward these recommendations to the Academic Council and then the Chancellor for final approval decision. The Chair of the Graduate Council will communicate recommendations to the Faculty Senate for information, comment, and advice.

B. Graduate Faculty
The graduate faculty may recommend revisions to this document, “Graduate School Organization,” through a majority vote in plenary session where a quorum is established, through canvass conducted according to Part I.C of this document or through the concurrent approval of the Graduate Council. Decisions Recommendations of the graduate faculty will be reviewed by the Dean of the Graduate School who may concur or not, to the and Academic Council and then the forwarded to the Chancellor for final approval decision. The Chair of the Graduate Council will communicate graduate faculty recommendations to the Faculty Senate for information, comment, and advice.
Revisions to the *ECU Faculty Manual*, Part II. University Organization, Subsection I. *Organization of the University of North Carolina*, as follows:

Additions are noted in **bold** print and deletions in strikethrough.

**Revise and keep in the Faculty Manual.**

I. The Organization of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. East Carolina University is one of **sixteen** **seventeen** constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the NC General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the NC General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the NC General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state’s ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The North Carolina School of the Arts, Pembroke State University (*now the University of North Carolina at Pembroke*), Western Carolina University, and Winston-Salem State University. This action created the current original sixteen-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of The University; in **July 2007 NCSSM by legislative action became a constituent institution of the University of North Carolina** [http://www.northcarolina.edu/about/mission.htm], making it the seventeenth campus of the University of North Carolina.)
The University of North Carolina Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. It elects the president, who administers The University (https://www.northcarolina.edu/policy/index.php). The thirty-two voting members of the board of governors are elected by the General Assembly for four-year terms. Former board chairs and board members who are former governors of North Carolina may continue to serve for limited periods as emeritus nonvoting members. The president of The UNC Association of Student Governments, or that student’s designee, is also a nonvoting member.

Each of the sixteen seventeen constituent institutions is headed by a chancellor, who is chosen by the board of governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the board of governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the board of governors.

University of North Carolina General Administration
http://www.northcarolina.edu/

Board of Governors for the University of North Carolina
http://www.northcarolina.edu/bog/index.htm

Constituent Institutions of the University of North Carolina
http://www.northcarolina.edu/campus_profiles/index.php

Resolution #12-05
Approved by the Faculty Senate: January 24, 2012
Rejected by the Chancellor: February 27, 2012

Revisions to the ECU Faculty Manual, Part II. University Organization, Subsection III. University Policy.

Resolution #12-06
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Revisions to the ECU Faculty Manual, Part II. University Organization, Subsection V. Administrative Policy as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

V. Administrative Policy
Administrative policy, as distinct from academic policy, is determined by the chancellor in consultation
with other administrative officers. Administrative committees are appointed by the chancellor (or the Chancellor’s designee) and report to the chancellor or to his or her designee. These committees, councils, and boards are not responsible to the Faculty Senate because of their jurisdictions and functions; however, the chair of the faculty (or an appointed representative) serves as an ex-officio member on most of the administrative committees. The complete list of current standing University administrative committees is available online at: NEED LINK

The following are the current administrative committees:
- Academic Integrity Board (Student Life)
- Administrative Computing
- Advisory Committee on Codes
- Affirmative Action Review and Advisory Committee
- Animal Care and Use Committee
- Athletic Committee
- Biological Safety Committee
- Citation Appeals Board
- Commencement Committee
- Committee on Canvassing and Soliciting
- Committee on Copyright
- Environmental Safety Committee
- Faculty and Staff Benefits Committee
- Family Weekend Committee
- Health Professions Advising Committee
- Homecoming Steering Committee
- Honorary Degrees, Awards, and Distinctions Committee (Board of Trustees)
- Infection Control Committee
- Information Resources Coordinating Council
- Living History Committee
- Natural Areas Committee
- Parking and Transportation Committee
- Patent and Intellectual Property Committee
- Radiation Safety Committee
- Research Ethics Oversight Committee
- Resident Status Appeals Committee
- Scholarship Committee
- Smart Classroom Technology Steering Committee
- Space Allocation Committee
- Status of Women
- University and Medical Center Institutional Review Board
- University Special Collections Committee

Resolution #12-07
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012 (with editorial change of “proposals” to “projects” in 2nd paragraph)

Revisions to the ECU Faculty Manual, Part VI. General Personnel Policies, Section III.I. Grants, Contracts, and Cooperative Agreements as follows:
Revise and keep in the Faculty Manual.

I. Grants, Contracts, and Cooperative Agreements

ECU’s Office of Sponsored Programs (OSP) has the responsibility for pre-award activities involved in the preparation and submission of proposals on behalf of ECU to external sponsors for support of projects in research, creative activity, training, and public service. The staff will provide information, assistance, review, and endorsement. The office of Sponsored Programs serves as the clearinghouse for information on public and private funding opportunities. Staff members welcome requests for assistance in locating funding sources and developing proposals and budgets. They will review proposals for completeness and compliance with university and sponsor administrative requirements. In addition, they will provide guidance for development of contractual agreements for activities such as clinical drug trials. OSP must review and approve all proposals for grants, contracts, and cooperative agreements prepared by faculty for submission to request outside funding sources before submission to external sponsors. OSP must be reviewed and signed in the office of Sponsored Programs before submission to sponsors.

The Office of Grants and Contracts (OGC) is the University Office responsible for post-award activities related to projects that have been awarded by external sponsors to ECU faculty that support projects/programs in research, creative activity, training, and public service/clinical care. OGC is responsible for ensuring that expenditures are in accordance with sponsor and institutional guidelines. OGC also assists investigators in preparing information for sponsor required financial reporting.

Resolution #12-08
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Revisions to the ECU Faculty Manual, Part X. The Faculty Assembly of the University of North Carolina, as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

I. Faculty Assembly Organization

The University of North Carolina Faculty Assembly was formed in 1972 when all of the State’s public senior institutions were brought into the University of North Carolina. The Charter of the University of North Carolina Faculty Assembly gives the objectives for the body:

1. The Faculty Assembly of the University of North Carolina shall gather and exchange information on behalf of the faculties of the constituent institutions of The University of North Carolina.
2. The Assembly shall, through appropriate channels, advise the Board of Governors of The University of North Carolina, the General Assembly, and other governmental agencies and officers on matters of university-wide importance.
3. The Assembly shall advise and communicate with the President of the University of North Carolina with regard to the interests of the faculties and other matters of university-wide importance.

Each of the seventeen campuses of the University of North Carolina elects delegates to the Faculty Assembly according to guidelines on delegation size and composition given in the Charter. The Bylaws of the Faculty Assembly of the University of North Carolina establish the procedures by which the Faculty Assembly operates and conducts its business.

II. East Carolina University Faculty Assembly Delegation
A. Composition and Terms of Delegates and Alternates
The procedure by which East Carolina University elects its Faculty Assembly Delegates and Alternate Delegates is contained in Bylaw VI of the Bylaws of the Constitution of the Faculty of East Carolina University. ECU Faculty Assembly Delegates and Alternate Delegates should be full-time faculty, holding no administrative duties outside their departments. Terms are three years, with all regular terms of service beginning on and ending on July 1 of each year. A faculty member may not have served as a Delegate for more than six of the preceding nine years. Time spent while serving as an Alternate Delegate is not counted in the limitation.

B. Attendance of Faculty Assembly Meetings
Faculty Assembly Delegates are expected to attend Faculty Assembly meetings when possible. A Delegate who cannot attend a Faculty Assembly meeting should arrange for an Alternate Delegate to attend in his/her place. The Delegate should also notify the Chair of the UNC Faculty Assembly of the Alternate’s participation.

Generally, travel expenses for Delegates to participate in Faculty Assembly meetings are reimbursed by the UNC General Administration. Delegates are encouraged to carpool and use state vehicles where possible to minimize costs. Delegates must follow defined rules for travel and, to insure proper and timely reimbursement, are advised to turn in all travel paperwork prior to leaving the meeting.

Alternate Delegates participate in meetings only when/if they are asked to do so in place of a Delegate. Upon arrival to a meeting when attending for a Delegate, Alternate Delegates should notify the Chair of the Assembly and the administrative assistant.

C. Faculty Assembly Report to the East Carolina University Faculty Senate
Elected delegates to the UNC Faculty Assembly serve ex-officio on the ECU Faculty Senate with a vote in all Senate matters except the election of officers and committee members, as specified in the Faculty Constitution and By-Laws located in the ECU Faculty Manual. The Faculty Assembly delegation is responsible for compiling a written report of each Assembly meeting and presenting the report to the Senate. Usually, the elected delegates rotate reporting duties among all present. Minutes of the Assembly meeting may or may not be available prior to scheduled Faculty Senate meeting. As such, delegates should take notes and be prepared to provide a written report in addition to a verbal report to the Faculty Senate.

UNC Faculty Assembly Web Page
http://www.northcarolina.edu/facultyassembly/index.htm

The Charter of the Faculty Assembly of the University of North Carolina
http://www.northcarolina.edu/facultyassembly/charter.htm
The Bylaws of the Faculty Assembly of the University of North Carolina
http://www.northcarolina.edu/facultyassembly/bylaws.htm

ECU Faculty Manual Appendix A Bylaw VI. Faculty Assembly Delegates and Alternates
http://author.ecu.edu/cs-acad/fsonline/customcf/facultymanual/appendixa/ab6.htm

ECU Faculty Manual Appendix A. Faculty Constitution of East Carolina University, Part VI
http://author.ecu.edu/cs-acad/fsonline/customcf/facultymanual/appendixa/a6.htm

Charter of the Faculty Assembly of the University of North Carolina

I. Objectives and Functions
   1. The Faculty Assembly of The University of North Carolina shall gather and exchange
      information on behalf of the faculties of the constituent institutions of The University of North
      Carolina.
   2. The assembly shall, through appropriate channels, advise the Board of Governors of The
      University of North Carolina, the General Assembly, and other governmental agencies and
      officers on matters of University-wide import.
   3. The assembly shall advise and communicate with the president of The University of North
      Carolina with regard to the interests of the faculties and other matters of University-wide
      import.

II. Organization and Relationships
   1. Representation in the assembly shall be apportioned among the constituent institutions of The
      University of North Carolina with regard to the number of full-time faculty and professional staff
      members in the service of each institution. Each institution having not more than 300 full-time
      faculty and professional staff members shall choose 2 delegates; each institution having from
      301 to 600 full-time faculty and professional staff members shall choose 3 delegates; each
      institution having 601 to 900 full-time faculty and professional staff members shall choose 4
      delegates; and each institution having more than 900 full-time faculty and professional staff
      members shall choose 5 delegates. At any time that the number of full-time faculty and
      professional staff members of an institution changes so as to entitle it to a larger or smaller
      number of delegates under the foregoing formula, the number of its delegates forthwith shall
      be changed accordingly. Every delegate to the assembly shall be a full-time faculty or
      professional staff member of the institution he seeks to represent. The manner of selection of
      delegates shall be determined by the faculties of the respective institutions consistent with their
      institutional practices. Terms and rotation of delegates shall be specified in the bylaws.
   2. The assembly shall have a chairman and other such officers, who shall be chosen in such
      manner and for such terms, as the assembly may provide in its bylaws.
   3. Each institutional delegation to the assembly shall make available to the faculty of its institution
      the official minutes of the proceedings of the assembly, together with the written report of the
      delegation.

III. Operations
   1. The assembly shall adopt its own bylaws.
   2. The bylaws of the assembly shall provide for regular, stated meetings of the assembly, which
      shall be held at various locations.
   3. Special meetings of the assembly may be called by the president of The University of North
      Carolina, by the officers of the assembly, or by members of the assembly, in accordance with
      procedures to be established in the bylaws of the assembly.
   4. Records of the activities of the assembly shall be kept and transmitted to the appropriate
      successor officers of the assembly.
5. Released time shall be made available to the officers of the assembly, subject to the approval of the president of the University of North Carolina.

6. The assembly shall be provided by The University of North Carolina with necessary secretarial assistance and other related services and resources.

7. The members of the assembly shall be reimbursed by The University of North Carolina for expenses incurred in attending meetings of the assembly.

IV. Ratification and Amendment of the Charter

1. This charter shall be transmitted to the constituent institutions of The University of North Carolina for ratification or rejection by the faculty of each institution in accordance with the processes of that institution. The charter shall become effective upon its ratification by two-thirds of the constituent institutions of The University of North Carolina. The institutions whose faculties ratify the charter shall become participating institutions and shall send delegations to the assembly.

2. An amendment to the charter may be introduced in the assembly by any member of the assembly; and, if approved by a majority of the authorized membership of the assembly, it shall be transmitted to the participating institutions of the assembly for ratification by the faculty of each institution in accordance with the processes of that institution. An amendment shall become effective upon its ratification by two-thirds of the participating institutions of the assembly. The foregoing proposed charter of the Faculty Assembly of The University of North Carolina was adopted unanimously by The University Faculty Assembly, representing all sixteen public institutions of higher education in North Carolina, meeting in Greensboro on April 15, 1972. (John L. Sanders, Chairman of the Assembly)

BYLAWS OF THE FACULTY ASSEMBLY OF THE UNIVERSITY OF NORTH CAROLINA

I. Definition of Charter

The articles under which the Faculty Assembly came into existence are the Charter of the Faculty Assembly. Bylaws enacted by the assembly are for the purpose of giving effect to the purpose and functions described in the charter.

II. Members of the Assembly

A. The assembly shall be composed of representatives from each institution according to the provisions as stated in section 11, paragraph 1 of the charter.

B. The assembly shall make no determination of the method of election, those matters being specifically reserved to the faculties of the several institutions.

C. The terms of delegates and alternates of the assembly shall range from one to three years as established by each institution, and each institution shall assure continuity of delegation membership by a system of rotated terms. To be eligible as a delegate, a faculty member may not have served as a delegate to the assembly for more than six of the preceding nine years, nor could he be selected to a term that would result in a violation of this limitation. Time spent while serving as an alternate is not counted in that above imitation.

D. Each institutional faculty shall determine the number of alternate delegates it believes necessary. The terms of alternates shall correspond to the terms of delegates.

E. All regular terms of service shall begin and end on July 1 of each year. The delegate list and authorized alternates for the coming academic year shall be in the hands of the assembly chairman by April 20.

III. Officers

A. The officers of the assembly shall be a chairman, a vice chairman, and a secretary.

B. Each officer shall serve for a term of one year but may be re-elected to two additional succeeding terms in that office, after which he shall be ineligible for re-election to that office for a period of one year.

IV. Agenda Committee
A. An agenda committee consisting of the three elected officers, chairman, vice chairman, and secretary, shall be established.

B. The Agenda Committee shall be responsible for preparing the agenda for meetings. Matters presented to the Agenda Committee by any assembly delegate, assembly officers, or the president of The University of North Carolina shall be placed on the agenda not later than the time of the second regular meeting of the Faculty Assembly after receipt of such a recommendation.

V. Meetings

A. Unless otherwise ordered by the Agenda Committee, there shall be at least four stated meetings of the assembly during the academic year at dates and places to be established at the last regular meeting of the preceding academic year. All assembly members shall be informed of these dates by that time. The regular fall meeting shall not be scheduled for a date prior to September 1.

B. Special meetings shall be called:
   1. By the president of The University of North Carolina at his discretion.
   2. By the Agenda committee on its initiative.
   3. By the chairman when a request is made to him by any institutional delegation.

C. The site of the regular meetings of the assembly shall be determined by majority vote of members present, subject to A., above. Special meetings may be held at whatever location seems most advisable to the chairman.

D. No meeting of the assembly shall be a legal meeting at which there are present fewer than a majority of the assembly members.

E. Advance notice of all meetings shall be circulated to members so as to be received at least two weeks prior to the meeting. For special meetings in emergency situations, this provision may be waived by action of the Executive Committee.

F. The agenda for each meeting must be circulated so as to be received at least ten days in advance of the meeting (except in case of emergency as referred to in section V.E.). If an agenda item requires action by the Faculty Assembly, the recommendation shall be submitted to the secretary by any assembly member, and the secretary shall be responsible for distribution of the recommendation with the agenda, or as soon thereafter as possible. The above shall not preclude any assembly member from performing this distribution without use of the secretary. No item of business may be acted upon by the assembly unless the recommendation has been distributed to the assembly twenty-four hours before action is to be taken. Except that the twenty-four-hour rule may be waived by EITHER (1) a two-thirds vote of the members present at the meeting during which action is to be taken, OR (2) by virtue of the fact that the item of business requiring assembly action received a majority vote of a quorum of a standing or ad hoc assembly committee. The agenda shall be open to all items submitted in time to meet the requirements of this article.

VI. Voting

A. There shall be no voting by proxy. Only members or their authorized alternates present at the meeting may vote.

B. When voting, and upon the request of any voting member of the assembly, or his authorized alternate, and with the approval of one-fifth of the voting members present, a roll call vote will be held.

VII. Elections

A. It shall be incumbent upon each institution to designate and certify its assembly members and alternates for the coming academic year on or before April 15.

B. Election of officers for the year shall take place at the last spring meeting of the assembly. Officers shall be elected by secret ballot in the following manner:
   1. The order of election of officers shall be chairman, vice chairman, and secretary.
2. Election shall be by a majority vote of those members present and voting.
C. The term of office for officers shall coincide with that specified in II E., for members of the assembly.
D. An election to fill a vacancy in any office or on the Executive Committee can take place at any regular or special meeting of the assembly.

VIII. Executive Committee
A. There shall be an Executive Committee consisting of the three officers of the assembly, one officer from the staff of The University (who shall be appointed by the president of The University and who shall be a nonvoting member of the committee), and the chairmen of the standing committees.
B. The chairman of the Faculty Assembly shall be chairman of the Executive Committee.
C. The Executive Committee shall review periodically the structure and functions of the standing committees and make recommendations to the assembly for appropriate changes.
D. The Executive committee shall assume only such prerogatives and powers as shall be delegated to it by a majority vote of the Faculty Assembly.

IX. Duties of Officers
A. The chairman shall perform the duties usually associated with this office including, but not limited to, presiding at meetings of the assembly, generally supervising the activities of the assembly, appointing members of special committees and, with the guidance of the Executive Committee, appointing members, but not chairmen, of standing committees, and serving as chief liaison officer between the assembly and the president of The University, the board of governors, and other appropriate agencies. If so desired by the president, the chairman shall serve on the President's Administrative Council.
B. The vice chairman shall perform the duties of the chairman in the event of the chairman's absence or disability. In the event that the office of chairman falls vacant, the vice chairman shall assume that office, and a new vice chairman shall be elected at the next regular meeting.
C. The secretary shall be responsible for the preparation of the minutes of all meetings and be custodian of the records of the assembly. He shall be responsible for giving notice of meetings of the Executive Committee and the assembly, for circulating the agenda, and for distributing copies of the minutes of the Faculty Assembly and Executive Committee meeting to all delegates and other designated individuals.

X. Committees (other than Agenda and Executive Committees)
A. Nominations committee: At its second regular meeting of the year, The Faculty Assembly shall elect, by nominations from the floor, a Nominations Committee of five members, the chairman to be elected by the committee. This committee shall circulate a slate of two nominees for each office of the assembly and two nominees for each of the chairmen of standing committees.
B. A Governance Committee, whose responsibility shall be to review and make recommendations on matters relating to the charter and bylaws of the assembly, and to consider and make recommendations on matters including but not limited to the statutes, the board of governors, and the General Administration of The University of North Carolina. The parliamentarian of the Faculty Assembly will be an ex-officio advisory member of the committee who will not have voting rights in the committee and who according to Section XI B shall not necessarily be a member of the Faculty Assembly.
C. A Committee on Professional Development, whose responsibility shall be to review and make recommendations on matters which enhance professional effectiveness of faculty members in the areas of teaching, research, and public service; leaves for professional development, reduced teaching loads for research, and professional travel are relevant concerns.
D. A committee on Faculty Welfare, whose responsibility shall be to review and make recommendations on those factors which contribute to the professional satisfaction of the
faculty. Included among these factors are salaries, fringe benefits, retirement programs, working conditions, and manners related to communications within The University system.

E. A Committee on Academic Freedom and Tenure, whose responsibility shall be to review and make recommendations on manners related to academic freedom and tenure, faculty role in personnel decisions, and the preservation of academic freedom and tenure.

F. A Committee on Budget, whose responsibility shall be to review and make recommendations on manners relating to educational budgets for the state as well as for The University of North Carolina. Responsibilities shall include the making of recommendations on the preparation of the budget and the priorities which lead to allocations to the constituent institutions.

G. A committee on Planning and Programs, whose responsibility shall be to review and make recommendations on matters relating to educational planning for the state as well as for The University of North Carolina, including the review and evaluation of programs and the criteria for the initiation or termination of educational programs. The committee shall inform the assembly of the progress and nature of the five-year programs as developed by the general administration and the board of governors.

H. Chairman and members of each standing committee shall be members of the assembly. Ad hoc committees may be appointed by the chairman of the assembly as appropriate. The chairman of each ad hoc committee shall be a member of the assembly, but nonvoting members may be co-opted from the student bodies or faculties of the several institutions. Co-opted members of an ad hoc committee may not exceed, in number, assembly members of the committee.

XI. Operations

A. The chairman shall, within a month of assuming office, submit to the president of The University of North Carolina a budget for the assembly for the year, which shall include a specification of the office space, secretarial assistance, supplies, and travel required for the business of the assembly and its delegates.

B. The rules contained in the latest revision of ROBERT'S RULES OF ORDER shall govern the assembly in all cases to which they are applicable when they are not inconsistent with bylaws or special rules of the assembly. There shall be a parliamentarian at all meetings and he shall be appointed by the chairman. (He need not be a member of the assembly.)

XII. Reports

A. The basic record of the actions and deliberations of the assembly shall be the minutes of meetings kept by, or under the supervision of, the secretary of the assembly. Copies of the minutes shall be circulated to all members of the assembly, the chancellors of the various institutions, the president of The University, the chairman of the board of governors, and such other individuals as the assembly, president, or chairman may designate.

B. The delegation from each institution shall submit to its faculty and to the chairman of The University Faculty Assembly an annual report of the work of the assembly.

1. This report shall be prepared in time for submission to the faculty concerned at its first regular fall meeting.

2. The form of the report as well as the production of it shall be the sole responsibility of the assembly members from that institution.

C. Special reports may be prepared from time to time by the assembly and given such distribution as seems appropriate.

D. The records of the assembly shall be open to inspection by any regular full-time member of the faculty of each institution and to such other persons may be given permission by either the assembly, the president, or the chairman.

XIII. Attendance

A. Faculty members from the participating campuses are eligible to attend sessions of the assembly as observers. Faculty or student members of special committees may, as a mater of
course, be eligible to attend and participate in those portions of meetings of the assembly at which manners pertaining to those committees are discussed.

B. Alternate members of the assembly, unless standing in for a voting member, may participate in discussion of the assembly only when given privileges of the floor by the chairman.

C. The president of The University and his designated representatives, shall have a standing invitation to attend and participate in the discussions at all meetings. In the event of the absence of these individuals, the chairman of the assembly shall communicate the proceedings of that meeting to the President.

D. Other visitors may be admitted to meetings.

XIV. Amendments

A. The bylaws may be amended by the vote of two-thirds of those voting members present at any meeting of the assembly. Provided the substance of the proposed amendment has been circulated in time to be received by all members at least one month prior to the meeting at which action is proposed.

B. No amendment to the bylaws may have the effect of amending, modifying, or altering the charter. It shall be the duty of the Executive committee to insure that such will not be the result. (For amendments to the charter, see charter, IV 2.)

Approved: 28 April 1978, University of North Carolina Board of Governors

Resolution #12-09
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Revisions to the ECU Faculty Manual, Part XI. The Code, The Board of Governors of the University of North Carolina, as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and relocate in the Faculty Manual as a part of Part II. University Organization.
Part XI. University of North Carolina Policy Manual and the UNC Code

As a constituent institution of the University of North Carolina, East Carolina University is subject to the policies in the University of North Carolina Policy Manual, which contains the Code of the Board of Governors of the University of North Carolina (the UNC Code) as section 100.1. The UNC Code is the document that establishes the University of North Carolina, the Board of Governors and its committees, and the Boards of Trustees of each constituent institution. The UNC Policy Manual supersedes the East Carolina University Faculty Manual should there be a conflict between the documents.

Chapter VI of the UNC Code, “Academic Freedom and Tenure,” contains many faculty-related policies, such as Academic Freedom and Responsibility of Faculty; Academic Tenure; Due Process Before Discharge or the Imposition of Serious Sanctions; Appointment, Nonreappointment, and Requirements of Notice and Review; Termination of Faculty Employment; Retirement of Faculty; Faculty Grievance Committee for Constituent Institutions; Students' Rights and Responsibilities; Appellate Jurisdiction of The Board of Governors; Rights of Special Faculty Members; and Review of Personnel Actions Affecting Specified Employees Exempt from the State Personnel Act (EPA).
Resolution #12-10
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: January 26, 2012 and February 27, 2012
(Partial approval relating to Cinematic Art and Media Production given January 26, 2012)

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of December 8, 2011.

Resolution #12-11
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Curriculum matters contained in the Writing Across the Curriculum Committee meeting minutes of November 14, 2011.

Resolution #12-12
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Revisions to the ECU Faculty Manual, Part V. Section I.A. Access to Student Educational Records, as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and retain in the Faculty Manual.

A. Access to Student Educational Records
The university administers student educational records in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions which are outlined in this regulation maintained. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions.
In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the university that students have the following rights in regard to official educational records maintained by the university:

1. Each student has the right to inspect and review any and all official educational records, files, and data maintained by the university and directly related to the student.

2. The university will comply with the request from a student to review his or her records within a reasonable time but in any event not more than forty-five days after the request is made. Any inquiry pertaining to student records should be directed to the Office of the Registrar.

3. A student who believes that his or her educational records contain inaccuracies or misleading information or that his or her right of privacy is violated on the basis of information contained in such records has the right to a hearing to challenge such information and to have it removed from his or her record or to include in the record his or her own statement of explanation. Any complaint pertaining to student records should be made directly to the office of the University Attorney.

4. The university will not release any information from student records to anyone except those agencies noted below in item 5. without the prior written consent of the student. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.

5. Information from the student's records may be released without the written consent of the student in the following situations:

a. in compliance with a court order or subpoena provided the student is notified of all such orders or subpoenas in advance of compliance by the university

b. a request from the staff or faculty of the university who have a legitimate educational interest in the information or administrative duties which require the maintenance of records

c. requests from other departments or educational agencies who have legitimate educational interest in the information

d. requests from officials of other colleges or universities at which the student intends to enroll provided the student is furnished with a copy, if he or she so desires, so that he or she may have an opportunity to challenge the contents of the record

e. requests from authorized representatives of the US comptroller general or the administrative head of a federal educational agency, in connection with an order or evaluation of federally supported educational programs

f. requests in connection with a student’s application for receipt of financial aid

9. requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954

h. requests from appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons. A student has the right to file a complaint at any time with the US Department of Education. However, it is expected that the student normally would exhaust the administrative remedies for relief available to him or her according to the university grievance procedures before filing such a complaint. See Privacy of Student Educational Records, Part V.I.O. for more information.

Resolution #12-13
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012
Revisions to the *ECU Faculty Manual*, Part V. **Section I.O. Privacy** of Student Educational Records, as follows:

Additions are noted in **bold** print and deletions in strikethrough.

**Revise and retain in the Faculty Manual.**

O. **Privacy of Student Educational Records**

The university administers student educational records in accordance with the provisions of the *Family Educational Rights and Privacy Act*, also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions which are outlined in this regulation maintained. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions.

The university policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380). Personally identifiable information contained in student educational records will not be disclosed to persons outside the university without the prior written consent of the student. Under this policy, the student also has a right of access to student educational records maintained by the university or any department or unit within the university. A copy of the university policy dealing with the privacy of student educational records is maintained in each professional school and academic department within the university. Each member of the faculty should be thoroughly familiar with this policy and comply with its provisions. See also Access to Student Educational Records, Part V.A.

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**Resolution #12-14**
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Charge for new standing University Academic Committee entitled *Service Learning* Committee.

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**Resolution #12-15**
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Curriculum and academic program matters included in the *December 9, 2011* meeting minutes, including (a) Proposed *Department Name Change* from Department of Rehabilitation Studies to Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, (b) Request for authorization to establish *distance education delivery of the MAEd in Reading Education* in the Department of Curriculum and Instruction within the College of Education, (c) Request for authorization to establish a *MS in Network Technology* in the Department of Technology Systems within the College of Technology and Computer Science, and (d) Request for authorization to plan a *MS in*
Resolution #12-16
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012
(Partial approval relating to Cinematic Art and Media Production given January 26, 2012)

Curriculum and academic program matters included in the January 13, 2012, meeting minutes, including (a) Request to move and rename the Media Production (MPRD) concentration in the School of Communication to the Cinematic Arts and Media Production (CAMP) concentration in the BFA in Art Program within the School of Art and Design in the College of Fine Arts and Communication and (b) Request to establish a new concentration in the PhD program in Biomedical Physics: Integrated PhD in Biomedical Physics and MS in Physics – Medical Physics concentration within the Department of Physics in the College of Arts and Sciences

Resolution #12-17
Approved by the Faculty Senate: January 24, 2012
Approved by the Chancellor: February 27, 2012

Additional revisions to the ECU Faculty Manual, Appendix Y, Grievance Policies and Procedures, as follows:

Following Faculty Senate approval of proposed revisions in November 2011 (#11-89), additional revisions were requested by the Chancellor. The below document contains additional revisions noted in bold CAPS and/or strikethrough. This proposed document will replace all of the current text in Appendix Y.

Revise and keep in the Faculty Manual.

APPENDIX Y. GRIEVANCE POLICIES AND PROCEDURES OF EAST CAROLINA UNIVERSITY

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Appendix Y. Grievance Policies and Procedures of East Carolina University

Appendix Y is established to provide a peer review of faculty grievances. This appendix establishes structures and procedures for addressing faculty grievances through a formal procedure that, depending on the grievance classification, includes access to mediation or direct review, and the potential for a committee hearing of the grievance or a required committee hearing. The following grievance procedures are confined to the faculty and administrative structure of East Carolina University. There are no appeals through Appendix Y beyond the Board of Trustees.

I. Faculty Grievances
There are two classifications of grievances that may be brought to the attention of the Faculty Grievance Committee. The first is referred to as a “General Grievance” and the second is a “Grievance Resulting From The Non-conferral of Early Permanent Tenure When The Non-conferral Decision Is Not Concurrent With A Reappointment Decision” (hereafter, non-conferral of early tenure).

A general grievance is guided by the procedures noted in Section III of this document. A grievance of the non-conferral of early permanent tenure is guided by the procedures found in Section IV of this document.

The two grievance classifications and differences in the grievance procedures reflect the Board of Governors requirement that an internal grievance process be provided for non-conferral of early permanent tenure that is not concurrent with a reappointment decision. This requirement and the authority to establish different grievance procedures are set forth in Section 607 of The Code of The University of North Carolina and further elaborated in The UNC Policy Manual 101.3.2. The establishment of different grievance procedures ensures there is a review process for the faculty member whether the non-conferral of permanent tenure was based on an early request or at the normal contract period REQUIRING REAPPOINTMENT WITH CONFERAL OF PERMANENT TENURE DECISION BECAUSE to provide these approximately equal rights, it is necessary at normal contract period times, to reference Section 604 of The Code of The University of North Carolina. However, appeals to the Board of Governors are not allowed by the procedures in Appendix Y. In addition, the bases for the grievance provided in Section IV for a grievance of non-conferral of early tenure do not apply to General Grievances.
No grievance that involves matters related to a formal proceeding for the suspension, imposition of serious sanction, discharge, or termination of a faculty member’s employment, or that is within the jurisdiction of another standing faculty committee falls within the scope of this appendix.

A grievant is any faculty member who seeks the remedies afforded by the provisions of this appendix. A respondent is the person identified by a grievant as the person whose action is the object of the grievance and may include the person(s) who requested the action that is the object of the grievance.

II. The Faculty Grievance Committee
A. Membership
The Faculty Grievance Committee shall be composed of eight members and two alternates, each of whom is a full-time voting faculty member without administrative appointment. All committee members must have tenure or a probationary appointment. All professional Each professorial rank, except instructor, shall be represented on the committee. The chair of the faculty or, as his or her delegate, the vice-chair of the faculty or the chair of the Faculty Governance Committee shall serve as an ex-officio member of the committee. Members shall be elected in accordance with the procedures for election of committees specified in the Bylaws of the East Carolina University Faculty Senate. Members and alternates shall be elected to three-year terms. A quorum for the committee shall be five elected members or alternates. Except where otherwise stated in this appendix, the committee shall conduct its business in accordance with the most recent edition of Robert's Rules of Order, Newly Revised. A member of the committee shall recuse himself or herself from participating in a grievance if he or she has a reason to believe that such participation will create a conflict of interest. Any party to a grievance may request that a member of the committee recuse himself or herself from the hearing for conflict of interest. Such a request shall be in writing, stating the reason(s) for the request and provided to the committee chair not later than five calendar days after notification of the hearing date. If the member declines, the committee shall determine by a majority vote, the member in question not participating, whether the member shall be recused.

B. Authorization and Powers
Depending on the classification of the grievance, the Committee shall be authorized to provide access to mediation services or Chancellor Review; provide a hearing; and, based on such hearing, to issue reports and recommendations in an effort to resolve the grievances of faculty members.

Documentation necessary to put forth or defend a grievance requires that each party to the grievance have available to him or her information that may be controlled or in the possession of another party to the grievance or the administration. Upon request by a party to the grievance, the other party to the grievance or the administration shall provide the requesting party with information bearing on the grievance that is not otherwise privileged. The requested information shall be distributed to all parties to the grievance. The committee chair shall be informed of any request for information among the parties to the grievance.

The committee may seek such information or documentation not provided by the grievant or respondent but considered necessary by the committee to provide a fair and complete peer hearing of the grievance. Should the committee seek such information or documentation, it shall ask the party most likely to have custody of the documentation or in the best position to obtain it. Such information will be shared by the committee with all parties to the grievance. The committee may have access to relevant confidential records only if the person whose privacy is at stake provides written consent to the disclosure of the records to the committee and all parties to the grievance; provided, however, the committee and the parties may have access to records in the absence of such consent if confidential information contained in the record can be effectively redacted by the custodian of the record(s).
The committee chair shall inform the respondent, when the respondent has administrative responsibilities for grievant’s Personnel File, that information gathered to respond to grievant’s charges shall not be placed in grievant’s accumulated Personnel File. Any information collected as part of this grievance shall be placed in a physically separate part of the file, specifically established for this purpose. At the conclusion of the grievance process, this separate file shall be forwarded to the Faculty Senate office where it will become a part of the grievance file maintained by that office.

The committee and the committee chair shall not function as an advocate for either party to the grievance. The committee chair shall provide only procedural information to the parties of the grievance. The committee’s responsibility is to provide the grievant and respondent a process for a possible resolution of the grievance.

III. General Grievances

General grievances within the scope of this appendix shall be limited to matters directly related to a faculty member’s employment status and institutional relationships within East Carolina University. Grievances shall be limited to remediable injuries attributable to the violation of a right or privilege based on federal or state law, university policies or regulations, or commonly shared understandings within the academic community about the rights, privileges, and responsibilities of university employment or conduct that deprived the faculty member of an advantage that he or she otherwise would have received.

The deadline for initiating a grievance is the end of the following Spring semester for an incident alleged to have occurred during the Fall semester (August 16th to December 31st) and the end of the Fall semester for an incident alleged to have occurred during the Spring semester or during the summer months between the Spring and the Fall semesters (January 1st to August 15th). This deadline may be extended by a majority vote of the Grievance Committee.

The committee holds the grievant responsible for progressing through the grievance steps in a timely manner. Excessive delays in the completion of Steps One through Three may result in the committee’s decision to terminate the grievance process, with no further review available under this Appendix. On its own motion or the motion of either party, the Committee may establish specific deadlines for completion of steps or other actions, with the grievance subject to dismissal or a finding of responsibility, as appropriate, if the parties fail to meet such deadlines. If time delays are encountered because of the respondent, the grievant shall bring this to the attention of the committee chair.

The grievant may terminate the grievance at any time during the process by notifying the chair in writing. The chair will issue a written memorandum to all parties regarding the termination of the grievance. Any such notice of termination is final and the grievance is closed.

A. Step One (Meet with Respondent)

Prior to bringing a grievance to the attention of the committee chair, the grievant shall meet with the respondent and shall attempt to resolve the proposed grievance. It is required that as part of this meeting the grievant provide the respondent with a written copy of the proposed grievance and discuss it with him/her at this meeting. The grievant and respondent must meet to have a face-to-face discussion about the substance of the grievance; in cases where the respondent refuses to meet with the grievant, the grievant shall inform the committee chair and the next highest level administrator in his or her unit, in writing, and copy the respondent. If, in the opinion of the grievant, this attempt to resolve the grievance fails, the grievant shall so inform the respondent in writing. The grievant shall
also inform the respondent of his or her intentions to pursue the grievance through Appendix Y in this memorandum.

The grievant shall forward to the chair of the committee a copy of the proposed grievance and a written memorandum indicating his or her intention to seek redress. Upon notification by the grievant, the committee chair shall have under the grievant’s name a grievance file opened in the Faculty Senate Office.

B. Step Two (Petition for Redress)
Based on the grievant’s memorandum to the respondent required in Step One, the committee chair shall inform all parties to the grievance that Step One has been completed and the grievant may move to Step Two. Step Two allows each party to select his or her own counselor who will serve as an advisor throughout the grievance process. Counselors shall not participate in the hearing nor can they be called as witnesses (Step 5).

The chair will notify the grievant and respondent of the names of all committee members and alternates.

The parties to the grievance shall inform the committee chair of the name of their respective counselor, if any, within 15 calendar days from the date of receipt of the Step Two memorandum.

The grievant’s counselor will advise and assist him or her in developing the Petition for Redress for the alleged grievance. The Petition for Redress shall set forth the identity of the respondent, the nature of the grievance, and the redress sought. Individual issues must be developed and presented separately in the Petition for Redress. The Petition for Redress shall include all information necessary to support each of the grievant’s charges. The grievant, through the committee chair, may request information bearing on the grievance (See II, B).

The grievant shall provide a memorandum to the committee chair indicating his or her intention to continue with the grievance. The grievant shall also provide a copy of the Petition for Redress to the chair and the respondent. Proof of delivery of the Petition for Redress to the respondent must be provided to the chair within 10 calendar days of delivery to the chair.

The counselor for the respondent shall provide advice as to the grievance process and help the respondent develop a response to grievant’s Petition for Redress.

C. Step Three (Mediation or Chancellor Review)
When the committee chair receives the memorandum and Petition for Redress required in Step Two, he or she shall ascertain if the grievant has taken Steps One and Two, above. If the grievant has not followed these steps, the committee chair shall inform the grievant that he or she must take these steps prior to any further action being taken by the committee.

If the committee chair determines that Steps One and Two have been completed, he or she shall call a meeting of the committee. The committee shall make a final determination that Steps One and Two have been completed. Based on information contained in grievant’s Petition for Redress, the committee shall determine whether the grievance is within the scope of Appendix Y. The committee may decide that none, some, or all of the issues in the Petition for Redress are within the scope of Appendix Y. Issues not within the scope of Appendix Y will receive no further attention. The committee’s decision concerning grievance issues within the scope of Appendix Y shall be communicated by memorandum to the grievant and respondent. The ECU administrative appeal process is ended for those issues rejected by the committee. Except as noted here and below, the Petition for Redress shall not be modified.
Mediation
After the committee determines which, if any, issues raised in grievant’s Petition for Redress are within the scope of Appendix Y, the committee shall so inform the parties to the grievance in writing and offer them the opportunity to seek a resolution through mediation. Each party to the grievance shall be asked to respond within 15 calendar days after the date of notification by the committee chair as to his or her acceptance of mediation. If any party to the grievance rejects mediation, the chair of the committee will so notify the parties to the grievance and inform them that the committee will meet to set a grievance hearing date (Step Four). Mediation is limited solely to the grievant and the named respondent. The rejection of mediation shall have no bearing on decisions or recommendations related to the grievance.

The Faculty Senate office administrator will secure a mediator. The parties to the grievance will inform the chair within 5 calendar days of receiving the name as to whether the mediator is acceptable or unacceptable. An alternate mediator will be located if necessary. After the second attempt, if no acceptable mediator can be located, the chair of the committee will so notify the parties to the grievance and inform them that the committee will meet to set a grievance hearing date (Step Four).

If an acceptable mediator is identified, the parties to the grievance and the mediation provider will be informed of the selection. The Petition for Redress and the committee’s memorandum will be provided to the mediator by the committee chair. The mediator will communicate to the committee chair the beginning date of the process. The mediator shall inform the committee chair on a monthly basis that mediation is continuing with measurable progress. The mediation process shall not exceed 45 calendar days without formal approval of the committee chair or 60 days without the formal approval of the committee. Mediation will involve only parties to the grievance.

Mediation will continue until such time that:

a. An agreement among the parties is reached (subject to time limits).

b. A party or the mediator communicates to the committee chair that further mediation is unlikely to be successful.

c. A party to the grievance communicates to the chair of the committee that he or she has experienced resistance or delaying tactics in scheduling mediation meetings or that the mediator is no longer acceptable.

Events b. through c., above, will cause the chair of the committee to notify the parties to the grievance that the mediation process is being terminated and inform the grievant to move to Step Four if desired. Decisions by the grievant, respondent(s), or mediator to terminate mediation shall have no bearing on decisions or recommendations related to the grievance. Information from the mediation process is confidential. All information from the mediation process is inadmissible in the grievance hearing.

If an agreement is reached, the grievance will be considered closed and a copy of the agreement, signed by all parties to the grievance, will be placed in the grievance file maintained in the Faculty Senate Office. It is expected that most agreements will require only the authority of the respondent for a unit commitment but some may require the authority of the Chancellor. If the Chancellor rejects the agreement, the parties may continue mediation or the grievant may request Chancellor’s Review or a hearing.

If the mediation process produces a partial settlement, those issues shall be removed from the committee’s memorandum to the grievant and respondent (See Step Three). A signed copy of the
partial agreement shall be placed in the grievance file. The grievant may request a hearing for those remaining issues (Step Four).

Chancellor Review
In response to the committee’s offer for mediation, a grievant who, for any reason, believes that mediation or a hearing would not fairly address issues raised by the grievant, may so inform the committee chair. If the Chancellor is the respondent, the Chancellor’s Review is not an option. The committee chair shall inform the grievant that he or she may pursue a Chancellor Review, which consists of a review by the Chancellor of grievant’s Petition for Redress and the committee’s memorandum. If the grievant chooses Chancellor Review, he or she may not request mediation or a hearing.

The grievant shall provide copies of the Petition for Redress and the committee’s memorandum along with any information the grievant believes supports his or her contentions to the Chancellor and the committee chair. The Chancellor may request (with a copy to the Faculty Grievance Committee Chair) that the respondent provide within 10 calendar days a written response to the Petition for Redress and any other documents provided by the grievant. The Chancellor shall provide a response to the grievant within 20 calendar days of the Chancellor’s receipt of all materials. A copy of his or her decision shall be provided to the respondent and the committee chair.

The Chancellor’s decision is final and may not be appealed. A copy of the information submitted by the grievant to the Chancellor and the Chancellor’s decision shall be placed in the grievance file and the grievance closed.

D. Step Four (Request for a Hearing)
The grievant shall request, by memorandum to the committee chair with copies to the respondent, a hearing by informing the chair of the Grievance Committee that the grievant has followed the first three grievance steps, that his or her grievance is not resolved, and that he or she requests a hearing by the Grievance Committee.

The committee will review the grievant’s Petition for Redress, the committee’s memorandum to the grievant, and any changes to this memorandum that may have resulted from mediation. The committee may accept all, some, or none of the unresolved issues for a hearing. If the committee decides not to hear certain issues or decides that a hearing will not be granted because the grievant fails to allege an injury that would entitle the faculty member to relief under Section I. of Appendix Y or because the grievance (or a portion thereof) is not within the purview of the Faculty Grievance Committee, this decision will exhaust the administrative appeals process. The committee’s decision shall be communicated by certified mail, return receipt requested to all parties to the grievance.

If the committee determines that a hearing should be granted, the committee chair shall so notify the grievant and respondent and shall set a time, date, and place for a hearing on the Petition for Redress. The date of the hearing shall be within 45 calendar days of this notification. A court reporter must be used to record and transcribe any hearing.

The notice of hearing will also request that both parties submit to the committee all information and documents they intend to introduce at the hearing to support or defend their respective positions. The grievant’s information shall include a copy of the Petition for Redress, a copy of the committee’s memorandum describing the grievance, a brief statement as to the results of the mediation effort, a list of witnesses with a brief statement with regard to the relevance of each witness, and all information to be used in support of the grievant’s charges. The respondent’s information shall include a list of witnesses, with a brief statement with regard to the relevance of each witness, and all information to be used to defend against the grievant’s charges. The committee may also request
information (see II. B) or the inclusion of witnesses from either party to the grievance. A mediator shall not be called as a witness in the hearing of a grievance and no part of the mediation effort (e.g., conversations, offers, proposals, etc.) shall be introduced as evidence to support or defend against the grievant’s charges.

Thirteen copies of all information and documents shall be submitted to the Faculty Senate Office no less than fourteen calendar days prior to the hearing date. One copy of the grievant’s information will be provided to the respondent and one copy of the respondent’s (s’) information will be provided to the grievant. The grievance committee will create an agenda prior to the meeting to ensure that the hearing will be completed within one business day. The agenda will state limits on the amount of time that each party will be allocated for presentation of his or her case. This agenda will be distributed to committee members, the grievant and respondent no less than five calendar days prior to the hearing date.

Information submitted to the committee shall have a table of contents and be numbered using Arabic numbers with numbers assigned to all pages that exhibit information. If the back of a page contains information, it also must be numbered. This number shall be preceded by a G for information submitted by the grievant and an R for information submitted by the respondent. If more than one grievant or more than one respondent is involved, their designation will be communicated by the committee chair. If grievant’s Petition for Redress includes more than one grievance, each grievance shall be identified by a Roman Numeral with associated evidence numbered as above in chronological order.

E. Step Five (The Hearing)
The committee shall limit its investigations to the issues presented in the Petition for Redress and confirmed by the committee’s memorandum to the grievant. During the hearing, the committee may explore issues raised by any party to the grievance that are concretely based on issues raised in the Petition for Redress and its confirming memorandum. The committee’s responsibility is limited to issuing recommendations based on the information presented as part of Step Four and at the hearing. Except as noted in Appendix Y, II.B and III.D, the power of the committee shall be solely to hear the testimony of the grievant, the respondent, and witnesses.

The committee chair shall preside and is responsible for maintaining order and prompt progression of the grievance process, including but not limited to the hearing. When circumstances despite due diligence make it necessary to resolve an issue not addressed in this regulation, the chair shall have the authority to make a reasonable adjustment or exception that maintains the integrity of the process to the extent possible and consistent with applicable law and policy.

The committee chair shall begin the hearing by briefly reviewing the committee's authorization and powers. The chair then shall state the conditions necessary for a hearing, the committee's belief that the issues about to be heard satisfy these conditions, and the procedures to be followed during the hearing.

The chair shall then enter into the hearing record information submitted in Step Four by the grievant and the respondent. The submitted information shall include all information necessary to support or defend the grievance. However, with approval of the committee, the grievant, respondent, or a witness may submit information during the hearing. All such information must be numbered and it becomes a part of the formal record of the hearing.

Only the grievant, the respondent, members of the committee, and the court reporter shall be present for the duration of the hearing. Witnesses, as noted below, will be present only when giving testimony. It shall be the responsibility of the parties to present their respective cases. The burden is
on the grievant to establish, by a preponderance of the evidence, that his or her claim and requested redress are consistent with Appendix Y, I.

The grievant is responsible for presentation of his or her case, including the testimony of witnesses. Committee members may question the grievant, the respondent or witness(es) at any time during the hearing. After each of grievant’s witnesses has completed his or her testimony and has responded to questions from the respondent, the witness will be excused from the hearing unless recalled by the hearing committee. At the end of the grievant's presentation of his or her case, the respondent(s) may question the grievant.

The respondent’s presentation will follow the procedures noted above for presentation of the grievant’s case. Committee members may question the grievant, the respondent(s), or witnesses during the hearing. When neither the grievant, the respondent, nor the committee has further questions, the grievant is given the opportunity to make a final statement, and then the respondent(s) is given the opportunity to make a final statement.

F. Step Six  (Committee Report)

The committee's report shall be based only on facts, documentation, and arguments presented at the hearing. Committee recommendations are to be based on, but are not limited to, the grievant’s requested redress.

Copies of the committee’s report will be sent to the grievant and respondent by a method that demonstrates proof of delivery. A copy of the committee’s report, a copy of the written record of the hearing proceedings, and a copy of all evidence submitted will be placed in the grievance file. This file will be open to the committee and all parties to the grievance until the grievance is closed (See below).

If the committee finds that the grievant’s contentions are not supported or makes no recommendations in favor of the grievant, the committee shall submit its report to the grievant, respondent, chair of the faculty, and Chancellor. Within 20 calendar days the Chancellor shall in writing inform the grievant, respondent, chair of the faculty, and grievance committee of his/her decision. The decision of the Chancellor is final.

If the committee finds that some or all the grievant’s contentions are supported and makes one recommendation or more in favor of the grievant, the committee shall submit its report to the grievant, respondent, and Chair of the Faculty. Within 20 calendar days of the recommendations, the respondent shall communicate in writing to the committee chair his or her response to the committee recommendations. If the respondent’s adjustments are not consistent with the recommendations of the committee but are satisfactory to the grievant, the grievance will be closed.

If the respondent’s adjustments are consistent with the committee’s recommendation but are not satisfactory to the grievant, the grievant may appeal to the Chancellor. By memorandum, the grievant shall inform the Chancellor of his or her appeal and include a detailed explanation of the reason for the appeal. A copy of the appeal memorandum shall be sent to the chair of the committee and the faculty chair. The chair of the committee shall forward the committee report along with all supporting documentation to the Chancellor.

If the respondent’s adjustments are not consistent with the committee’s recommendation and are not satisfactory to the grievant, the committee report along with all supporting documentation shall be forwarded to the Chancellor with the committee’s request that the recommended adjustment be made.
If the grievant appeals or the committee requests the Chancellor to make the recommended adjustment, “the Chancellor shall base his or her decision on the recommendations of the faculty committee and the record from the faculty grievance committee hearing. The Chancellor may, in his or her discretion, consult with the faculty grievance committee before making a decision.” (The University of North Carolina, Board of Governors Policies, Section 101.3.2.IV.g). The Chancellor’s decision shall be communicated in writing within 20 calendar days to the grievant, respondent, Chair of the Faculty, and Faculty Grievance Committee. The Chancellor’s decision shall contain a notice of appeal rights, if any, and, if the decision is appealable, it shall contain the information in Section III.G. Step Seven (Appeal to the Board of Trustees), below and shall be signed, in descending order, by all individuals who contributed to the report.

If the Chancellor’s decision does not support the recommendations of the committee, the grievant may appeal to the Board of Trustees of ECU in accordance with the procedures in Section III.G. Step Seven (Appeal to the Board of Trustees), below. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

Dissenting Chancellor’s Report

Should the Chancellor disagree with the committee’s report based on its interpretation of Appendix Y, I. or the Faculty Manual, the Chancellor shall withhold the Chancellor’s decision, and inform the committee, all parties to the grievance, and the faculty chair of those areas of disagreement within the required 20 calendar days. The committee will then request the Faculty Governance Committee- Chair of the Faculty to begin the normal interpretation process as set forth in the procedures of the Faculty Governance Committee- Faculty Manual. It is expected that the Faculty Governance Committee- Chair of the Faculty will expedite this request. Upon completion of the interpretation process, the Faculty Grievance Committee will make any necessary recommendations. The report will be distributed in accordance with Appendix Y. III.F. with the grievant’s rights to appeal intact.

G. Step Seven (Appeal to Board of Trustees)

I. Decisions which may be appealed.

A. If the committee did not advise that an adjustment in favor of the grievant was appropriate, then the decision of the Chancellor is final and may not be appealed.

B. If neither the relevant administrative official nor the Chancellor makes an adjustment that is advised by the committee in favor of the grievant, then the grievant may appeal to the Board of Trustees. The decision of the Board of Trustees is final.

II. The Board of Trustees may delegate to a designated committee the authority to make procedural decisions and to make final decisions on behalf of the Board concerning appeals of faculty grievances submitted pursuant to section 607 of The Code.

III. Timeline for Appeals

A. A grievant who seeks to appeal the Chancellor’s disposition of his/her grievance must file written notice of appeal with the Board of Trustees, by submitting such notice to the Chancellor, with adequate evidence of delivery, within 10 calendar days after the grievant’s receipt of the Chancellor’s decision. The notice shall contain a brief statement of the basis for the appeal. If the Board agrees to
consider the appeal, it will do so on a schedule established by the Chancellor, subject to any instructions received from the Board Chair or from a committee of the Board that has jurisdiction of the subject matter of the grievance. The Board will issue its decision as expeditiously as is practical. If the grievant fails to comply with the schedule established for perfecting and processing the appeal, the Board in its discretion may extend the time for compliance or it may dismiss the appeal.

B. If the Chancellor's decision is appealable, the Chancellor's notice of the disposition of a grievant’s case must inform the grievant: (1) of the time limit within which the grievant may file a petition for review by the Board of Trustees, (2) that a written notice of appeal containing a brief statement of the basis for appeal is required within the ten calendar day period and, (3) that, after notice of appeal is received in a timely manner, a detailed schedule for the submission of relevant documents will be established. All such notices of decision are to be conveyed to the grievant by a method that produces adequate evidence of delivery.

IV. Standard of Review: In order to prevail before the Board of Trustees, the faculty member must demonstrate that the Chancellor’s decision was clearly erroneous, that it violated applicable federal or state law or university policies or regulations, or that the process used in deciding the grievance was materially flawed.

IV. Grievance Resulting From The Non-conferral Of Early Permanent Tenure When The Non-conferral Decision Is Not Concurrent With A Reappointment Decision.

A. Initiation of Hearing Process
No later than 25 calendar days of receiving written notice from the vice chancellor of non-conferral of early tenure, a faculty member (hereinafter, the grievant) may initiate the process leading to a hearing before the Faculty Grievance Committee (hereinafter, the committee) by submitting a Petition for Redress to the committee.

Failure to meet the time periods allotted to the grievant constitutes a waiver of the right to a hearing and no further administrative appeals of the grievance are allowed. However, before the expiration of a deadline the faculty member may request an extension, provided that the request is made in writing and presented to the committee. Within 10 calendar days of receiving a request for an extension, the committee will make its decision and communicate the decision to the grievant. The committee will endeavor to complete the review within the time limits specified except under unusual circumstances such as when the time period includes official university breaks and holidays and when, despite reasonable efforts, the Committee cannot be assembled.

A hearing will be granted if the Petition for Redress is timely (above), complete (a., below), and claims an infringement of one or more of the bases (b., below)

a. The Petition for Redress must include (i) a description that is as complete as possible of the actions or the failures to act which support each specified contention; (ii) the identification of the respondent(s); (iii) an enumeration and description of the information or documents which are to be used to support the contention (copies of the described documents are to be made a part of the Request for Redress); (iv) the identification of persons who may be willing to provide information in support of the contention; and (v) a brief description of the information those persons identified in (iv) may provide; and (vi) a copy of the vice-chancellor’s notice of non-conferral of early permanent tenure.
b. The basis for the Petition for Redress must be found in one or more of the following reasons:

(i) the decision was based on “(a) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, or (b) the faculty member’s race, color, sex, religion, creed, national origin, age, disability, veteran status, or other forms of discrimination prohibited under policies adopted by campus Boards of Trustees, or (c) personal malice\(^2\) any ground stated to be impermissible in Section 604B of The Code of The University of North Carolina; or

(ii) the decision was attended by a material procedural irregularity\(^2\); or

(iii) ECU’s policy that prohibits discrimination based on sexual orientation.

The impermissible reasons noted in Section 605B of The Code/101.3.1 of the Policy, are: “(a) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, of (b) the faculty member’s race, color, sex, religion, creed, national origin, age, disability, veteran status, or other forms of discrimination prohibited under policies adopted by campus Boards of Trustees, or (c) personal malice\(^2\).”

The grievant’s Petition for Redress shall be addressed to the chair of the Grievance Committee and delivered to the Faculty Senate office by a method that provides delivery verification. Upon receipt of the grievant’s Petition for Redress the chair of the committee shall notify each named respondent\(^8\) that he/she has been named a respondent in a grievance based on the non-conferral of early permanent tenure. Accompanying this letter will be a complete copy of the grievant’s Petition for Redress.

B. Procedures for the Hearing.

The committee will review the grievant’s Petition for Redress to determine if the Petition for Redress is timely, complete, and is based on one or more of the bases noted above. If the Petition for Redress fails to meet any one of these requirements, the committee shall not grant a hearing, the grievance will be closed, and this decision will exhaust the administrative appeals process for the grievance. This decision will be communicated to all parties of the dispute (certified mail, return receipt requested for the grievant and respondent(s)). If the Petition for Redress meets all of the above requirements, but makes claims beyond those noted in b.), above, the committee shall strike those issues from the Petition for Redress and these claims will receive no further attention in the process.

The committee shall set the time, date, and place for the hearing. The date for the hearing must be within 42 calendar days after receipt of the Petition for Redress by the Faculty Senate office, except under unusual circumstances such as when a Petition for Redress is received during official university breaks and holidays and despite reasonable efforts the hearing committee cannot be assembled.

The committee shall notify the grievant, the respondents, the chair of the faculty, and the chancellor, of the time, date, and place of the hearing. The committee’s notification shall call attention to any claims made in the Petition for Redress that have been struck and will not be addressed in the hearing. The notification shall also include the names of all committee members and alternates who may take part in the hearing.

The grievant and respondent are to submit thirteen copies\(^1\) of all information and documents to be used in the presentation (grievant) or to defend (respondent) the grievance. The respondent’s (s’) information must also include: a.) the identification of a witness(es) who may be willing to provide information to counter the contention; and b.) a brief description of the information each witness may provide. This information and documents shall be submitted to the Faculty Senate Office not later than fourteen calendar days prior to the hearing date. One copy of the grievant’s information will be
provided to each respondent and one copy of the respondent’s (s’) information will be provided to the grievant.

C. The Hearing
A court reporter must be used to record and transcribe the hearing.

The committee shall limit its investigations to the issues presented in the Petition for Redress that were not struck in the committee’s notification of the time, date, and place for the hearing. During the hearing, the committee may explore issues raised by any party to the grievance that are concretely based on issues raised in the Petition for Redress. The committee's responsibility is limited to issuing recommendations based on the Petition for Redress, its contained information and documentations, and information developed during the hearing. Except as noted in Appendix Y, II.B. the power of the committee shall be solely to hear the testimony of the grievant, the respondent, and witnesses.

The committee chair shall begin the hearing by briefly reviewing the committee's authorization and powers. The chair then shall state the conditions necessary for a hearing, the committee's belief that the issues about to be heard satisfy these conditions, and the procedures to be followed during the hearing.

The chair shall then enter into the hearing record information submitted (above) by the grievant and the respondent. It is expected that the hearing will be limited to this information; however, the grievant, respondent, or a witness may submit information deemed relevant by the committee with its approval during the hearing. All such information must be numbered (Rh_, Gh_, or Wh_) and it becomes a part of the formal record of the hearing.

Only the grievant, the respondent, members of the committee, and the court reporter shall be present for the duration of the hearing. Witnesses, as noted below, will be present only when giving testimony. It shall be the responsibility of the parties to present their respective cases. The grievant’s case will be evaluated on the basis of the preponderance of the evidence.

Committee members may question the grievant, the respondent or witness(es) during the hearing. After each of grievant’s witness has completed his or her testimony and has responded to all questions, the witness will be excused from the hearing unless recalled by the hearing committee. At the end of the grievant's presentation of his or her case, the respondent(s) may question the grievant.

The respondent’s presentation will follow the procedures noted above for presentation of the grievant’s case. Committee members may question the grievant, the respondent(s), or witnesses at any time during the hearing. When neither the grievant, the respondent, nor the committee has further questions, the grievant is given the opportunity to make a final statement, and then the respondent(s) is given the opportunity to make a final statement.

D. Committee Report
The committee's report shall be based only on facts, documentation, arguments presented at the hearing. Committee recommendations are to be based on but are not limited to grievant’s requested redress.

A copy of the committee’s report, a copy of the written record of the hearing proceedings, and a copy of all evidence submitted will be placed in the grievance file. This file will be open to the committee and all parties to the grievance until the grievance is closed (See below). Copies of the committee’s report sent to the grievant and respondent are to be by certified mail, return receipt requested. Letters from the Chancellor to the grievant or respondent(s) are to be by certified mail, return receipt requested.
The committee may make recommendations that: a.) do not support the grievant’s contentions; b.) support the grievant’s contentions and are within the respondent’s authority to implement; or c.) support the grievant’s contentions, but are not within the respondent’s authority to implement. The committee’s actions for each of these findings are noted below.

a.) Do Not Support the Grievant’s Contentions
If the committee finds that the grievant’s contentions are not supported or makes no recommendations in favor of the grievant, the committee shall submit its report to the grievant, respondent, chair of the faculty, and Chancellor. Within 20 calendar days the Chancellor shall in writing inform the grievant, respondent, chair of the faculty, and grievance committee of his/her decision. The decision of the Chancellor is final and may not be appealed.

b.) Recommendations Support the Grievant’s Contentions and are Within the Respondent’s Authority
If the committee finds that the grievant’s contentions are supported and makes recommendations in favor of the grievant, the committee shall submit its report to the grievant, respondent, and Chair of the Faculty. Within 20 calendar days of receipt of the recommendations, the respondent(s) shall communicate in writing to the committee chair his or her response to the committee’s recommendations. The committee chair will provide the grievant (certified mail, return receipt requested) a copy of the respondent’s response to the committee’s recommendations. Within 15 calendar days of receipt of the respondent(s’) response, the grievant will inform the committee if the adjustments are satisfactory or not satisfactory. If the adjustments are satisfactory, the grievance will be closed. If the respondent’s adjustments are not satisfactory to the grievant, the grievant may appeal to the Chancellor. The process for an appeal to the Chancellor is noted below.

c.) Recommendations Support the Grievant’s Contentions, but are not Within the Respondent’s Authority to Implement.
If the committee finds that the grievant’s contentions are supported and makes recommendations in favor of the grievant, but, in the opinion of the committee, these recommendations are not within the authority of the respondent to implement, the committee shall submit its report to the grievant, respondent, and Chair of the Faculty. By memorandum, the committee shall inform the Chancellor that in the opinion of the committee its recommendations are not within the respondent’s authority to implement and request him/her to make the appropriate adjustments. The committee shall forward to the Chancellor a record of the hearing and copies of all documents submitted during the grievance process.

The Chancellor’s decision is to be based solely on a thorough review of the information provided by the committee. The Chancellor may, at his/her discretion, consult with the committee (Policies, Section 101.3.2.IV.g). It is expected that the chancellor will give deference to the advice of the faculty committee, but the final campus-based decision is the chancellor’s.

Within 30 calendar days of receipt of the committee’s request, the chancellor will inform the grievant, respondent, committee chair, and the Chair of the Faculty of his or her decision. If the chancellor does not support the committee’s recommendation, the Chancellor is to inform the grievant that he/she may appeal to the Board of Trustees. This appeal process is described in Section III.G. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

E. Dissenting Chancellor’s Report
Should the Chancellor disagree with the committee’s recommendations (from b.) or c.) above) based on its interpretation of Appendix Y or the Faculty Manual, UNC Code or Policies, the Chancellor shall withhold the Chancellor’s decision, and inform the committee, all parties to the grievance, and the
faculty chair of those areas of disagreement within the required 30 calendar days. The committee will then request the Faculty Governance Committee to begin the normal interpretation process as set forth in the procedures of the Faculty Governance Committee. It is expected that the Faculty Governance Committee will expedite this request. Upon completion of the interpretation process, the Faculty Grievance Committee will make any necessary recommendations. The report will be distributed in accordance with Appendix Y. III.F., with the grievant’s rights to appeal intact.

F. Appeals to the Chancellor

An appeal to the Chancellor is to be made within 20 calendar days of the receipt of the respondent’s response. By memorandum, the grievant shall inform the Chancellor of his or her appeal and include a detailed explanation of the reason for the appeal. A copy of the appeal memorandum shall be sent to the chair of the committee and the Faculty Chair. Upon receipt of the grievant’s appeal, the chair of the committee shall forward the committee report along with all supporting documentation to the Chancellor.

The chancellor’s decision is to be based solely on a thorough review of the information provided by the committee and may, at his/her discretion consult with the committee (UNC Policies, Section 101.3.2.IV.g). It is expected that the chancellor will give deference to the advice of the faculty committee, but the final campus-based decision is the chancellor’s.

Within 30 calendar days of receipt of the committee’s request recommendations, the chancellor will inform the grievant, respondent, committee chair, and the Chair of the Faculty of his or her decision. If the chancellor does not support the committee’s recommendation, the Chancellor is to inform the grievant that he/she may appeal to the Board of Trustees. This appeal process is described in Section III.G. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

V. Annual Report:

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

Number of Grievants in Grievance Process for Academic Year

Time in Step

<table>
<thead>
<tr>
<th>Step</th>
<th>Less than One Month</th>
<th>One-Two Months</th>
<th>Two-Three Months</th>
<th>More than Three Months</th>
</tr>
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<tbody>
<tr>
<td>One</td>
<td>___</td>
<td>___</td>
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<td>___</td>
</tr>
</tbody>
</table>

Number of Grievances Filed (Completed Step One): ___

 Fixed Term Faculty ___     Probationary Faculty ___     Tenured Faculty ___
<table>
<thead>
<tr>
<th>Step</th>
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<th>One-Two Months</th>
<th>Two-Three Months</th>
<th>More than Three Months</th>
</tr>
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<tbody>
<tr>
<td>Two</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Three</td>
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<tr>
<td>Four</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Step Five Hearing

Scheduled for Hearing ___
Hearings Completed ___
In Report Stages ___
Reports Issued ___

Reports Issued in Favor of:
Grievant ___
Respondent ___
Both Grievant and Respondent ___

Number Appealed to Chancellor ___
Reports Issued by Chancellor ___
Number at Faculty Governance ___
Reports at Rewrite or Reissued by Faculty Governance Committee ___

Number that went through Mediation ___
Number that went through Chancellor Review ___
Number Terminated by Grievant ___
Number Terminated by Committee ___

VI. Application

This appendix supersedes other grievance provisions except those contained in *The Code* and other regulations of the University of North Carolina and in other provisions of the East Carolina University Faculty Manual for grievances filed on or after the date of approval of this appendix by the East Carolina University Board of Trustees.

VII. Grievance Committee By-Laws and Procedures

The Faculty Grievance Committee may draft bylaws and detailed procedures that are consistent with the procedures stated above, subject to approval by the Faculty Senate and the Chancellor.

FOOTNOTES

1A grievant must be a current faculty member of East Carolina University. A grievance may be initiated by multiple grievants. If a faculty member’s employment ends during the grievance process, the grievant may request the Chancellor to allow the grievance to continue. Such a request must be made prior to the end of employment. Copies of such a request must be provided to the grievance
committee chair, and the Chancellor is to respond to such a request, with a copy to the committee chair, within 20 calendar days.

2 A named respondent must be a current employee of East Carolina University. If the named respondent was a former administrator, the person who presently occupies the administrative position will be named as the substitute respondent and the former administrator as the named respondent. A grievant may name multiple respondents. A faculty member or a departmental or unit committee and/or its chairperson may be named as a respondent. An administrator who concurred with the actions of the respondent may not be named as a respondent.

3 The committee may be asked by either party to the grievance to evaluate the basis for such privilege and to evaluate the value of such information to the grievance. If the privileged information bears on the grievance, the committee is required to resolve the issue of privilege. If such information bears on the grievance but cannot be obtained, the committee shall decided whether continuing the grievance/granting a hearing would be unfair to the grievant/respondent. If such a decision is made, the committee shall state its reason(s) and terminate the grievance process; thus, ending the administrative hearing process at East Carolina University.

4 The grievance file maintained in the Faculty Senate office under the grievant’s name becomes a part of the grievant’s Personnel File. The grievant’s Personnel File Checklist will indicate that additional Personnel File records are located in the Faculty Senate office.

The grievance file maintained in the Faculty Senate Office under the grievant’s name becomes a part of the Personnel File for both grievant and respondent. A note will be placed in grievant’s and respondent’s Personnel File Checklist regarding the location of this file.

5 In this instance, procedural advice is limited to the nature of the committee, its charge, the options open to the party to the grievance, and the current membership of the committee.

6 The committee may waive the time requirement for the introduction of evidence; the grievant’s requested redress; or both if, in the committee’s opinion, there are extenuating circumstances despite due diligence.

7 If a grievant does not complete Step One, any information collected by the committee chair will be destroyed. If the grievant completes Step One, all information collected by the committee chair in the administration of the grievance will, at the conclusion of the grievance, be placed in the grievance file.

8 Unless requested in writing to the committee chair, the parties to the grievance agree that all communications, including e-mail, will be sent to their university addresses.

9 A list of potential counselors is maintained by the Faculty Senate Office. It is recommended that the counselor be a tenured professor, have extensive experience in faculty governance as evidenced by service on university governance/appellate committees, and not be associated with the grievance in any way. The parties to the grievance may choose eligible ECU current or retired faculty members as their counselors or they may choose to serve as their own counselors.

10 Once all parties to the grievance have accepted mediation, the grievant shall not take his or her grievances to administrative levels higher than that of the respondent. To do so is inconsistent with the mediation process and will result in the termination of the grievance procedures under Appendix Y, ending administrative review of the grievance.

11 To avoid the appearance of a conflict-of-interest all mediation will be performed by third-party groups/organizations/individuals who have no ties to East Carolina University. A list of such providers
will be developed and maintained by the Faculty Chair. The provider must provide evidence to the
Faculty Chair that the provider’s mediator(s) are certified by the North Carolina Administrative Office
of the Courts.

12Procedures for the origination of purchase orders and payment for services of the mediator will be
developed and administered by the Chair of the Faculty.

13A request for a hearing that continues from another part of the Faculty Manual (e.g. Appendix J,
Appendix V, etc.) will be evaluated by the committee. If insufficient information is available, the
committee will request that the grievant and respondent choose a counselor and the grievant
complete a Petition for Redress. Presentation of the Petition for Redress will allow the committee to
evaluate the grievance. If the committee agrees that the grievance is within the scope of Appendix Y,
the grievant will be allowed to choose mediation or request a hearing. A Chancellor Review is not an
option.

14Scheduling a committee hearing during the summer months is complicated by the absence of
faculty and teaching schedules. If the committee on its first effort cannot schedule a hearing during
the summer, a fall hearing date will be scheduled during the committee’s fall organizational meeting.

15 If either the grievant or the respondent petitions the committee in writing for a postponement of the
hearing for health reasons or due to a personal emergency, the committee chair shall postpone the
meeting for a period of time appropriate to the circumstances. If either the grievant or the respondent
petitions the committee in writing for a postponement of the hearing for reasons other than health or
personal emergency, the committee chair shall determine by telephone or e-mail whether it is the
general agreement of the committee to postpone the hearing for one week from the scheduled date.

16Such information and documents are not limited to written materials but may include sound
recordings, video recordings, photographs as well as other forms of information or documentation.

17This statement shall only include information as to the beginning and ending dates of the mediation
and whether mediation was successful, partially successful, or unsuccessful. For a grievant
requesting a hearing under Footnote 13, who did not choose mediation, this statement is
unnecessary.

18The department or unit to which a party to a grievance is assigned is responsible for providing
access to copy services during the grievance process. These services shall be at no cost to the
grievant or respondent.

19Required Numbering: One Grievance

Grievant: Petition for Redress G page 1…..n
                      Supporting Information G, page 1…n
                      Respondent: Supporting Information R, page 1…n

Multiple Grievances

Grievant: Petition for Redress:
                      Grievance I G I page 1…n
                      Grievance II G page 1…n

Continue for the number of included grievances.
Definition of “personal malice”: As used in The Code, the term “personal malice” means dislike, animosity, ill-will or hatred based on personal characteristics, traits or circumstances of an individual that are not relevant to valid University decision making. For example, personnel decisions based on negative reactions to an employee’s anatomical features, marital status or social acquaintances are intrinsically suspect. If reappointment is withheld, a personnel decision is made because of personal characteristics that cannot be shown to impinge on job performance, a wrong likely has been committed. On the other hand, if personal characteristics can be shown to impede a faculty member’s capacity to relate constructively to his or her peers, in a necessarily collegial environment, withholding advancement, the personnel decision may be warranted. For example, the undisputed record evidence might establish that the responsible department chair declined to recommend a probationary faculty member for reappointment with tenure because of the faculty member's "unpleasant personality and negative attitude." Disposition of such a case requires a determination of whether the personality and attitude impeded the faculty member’s job performance. While the terms “ill-will,” “dislike,” “hatred” and “malevolence” may connote different degrees of antipathy, such distinctions make no difference in applying the fundamental rationale of the prohibition. Any significant degree of negative feeling toward a candidate based on irrelevant personal factors, regardless of the intensity of that feeling, is an improper basis for making personnel decisions."

"Material procedural irregularity" means a departure from prescribed procedures and established university policies that is of such significance as to cast reasonable doubt upon the integrity of the original decision. Whether a procedural irregularity occurred, and whether it is material, shall be determined by reference to those procedures, which were in effect when the initial decision was made and communicated. The Grievance Committee shall ask the chancellor to certify what procedures were then in effect if that question is a matter of dispute. (Faculty Senate Resolution #03-49).

"Material procedural irregularity" means a departure from prescribed procedures and established university policies that is of such significance as to cast reasonable doubt upon the integrity of the original decision. Whether a procedural irregularity occurred, and whether it is material, shall be determined by reference to those procedures, which were in effect when the initial decision was made and communicated. The Grievance Committee shall ask the chancellor to certify what procedures were then in effect if that question is a matter of dispute. (Faculty Senate Resolution #03-49).
Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of January 18, 2012 and February 1, 2012, which include curricular actions within the Department of Foreign Languages and Literatures, College of Human Ecology, Department of Physics, College of Education, and College of Allied Health Sciences.

Resolution #12-19
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: March 14, 2012

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of January 12, 2012 and January 26, 2012.
Nontraditional Students

Individuals who are at least twenty-four years of age and do not qualify for admission as a freshman or transfer student may apply for admission as a nontraditional student. Applicants should complete an application, submit all academic transcripts, and explain the nature of their academic preparation. Students are reviewed holistically by the Office of Undergraduate Admissions, and must demonstrate the potential for academic success at the university level. Applicants with limited or no college experience are encouraged to complete some classes at a community college to increase the competitiveness of their applications. Please note admission is not guaranteed. Admission to the university does not guarantee admission to individual programs. Please see individual program requirements for enrollment information.

Students enrolling under this policy must

1. comply with all university policies regarding payment of tuition and fees.
2. comply with NC state law concerning health and immunization.
3. meet university retention requirements.
4. follow all university academic regulations as shown in the undergraduate catalog published in the year during which the student enrolls.

Individuals who are at least twenty-four years of age (nontraditional students) or individuals whose high school class graduated three or more years prior to the expected date of entry and who meet UNC minimum course requirements may be permitted to enroll in the university under a performance-based admission policy that specifies retention stipulations provided they meet one of the following conditions. (See General Transfer, Note, above.) The student must

- have had no previous college experience or
- have had previous college experience but have not been matriculated within the past one year and are eligible to return to the previous institution but do not meet all stated university admission requirements or
- have had previous college experience, are not eligible to return to the previous institution, and have not been matriculated at the collegiate level for at least three years prior to the expected date of entry.

Meeting one of the above conditions does not guarantee admission. Admission is not guaranteed and is granted on a capacity available basis as the University must adhere to its enrollment projections. Students are reviewed individually and must demonstrate the potential for academic success at the university level.

Individuals enrolled as degree-seeking students under the performance-based admission policy must achieve a minimum cumulative GPA of 2.2 and meet all retention stipulations by the end of the semester in which the twenty-eighth semester hour of degree-creditable work is attempted. Failure either to meet the GPA requirement or to satisfy the retention stipulations will result in the student’s being ineligible to continue enrollment at ECU. (See Section 5, Academic Regulations, Readmission.)
Students enrolling under this policy must comply with all university policies regarding the payment of tuition and fees and must comply with NC state law concerning health and immunization. An individual enrolled under the performance-based admission policy may not declare a major, compete in intercollegiate athletics, or participate in student exchange programs until all retention stipulations specified in his or her admission letter have been satisfied.

Resolution #12-21
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: March 14, 2012

Approval of SOCI 1010 as a Foundation Curriculum Course for Basic Social Sciences.

Resolution #12-22
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: not applicable

Recommendation revising ECU’s current Cultural Diversity course credit undergraduate graduation requirement was returned to the Foundations Curriculum and Instructional Effectiveness Committee for further discussion.

Resolution #12-23
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: not applicable

Recommendations establishing a six-hour Global Credit graduation requirement were rejected by the Faculty Senate.

Resolution #12-24
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: March 14, 2012

Revisions to the Student Opinion of Instruction Survey, as follows:

Recommendations are noted in bold print.

Executive Summary
In Spring of 2009 a six-member SOIS subcommittee was appointed by Associate Provost for Accreditation and Assessment Dr. David Weismiller to review the currently used Student Opinion of Instruction Survey (SOIS). There had been growing faculty concerns about how the SOIS was used in evaluation of faculty teaching as well as the response rate following the University’s switch from a paper-and-pencil survey to an online survey. This Committee (the “SOIS I Committee”) recommended that the University revise the current SOIS.

The present committee (the “SOIS II Committee”) was appointed following the report of the SOIS I Committee. The Committee’s charge was to develop a “home grown” student opinion of instruction
survey to replace the SOIS instrument currently in use. This committee met 16 times over a period of two academic years. The Committee reviewed the SOIS I Report and the criticism of the currently used SOIS that has centered on the misuse of the survey in evaluation (e.g. using small and statistically insignificant differences in scores to make merit pay and other personnel decisions and overreliance on the use of a single item [item 19] in critical decisions). The Committee made a recommendation to Faculty Senate on the interim use of the current SOIS survey in October, 2009 which was adopted.

The Committee reviewed the literature on effective teaching and developed a series of potential questions to ask on a student opinion of instruction survey. After developing several drafts of potential questions the committee held two on-campus open discussions on student opinion of instruction and requested that a group of faculty and students provide feedback on the potential questions. There was significant agreement between student respondents and faculty respondents on the importance and relevance of the proposed questions. The committee reviewed each of the recommended items in light of the feedback received from the two open forums and the student and faculty surveys. Final adjustments were made in the wording of the items and the number of items and the Committee recommended 22 items for the Student Perception of Teaching Survey. In addition to the 22 items the Student Perception of Teaching Survey will include space for students to make open-ended comments about the course. The Committee strongly believes in the value of providing the opportunity for students to make written comments as part of the process.

The Committee makes a number of recommendations that aim to improve the evaluation of teaching effectiveness. These recommendations include:

1. The use of the Student Perception of Teaching Survey (see Appendix E) to replace the Student Opinion of Instruction Survey currently in use;
2. The university policies on faculty evaluation should emphasize the necessity of collecting a variety of data about teaching when unit administrators evaluate teaching (such as classroom visitation/observation, self-evaluation, and the review of teaching materials);
3. Unit administrators and personnel committee members in units should have training;
4. More attention to the use of information about teaching effectiveness in improving teaching (i.e. use of results for formative rather than only summative evaluation);
5. Faculty members should affirm their responsibility to provide multiple sources of information about their teaching in their annual reviews and during promotion and tenure reviews and use feedback resulting from evaluations to improve instruction;
6. Unit administrators and personnel committee members should affirm their obligation to utilize information in a fashion that provides useful feedback to instructors about their teaching;
7. Faculty members should have access to colleagues (i.e. department colleagues, mentors, and/or programs through the Office of Faculty Excellence) to assist in interpreting and improving instruction as necessary;
8. The university should ensure periodic review of the process of evaluation of teaching, including review and updating of instruments used in evaluation of teaching.

The SOIS II Committee will continue to meet to make a recommendation for an opinion survey for use in laboratory and distance education courses. In addition, the committee will address student response rates to the online survey and issue a report with recommendations to improve student participation and response rates.
Student Perception of Teaching Survey (face-to-face courses)

1. The instructor cancelled class fewer than 3 times. Y/N/NA
2. The instructor consistently started and ended class on time. Y/N/NA
3. The course was well organized. Y/N/NA
4. The instructor showed enthusiasm for the course content and student learning. Y/N/NA
5. Presentations and other activities were usually engaging. Y/N/NA
6. The instructor stimulated my interest in the course topics. Y/N/NA
7. Instructional technology used in this course contributed to my understanding of the course material. Y/N/NA
8. The instructor's speech was understandable. Y/N/NA
9. The pace of instruction allowed me time to take notes. Y/N/NA
10. The instructor encouraged questions during class sessions. Y/N/NA
11. The instructor was available to help if I asked for assistance. Y/N/NA
12. The instructor was encouraging about my ability to learn course material. Y/N/NA
13. The instructor treated students respectfully. Y/N/NA
14. The instructor made it clear what was expected on graded assignments. Y/N/NA
15. Tests and graded assignments were on material covered in the course. Y/N/NA
16. Tests and assignments were evaluated and returned in time to be useful to me for future assignments. Y/N/NA
17. The topics presented in course were covered as stated in the syllabus. Y/N/NA
18. The readings and assignments covered the course content. Y/N/NA
19. The instructor's explanation of course content was clear. Y/N/NA
20. Compared to other courses I've taken at ECU the amount of work in this course was:

1 2 3 4 5
Not Demanding Very Demanding

What do you feel are the strengths of this course?

What would you change to improve the course?

Additional Comments.

DRAFT
Student Perception of Teaching Survey (face-to-face courses)*
Item Correspondence to Peer Evaluation Categories

Organization
1. The instructor cancelled class fewer than 3 times.
2. The instructor consistently started and ended class on time.
3. The course was well organized.

Presentation
4. The instructor showed enthusiasm for the course content and student learning.
5. Presentations and other activities were usually engaging.
6. The instructor stimulated my interest in the course topics.
7. Instructional technology used in this course contributed to my understanding of the course material.
8. The instructor’s speech was understandable.
9. The pace of instruction allowed me time to take notes.

Respect/Rapport
10. The instructor encouraged questions during class sessions.
11. The instructor was available to help if I asked for assistance.
12. The instructor was encouraging about my ability to learn course material.
13. The instructor treated students respectfully.

Evaluation Methods
14. The instructor made it clear what was expected on graded assignments.
15. Tests and graded assignments were on material covered in the course.
16. Tests and assignments were evaluated and returned in time to be useful to me for future assignments.

Class Content
17. The topics presented in course were covered as stated in the syllabus
18. The readings and assignments covered the course content.
19. The instructor’s explanation of course content was clear.

Resolution #12-25
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: March 14, 2012

Revisions to the standing University academic Faculty Governance Committee charge.

Resolution #12-26
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: March 14, 2012

Curriculum and academic program matters included in the February 10, 2012 Educational Policies and Planning Committee meeting minutes, including:

1. Request for Authorization to Discontinue the Pre-school Add-on licensure in the Birth through Kindergarten (BK) Teacher Education Program in the Department of Child Development and Family Relations within the College of Human Ecology.
2. Request to add an Infrastructure Concentration in Construction Management Program in the Department of Construction Management within the College of Technology and Computer Science.
3. Request to discontinue the Occupational Safety and Health Minor in Department of Technology Systems within the College of Technology and Computer Science.
4. Request for Notification of Intent to Plan a Bachelor of Science in University Studies within the Office of Undergraduate Studies.
5. Unit Academic Program Review of the Department of Anatomy and Cell Biology within the School of Medicine.
Resolution #12-27
Approved by the Faculty Senate: February 21, 2012
Accepted by the Chancellor: March 14, 2012

Formal faculty advice to move the administrator survey from paper-based to online administration in Spring 2012.

Resolution #12-28
Approved by the Faculty Senate: February 21, 2012
Approved by the Chancellor: not applicable

Faculty Welfare Committee is authorized when appropriate to send out safety emails to faculty.

Resolution #12-29
Approved by the Faculty Senate: February 21, 2012
Accepted by the Chancellor: March 14, 2012

Formal faculty advice on the proposed Faculty Scholarly Reassignment Policy as follows:

Proposed additions are noted in **bold** print and deletions in strikethrough.

Faculty Scholarly Reassignment
REG # (To be done by Legal)
PRR General Subject Matter (Leave blank. To be done by Legal)
Authority: Academic Council
History: First Issued: month, year
Related Policies: UNC Policy Manual, §300.2.6 [G]
Additional References: *ECU Faculty Manual*: Part VI, Sections I, D. “Leaves of Absence”; Appendix C, Part III “Evaluation”; and Appendix I, East Carolina University Policy on Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff
Contact for Info: Associate Vice Chancellor for Personnel Administration in the Division of Academic and Student Affairs (328-1888); Assistant Vice Chancellor for Health Sciences Personnel (744-1910); Director of Benefits, Human Resources (328-9825)

1. Purpose
Faculty members are expected to remain highly competent in their disciplines and to maintain familiarity with recent scholarship. In pursuit of their scholarly interests, faculty often need sustained and dedicated periods devoted to a project involving research or creative activity. The purpose of this regulation is to provide for equity in submitting and consistency in approving requests for reassignment of faculty time for scholarly activities.

2. Definition
2.1. Faculty Scholarly Reassignment – an approved reassignment for a defined period of time in order for a faculty member to pursue full-time a project involving research or creative activity.
3. Eligibility
3.1. Full-time tenured faculty members are eligible to apply for a faculty scholarly reassignment.

3.2. Full-time tenured faculty holding an administrative appointment as a director or department chair, with the support of the dean, are eligible to apply for a scholarly reassignment. If awarded, the faculty member's administrative duties will be reassigned, along with other campus responsibilities, and the faculty member will forgo all administrative stipends for the period of the scholarly reassignment.

3.3. A probationary term (tenure-track) faculty member is normally ineligible to apply for these scholarly reassignments. An exception may be made only if the proposed research or creative activity is of truly exceptional merit. The faculty member must be in his/her last probationary year, and if awarded, the reassignment is contingent upon receiving tenure prior to beginning the scholarly reassignment.

3.4. Faculty will be expected to either maintain contact with graduate advisees or to make other arrangements to ensure that students’ progress will not be disrupted. This expectation must be clearly stated in the reassignment agreement.

3.5. Faculty members selected for scholarly reassignments will undergo the annual evaluation process as prescribed by Appendix C, Personnel Policies and Procedures for the Faculty Part III of the ECU Faculty Manual.

3.6. The reassignment period will count as time toward promotion and post-tenure review.

3.7. The faculty member will continue to have the general obligations of a University employee other than teaching and service during the reassignment period, including but not limited to remaining accessible through a reliable means of communication with supervisory personnel, complying with reasonable directives of supervisors and officers of the University, responding in a timely and cooperative manner to requests for information, and taking such actions as may be required to comply with any applicable law or University policy or process.

3.8. Faculty on a scholarly reassignment are eligible for consideration for merit salary increases, promotion, and one-time payments or any other salary adjustments approved by the General Assembly, the Board of Governors, or East Carolina University.

3.9. During the reassigned period, the faculty member is expected to devote full time to a project (in addition to duties noted in 3.4 and 3.7 above) that is expected to result in a tangible creative or scholarly product, e.g., the submission and/or publication of one or more peer reviewed articles, a book or book chapters, a patent, or other creative or scholarly product.

3.10. A faculty scholarly reassignment is not an entitlement nor is it based on length of service. Decisions will be based on the merits of the proposal, productivity appropriate for the discipline and the faculty member's stage of career development, and the availability of funds.

3.11. A recipient of a faculty scholarly reassignment pursuant to this regulation is not eligible to receive another scholarly reassignment during a period of seven years following the start of the initial reassignment.

4. Terms and Conditions
4.1. The terms and conditions of the scholarly reassignment will be documented in an appointment letter from the appropriate Vice Chancellor.

4.2. A faculty member on a 9-month contract may be awarded a scholarly reassignment for one semester (either fall semester or spring semester) at full salary or for one academic year (excluding any summer sessions) at half salary.

4.2.1. The faculty member agrees to return to full-time employment at East Carolina University for two semesters following the reassignment.

4.3. A faculty member on a 12-month contract may be awarded a scholarly reassignment for 6 months at full salary or 12 months at half salary.

4.3.1. The faculty member agrees to return to full-time employment at East Carolina University for 12 calendar months following the reassignment.

4.4. During the reassigned period, the faculty member's salary may not exceed his/her regular full-time salary. Funds obtained by the faculty member for travel, per diem, housing, and similar expenses are not considered salary. Exceptions to the cap on salary may be approved by the appropriate Vice Chancellor in cases where a scholarship or fellowship program provides a salary exceeding the faculty member's regular full time salary.

4.5. A faculty member on a faculty scholarly reassignment who accepts a position at another post-secondary institution or any other paid employment that was not included in the proposal or approved through the East Carolina University Policy on Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff policy (see Appendix I of the ECU Faculty Manual) will be considered to have failed to comply with the conditions of this regulation and voluntarily resigned from his or her employment at East Carolina University.

4.6. The faculty member agrees to return to full-time employment at East Carolina University for the period specified in sections 4.2.1 and 4.3.1 above. Should the faculty member fail to do so, he or she must repay the salary received during the period of reassignment by a date specified by the University. Prior to the beginning of and as a condition for receipt of any reassignment, the faculty member must execute the University's contract acknowledging the obligations contained within this regulation including, but not limited to, returning to full-time employment or repaying the salary.

4.7. Within three months after the conclusion of the reassigned period, the faculty member will submit a report of accomplishments to the unit administrator and to the dean of their college or school.

4.8. Within a year after the conclusion of the reassigned period, the faculty member will be required to provide a formal presentation of the work accomplished during the reassignment to unit colleagues and/or the university community at large.

4.9. Failure to comply with the terms and conditions set forth in this regulation may affect, among others, future eligibility for future faculty scholarly reassignments, annual evaluations, and may subject the recipient to repayment of the salary received during the reassigned period.

4.10. If circumstances require that a substantial change be made in the project after it has been
approved, the faculty member should obtain approval of the changes from the appropriate unit administrator and dean.

5. Continuation of Benefits

5.1. Continuation of Retirement Contributions
5.1.1. For faculty on a scholarly reassignment, the period is considered an approved leave of absence for educational purposes.

5.1.2. The maximum allowable credit for educational leave or interrupted service for education purposes is six years over the course of one’s career within the UNC system.

5.1.3. NC Teachers’ and State Employees’ Retirement System (TSERS) – Full Pay

5.1.3.1. The University will continue making the employer contribution to TSERS and the faculty member will continue making his or her pre-tax contribution through payroll deduction.

5.1.4. NC Teachers’ and State Employees’ Retirement System (TSERS) – Partial Pay

5.1.4.1. If the faculty member wishes to continue making his/her contribution, the University will continue making the employer contribution. The contributions are based on the faculty member’s base rate of pay in effect immediately preceding the reassignment. The faculty member’s contribution shall be on an after-tax basis and must be submitted by the faculty member to the Benefits Unit of Human Resources by the payroll deadline for transmission to the State Retirement System. In addition, unless the faculty member returns to service as a contributing member within 12 months after completion of his or her scholarly reassignment and contributes to the Retirement System for at least three more years (except in the event of death or disability), TSERS will cancel the service credits and refund contributions to the employee.

5.1.4.2. In advance of the reassigned period, and after determining whether or not the faculty member wishes to continue making his/her retirement contributions, a letter and other appropriate forms will be submitted by the appropriate Vice Chancellor to the NC Teachers’ and State Employees’ Retirement System requesting permission for the faculty member to continue his/her retirement contributions.

5.1.5. UNC Optional Retirement Program – Full or Partial Pay

5.1.5.1. If a faculty member participates in the UNC Optional Retirement Program (ORP) the same procedures, except provision 5.1.4.2, as outlined above for TSERS members apply, including the six year maximum allowable credit limit.

5.1.5.2. Employer and employee contributions are payable to the appropriate ORP carrier.

5.2. Other Benefits

5.2.1. Coverage under the State’s Disability Income Plan and the Death Benefit will continue for eligible members during the reassigned period.

5.2.1.1. TSERS participants are eligible for the Death Benefit and the Disability Income Plan.
5.2.1.2. ORP participants are only eligible for the Disability Income Plan.

5.2.2. A faculty member who is on reassigned time is eligible and should continue to receive the University’s contribution for State Health Plan coverage, whether on full pay or partial pay. The employee’s contributions for dependents’ coverage will continue to be payroll deducted from the faculty member’s paycheck on a before-tax basis.

5.2.3. Continuation or eligibility for all other benefit programs is subject to each plan’s policies or provisions.

6. Application Process

6.1. The application process takes place in the academic year prior to the academic year of the reassigned period.

6.2. By September 15 the applicant must submit a completed application to the unit administrator.

6.3. The application must include the following:

6.3.1. An abstract of the proposed project (maximum 200 words) including expectations, if any, for supplemental funding for expenses and/or salary

6.3.2. A current curriculum vitae

6.3.3. A narrative (maximum 1500 words, excluding references), which shall include all of the following:

6.3.3.1. a detailed description of the research or creative project

6.3.3.2. potential enhancement of the faculty member’s teaching, scholarship, or service and the potential value to the teaching, scholarship or service program of the unit

6.3.3.3. contribution to knowledge in the field of study

6.3.3.4. expected outcomes (e.g., the submission and/or publication of one or more peer reviewed articles, a book or book chapters, a patent, or other creative or scholarly product)

6.3.4. Invitations to other institutions, award letters for fellowships, or other supporting documentation

6.4. The unit administrator will submit all applications to the appropriate departmental or school committee, consisting of no fewer than three persons, for review. The committee will submit a ranked order recommendation to the department chair or director.

6.5. By October 15, the department chair or director will forward to the dean the ranked order recommendation and will indicate how many reassignments can be supported with current resources, and if replacing the duties and responsibilities of any of the applicants presents an extraordinary challenge.

6.6. The dean will convene a college committee to review all the applications and the recommendations forwarded by the chair or director.
6.7. The college committee will submit a ranked order recommendation to the dean, who makes the final decision in consultation with the appropriate Vice Chancellor.

6.8. By November 15, the dean will announce the recipients, if any, for the following academic year.

6.9. Deans are responsible for providing the appropriate Vice Chancellor with a list of applicants and results of the process annually.

6.10. Decisions at the unit administrator level and above about granting scholarly reassignments must be made with a clear understanding of the source of funds to maintain the instructional expectations of the department.

6.11. A faculty member may appeal a denied request for a scholarly reassignment. The written appeal must be submitted to the appropriate Vice Chancellor within 14 calendar days of the announcement of the awards. The appeal must include a copy of the original application, a rationale for the appeal and any supporting documents. The Vice Chancellor's decision is final.

Resolution #12-30
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 8, 2012

Approval of the Spring 2012 Graduation Roster, including honors program graduates, subject to the complete of degree requirements.

Resolution #12-31
Approved by the Faculty Senate: March 27, 2012
Accepted by the Chancellor: May 2, 2012

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of February 15, 2012 which include curricular actions within the College of Nursing and Department of Geological Sciences.

Resolution #12-32
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of February 9, 2012 and February 23, 2012 which include curricular actions within Colleges of Allied Health Sciences, Health and Human Performance, Education, School of Theatre and Dance, and Departments of Mathematics, Anthropology, and Interior Design and Merchandising.

Resolution #12-33
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012
Curriculum matters contained in the Writing Across the Curriculum Committee meeting minutes of February 13, 2012 and March 12, 2012 which relate to writing intensive designation (WI).

Resolution #12-34
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Humanities Foundation Curriculum Course credit for CLAS 3300, CLAS 3400, CLAS 3405 and Social Science Foundation Curriculum Course credit for HIST 3680 and ANTH 1001.

Resolution #12-35
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Removal of Foundation Curriculum Course Credit for GEOG 4325, GEOG 4330, and GEOG 4335 and Removal of Foundation Curriculum Course Credit for PSYC 4335, PSYC 4375, PSYC 3310, PSYC 3311, PSYC 3225, PSYC 3226, and PSYC 2250.
Resolution #12-36
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Recommendations to Increase Response Rate to Student Perception of Teaching Survey, as follows:
Increasing the student response rate will likely involve implementing multiple strategies to encourage student response. The FCIE Committee recommends the adoption of the following recommendations from the SOIS II Committee. The purpose of adopting these strategies is to increase student participation in the Student Perception of Teaching Survey (SPOTS) process.

1. Provide enhanced incentives for student response.
   - Consider a university-wide incentive process similar to that used in the past to increase student participation in other surveys. For example, students who complete the survey are entered into a drawing for prizes or bookstore gift/book certificates, awarded Pirate Bucks, or given coupons from local restaurants, etc.

2. Reduce the burden of completing the survey.
   - Utilize a smart phone “app” to complete survey and/or make the survey interface accessible on mobile platforms.
   - Have faculty members set aside time in class for students to complete the surveys on their laptops.
   - Link to the survey site from Blackboard, Onestop, and the ECU mobile app.

3. Increase the personalized communication to students about the value and importance of completing the surveys.
   - Stress the anonymity of student ratings in all discussions of student ratings.
   - Ask the Provost and the Chancellor to include a discussion of the importance of completing the surveys in their interactions with students and student groups at the end of the semester.
   - Ask faculty members to discuss the importance of completing the survey repeatedly during the time of the survey window. This should include a discussion of the importance of the survey, how the university uses the results, and how the faculty member utilizes the results for improvement.
   - Encourage faculty members to discuss with students how they have used student feedback in the past to enhance teaching and learning.
   - Faculty members should include information on when the student rating window is and how to complete the survey on their course syllabus.
   - Faculty members can use the Announcements page on course management systems to remind students when/how to complete the surveys.
   - Provide pop-up announcements about student ratings during survey period.
   - Enhance the messaging on the email reminders to students. Include why the surveys are important, how the information will be used, and that giving feedback is a part of being a good university citizen. Stress that students who do not complete the surveys lose their opportunity to provide feedback to the university and their faculty members.
   - Notices regarding the importance of course evaluations should be advertised in The East Carolinian.
   - Indicate in the University Calendar each semester the dates that the SPOTS surveys are “live” for use by students.
4. Develop resource materials for on how to increase survey response rates. These materials should be distributed to each unit administrator and at faculty orientation.

5. Promote the informal use of the survey items at mid-term to allow faculty members to use the feedback in the current semester and provide a demonstration to students that their feedback is being utilized.

6. Increase administrative commitment to appropriate use of SPOTS information.
   - Have the Provost, Chancellor, Chair of the Faculty, and Deans discuss the importance of the student ratings and the importance of having faculty members encourage students to complete the surveys.
   - Provide training to unit administrators on how to evaluate teaching and the proper use of student ratings in the evaluation of teaching.
   - Unit administrators should communicate the value of course evaluations to all their faculty members. Unit administrators should persuade faculty members to encourage share with students how they have used student feedback in the past to improve teaching and learning.
   - Use some portion of IPAR’s Assessment Day to involve students in a discussion of the importance of completing the SPOTS.

Increasing the student response rate will likely involve implementing multiple strategies to encourage student response. The FCIE Committee recommends the adoption of the following recommendations from the SOIS II Committee. The purpose of adopting these strategies is to increase student participation in the Student Perception of Teaching Survey (SPOTS) process.

7. Provide enhanced incentives for student response.
   - Consider a university-wide incentive process similar to that used in the past to increase student participation in other surveys. For example, students who complete the survey are entered into a drawing for prizes or bookstore gift/book certificates, awarded Pirate Bucks, or given coupons from local restaurants, etc.

8. Reduce the burden of completing the survey.
   - Utilize a smart phone “app” to complete survey and/or make the survey interface accessible on mobile platforms.
   - Have faculty members set aside time in class for students to complete the surveys on their laptops.
   - Link to the survey site from Blackboard, Onestop, and the ECU mobile app.

9. Increase the personalized communication to students about the value and importance of completing the surveys.
   - Stress the anonymity of student ratings in all discussions of student ratings.
   - Ask the Provost and the Chancellor to include a discussion of the importance of completing the surveys in their interactions with students and student groups at the end of the semester.
   - Ask faculty members to discuss the importance of completing the survey repeatedly during the time of the survey window. This should include a discussion of the importance of the survey, how the university uses the results, and how the faculty member utilizes the results for improvement.
   - Encourage faculty members to discuss with students how they have used student feedback in the past to enhance teaching and learning.
   - Faculty members should include information on when the student rating window is and how to complete the survey on their course syllabus.
• Faculty members can use the Announcements page on course management systems to remind students when/how to complete the surveys.
• Provide pop-up announcements about student ratings during survey period.
• Enhance the messaging on the email reminders to students. Include why the surveys are important, how the information will be used, and that giving feedback is a part of being a good university citizen. Stress that students who do not complete the surveys lose their opportunity to provide feedback to the university and their faculty members.
• Notices regarding the importance of course evaluations should be advertised in *The East Carolinian*.
• Indicate in the University Calendar each semester the dates that the SPOTS surveys are “live” for use by students.

10. Develop resource materials for on how to increase survey response rates. These materials should be distributed to each unit administrator and at faculty orientation.

11. Promote the informal use of the survey items at mid-term to allow faculty members to use the feedback in the current semester and provide a demonstration to students that their feedback is being utilized.

12. Increase administrative commitment to appropriate use of SPOTS information.
• Have the Provost, Chancellor, Chair of the Faculty, and Deans discuss the importance of the student ratings and the importance of having faculty members encourage students to complete the surveys.
• Provide training to unit administrators on how to evaluate teaching and the proper use of student ratings in the evaluation of teaching.
• Unit administrators should communicate the value of course evaluations to all their faculty members. Unit administrators should persuade faculty members to encourage share with students how they have used student feedback in the past to improve teaching and learning.
• Use some portion of IPAR’s Assessment Day to involve students in a discussion of the importance of completing the SPOTS.

Resolution #12-37
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I.H. *Faculty Load*, as follows:

Revise and keep in the Faculty Manual.

H. Faculty Workload
A. Faculty Workload is defined by the Faculty Workload Administrative Regulation. This regulation describes how workloads are determined at the university, college, and departmental levels. The Brody School of Medicine and the School of Dental Medicine are governed by separate workload regulations. Refer to the *University Regulation on Faculty Workload* for more information.

B. The individual faculty workload is discussed in *Appendix C* - Personnel Policies and Procedures for the Faculty, *ECU Faculty Manual*.

C. Course reduction and reassigned time – Faculty members may apply for and be granted course
reductions for the relevant period. Faculty who are granted a course reduction, shall be informed in writing by the unit administrator or department chair, including the purpose for the reduction.

A faculty member may apply for and receive 100 percent reassigned time for the relevant period, according to the Faculty Scholarly Reassignment Regulation (link to PRR) and upon the recommendation of the faculty member’s department, school, or college personnel committee, the unit administrator and the next higher administrator, and upon the final approval of the appropriate vice chancellor.

D. The summer session, consisting of two summer terms, provides course work equivalent to that of the academic year. No faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments (full time and part time) are made pending enrollment statistics. No faculty member on a nine-month contract will be assigned to more than one summer term in a session except when all faculty (including fixed term faculty) in the unit have had an opportunity to teach one term or in case of curriculum necessity.

H. Faculty Load
The standard teaching load for undergraduate courses is twelve semester hours per semester and nine semester hours per semester for graduate courses. Faculty members who are to be granted released time from teaching shall be informed in writing by the unit administrator of the purpose of the reduced teaching assignment. After soliciting faculty teaching preferences and prior to making final faculty assignments and at least two weeks prior to the beginning of each semester, the unit administrator shall apprise each unit faculty member, in writing, of teaching duties and responsibilities. If changes in a faculty member’s assignment become necessary, the faculty member shall be notified of such changes prior to the effective date of the amended assignment. See Appendix D, Tenure and Promotion Policies and Procedures of East Carolina University. If a unit can absorb his or her teaching responsibilities, a faculty member may receive 100 percent released time for research upon the recommendation of the personnel committee or an elected standing committee, the unit administrator, and the next higher administrator, and upon the approval of the appropriate vice chancellor.

The summer session, consisting of two summer terms, provides course work equivalent to that of the academic year. No faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments are made pending enrollment statistics. No faculty member on a nine-month contract will be assigned to more than one summer term in a session except when all faculty in the unit have had an opportunity to teach one term, in case of curriculum necessity, or in case of unit administrators not hired on a twelve-month basis.

Resolution #12-38
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

New section to the ECU Faculty Manual, Part V. Academic Information, Section I. Use of Copyrighted Works, as follows:

Add new section in the Faculty Manual.

Use of Copyrighted Works
1. Appropriate Use of Copyrighted Works
The Copyright Act of 1976, as amended (Title 17, U.S. Code), generally protects certain rights and privileges of the copyright owner to exclude others from the right to reproduce and publicly distribute, display or perform a work, as well as revise or prepare a derivative work based upon a copyrighted work, without obtaining permission from the copyright owner. As an institution devoted to the creation, discovery and dissemination of knowledge, the University supports the responsible, good faith exercise of full fair use rights contained in the Copyright Act.

2. Fair Use
The “fair use doctrine” of the Copyright Act allows certain statutory exemptions applicable to academia, recognizing the fundamental non-profit mission of universities to advance and disseminate knowledge for public benefit.

a. Elements of Fair Use
Individuals from the University community who wish to make fair use of a copyright work must consider in advance four statutory factors:

i. Purpose and Character of the Use
The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.

ii. Nature of the Work
The characteristics of the work being used, including whether it has been previously published and whether it is factual or fictional.

iii. Amount of Work to be Used
The amount, substantiality and qualitative nature of the portion used in relation to the entire copyrighted work.

iv. Effect on the Market
The effect of the use on the potential market for or value of the work.

b. Procedure for Making Fair Use Determinations
The University Copyright Committee, together with the Office of the University Attorney, shall issue and, as necessary, revise guidelines to assist University faculty, EPA non-faculty employees, SPA staff employees, and students in making fair use evaluations. The Chancellor shall also maintain copyright and fair use resources at the ECU libraries. The Copyright Management Officer shall advise faculty, EPA-non-faculty employees, SPA employees and students regarding fair use determinations pursuant to Section 2 of this policy as well as Research Information found in the ECU Faculty Manual.

Resolution #12-39
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012 (with changes noted in highlight)

Revisions to the ECU Faculty Manual, Part VII. Research Information, as follows:

Link to current Part VII. located in the ECU Faculty Manual.

Revise and keep in the Faculty Manual.

Part VII. Faculty Research and Scholarship
CONTENTS

I. Faculty Research, Creative Activity, Scholarship, Innovation, Engagement, and Outreach

II. Scholarship/Research/Creative Activity Guidelines
   A. Funded Research
   B. Principles and Policy for the Protection of Human(s) in Research
      a. Statement of Ethical Principles
      b. Institutional Policy
      c. Implementation of Policy
   C. Animal Welfare Regulations
   D. Research Data and Records
   E. Patents
   F. Copyrights (created work)

III. Ethics in Research and Creative Activity

I. Faculty Research, Creative Activity, Scholarship, Innovation, Engagement, and Outreach
   Faculty scholarship includes the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. Scholarship is a fundamental faculty activity, and faculty have freedom to pursue scholarship on the subjects of their choosing. The quality of the scholarly works that faculty produce should be based on the standards of the profession as determined by the community of scholars with the expertise and training to establish these standards. Appendix C of the ECU Faculty Manual establishes general criteria for the evaluation of scholarship in the appointment and promotion of faculty members and requires that the relative importance of each type of scholarly activity be clearly defined in the unit code. Faculty have the obligation to adhere to the research and scholarship guidelines established by East Carolina University, the federal government, and the community of scholars. This document provides guidelines for research and scholarship established by the ECU faculty and references to research and scholarship policies, rules, and regulations (PRRs) as well as research- and scholarship-related standard operating procedures established by East Carolina University.

Research and scholarship also form a basic part and are integrally linked to the faculty members' teaching responsibility. Original results of research and scholarship inform faculty members' interactions with students at all levels. Deeper understanding of research and scholarship is conveyed when faculty develop students so that they may participate in research and scholarly activities. Effective mentoring of students is critical to their transition to independent research and scholarship. While this document focuses on faculty research and scholarship, it also provides references to research- and scholarship-related PRRs relevant to collaborative scholarly work involving faculty and students.

II. Scholarship/Research/Creative Activity Guidelines
   This section and the related policies and regulations referenced within the section, contain guidelines for ECU researchers and scholars. Many of these guidelines are dictated by federal law and institutional policies and procedures. Guidelines within this section include those for externally funded research and scholarship, protection of humans in research, animal welfare in research, retention of research data and records, patents that arise from scholarly activity, and copyright of scholarly material produced by faculty. Faculty members are expected to be familiar with and to follow the guidelines that apply to their research and scholarly activities.

A. Funded Research
As a constituent institution of The University of North Carolina, East Carolina University receives its basic financial support from appropriations by the North Carolina General Assembly and from tuition and fees paid by students. However, to achieve and maintain a higher level of excellence than is possible with those funds and in accordance with the mission and strategic plan of ECU, grants and contracts are sought from governmental and other sources as well as gifts from alumni, friends, corporate entities, and foundations.

1. Definitions
Gift - A gift is an item of value, ownership of which is voluntarily transferred from one party to East Carolina University or one of ECU's foundations without direct compensation to the first party. Gifts may be in the form of cash or in kind (e.g., art objects, equipment, securities, real estate, services, insurance, etc.). Gifts may be solicited (given in response to a request from ECU) or unsolicited (given at the donor's own initiative). Gifts are generally classified as unrestricted, i.e., use or disposition of the gift is at the discretion of the university. Visit http://www.ecu.edu/cs-advacn/acad/grants/Policies.cfm, “Gifts vs. Grants” for more information.

Contract – The principal purpose of a contract is the acquisition of property or services for the direct benefit or use by the Government or other sponsor. The sponsor may select from several candidates to carry out the project and typically exerts fairly strict management control over the contract recipient. Contracts are typically awarded by the federal government in response to requests for proposals (RFP's), by state and local government agencies, and by for-profit commercial entities (single owner companies, partnerships, and corporations).

Grant – The purpose of a grant is to transfer money, property, services or anything of value from the government or other sponsor to the recipient in order to accomplish a public purpose. A grant is typically awarded for projects where most or all of the factors outlined above have not yet been determined. Grants are frequently awarded for experimental projects or for projects where the idea and purpose of the award have been suggested by the grantee. The grantee works independently and has considerable latitude in accomplishing the aims and goals of the project. Grants are typically awarded by the federal government and by private nonprofit foundations and organizations. The outcomes of the project are typically not of direct benefit to the sponsor of a grant.

Cooperative Agreement – A cooperative agreement is like a grant; however, the government or sponsor expects to be more involved in project planning and implementation. The funding agency retains an interest in procedures, timetables, etc. and works cooperatively with the awardee in order to share responsibility for achievement, changes in methods, delays, etc. A cooperative agreement is most likely to be used by certain agencies of the federal government, again to accomplish a public purpose.

2. Fundraising and Gifts
While all members of the university community are encouraged to participate in the process of identifying and qualifying prospective funding sources, the vice chancellor for institutional advancement is responsible for the coordination of all fund raising activities at the university which are direct gift solicitations. No solicitation or acceptance of gifts shall be made by any faculty member in the name of or for the benefit of the university without prior clearance through the Office of Institutional Advancement. Exceptions to this restriction may be documented in the PRRs for Institutional Advancement. Procedures for fundraising and the solicitation and acceptance of gifts are included in the Institutional Advancement PRRs.
3. Contracts, Grants, and Cooperative Agreements
All proposals to governmental, private nonprofit, or corporate agencies or organizations for a contract, grant, or cooperative agreement to support research (including clinical research), instruction, public service, or other creative activities to be conducted by any faculty or staff member or other person associated with the university shall be coordinated, reviewed and approved in advance of submission to the sponsor with the Office of Sponsored Programs.

B. Principles and Policy for the Protection of Humans in Research
East Carolina University acknowledges and accepts its responsibilities for protecting the rights and welfare of individuals who act as participants in research conducted by its faculty, staff and students. The protection of humans in research activities was dealt within a president’s (chancellor’s) policy memorandum dated May 22, 1970. This earlier memorandum is hereby amplified and superseded.

1. Statement of Ethical Principles
East Carolina University has adopted as a guiding statement of ethical principles the three principles as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research dated April 18, 1979, and entitled The Belmont Report:
Ethical Principles and Guidelines for the Protection of Human Subjects of Research include respect for persons, as implemented through the informed consent process and documents, beneficence which is applied through the analysis of known risks versus potential benefits, and justice which ensure that the burden of research is not placed on any one population and the benefits of research are open to all who might gain from their participation.

In addition, East Carolina University acknowledges and accepts the requirements set forth in the Department of Health and Human Services Title 45 Code of Federal Regulations Part 46 (45 CFR 46) for all research involving humans regardless of funding source. ECU also applies the Food and Drug Administration regulations found at Title 21 CFR Parts 11, 50, 56, 312, 600, and 812 to all human research classified as a “clinical investigation” or that involves an article that falls within FDA’s purview. ECU also applies, as applicable, regulations from the Department of Defense, Department of Education, and other DHHS agencies. With international human research, ECU applies regulations set forth by the International Council on Harmonization.

2. Institutional Policy
It is the policy of East Carolina University that all research activities involving humans, through direct intervention or interaction or the use of private, identifiable information about humans, and that are conducted by its faculty, staff or students must be submitted, reviewed, and approved by an appropriately established peer-review committee known as an Institutional Review Board. At ECU, there are three such committees, the Biomedical University Medical Center Institutional Review Board (UMCIRB), the Social and Behavioral Institutional Review Board (BSS IRB) and the Summer Social and Behavioral Institutional Review Board (SBSS IRB). These committees consist of scientists, non-scientists and community members. The committee must meet federally mandated membership requirements. Committee members serve four year terms, as appointed by the Vice Chancellor of Research.
The Office for Human Research Integrity (OHRI) is responsible for providing support to ECU's IRBs, the Vice Chancellor for Research, and faculty, staff and students who wish to engage in human research activities. OHRI also is responsible for providing education, quality improvement reviews, and orientation activities to IRB members, investigators and research personnel. It is the responsibility of this Office to make recommendations for IRB membership to the Vice Chancellor of Research to ensure compliance with federal regulatory requirements.

It is the responsibility of the OHRI staff, with consultation from IRB Chairs and Vice Chairs, to determine whether a research activity meets the definition of human research. This determination cannot be made by investigators, research personnel, or other bodies within ECU.

The type of review mechanism that a proposed research activity may receive is based upon criteria set forth in the federal regulations.

Researchers wishing to conduct human research activities must first complete training in human research protections. This training is offered through the Office of Human Research Integrity and can be accessed through its website at www.ecu.edu/irb.

It is the responsibility of Faculty acting as mentors to students conducting human research activities to ensure that the students complete the necessary training before submitting their applications through e-PIRATE, the electronic submission and review system found on the OHRI website.

East Carolina University requires all principal investigators and their research teams to comply fully with the appropriate federal regulations, institutional policies, and the UMCIRB Standard Operating Procedures.

3. Implementation of Policy
In all activities involving human research participants, the chairperson of the pertinent department or head of the academic unit is responsible for ensuring that the proposed research activities are scientifically sound, that the methods and procedures will adequately address the research question, and that the proposed research fits with the mission of the department or academic unit as well as the university.

The principal investigator is responsible for conducting the research according to the ethical principles of the discipline, the ethical principles of the Belmont Report, university policies and procedures, and the methods and procedures approved by the Institutional Review Board.

The IRB has the federally mandated authority to approve, modify or disapprove proposed research. It also has the authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's requirements or that has been associated with unexpected serious harm to participants. The IRB is obligated to report suspension and terminations through a report to the investigator, institutional officials, and sponsoring agency, if any. Principal investigators of research studies involving humans must submit a complete protocol and address all applicable questions in e-PIRATE, upload appropriate informed consent and assent documents, and any other study related materials. Access to the electronic system, e-PIRATE, requires completion of human research protections training, registering with OHRI through e-PIRATE, and completing an Investigator Profile. A copy of all research study materials including signed informed consent and study related correspondence must be maintained by the principal investigator for at least 3 years, or longer if required by the research sponsoring agency.
If the research involves Protected Health Information or storage of data outside of ECU’s maintained servers, additional requirements must be met. More information on those requirements can be found at www.ecu.edu/hippa or on the IRB website. Research documents that involve protected health information must be maintained for a minimum of 6 years beyond the end of the project.

Investigators are responsible for reporting the progress of UMCIRB-approved research to the Office for Human Research Integrity, through the use of a renewal or continuation review accessed through e-PIRATE. Federal regulations require that IRB approval be issued no less often than once per year as set forth in 45 CFR 46.109. In addition, research investigators are responsible for reporting promptly to their department chair and to the OHRI, any unanticipated problems which involve risks to the research participants or others.

C. Animal Welfare Regulations
The ECU Institutional Animal Care and Use Committee (IACUC), in conjunction with the University Attending Veterinarian (AV) and the Institutional Official (IO- vice chancellor for research and graduate studies), are charged with oversight of vertebrate animal care and use activities. Federal regulations require that anyone (faculty, staff, students) using vertebrate animals in research, teaching, and testing must obtain approval from the ECU IACUC prior to initiation of the activity. Animal Use Protocol (AUP) forms and additional information such as training requirements, occupational health and safety requirements, mechanisms for reporting animal welfare concerns, IACUC operations, rules and guidelines, and links to other relevant websites (e.g., the Department of Comparative Medicine home page: http://www.ecu.edu/comparativedicine/, and the Prospective Health home page: http://www.ecu.edu/cs-dhs/prospectivehealth/index.cfm are located on the IACUC website (https://www.ecu.edu/iacuc/). The ECU IACUC regulations must comply with all relevant Federal regulations (for more information see: USDA Animal Welfare Act and Regulations (http://www.aphis.usda.gov/animal_welfare/), PHS Policy on Humane Care and Use of Laboratory Animals and Guide to the Care and Use of Laboratory Animals (http://grants.nih.gov/grants/olaw/olaw.htm).

D. Research Data and Records
1. Purpose
The preparation and retention, of accurate and appropriate records are essential components of a credible research endeavor. East Carolina University, its faculty, staff, and students have a common interest and a shared responsibility to assure that research data and records are recorded appropriately, archived for a reasonable length of time, and available for review by scholars and others under appropriate circumstances. Original research records are also essential to protect intellectual property rights, to answer ongoing questions regarding the management of a research program, and to address questions that may arise regarding the propriety of research conduct and methods. This policy defines the nature of research data and its associated records. It also describes the importance of good data and record keeping for obtaining and defending intellectual property rights, and the procedures to be used for the custody, retention, access, and transfer of research data and records.

This policy shall apply to all faculty, staff, and students of East Carolina University who are involved in the design, conduct, and/or reporting of research at or under the auspices of East Carolina University, regardless of source of funding.

2. Definition of Research Data and Records
Research data and records refers to recorded information, regardless of its form or the media on which it may be recorded, which is necessary for the reconstruction and evaluation of the reported results of a research project. Research data and records include more than just primary data (e.g., raw numbers generated by a measuring instrument; audiotapes or transcripts of survey interviews). They also include documentation or citation of a) the experimental methods for data collection, and b) the methods used for data processing and interpretation. In practice, they include, but are not limited to, the material contained in laboratory notebooks or other media such as computer disks and machine printouts. The term does not include the intellectual property generated by a research project; administrative information, such as financial data; or the tangible products of research, e.g., tissue banks, specialized tools or chemicals produced by the project. (Ownership and disposition of intellectual property or the tangible products of research are covered by other ECU policies.)

Retention of maximum intellectual property rights places additional importance on the preparation and retention of research data and records. Documented research records are important in determining priority of research data, such as identifying who first conceived an invention or in defending against patent infringement. In order to protect the rights of investigators and the university to the intellectual property generated by their research programs, university technology transfer managers recommend specific record keeping and retention practices such as the use of bound laboratory notebooks. Maintaining good data records is recommended for all university laboratories, but is essential for any patentable or licensable research activity. Responsible faculty should be aware of and follow, as closely as possible, the record-keeping recommendations described in Addendum B. Section II of the OPERATIONAL PROCEDURES FOR IMPLEMENTATION OF FACULTY MANUAL PART VII, SECTION II http://www.research2.ecu.edu/ott/operating.html. The data management approaches above will also help defend an investigator and his/her work if there is an allegation of misconduct regarding this research.

4. Custody of Research Data and Records
Custody of original research data and records is the responsibility of the senior investigator of a project, usually a faculty member. This senior investigator (the responsible investigator) must ensure the integrity, preservation and security of the original research data and records. Expenses of data and record preservation and security are allowable costs to sponsored programs. As an aid to scholars and other appropriate individuals who may wish to review the research data and records, all research records must be appropriately organized and labeled to allow the identification of specific information within the records by someone who was not involved with the original project.

In situations where the vice chancellor for research and graduate studies (the designated ECU Integrity Officer) has received an allegation of research misconduct pursuant to ECU policy (Faculty Manual Part VII Section VI) or when patent litigation is imminent, the university may take immediate and preemptory custody of the original research data and records relating to the allegation or the patent. In this circumstance the university shall provide needed copies of data and records to the investigator that will allow active research projects to continue.

In multi-institutional studies, contractual agreements often stipulate that the home institution of the primary study director shall have custody of original primary data from all participating institutions. In situations where ECU is not the site of the home institution and will need to transfer the original
data to the institution of the study director, ECU shall retain a true copy of all data and records generated for the multi-institutional study.

Senior members of research teams have obligations and are held responsible for discussing the responsibilities of data management and retention with other members of the research team. The senior member of the research team must directly oversee the data and record management of the technicians, post-doctoral fellows, students, and others working under his/her direct supervision.

5. Access to Research Data and Records
The university ultimately owns data and support records generated by its faculty, staff and students. Therefore the university has the right of access to (and to make copies of) the data and records for all research performed at the university or under university auspices provided such access to the records shall be for reasonable cause, at reasonable times and after reasonable notice (except in cases of misconduct allegations, see below). For example, the University Medical Center Institutional Review Board, the office for Human Research Integrity staff, and the Brody School of Medicine Compliance office, and office for Research Compliance Administration acting for the university, may review records and study data of projects that use human participants to assure compliance with regulatory human research protections. In cases involving an allegation of research misconduct, the university through the vice chancellor for research and graduate studies may request immediate, preemptory access and custody of original research records. When such records contain confidential information about human participants in research, the vice chancellor shall institute appropriate procedures to assure that participant confidentiality is maintained while the research records are in his custody.

Extramural sponsors providing support for East Carolina University and appropriate governmental officials also have the right to review the data and records resulting from that extramural support. In addition, investigators, co-investigators, students, visiting researchers, and students who are or were an integral part of a research project team have the right to review all records and data which are part of that project or support publications for which they are named authors. Similarly, investigators, co-investigators, students, visiting researchers, and students have a right to a copy of data that they personally generated or substantially analyzed unless prohibited by law, regulation, or contractual agreements. The responsible investigator in addition has the right to distribute to other scholars or individuals copies of any part the research records in his custody per the general practices of his/her field of study unless prohibited by law, regulation, or contractual agreements.

6. Retention of Research Data and Records
Research data and records, including the primary experimental results, should be retained for a sufficient period to allow evaluation and repetition by others of published results emanating from those data. In general, five years from the first publication date of the research results is specified as the minimum period of retention for research published in peer-reviewed journals. For sponsored research that is not published, the minimum retention period is five years from the date of the issuance of the final report to the research sponsor, unless the sponsor specifies a longer retention period. However, if an investigation, legal action or an official inquiry concerning a research project is underway, all data and records related to the project must be retained and made accessible until all issues are resolved. In addition, the records should be kept for as long as may be required to protect any patents or other intellectual property resulting from this work. If a research project is not funded with external or designated internal funds (e.g., an internal university grant), the above retention policy shall apply to these research data and records only
when the project results in a publication, its data is used to support a grant or contract application, or it involves the use of animals or human participants. If research involves the generation, use, or disclosure of protected health information (PHI), the minimum retention of those records including consent and authorization agreements must be maintained for a minimum of six years beyond the end of the project. If a participant withdraws authorization of use of PHI, the researcher must consider that request to constitute the end of the project and Day 1 of the six year retention period for that sample.

7. Transfer of Research Data and Records that Support University Patents or Were Funded by Federal Grants and Contracts

Pursuant to federal regulations (OMB Circular A-110, section 53) and the need of the university to protect its patent rights, original research data and records that support university patents or were funded by federal grants and contracts must remain in the custody of the university for the required retention period as discussed above. In the event the responsible investigator transfers to another institution or leaves the university for any reason the responsible investigator shall transfer custody of these original research data and records to the university. Exceptions to this policy are discussed at the end of this section. The responsible investigator, however, may make a copy of the data and research records at university expense for his/her personal use at a new institution unless prohibited by law, regulations or contractual agreements. Before his/her departure, the responsible investigator shall transfer custody of the original research data and records to his/her department chair or supervisor as required by this policy. These records shall be retained in the University Archives of Joyner Library pursuant to the retention paragraph above. These data and records shall be organized in a format to permit reasonable identification of specific experiments and data by individuals not involved with the original research.

These research data and records shall be used by the university only for patent litigation, misconduct inquiries and investigations, or for other purposes required by federal regulations for US government funded research.

Exceptions:

1) Currently Active Federal Grants and Contracts: If the responsible federal agency allows the transfer of an active grant or contract to the new institution of the principal investigator, and the new institution accepts the administrative responsibility for the federal award, the original research data and records may be transferred to the new institution upon the request of that institution. The university, however, shall retain a true copy, made at university expense, of all research records produced while the research project was active and under ECU jurisdiction.

2) Faculty Request for Transfer of Original Records: Per OMB Circular A-110 section 53c, a faculty member may request authorization from the responsible federal agency to substitute true copies of the research data and records in the University Archives in place of the originals. If so authorized, the investigator may then transfer his/her original data and records to the new institution.

3) Multi-Institutional Federal Grants and Contracts: If such federal awards designate a specific institution as the depository of original data and records for a multi-institutional project, the university shall comply with this requirement. However, the university shall retain a true copy of the original records produced at university expense.

8. Transfer of other Research Data and Records

In the event the responsible investigator transfers to another institution or leaves the university for any reason, the responsible investigator shall provide a true copy at university expense of his/her
research data and records that have been retained less than five years in the investigator’s possession per the retention paragraph above. Before his/her departure, the responsible investigator shall provide these true copies of the research data and records to his/her department chair or supervisor. These data and records shall be organized in a format to permit reasonable identification of specific experiments by individuals not involved with the original research. These research data and records shall be used by the university only for misconduct inquiries and investigations.

9. Resolution of Disputes Involving Research Data and Records
The vice chancellor for research and graduate studies or his designee shall arbitrate all disputes involving research data ownership, retention, and access. Whenever possible, the Vice Chancellor or designee shall first attempt to mediate a resolution to the dispute acceptable to all parties. When the dispute involves faculty from the School of Medicine or the College of Arts and Sciences, the Vice Chancellor or designee shall consult with the designated Associate Deans for Research in those units.

E. Patents
East Carolina University is dedicated to the pursuit of instruction, research and scholarship, as well as engagement and innovation development activities, in an environment that is open to collaboration and publication. Inventions, discoveries and other intellectual assets sometimes arise as a result of these activities. These assets may qualify for intellectual property protection in the form of patents, copyrights, trademarks, and trade secrets. The Board of Governors of the University of North Carolina has determined that patenting and commercialization of these intellectual assets are consistent with the mission of the university.

The patent policy of the University of North Carolina is contained in Part 500.2 of the University of North Carolina Policy Manual. The patent policy of East Carolina University is contained in PRR (add link once PRR is approved). These policies address ownership of university inventions, distribution of income derived from licensing, assignment, or commercialization activities related to university inventions, and management of disputes. The patent policies also recognize limited circumstances in which publication of scholarly works may be delayed for short periods of time to allow for filing of patent applications. Premature publication or public use of an invention can constitute a statutory bar to the granting of a patent. In most cases, inventors may publish, present, and discuss their inventions freely once a patent application has been filed.

F. Copyrights (created work)
1. Introduction
East Carolina University (hereinafter referred to as “the university”) has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include development and use of copyrightable materials. The creation of copyrightable materials in the form of literary, dramatic, and other intellectual works by the university community is encouraged as a measure of productivity and commitment to the dissemination of knowledge and creative activity for public benefit. It is the policy of this university that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication without constraint, consistent with applicable laws and university policy. The Copyright Policy contained herein is consistent with the Copyright Use and Ownership Policy of the University of North Carolina, enacted by the Board of Governors on November 10, 2000.

2. Scope and Coverage
This policy applies to the faculty, staff, and students of the university. Compliance with the terms of this policy is a condition of employment for university faculty and staff, and of enrollment for university students. This policy is supplemental to the Copyright Use and Ownership Policy of the University of North Carolina, and is subject to any applicable laws and regulations and to specific provisions in grants or contracts that govern rights in copyrighted works created in connection with sponsored research.

3. Definitions
Assign: The transfer of one or more of the ownership rights in a work from the copyright owner to another person or organization.

Author or Creator: Someone who originates or contributes copyrightable expression such as poetry, prose, computer programming, artwork, musical composition/work, recorded music, animations, video footage, web pages, architectural drawing, and photographs.

Copyright License: Written permission to use copyrighted material that is usually limited to a period of time and/or for a particular use.

Directed Works: Works that are specifically funded or created at the direction of the university, and which may or may not include exceptional use of university resources.

Derivative Works: Works based upon and substantially similar to a pre-existing work, that would infringe the pre-existing work without a license from the author of the pre-existing work.

EPA Non-Faculty Employee: Employees designated as exempt from the North Carolina State Personnel Act who hold an approved administrative or non-teaching position.

Exceptional Use of University Resources: Resources/Support provided by the university for the creation of a work that is of a degree or nature not routinely made available to university employees. An example of exceptional use would be the use of support staff for graphics design, or computer programming, that is not normally provided to university employees. Ordinary use of computers, FAX machines, laboratory space, libraries, office space or equipment, secretarial services at routine levels, telephones, and other informational resources, such as the virtual reality system or other special computing equipment, shall not be considered exceptional use of university resources. Whether an individual work has been created through exceptional university resources shall be determined initially by the chair or director of the department in which the creator has principally been involved or from which he or she has received resources to fund the work, taking into account the nature and amount of resources customarily made available to faculty or staff in that department. At the time that exceptional resources are approved, the unit administrator of that particular area of research shall inform the faculty member.

Faculty: Employees designated as exempt from the North Carolina State Personnel Act (EPA Employee) who hold one of the professorial ranks of instructor, assistant professor, associate professor, or professor, or whose title is lecturer, visiting professor, clinical professor, adjunct professor, research associate professor, post doctoral fellow or the like.

Fair Use: A use of copyrighted material for purposes of criticism, comment, news reporting, teaching, scholarship, or research, which is not an infringement of a copyright. Fair Use is further discussed in Section IV of this document.
Publication: The public distribution of copies of a work or the original work by sale or other transfer of ownership, including rental, lease or loan.

Royalty: A payment made to the owner of a copyrightable work for use of the work.

SPA Staff (to include CSS employees): Employees designated by the North Carolina State Personnel Act who generally perform a support role for the university.

Shop Right: A non-exclusive, non-transferable, royalty-free right to use a copyrightable work for educational or research purposes.

Sponsored Work: Funds supplied under a contract, grant, or other arrangement between the university and a third party, including a sponsored research agreement.

Student: Any individual currently enrolled in the university or its extension programs in undergraduate, graduate or other academic classes. Teaching, research and graduate assistants are included for the purposes of this Copyright Policy.

Student Works: Papers, computer programs, theses, dissertations, artistic and musical works, and other creative works made by students.

Traditional or Non-Directed Works: Pedagogical, scholarly, literary, or aesthetic (artistic) works originated by faculty or EPA non-faculty employees who maintain creative control over the work.

Works for Hire: A work prepared by an employee within the scope of his or her employment or a work specifically commissioned where the contractual agreement clearly specifies the work shall be considered a work made for hire.

4. Copyright Ownership
Ownership of copyright in copyrighted works shall depend on the category of the work in question and its creator.

Works by Faculty and EPA Non-Faculty Employees
The ownership of traditional or non-directed works shall remain with the creator except in the following circumstances:
  a. Directed Works
     Ownership of directed works shall remain with the creator and the university shall retain a shop right for use of the work. Upon written agreement between the university and the creator, the university may release or transfer its rights in the work to the creator provided, however, the university maintains a shop right to use of the work. Expense reimbursement and income sharing with the university shall be considered.
  b. Works Involving Exceptional Use of Institutional Resources
     Ownership shall remain with the university except, upon written agreement between the university and the creator, the university may release or transfer its rights in the work to the creator provided, however, the university maintains a shop right for use of the work. Expense reimbursement and income sharing with the university shall be considered.
  c. Sponsored Works Requiring the University’s Ownership
     Ownership shall be decided in accordance with the terms of the sponsored programs agreement with the university:
     i) Institutional Ownership: In the case of institutional ownership, provided there is no conflict
with a sponsored agreement, the university may:
   a) Release or transfer its right to the creator under an agreement with the creator;
   b) Negotiate with the creator for joint ownership of the work;
   c) Require a shop right for the university's use of the work;
   d) Require expense reimbursement upon commercialization of the work; and/or
   e) Require income sharing upon commercialization of the work.
ii) Ownership Not Addressed in Agreement: Provided the sponsored agreement does not expressly require copyright ownership by the university or a third party, ownership shall remain with the creator subject to disclosure to the university provided, however, the university shall, if practical, be assigned a shop right for use of the work.

d. Works by SPA Staff
   Works for hire made by SPA staff, working within the scope of their employment, shall be owned by the university except the university may enter into a written agreement in advance to transfer copyright ownership to the SPA staff employee.

e. Works by Independent Contractors
   Works developed by independent contractors shall be owned in accordance with the contract under which the work was created. The university unit entering into arrangements for work to be produced by an independent contractor shall insure that the written contract specifies institutional ownership. Any exceptions shall be approved by the appropriate Vice Chancellor or designee.

f. Works by Students
   Students may produce works while carrying out activities related to their enrollment at the institution or while employed by the institution. Examples of student works are papers, computer programs, theses, dissertations, artistic works, and musical works. Copyright ownership of student works shall remain with the student except in the following circumstances:
   i) Sponsored or Externally Contracted Works
      Ownership shall be in accordance with Section 4.iii of this Copyright Policy, Sponsored Works Requiring the University’s Ownership, hereinabove.
   ii) Works for Hire
      Student works created in the course of employment with the university shall be considered Works for Hire and shall be owned by the university.
   iii) Derivative Works
      The sale or commercial use of derivative works without the express written permission of the author may violate the copyright rights of the author. Commercial exploitation of these materials (which may include faculty lectures, notes from faculty lectures, syllabi, and other course materials) without express written permission of the instructor may result in disciplinary action in accordance with university policies.

5. Joint Ownership
   Copyright holders, including faculty, EPA non-faculty employees, SPA staff employees and students may enter into written joint ownership agreements with one another at their discretion, with the approval of the Chancellor or his designee.

6. Administration
   University Committee on Copyrights
      The University Committee on Copyrights is hereby established and shall have such responsibilities as the Chancellor may specify, including but not limited to the following:
      a. Monitor trends in such areas as institutional copyright use policies, changes in copyright ownership models, and guidelines for fair use information;
b. Identify areas in which policy and guideline development or revisions are required, and make
recommendations to the Chancellor;
c. Cooperate with the administration to propose university policies and guidelines regarding
ownership and use of copyrighted or licensed scholarly works;
d. Assist in identifying educational needs of the faculty and others related to compliance with
copyright policies and guidelines, and advising on appropriate ways to address those needs;
e. Under procedures specified herein, hear and recommend resolution of disputes involving
copyright ownership.

The committee shall consist of 13 members: representatives of the student body, EPA-non-teaching
employees, SPA employees, the libraries, the Office of the University Attorney, the Office of
Technology Transfer, the Copyright Management Officer, the Vice Chancellor for Research and
Graduate Studies or designee who shall chair the Copyright Committee, and five faculty members
who will be elected by the Faculty Senate. Student representatives shall serve for one-year
renewable terms. Other representatives shall serve for three-year renewable terms.

7. Copyright Management Officer
The position of Copyright Management Officer is hereby established to advise faculty, EPA-non-
faculty employees, SPA employees, and students who have fair use and copyright permission
questions related to university business or student works.

The Copyright Management Officer’s duties shall also include the following:
a. Assist in identifying educational needs of the campus community related to compliance with
copyright policies and guidelines, and advising on appropriate ways to address those needs;
b. Serve as a member of the University Committee on Copyrights.

8. Works Subject to Both Copyright and Patent Protection
Works subject to protection under both patent law and copyright law shall be reviewed by the Office
of Technology Transfer and the University Committee on Intellectual Property/Patents. If the
university elects to retain title to its patent rights, the inventor/creator shall assign copyright and
patent rights to the university. The inventor/creator shall be compensated in accordance with
university policy.

9. Disclosure to the University Committee on Intellectual Property/Patents
Whenever faculty, EPA non-faculty employees, SPA staff or students of the university create
copyrightable material which is or may be owned by the university or a third party and which may also
have commercial application, a disclosure of the existence of the material should be made, in writing,
to the University Committee on Intellectual Property/Patents. The written disclosure should be made
as soon as practical prior to or after creation of the work.

10. Dispute Resolution
a. Jurisdiction
Any university faculty, EPA non-faculty employee, SPA staff employee, or student may seek
resolution of a dispute regarding fair use or copyright ownership of a work governed by this
Copyright Policy, including a dispute over whether use of university resources is an exceptional
use, by filing a written request with the Chair of the University Committee on Copyrights. The
chair shall appoint a 5-member panel to hear the dispute with 3 panel members being selected
from the elected faculty members of the committee. Review of all matters related to copyright
shall fall under the exclusive jurisdiction of the University Committee on Copyrights, subject to the normal appeal processes.

b. Conduct of the Hearing
At its discretion, the panel may elect to conduct a hearing into the matters or may make a recommendation based upon the written record, provided that all parties to the dispute are given an opportunity to present evidence and arguments in support of their respective positions. The panel will make every effort to mediate these matters prior to any hearing. Each party shall provide the other party with a copy of any written materials submitted to the panel simultaneously with submission of such materials to the panel. Any hearing will be conducted following procedures set forth in writing by the panel or promulgated by the University Committee on Copyrights. No party shall have the right to be represented by counsel before the panel, but any party may be accompanied at a panel hearing by an advisor of his or her choosing, who shall not participate in the hearing.

c. Disposition
Each panel shall report its written findings, conclusions and recommendations for disposition of the matter to the appropriate Vice Chancellor(s) on behalf of the Chancellor, within forty-five days of appointment of the panel by the Chair of the University Committee on Copyrights. The Chair of the Committee may extend the time period of such report by not more than thirty days for good and reasonable cause. Copies of such findings, conclusions, and recommendations shall be provided to all parties. Upon receipt of such findings, conclusions, and recommendations, the appropriate Vice Chancellor(s) shall issue a written decision in the matter. The decision shall be final, subject to appeal rights under The Code of the University of North Carolina.

III. Ethics in Research and Creative Activity
A. Policy
Faculty, staff, post doctoral fellows and students of East Carolina University have the responsibility to seek honestly and to promulgate ethically the truth in all phases of work. This responsibility governs not only the production and dissemination of research and creative activities, but also all applications for funding, reports to funding agencies, and teaching and publication of teaching materials.

East Carolina University subscribes to the following principles in its research and creative activities:
1. Honesty and truth must underlie all professional relationships of faculty, staff, post doctoral fellows and students with those in their profession, the academic community, and the public.
2. Fabrication and falsification of information that a researcher claims is based on experimentation or observation are unethical.
3. Intentionally selecting data or the treatment of data to present views known by the researcher to be false is unethical.
4. Plagiarism, defined here below to include, without limitation, dissemination under one's own name of the tangible products of another person's work without due credit to that person, is not acceptable.
5. Other practices that seriously deviate from those that are commonly accepted within the scientific or academic community for proposing, conducting, or reporting research are not acceptable.
6. Publication of essentially the same article in more than one journal of a study without citing the duplication is unethical, as is any equivalent duplicity.
7. Faculty and staff members must be fully conversant with and able to defend their part in any work disseminated with their permission under their names and should be generally conversant with the said work as a whole. The guidelines of the International Committee of Medical Journal Editors are, in part, that "authorship should be based only on substantial contributions to (a) the conception and design, or analysis and interpretation of data; (b) drafting the article or revising it
critically for important intellectual content; and on (c) final approval of the version to be published. Conditions (a), (b) and (c) must all be met. Participation solely in the acquisition of funding or the collection of data does not justify authorship. General supervision of the research group is also not sufficient for authorship.

8. Faculty and staff members must list co-authors of a work, disseminated in any form, but only with those persons' expressed consent. The unwarranted inclusion of co-authors who have not been substantially involved in the work is unethical and may lead to violations of item 7., above.

9. Students completing theses or taking research courses for credit should not be relegated to purely routine work without training or participating in the design of the project or the analysis of the data. Therefore, the involvement of unpaid student assistants in research must be structured to enhance students' education and creative activities. Graduate students must be authors on publications that contain substantial parts of their thesis and/or dissertation. The chair and/or members of graduate student's thesis or dissertation committee should encourage the student to prepare a manuscript(s) for publication based on his or her thesis or dissertation research. If a student prepares a manuscript for publication based on a thesis or dissertation, he or she should be the first author on the resulting publication. Service on a thesis and/or dissertation committee does not in itself entitle a faculty member to co-authorship of a manuscript or an abstract unless the provisions of this section (Section V.A.7 above) are met.

10. When it is appropriate for students to participate as subjects in research, faculty and staff must assure potential subjects that participation is absolutely voluntary, that participation as a research subject shall not be a course requirement, that participation shall have educational value, that students shall be told at the beginning of the course if there are to be opportunities for extra credit, that alternative opportunities for extra credit shall be available for students not wishing to participate as subjects in research, and that students may withdraw from participation for extra credit at any time without penalty. (See Principles and Policy for the Protection of Human in Research above.)

11. In all cases of research involving human beings or animals, faculty and staff members must be familiar with and adhere to special regulations and issues of ethics and humane treatment associated with research on these subjects. (See Animal Welfare Regulations above.)

12. Faculty and staff members must comply with all regulations and laws affecting research and publication (including fiscal management, the use of hazardous materials and patents, licensing, technology transfer), whether these be derived from the grantor, the local community, the university, or the state or federal government. An intentional violation of copyright laws or the intentional use of materials, developed by others without permission, is prohibited. All members of the university community have a personal responsibility for implementing this policy in their research and creative activities.

B. Procedures for Reporting, Investigating, and Determining Penalties for Unethical Activities

The university shall investigate substantive allegations of research misconduct in the proposing, conducting, or reporting of research and creative activities with all practical dispatch, with fairness, and with consideration for the rights of the accused and the accuser. The university is obligated to notify all parties affected by such acts, where proven, at appropriate times.

1. Definitions
   a. Allegation: An allegation is any means, any written or oral statement, or other indication of possible research misconduct made to an institutional official.
   b. Claimant: A person or organization alleging that research misconduct has occurred. An individual claimant is also commonly referred to as a “whistleblower”, a term preferred by the federal government.
c. Conflict of Interest: Faculty selected for service on a panel or a committee must be free from conflict of interest due to associations with either a claimant, if an individual, or a respondent. Examples of such associations include, but are not limited to, collaborations, co-authorships or manuscripts, and co-investigation on any grants or contracts.
d. Deciding Officer: This office is the institutional official who makes final determinations on allegations of research misconduct and any responsive institutional action. This individual is the Chancellor or his/her delegate, who may carry out any responsibility of the Chancellor under this policy to the extent consistent with the Chancellor’s delegation.
e. Finding of Research Misconduct: A finding that:
i) There is a significant departure from accepted practices of the relevant research community;
ii) The misconduct is committed intentionally, or knowingly, or recklessly; and
iii) The allegation is proven by a preponderance of evidence.
f. Inquiry: The inquiry is an assessment of supporting materials and information from witnesses and respondent by a faculty panel to determine whether a research investigation is warranted. This may be known as an “allegation assessment” or an “informal inquiry” in some government documents.
g. Investigation: The investigation is a formal examination and evaluation of all relevant facts to determine if misconduct has occurred, and, if so, to determine the responsible person(s) and the seriousness of the misconduct. The investigation is conducted by a committee of faculty to include at least one member from outside the unit and when deemed necessary by the Vice Chancellor for Research (VCR), from outside the university. Hearings and testimony are to be recorded.
h. Preponderance of the evidence: This refers to proof by information that, compared with that opposing it, leads to the conclusion that the fact at issue is more probably true than not.
i. Research: Research is defined as a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. For the purposes of this policy, research includes all basic, applied, and demonstration research in all academic and scholarly fields. Research fields include, but are not limited to, the arts, the sciences, liberal arts, applied sciences, social sciences, the professions, and research involving human subjects or animals.
j. Research Integrity Officer: This officer is the institutional official responsible for assessing allegations of research misconduct and determining when such allegations warrant inquiries and for overseeing inquiries and investigations. This individual is the VCR or his/her delegate, who may carry out any responsibility of the VCR under this policy to the extent consistent with the VCR’s delegation.
k. Research Misconduct: Misconduct that is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results.
i) Fabrication is making up data or results and recording or reporting them.
ii) Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. The research record is the record of data or results that embody the facts resulting from the research inquiry and includes, but is not limited to research proposals, laboratory records, both physical and electronic, progress reports, abstracts, theses, oral presentations, internal reports, books, dissertations, and journal articles.
iii) Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.
iv) Research Misconduct does not include honest error or differences of opinion.
l. Research Record: This record is defined as any data, document, computer file, computer
diskette, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of an allegation of research misconduct. A research record includes, but is not limited to grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; correspondence; videos; photographs; X-ray film; slides; biological materials; computer files and printouts; manuscripts and publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.

m. Respondent: A respondent is the person against whom an allegation of scientific misconduct is directed or the person whose actions are the subject of the inquiry or investigation. There can be more than one respondent in any inquiry or investigation.

n. Retaliation: This refers to any action that adversely affects the employment or other institutional status of an individual that is taken by an institution or an employee because the individual has in good faith made an allegation of research misconduct or of inadequate institutional response thereto or has cooperated in good faith with an investigation of such allegation.

2. Procedures

a. Principle of Procedure—Every effort will be made to protect the privacy and reputations of those whose allegations of misconduct are made in good faith and of those against whom allegations of misconduct are not confirmed.

b. Policies and Regulations—Federal and State policies pertaining to the institution’s responsibilities for responding to allegations of research misconduct are on file in the office of Sponsored Research and are available for review.

c. Initiation by an Allegation—If a member of the faculty or other employee of ECU or student is suspected of Research Misconduct, as defined in the ECU Faculty Manual, Policy and Procedures on Ethics in Research and Creative Activities, that person will be reported to the unit’s senior administrator unless there is a potential conflict of interest. (Policy and procedures regarding students are described in the ECU Faculty Manual, Academic Integrity Policy may also apply.) Either documentation or the location of documentation and information pertaining to the allegation will be provided. If claimant brings the allegation to the respondent’s supervisor and if the supervisor is neither a chair nor a dean, the supervisor will bring the information to the chair or dean for that unit if considered to be substantive. Thus, if discussions between a supervisor and a claimant suggest that the allegation(s) is(are) serious, and neither frivolous nor malicious, the allegations and supporting information will be presented in a timely manner to the chair or dean, not the respondent.

d. Determination of Procedure—The chair or dean should consult with the Research Integrity Officer before determining whether the allegations may be dealt with informally or require proceeding with the formal steps for making an Inquiry because the allegations are neither frivolous nor malicious and are deemed substantive. The chair or dean will determine whether and what form of misconduct is alleged to have occurred, what parties are involved or may be affected by the allegations (i.e., co-authors, collaborators, funding agencies, etc.) and what documentation is needed to pursue the allegation. The chair or dean shall notify the VCR of their course of action (i.e., informal solution or recommendation for an Inquiry) regarding all allegations. If the evidence suggests that an Inquiry is warranted, the VCR will be notified immediately. Only the Vice Chancellor for Research has the authority to convene an Inquiry panel or an Investigation Committee. If human or animal subjects are involved, the chair or dean may ask the Administrative University and Medical Center Institutional Review Board or the Animal Care and Use
Committee, respectively, to conduct an audit.

e. If the allegations meet any of the following conditions, the office of Research Integrity of the Department of Health and Human Services or any other appropriate federal agency, should be notified immediately by the VCR.
   i) there is an immediate health hazard involved;
   ii) there is an immediate need to protect Federal funds or equipment;
   iii) it is probable that the alleged incident is going to be reported publicly;
   iv) the allegation involves a public health sensitive issue such as a clinical trial;
   v) there is reasonable indication of a possible Federal criminal violation.

f. If the allegation is not judged to be frivolous, interim administrative actions will be taken, as appropriate, to protect any Federal funds and the public health, and to ensure that the purpose of any Federal financial assistance is carried out. Such actions may include but not be limited to freezing grant or contract accounts, suspending clinical trials or appointing an interim project director.

g. Protecting the whistleblower - The VCR will monitor the treatment of individuals who bring allegations of misconduct or of inadequate institutional response thereto, and those who cooperate in inquiries or investigations. The VCR will ensure that these persons will not be retaliated against in the terms and conditions of their employment or other status at the institution and will review instances of alleged retaliation for appropriate action. Employees should immediately report any alleged or apparent retaliation to the VCR. Also the institution will protect to the maximum extent possible the privacy of those who report misconduct in good faith. For example, if the whistleblower requests anonymity, the institution will make an effort to honor the request during the allegation assessment or inquiry within applicable policies and regulations and state and local laws, if any. The whistleblower will be advised that if the matter is referred to an Investigation Committee and the whistleblower’s testimony is required, anonymity may no longer be guaranteed.

h. Protecting the Respondent - Inquiries and investigations will be conducted in a manner that will ensure fair treatment to the respondent(s) in the inquiry or investigation and confidentiality to the extent possible without compromising public health and safety or thoroughly carrying out the inquiry or investigation. Institutional employees accused of research misconduct may consult with legal counsel or a non-lawyer personal adviser (who is not a principal or witness in the case) at their own expense to seek advice and may bring the counsel or personal advisor to interviews or meetings on the case.

i. The Inquiry -
   i) The VCR will present to the respondent, in writing, the allegations and a copy to respondent's supervisor or chair. If it is necessary to secure notes, data books, computer data, specimens, drafts of manuscripts, grants, contracts or other materials, these will be collected at the time the letter of notice is given to the respondent. Either the VCR or his/her designee will be responsible for securing these items. All materials will be cataloged, receipts provided to respondent, and secured in a locked storage container appropriate for the materials. The Inquiry will be completed within 60 calendar days from the date of delivery of the letter of notice. If the inquiry cannot be completed in 60 days and Federal funds are involved, then the VCR will submit to the appropriate agency a written request for an extension that explains the delay, reports on the progress to date, estimates the date of completion of the report, and describes any other necessary steps to be taken.
   ii) The Inquiry Panel shall consist of three faculty without administrative appointment or conflict of interest. At least one person shall be from outside the department of the respondent. If respondent is a member of the School of Medicine, the Associate Dean for Research will be consulted by the VCR prior to selecting faculty for an Inquiry panel. All will have sufficient expertise to review the materials and interview witnesses and respondent. The VCR will
present the allegations to the panel, review ECU policy and procedures, any special requirements for an affected awarding agency, and establish a time line for conducting the inquiry. The panel will decide for itself which materials to review, which individuals to interview and their order. The Inquiry panel will not receive unsolicited input from faculty or staff except through the VCR. Questions regarding the Inquiry will be referred to the VCR. Refusal to answer questions or otherwise cooperate with an Inquiry or a Research Misconduct Investigation may be used as evidence against the respondent. If the panel finds substantiation of any one allegation, this will be reported immediately to the VCR in writing. It is neither necessary nor desired to proceed through a list of allegations once substantiation of one allegation is established by the Inquiry panel. The function of the Inquiry Panel ends with its written report.

iii) The written inquiry report will be prepared by the panel which consists of the name and title of the panel members; the allegations; the PHS support; a summary of the inquiry process used; a list of the records reviewed, summaries of any interviews; a description of the evidence in sufficient detail to demonstrate whether an investigation is warranted; and the committee’s determination as to whether an investigation is recommended.

iv) The VCR will provide the respondent with a copy of the draft inquiry report for comment and rebuttal and will provide the whistleblower, if he or she is identifiable, with portions of the draft inquiry report that address the claimant’s role and opinions in the investigation. Within 14 calendar days of their receipt of the draft report, the claimant and respondent will provide their comments, if any, to the inquiry committee. Any comments that the claimant or respondent submits on the draft report will become part of the final inquiry report and record. Based on the comments, the inquiry committee may review the reports as appropriate. If respondent is from the School of Medicine, a copy of the report will be give to the Associate Dean for Research, also. If review of the materials and interviews fail to confirm the allegations, a description of the inquiry process and the finding will be reported in writing to the VCR. The VCR will inform all affected parties of the finding, including respondent, claimant, respondent’s chair, dean and any other parties informed of the inquiry. The VCR will expunge any reference to the allegations from respondent’s personnel file.

v) If the Vice Chancellor for Research, in consultation with the Vice Chancellor for Academic Affairs or Vice Chancellor for Health Sciences, decide that an investigation should be conducted, the VCR will notify the appropriate federal or non-federal agency and will provide them with a copy of the final inquiry report and the institution’s policies and procedures for conducting investigations.

vi) If Federal funds are involved and the inquiry is terminated prior to completion of all the steps required by the appropriate agency, the VCR will notify that agency of the planned termination and the reasons therefore.

vii) A detailed documentation of the inquiry, regardless of its outcome, will be kept in the VCR’s office for at least five years following completion of the report and will provide copies of this report to any authorized sponsoring agency upon written request of that agency.

j. Additional Procedures if Externally Funded Activities are Involved--The Vice Chancellor for Research will be responsible for informing the funding agency that an Inquiry involving one of their grants or contracts is being initiated. When the findings of the Inquiry Panel are given to the VCR, the appropriate information will be relayed to the funding agency. Since different Federal and State agencies have different regulations which change over time, it is imperative that the VCR assure that the Inquiry and any subsequent investigation meet the funding agency's requirements.

k. The Investigation--A determination that substantive evidence exists supporting allegations of research misconduct necessitates a formal Research Misconduct Investigation to begin within 30 calendar days of the Inquiry Panel's written report. All appropriate sponsors will be notified
immediately that an investigation will be performed. The investigation will be completed and a report submitted to the appropriate sponsoring organization within 120 calendar days of the committee's formation. If the investigation cannot be completed in 120 days and Federal funds are involved, then the VCR will submit to the appropriate agency a written request for an extension that explains the delay, reports on the progress to date, estimates the date of completion of the report, and describes any other necessary steps taken to date. That the respondent voluntarily leaves or admits guilt does not suffice to terminate the process.

i) The Investigation Committee shall consist of five faculty without administrative appointment or conflict of interest, including not more than 2 members from respondent's department and at least 1 member from outside the unit (College or School) or the university, all of whom shall have the necessary expertise to evaluate the evidence and issues related to the allegations, interview the principals and key witnesses and conduct the investigation. If the allegations pertain to a project funded by an external source, one committee member must be from outside the university. If respondent is from the School of Medicine, the Associate Dean for Research will be consulted prior to selection of the committee. The VCR is responsible for charging the panel, including: review of all allegations, this appendix and related university documents that may have a bearing on the investigation, results of the Inquiry Panel and what documentation is available and setting a schedule to complete the investigation within 120 calendar days. If external funds supported the project, then the VCR will communicate progress on the investigation to the funding agency. Documents and specimens will remain secured. All participants must bear in mind that when external funding, human subjects or animal subjects are involved there is the potential for criminal charges being filed and a "chain of evidence" must be maintained: anyone wishing to remove materials from storage must obtain the permission of the VCR and must sign for each item removed.

ii) The Investigation Committee, with advice from the VCR, will decide on the order of presentation of materials and witnesses and schedule one or more hearings. All documentary evidence presented to the committee by the VCR will be made available to respondent at least 10 working days before the hearing. Legal advice shall be provided by the university for the committee. The hearings shall be closed to the public. The respondent shall have the right to be present during presentation of the evidence to the committee. The respondent shall also have the right to an advisor, to present the testimony of witnesses and other evidence, to confront and cross examine witnesses. The respondent's advisor does not have any right to cross examine witnesses. The Chair of the committee has the discretion at any time to allow respondent's advisor to have an active role in the hearing, either by directly questioning witnesses or by submitting questions in writing through the Chair, or to restrict the advisor to advising the respondent only. An audio recording of all hearings will be made and minutes prepared to be included with the committee's report: both the chair of the committee and respondent will sign the minutes in order to indicate that the minutes accurately represent the proceedings during the hearing. The committee needs to determine whether a preponderance of the evidence exists supporting a Finding of Research Misconduct, as defined by the Policy on Ethics in Research and Creative Activities, has occurred. (Note: This is a less stringent standard than "clear and convincing evidence" and less stringent than "beyond any reasonable doubt.") When the committee has made its determination, a written report will be given to the VCR that describes both the process and the findings of the investigation.

iii) Where federal funds are involved and the investigation is terminated prior to completion of all steps required by the appropriate agency, the VCR will notify the agency of the planned termination and the reasons therefore.

iv) Upon initiation of an investigation, interim administrative action will be taken, as appropriate, to protect any Federal funds and the public health, and to insure that the purpose of any Federal financial assistance are carried out. Such action may include but not be limited to
freezing grant or contract accounts, suspending clinical trials or appointing an interim project director.

I. Completion of the Investigation—When the Investigation Committee has completed its investigation, it will prepare a draft report; and this report, along with minutes of all hearings and tape recordings of the hearings and recommendations will be given to the VCR. If respondent is from the School of Medicine, a copy of the draft report will be given to the Associate Dean for Research.

i) The report must describe the policies and procedures under which the investigation was conducted, describe how and from whom information relevant to the investigation was obtained, state the findings, and explain the basis for the findings. The report should include the actual text or an accurate summary of the views of any individual(s) interviewed.

ii) The VCR will provide the claimant, if he or she is identifiable, with those portions of the draft investigation report that address the claimant’s role and opinions in the investigation. The report should be modified, as appropriate, based on the claimant’s comments.

iii) The draft report will also be given to the respondent for comment and review. If the respondent elects to provide a rebuttal, he or she must do so within 10 calendar days. The respondent may rebut orally or in writing, and these responses will become part of the permanent record.

iv) The draft investigation report will be transmitted to the institutional counsel for a review of its legal sufficiency. Comments should be incorporated into the report as appropriate.

v) In distributing the draft report, or portions thereof, to the respondent and claimant, the VCR will inform the recipient of the confidentiality under which the draft report is made available and may establish reasonable conditions to ensure such confidentiality. For example, the VCR may request the recipient to sign a confidentiality statement or to come to his or her office to review the report.

vi) If the committee makes a Finding of Research Misconduct proven by a preponderance of evidence to have occurred in violation of the principles set forth in this policy, the committee may include recommendations for sanctions.

vii) If the respondent provides a rebuttal to the evidence for the VCR, the VCR may submit this information to the committee and may request additional deliberations or recommendations from the committee. After deliberation, or if no timely response is received, the committee shall issue its final written report to the VCR. If the VCR disagrees with one or more aspects of the report, the VCR may submit a separate report, but may not modify the committee's report without explicit permission by the majority of committee members. In addition to the findings of the committee, the VCR's report will include recommendations with respect to notification of any journals or other publications which are deemed relevant, collaborating institutions or individuals, awarding agencies, and any other individuals or agencies judged to "need to know" in order to avoid further consequences of potentially misleading or fraudulent information. These reports and any rebuttal provided by respondent will be given to the Chancellor and to the appropriate vice chancellor for action as provided herein below. If respondent is from the School of Medicine, copies of these reports and any rebuttal will be given to the Associate Dean for Research.

viii) If the committee finds insufficient evidence of fraudulent or unethical behavior in violation of the principles set forth in this policy, the chair of the committee shall notify the VCR who shall immediately notify all individuals and groups involved that the charges have been dismissed; and every attempt will be made to clear the public and private record of the respondent including letters to be sent to all awarding agencies, journals or others who had been informed that a formal inquiry process had been initiated.
ix) Investigative offices of Federal agencies will be notified promptly by the VCR as and to the extent required by applicable law regulation, to include:
   a. if at any time during the investigation there is reasonable indication of possible criminal violations,
   b. if there are any developments which disclose facts that may affect present or potential funding for the respondent, and
   c. of the final outcome of the investigation.

x) The detailed documentation to substantiate the findings of the investigation will be maintained for at least five years after the final report is delivered to the VCR or Federal agencies. The report to Federal or other external awarding agencies will include a description of the process used to arrive at the findings within the report.

m. Prohibition of Expenditure of Funds-If there are any developments during any time of the investigation which disclose facts which suggest that specific funds from awarding agencies are not being expended in an appropriate fashion, a recommendation by the committee to the VCR may be forwarded to the appropriate vice chancellor that the university prohibit further expenditures of these funds pending final outcome of the Research Misconduct Investigation.

n. Action by the Appropriate Vice Chancellor-
   i) The appropriate vice chancellor, after consultation with respondent's dean and VCR, shall determine what disposition to make of the case. The determination shall be transmitted to the respondent promptly. If the vice chancellor determines that the case has not been proven, the vice chancellor may either ask the VCR to provide more information or dispose of the case as in Section V.B.2.i.2. above with the VCR to notify all affected parties that the charges have been dropped. If the vice chancellor chooses this latter action, a written rationale for disposing of the case must be provided by the vice chancellor for the VCR and members of the Investigation Committee.
   ii) If the appropriate vice chancellor concurs with the reports by the Investigation Committee and the VCR that misconduct has occurred and determines that a sanction will be imposed, the vice chancellor will consult with the VCR and respondent's dean regarding recommendations for appropriate sanction(s), to include but not limited to, censure, suspension from employment, reduction in rank, removal of tenure, or dismissal and will proceed in accordance with the ECU Faculty Manual. Whether or not sanctions are imposed on the respondent, the vice chancellor may prescribe corrective action responsive to the alleged misconduct and take other appropriate action including the recommended notifications of journals, funding agencies and other affected parties by the VCR. The VCR shall notify respondent's dean in reference to sanctions or other actions imposed.
   iii) Respondent may appeal imposition of sanctions through the appropriate appellate committee as described in the ECU Faculty Manual, Appendix D, Tenure and Promotion Policies and Procedures of East Carolina University or, if discharge or serious sanctions are not imposed, through ECU Faculty Manual, Appendix Y.

Resolution #12-40
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012 (with changes noted in highlight)

Revisions to the ECU Faculty Manual, Appendix L. ECU Code, as follows:

Remove referenced text in Appendix L and create a new section in the Faculty Manual.
Guidelines for creating and changing code units and for the creation and revision of unit codes.

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Guidelines for creating and changing code units and for the creation and revision of unit codes.

I. Code Units

A. Definition of Code Unit

By virtue of their professional disciplinary and inter-disciplinary expertise, East Carolina University faculty members are responsible for creating and implementing degree programs, associated curricula, and for performing numerous other activities essential to educating students, advancing knowledge and serving the university and the community. To fulfill this responsibility effectively, faculty members organize into self-governing departments, schools or colleges. The resulting organizational boundaries are neither arbitrary nor a reflection of individual interests. Disciplinary and interdisciplinary boundaries derive naturally from differences in the subjects studied and the methods required to generate new knowledge of these subjects. The operations of a faculty group organized around shared subject matters and research methodologies are governed by a document referred to as a “unit code.” ECU uses the expression “code unit” to refer to a department, school or college whose operations are governed by a unit code. Differences between unit codes arise because of the subject matter and research methods of different code units. These differences require unique procedures that govern teaching, research, service and other assignments as well as the specific code unit’s criteria for appointment, reappointment, promotion and tenure, for example. The unit code document is created by a group of faculty members and approved by the appropriate tenured faculty, the Unit Code Screening Committee, the Faculty Senate, and the Chancellor. In this process, the administrator to whom the unit administrator reports (a dean, vice-chancellor or provost) reviews a draft code and may provide advice.

B. Organizing as a Code Unit

Requirements: To be eligible to organize as a Code Unit, a new or existing department, school or college, (or departments, schools or colleges created by splitting or combining existing code units), shall satisfy the following requirements:
1. Code Units shall contain sufficient faculty members to create and sustain one or more degree programs and their associated curricula (excepting the libraries). What suffices in any given case will be decided by the appropriate Provost or Vice Chancellor for Health Sciences in consultation with the tenured and tenure-track faculty who will be members of the Code Unit if established, the chairperson(s) or director(s) and the appropriate dean.

2. Code units shall be organized so as to distribute faculty and administrative responsibilities as follows (this list is not exhaustive of the duties of faculty members and administrators):

   (a) Faculty: Faculty members are responsible for providing course instruction in one or more degree programs and in Foundations courses as appropriate, for advising majors, for supervising graduate theses and dissertations and for initiating recommendations on curriculum, degree program requirements, personnel actions, evaluation criteria, the unit’s strategic plan, the unit’s assessment activities, student, faculty and staff awards and the unit’s code of operations.

   When the code unit is a college and the college contains departments or schools, some or all of the responsibilities of the code unit’s faculty members may separately be performed by the faculty members of each department or school.

   If the code unit is a school and the school contains departments, some or all of the responsibilities of the code unit may separately be performed by the faculty members of each department or school.

   If the code unit is a department and the department contains separate disciplines, some or all of the responsibilities of the code unit may be performed separately by the faculty members of each discipline.

   (b) Administration: The lead administrator is responsible for faculty evaluation, for assigning duties to the unit’s faculty members, for recommendations regarding initial faculty salaries and salary increments, for the use of the unit’s budget, for fundraising, for maintaining the unit’s contracts, records and reports, for managing the unit’s support staff, for the unit’s compliance with all university policies, rules and regulations and for the unit’s compliance with all actions required by higher administration.

C. Creating New Code Units and Making Changes to Existing Code Units

1. Proposals recommending the creation of a code unit or units, or changes to an existing code unit: Proposals shall be initiated by a Code Unit Proposal Committee. A Code Unit Proposal Committee may be self-constituted by action of at least one-fourth of an existing code unit’s faculty members (but no fewer than three faculty members) or may consist of at least three faculty members appointed by a chairperson, director, dean, the vice-chancellor for health sciences, the provost or the chancellor. The faculty members appointed to the committee will be some or all of the faculty members who will be members of the new or changed unit(s) except in a case when the people who will constitute the faculty of a new unit are not yet employed by ECU. In the case of the creation of a new code unit or changes to an existing code unit, proposals will include a provisional code of operations for the new or changed unit(s).

2. A Provisional Code will conform to the ECU Faculty Manual and, as much as is practicable, to the guidelines and requirements for Unit Codes that are set forth in this document [see II.D below]. A Provisional Code will be approved by the Educational Policies and Planning Committee, the Faculty Senate and the chancellor, and will be used for a maximum of three
semesters after the formal development of the new unit. No later than three semesters after the creation of a new code unit having a Provisional Code, the faculty of the unit will develop and have approved an official Unit Code.

3. In the case of a provisional code that has been in use for three semesters in a code unit in which there are fewer than three full-time tenured faculty members who have been employed for at least twelve consecutive months in the unit, the deadline for developing and having approved an official unit code shall be extended until there are three faculty members in the unit who are eligible to vote on the unit’s code (see II.C below).

If faculty members will be displaced by the creation of new code units or by changes to existing code units, the proposal must address this situation.

In addition to creating new code units, some of the changes to existing code units that proposals may address include but may not be limited to:

a. dissolving a code unit without terminating the employment of the faculty members in the unit,

b. dividing a code unit into two or more code units,

c. merging a code unit with one or more other units,

d. moving a code unit to another school or college,

e. changing a code unit’s status from a department in a college to a school, or from a school to one or more departments in a college, or the reverse,

f. renaming a code unit, (changes in unit name nomenclature shall be approved by UNC General Administration),

g. moving groups of faculty and/or disciplines from one coded unit to another. (This type of move does not require UNC General Administration approval.) (Faculty Senate Resolution #98-28, November 1998)

h. any combination of the above.

Changes in all code units will not be implemented until the faculty members in the units affected and the Faculty Senate have the opportunity to recommend to the Chancellor approval or disapproval of the proposed changes as originally presented or as amended by the affected units or the Faculty Senate. (Faculty Senate Resolution #98-28, November 1998)

4. Procedures for creating or changing code units:

a. The Code Unit Proposal Committee will provide copies of its proposal to all of the faculty members and administrators of the departments, schools or colleges addressed by the proposal.

b. Within 15 working days after the proposal has been distributed, the Code Unit Proposal Committee will meet to discuss the proposal with the faculty members of affected departments, schools and/or colleges or with representatives elected by each affected unit, with the unit administrators, and with the appropriate deans and vice chancellors (or their representatives).

c. Within 10 working days after this meeting, the permanently tenured faculty members of each affected unit, including the unit administrator(s), will meet and vote their approval or disapproval of the proposal in its original form or as amended by their action.

d. Within 10 working days the chair of the Code Unit Proposal Committee will forward to the next higher administrator the results of the unit’s action.
Within 10 working days the next higher administrator will communicate in writing to the Code Unit Proposal Committee and to the appropriate vice-chancellor(s) the following items: the unit faculty’s action and his or her concurrence or non-concurrence with that action.

The Code Unit Proposal Committee shall present copies of the proposal, the affected units’ faculty recommendations, and the relevant administrators’ concurrence or non-concurrence to the chair of the Educational Policies and Planning Committee. The committee shall consult with appropriate deans and vice-chancellors, and, if it deems necessary, with other faculty members and administrators. Within 40 working days (during the regular academic year), the committee will report its recommendations to the Faculty Senate.

The Faculty Senate will vote, in a timely manner, to recommend to the Chancellor the approval or disapproval of the proposal as originally received by the Educational Policies and Planning Committee or as amended by the Faculty Senate.

If the proposal is approved by the Chancellor (and higher authority if necessary), implementation of the proposal will be overseen by the next higher administrator(s) over the new or changed code units.

Upon approval of new unit codes, the old unit code of a unit that has undergone a change of the sort listed above will become null-and-void.

If faculty members in code units that meet the conditions for splitting into separate code units do not choose to split into separate code units, faculty in individual departments or schools (as appropriate) may democratically develop written rules for their internal organization and operation. These rules will be housed in the department’s or school’s administrative office.

II. Unit Codes

A. Definition of Unit Code
Each Code Unit shall develop a Unit Code of Operations that will provide for the conduct of the unit’s affairs according to Robert’s Rules of Order, Newly Revised and the requirements set out below at “D”. A new or revised Unit Code shall be approved by a majority of the “Code Unit Voting Faculty Members” of the unit, as defined herein (see B “C” below). A copy of each Unit Code, after approval, is housed within the Faculty Senate Office, the Code Unit Office, and is available for review by faculty and administrators within the unit.

B. Approval Process for New and Revised Unit Codes
Each Code Unit will develop its own Unit Code of Operations, following the process described in this section of this document. Upon approval at the unit level, the unit administrator shall forward the new or revised Unit Code to the next higher administrator above the unit for advice. The Code Unit shall consider advice received and may amend its proposed code if this is the will of a majority of the Code Unit’s voting Faculty. The Unit Code next is submitted to the Unit Code Screening Committee of the Faculty Senate for review. Upon being approved by the Unit Code Screening Committee, the Unit Code is submitted to the Faculty Senate for review and, if approved, to the Chancellor for final approval. If the Chancellor requires revisions, he or she shall so indicate in writing and shall return the Unit Code to the unit for the required revisions. After revision, the code shall be approved by a majority of the “Code Unit Voting Faculty Members” of the unit and upon approval shall be dealt with as described above, up to and including receiving the chancellor’s approval or request for further revisions.

C. Faculty Who May Vote on a Unit’s Code of Operations
Responsibility for voting on a Unit Code rests with the permanently tenured faculty. A permanently tenured, full-time faculty member who is and has been employed for at least twelve consecutive months in a greater than 50% assignment in a unit counts towards a quorum and may vote on the unit’s new or revised unit code. This includes administrators who meet these conditions. A faculty member on medical or other leave from a greater than 50% assignment in a unit may vote if the faculty member wishes to do so but does not count towards a quorum unless he or she is present at a vote. Faculty members with 50% or less assignment in a unit do not vote on the unit’s code.

D. Minimal Unit Code Requirements
To provide consistency, unit codes should be developed following an approved outline that includes at least:

a. a preamble
b. definitions of the unit’s faculty, its criteria for serving as a voting faculty member of the unit, and, where appropriate, its approved criteria for appointment to the graduate faculty
c. criteria for emeritus status in the unit
d. the administrative organization of the unit
e. the membership, terms, and duties of standing committees
f. current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured, and tenure-track faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the award of permanent tenure (ECU Faculty Manual, Appendices C and D).
g. guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title
h. standards for post-tenure review
i. procedures for meetings within the unit
j. procedures for the unit’s voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit’s major planning documents, assessment documents, Guidelines for Unit Academic Program Review, and other major reports prior to their submission in final form to person(s) outside the unit
k. procedures for discussing with its unit administrator the unit’s annual budget request and annual report
l. amendment procedures.

E. Use of “Guidelines” by a Code Unit
When a Code Unit maintains separate guidelines stating procedures to be followed with regard to faculty evaluation and/or matters not addressed in the unit’s code, the Faculty Manual, or the ECU Policy Manual, the guidelines shall be approved by a majority of the Code Unit’s voting faculty members (see “C” above). Amendments to Guidelines shall be approved by a majority of the Code Unit’s voting faculty members (see “C” above). Guidelines shall be referenced in the Unit Code, shall be in compliance with all policies in the ECU Faculty Manual and the ECU Policy Manual, shall be housed in the Code Unit’s administrative offices, in the office of the next-higher administrator and in the Faculty Senate office. At the time of the mandatory review of a unit’s code, a unit’s guidelines, if any, shall also be reviewed by the Unit Code Screening Committee for compliance with university policy.

F. Five Year Review of a Unit Code
The Unit Code Screening Committee shall report to the Faculty Senate at its last regular meeting of the academic year on the status of each unit code reviewed during the academic year, noting whether
each code meets the current Faculty Senate guidelines for codes and is in compliance with all university policies, rules and regulations.

G. Faculty Senate Office Records
A copy of each approved Unit Code shall be maintained in the Faculty Senate office. Included with the approved code shall be a page containing the signatures of the chair of each reviewing body and the Chancellor or the Chancellor’s delegate.

H. Unit Code Training
The Chair of the Faculty and the Chancellor, or the Chancellor’s delegate, shall include an introduction to unit codes and guidelines in the annual new faculty and new administrator orientation sessions.

I. Unit Code Availability
Every tenured, tenure-track and fixed-term faculty member in a Code Unit shall be provided with a copy of or link to the Unit Code and the unit Guidelines, if any, upon becoming a 51% FTE or greater member of the unit.

Resolution #12-41
Approved by the Faculty Senate: March 27, 2012
Accepted by the Chancellor: May 2, 2012

Formal Faculty Advice on a Proposed ECU Patent Policy, with no changes are being proposed at this time.

EAST CAROLINA UNIVERSITY PATENT POLICY

Authority: Board of Trustees (approval also needed from UNC President)
History: First Issued: March 1984, Amended May 2006, Amended July 2010
Related Policies: Equity Acquisition Policy


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9. Introduction
East Carolina University (the “University”) is dedicated to the pursuit of instruction, research, scholarship, engagement, innovation development and the extension of knowledge for the benefit of the public good in an environment that is open to collaboration and publication. Inventions, discoveries and other intellectual assets sometimes arise as a result of the conduct of these activities by University personnel, including students and University volunteers, utilizing University resources; which may qualify for intellectual property protection in the form of patents, copyrights, trademarks, and trade secrets. The Board of Governors of the University of North Carolina has determined that patenting and commercialization of these intellectual assets are consistent with the mission of the University.

10. Coverage
The University Patent Policy, as amended from time to time, shall apply to and be deemed to be a part of the conditions of employment for every employee of the University including, but not limited to, EPA faculty, non-teaching EPA employees, employees subject to the State Personnel Act (SPA), clinical support services employees (CSS), student employees, and University volunteers. Further, these policies are a condition of enrollment and attendance by every student at the University. Upon prior written agreement between non-University persons, research sponsors or collaborators, and the University, these policies may be applied when the further development and refinement of inventions are compatible with the research programs of the University.

11. Ownership
3.1 Patent Agreement
All faculty, staff, visitors, volunteers, and students engaged in on-campus University related or sponsored research, shall sign an East Carolina University Patent Agreement (employees, visitors and volunteers; students). However, students who are not engaged in research related activities are not obligated to sign an East Carolina University Patent Agreement unless they make an invention subject to these policies. If a student makes an invention that is, or may be, subject to this policy, the student shall disclose that invention to the University as provided under this policy.

University personnel shall not: (1) sign agreements with outside persons or organizations which may abrogate the University's rights and interests as provided in this Patent Policy or as provided in any grant or contract funding the Invention; nor (2) without prior authorization, use the name of the University or any of its facilities in connection with any invention subject to this Patent Policy.

3.2 University Ownership of Inventions
The term Invention, as used in this policy, means an invention or discovery of any new and useful process, machine, manufacture, or composition of matter; or any new and useful improvement thereof, including compounds, prototypes, biological materials, software, complex multimedia works and tangible research results, provided that such invention or discovery (1) is patentable or commercializable; (2) is obligated under a sponsored research agreement; or (3) is created to support the administrative operations of the University.

Unless otherwise agreed upon in a written agreement signed by a University official with delegated authority, the University shall own all right, title and interest in any Invention that is developed with the aid of University facilities, staff or students, or through funds administered by the University. Upon request, inventors shall execute promptly all contracts, assignments, waivers or other legal documents necessary to vest in the University or its assignees any or all rights to such Invention, including complete assignment of any patents or patent applications.
relating to the Invention. Such Invention is hereby assigned by the inventor(s) to the University in accordance with this policy.

3.3 Inventor Ownership of Inventions
An inventor that is a University employee, student, or volunteer may own all right, title and interest in certain Inventions (each an “Inventor-Owned Invention”) under either of the two following circumstances:

3.3.1 If the subject matter of the Invention is outside the scope of the inventor’s University activities (such activities including, but not limited to, the inventor’s research, teaching, administrative, service or permitted entrepreneurial activities) at the University, an Invention may be an Inventor-Owned Invention if it was made:
(a) without the material use of University facilities, equipment, materials or resources,
(b) without funds administered by the University, and
(c) without interfering with the inventor’s obligation to carry out all of his/her primary University duties in a timely and effective manner.

3.3.2 If the subject matter of an Invention is within the scope of the inventor’s University activities (such activities including the inventor’s research, teaching, administrative, service activities or permitted entrepreneurial activities) at the University, the Invention may be an Inventor-Owned Invention if it qualifies as an “external professional activity invention.” An “external professional activity invention” means an Invention that:
(a) meets the conditions set forth in section 1(a) through (c) above,
(b) is made in the course of inventor’s external professional activities in compliance with the University’s Policy on External Professional Activities of Faculty and Other Professional Staff (or any substitute or complementary policy),
(c) is not based on or, if to be practiced, does not require the use of intellectual property owned by the University,
(d) arises out of a specific scope of work defined in a written agreement between the inventor and a third party, and
(e) if such Invention is within the specific subject area of the inventor’s current and ongoing University research activities, such inventor has received prior approval from his/her departmental chair, school dean, unit director or similar administrative officer to engage in such external research activity, and notice of such approval has been provided to the University’s Office of Technology Transfer.

The University does not claim any rights in Inventor-Owned Inventions.

12. Revenue Sharing
The University shall share revenue earned from technology transfer activities with the inventors as specified in this section. Specific provisions of grants or contracts may govern rights and revenue distribution regarding inventions made in connection with sponsored research; consequently, revenues the University receives from such inventions may be exclusive of payments of royalty shares to sponsors or contractors. Moreover, the University may contract with outside persons or organizations for the obtaining, managing and defending of patents. Any expenses incurred for the services of such persons or organizations, as well as any and all incremental expenses incurred by the University in obtaining and maintaining patents and/or in marketing, developing,
and licensing and defending patents or licenseable inventions, shall be deducted before the University distributes revenues as provided below.

The revenues that the University receives from a patent or invention shall be distributed as follows:

<table>
<thead>
<tr>
<th></th>
<th>1st $1000 (Gross Receipts)</th>
<th>Next $100,000 (Net Receipts)</th>
<th>Greater Than $101,000 (Net Receipts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventor(s)</td>
<td>100%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Department(s)</td>
<td>n/a</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>School/College(s)</td>
<td>n/a</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Invention Management Fund</td>
<td>n/a</td>
<td>25%</td>
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</tr>
<tr>
<td>Division of Research &amp; Graduate Studies</td>
<td>n/a</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Applicable laws, regulations or provisions of grants or contracts may, however, require that a lesser share be paid to the inventor. In the case of co-inventors, each percentage share described in this paragraph as due a sole inventor shall be subdivided equally among the co-inventors unless all the co-inventors provide the University a written instrument signed by each of them allocating ownership among them other than in equal shares. In no event shall the share payable to the inventor or inventors in the aggregate by the University be less than 15% of gross royalties received by the University.

To the extent practicable and consistent with State and University budget policies, amounts allocated to the University pursuant to the above chart will be dedicated to support University scientific research, development, commercialization and education activities.

In the event that an inventor leaves the University, either voluntarily or involuntarily, and the inventor is entitled to receive compensation in accordance with this Policy, then the inventor shall continue to be entitled to receive payments. In the event of death of an inventor who is entitled to receive compensation in accordance with this policy, then such payments will be paid to the inventor's estate or as directed in accordance with a court approved action.

13. Sponsored Research

13.1. Government Sponsored Research

Patents on any invention conceived or first actually reduced to practice in the performance of work under the Federal funding agreement arising from research supported by the United States Government (“Subject Invention”) may be controlled by the terms of the grants and contracts specified by the government agency pursuant to Federal law. Consistent with Federal law, the University may, within a reasonable time after disclosure
to the U.S. government, elect to retain title to any Subject Invention. Also, the Federal government may receive title to any Subject Invention in which the University does not elect to retain rights or fails to elect rights within a reasonable time. In the event that the University elects to retain title to Subject Inventions then it shall provide the Federal government with a non-exclusive, non-transferable, irrevocable, paid-up license. In the event that the Federal Government retains title to Subject Inventions then the University shall be free to use such invention(s) so covered for its own scientific and educational purposes without payment of royalty or other charge, consistent with Federal Law. Except as provided by Federal law, the terms of government-supported grants or contracts, or when patent rights are waived by the government, patents arising from government sponsored research are controlled by these patent and copyright policies.

13.2. University Research Sponsored by Non-Governmental Entities
The University must ensure that its facilities and the results of the work of its employees are applied in a manner which best serves the interests of the public. Likewise, the legitimate interests of a private sponsor who provides financial or other support to research carried out by the University must be considered. The University should normally reserve the right to ownership of patents on inventions arising out of research supported in whole or in part under grants or contracts with nongovernmental organizations or firms. Contracts or agreements which are entered into between the University and such organizations or agencies should contain clauses setting forth such a reservation unless deviations there from are requested by the sponsor and approved by the University consistent with the public interest. In the interest of fair treatment to the sponsor, in consideration for the sponsor’s investment and in the interest of discharging the University’s obligation to the public in the application of its facilities and its employees’ time and talent, special provisions may be negotiated by the University in such non-government sponsored contracts, upon request, provided (1) that the University retains the right to use the invention for its own research, educational, and service purposes without payments of royalty fees; (2) that the University requires the sponsor to use due diligence in the commercial use of the invention; and (3) that the University retains the right to freely publish the results of its research after a reasonable period necessary to protect the rights of the parties and to allow for the filing of a patent application (Section 3.2 herein).

14. Public Use and Publication Restrictions
14.1. Duty to notify prior to public disclosure
The results of faculty and student research should be published in scholarly form. Though this Patent Policy does not limit the right to publish, except for short periods of time necessary to protect patent rights, publication or public use of an invention constitutes a statutory bar to the granting of a United States patent for the invention unless a patent application is filed within one year of the date of such publication or public use. Publication or public use also will generally be an immediate bar to patentability in most foreign countries.

It is the duty of an inventor to report or, if the inventor is not available to make such report, the duty of his/her supervisor to report to the Office of Technology Transfer any inventions subject to this policy prior to any publication, submission of manuscript for publication, sale, public use, or plans for sale or public use of an Invention (hereinafter a “Public Disclosure Event”). This duty to report applies immediately upon the inventor or his/her supervisor becoming aware of any such Public Disclosure Event, and shall remain an affirmative duty until a patent application or a provisional patent application is filed, or until the one-year anniversary of the first Public Disclosure Event, whichever event occurs first. If an Invention is disclosed to any person who is not employed by the University or working in cooperation
with the University upon that Invention, a record shall be kept of the date and extent of the disclosure, the name and address of the person to whom the disclosure was made, and the purpose of the disclosure.

14.2. Publication Restrictions
If a sponsor proposes to support a research effort that will involve a limited exclusive use license of resulting patents, the agreement with respect to publication shall include the following: (1) the sponsor must agree that the results of the research may be published if desired by the investigators or research workers; (2) to ensure that patent applications are not jeopardized, the University, investigators, and research workers may agree that any proposed publication will be submitted to the sponsor with a notice of intent to submit for publication. If within a period of no more than 90 days from the date of such notice the sponsor fails to request a delay, the investigators, research workers and University shall be free to proceed immediately with the publication. However, if the sponsor notifies the University that a delay is desired, the submission of the manuscript to the publisher shall be withheld for the period requested, but in no event shall the total period of delay be longer than one year from the date of the notice of intent to submit for publication mentioned above. Such a period will permit the sponsor to have the necessary patent applications prepared and filed but will not unduly restrict the dissemination of scientific knowledge.

15. Avoidance of Conflicts
Conflicts involving patentable inventions and discoveries may arise when University personnel or students enter into personal consulting agreements with outside firms and organizations. The agreements that outside firms and organizations wish to have executed by those who are to serve as their consultants frequently contain provisions as to the licensing or assignment of the consultant's inventions and patents. Unless such provisions are narrowly worded, they usually will apply to areas in which the individual's University work lies and thus come into conflict with the obligations owed by the individual to the University under these policies, either with respect to the rights of the University itself in an invention or with respect to the rights of a sponsor of research in the same field or subject matter.

Prior to signing any consulting agreement including, but not limited to, agreements involving patent rights and trade secrets, where any University time, facilities, materials or other resources are involved, University personnel and students must bring the proposed agreement to the attention of the Office of Technology Transfer and either obtain a waiver of University rights or otherwise ensure the consulting agreement conforms with this and all other University policies. Consulting agreements may not in any way limit the right of any University faculty member or employee to engage in teaching research or service at the University.

The foregoing requirements are in addition to, and do not eliminate the necessity for compliance with the ECU Policy on Conflicts of Interest and Commitment, the ECU Policy Statement on External Professional Activities of Faculty, and the ECU Policy on Secondary Employment for SPA and CSS employees.

16. Administration
16.1. Patent Committee
The Patent Committee, appointed by the Chancellor and consisting of no less than three members, one of whom shall be designated by the Chancellor to serve as Chair, is charged with reviewing and recommending to the Chancellor or his delegate the procedures for the implementation of this policy; resolving questions of invention ownership that may arise between
the institution and its faculty, staff, students, or volunteers, or among individuals; recommending to the chancellor the expenditure of the patent royalty fund; and making such recommendations as are deemed appropriate to encourage disclosure and assure prompt and expeditious handling, evaluation, and prosecution of patent opportunities; and to protect the interests of both the University and the public. The University Committee on Intellectual Property/Patents serves as the Patent Committee for the University. The Director of the Office of Technology Transfer shall serve as an ex-officio voting member of the Committee. The Office of Technology Transfer shall administer and provide support for the Committee.

16.2. Patent and License Management
The Office of Technology Transfer is charged with administering the University's patent management and licensing program, including, but not limited to filing, prosecution, and maintenance of the University's patent portfolio and maintenance of the University's license portfolio.

16.3. Implementation
The Office of Technology Transfer is responsible for implementing this policy. Such implementation shall address various matters covered by this policy, including developing policies and procedures designed to supplement and interpret the ownership aspects of this policy, providing advice regarding ownership of specific works, releasing institutional rights, and accepting an assignment of rights to the Institution from an author or creator of a work.

16.4. Release of University Invention to Inventor(s)
In the event that the University chooses not to pursue patenting and/or commercialization of University invention, the Inventor(s) may request release of the invention to them under the terms of the University Invention Release Agreement.

16.5. Dispute Resolution
16.5.1. Jurisdiction
Review of all matters related to patents shall fall under the exclusive jurisdiction of the Patent Committee, subject to the normal appeal processes. Any individual subject to this policy may seek resolution of questions of invention ownership that have arisen between the University and its faculty, staff, students, volunteers, or among individuals by filing a written request with the Chair of the Patent Committee. The Chair shall appoint a 5-member Dispute Resolution Panel (“the Panel”) to address the dispute with at least 3 panel members being selected from the membership of the Patent Committee. In the event that the dispute involves the Chair of the Patent Committee, the Vice Chancellor for Research shall appoint the Panel. The Panel shall elect a chair from its membership. The University shall provide appropriate support to the Panel including, but not limited to, patent counsel or other patent expertise.

16.5.2. Conduct of the Hearing
In its sole discretion, the Panel may elect to conduct a hearing or may make a recommendation based upon the written record, provided that all parties to the dispute are given an opportunity to present evidence and arguments in support of their respective positions. The hearing shall be conducted in accordance with procedures adopted by the Chair of the Panel. A party may be accompanied at the hearing by a non-participating advisor.

16.5.3. Disposition
The Panel shall report its written findings, conclusions and recommendations for disposition of the matter to the Vice Chancellor for Research. Copies of such findings, conclusions, and recommendations shall be provided to all parties, subject to confidentiality of third party interests, if any. Upon receipt of such findings, conclusions, and recommendations, the Vice Chancellor for Research shall issue a written decision in the matter. The decision shall be final, subject to appeal rights under The Code of the University of North Carolina.

17. Works Subject to Protection by Both Copyright & Patent Laws
In cases where an invention or creation is subject to protection under both patent law and copyright law, if the University elects to retain title to its patent rights, then the inventor/creator(s) shall assign such patent and copyright rights to the University.

Resolution #12-42
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012 (with changes noted in highlight)

Revisions to the ECU Faculty Manual, Appendix X. Grievance procedures for complaints of unlawful or prohibited harassment, discrimination or improper relationships brought against East Carolina University faculty members or administrators holding faculty status, as follows:

Link to current Appendix X. located in the ECU Faculty Manual.

Revise and keep in the Faculty Manual.

I. Preamble
A. Federal and state laws and/or university policies protect individuals from harassment or discrimination based on age, color, creed, disability, genetic information, national origin, political affiliation, race/ethnicity, religion, sex/gender, sexual orientation, or veteran’s status. For a list of definitions of each protected class see http://www.ecu.edu/cs- acad/edc/ProtectedClassGrievances.cfm

The formal procedures enumerated in this Appendix assure individuals who believe that they are the victims of unlawful or prohibited harassment, discrimination, or improper relationships that their grievances will be dealt with fairly and effectively. “Improper relationships” in the context of this Appendix refers to an improperly executed or exploited supervisory relationship by engaging in a consensual amorous relationship with students or other University employees whom the employee is or will be supervising or evaluating, or by engaging in any sexual activity with any enrolled student of the institution who is a minor, other than his or her spouse, as prohibited by University policies. Unless a victim of illegal harassment or discrimination, a person reporting an alleged amorous relationship who is not a party to this relationship lacks standing to seek an appeal under these grievance procedures.

The East Carolina University Faculty Manual elaborates on policies related to harassment and discrimination in Appendix V. Appendix U addresses policy 300.4.1 of the Board of Governors of the University of North Carolina concerning improper relationships between students and employees.

B. Unlawful or prohibited harassment, discrimination, or improper relationships violates East Carolina University’s policies and will not be tolerated. Members of the University community are
encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of unlawful or prohibited harassment, discrimination or improper relationships prohibited under the policies stated in the Appendices V and U of the *ECU Faculty Manual*. East Carolina University will take every step to resolve grievances promptly and confidentially.

C. Any act by a University employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, retaliation, or harassment against an employee or student for using the applicable policies responsibly interferes with free expression and openness and violates University policy. Accordingly, members of the University community are prohibited from acts of reprisal and/or retaliation against those who file complaints, are involved as witnesses, or otherwise try to use University policies responsibly.

D. When complaints of harassment, discrimination, or improper relationships have been substantiated, the Chancellor, or the Chancellor’s designee, may take such disciplinary action as he or she deems appropriate, including discharge from employment, suspension, or reduction in rank in a manner that is consistent with the policies and procedures stated in the *ECU Faculty Manual*.

E. East Carolina University shall investigate anonymous unsigned complaints against faculty and administrators holding faculty status to the extent justified by the content and context of the complaint.

II. Grievance Procedures

1. Optional Initiation of Grievance Procedures

Complainant may skip these optional grievance procedures by going directly to II.2. Level One Grievance Procedures. At any time during the optional grievance procedures the complainant or respondent may elect to take the matter to the East Carolina University Office of Equity, Diversity, and Community Relations (“EDC”) Office of Equity and Diversity.

A. Discussion with the Department Chairperson

1. The complainant should make an appointment with the Chairperson or, if the Chairperson is alleged to have engaged in the misconduct, with the Dean. In such a case, skip II.1.A and go directly to II.1.B. The complainant may request that a conference with the Chairperson be held without the respondent (hereafter, “the respondent” is used in the singular form, even where it may stand for more than one person). At the time of making the appointment, the complainant should state expressly the need to discuss a complaint related to the respondent’s employment status. The Chairperson must consult the EDC to determine if the complaint alleges conduct so severe as to require immediate reporting to other authorities.

2. The initial complaint may be made to the Chairperson (or, as provided in II.1.A.1, to the Dean) in writing as a matter of record if the complainant so desires. However, this is not necessary to initiate a complaint by these optional grievance procedures.

3. The Chairperson (or, as provided in II.1.A.1, the Dean) will set an appointment date with the involved parties as soon as possible after receiving the request; but, in any event, within 7 calendar days after the request, the complaint will be discussed with the involved parties. Either party may request that the meeting with the Chairperson be held without the other party present. The Chairperson should freely discuss the nature of the complaint in a relaxed and informal manner, making every effort to take the corrective action necessary in resolving the grievance to the satisfaction of the involved parties. All parties will be appropriately advised in writing of the corrective action, if any, and the findings
B. Discussion with the Dean
   1. If the complaint is not resolved to the satisfaction of all parties in conference with the Chairperson, the complaint should be taken to the appropriate Dean for further evaluation and consideration. Within 7 calendar days after receipt of the decision of the Chairperson, either party should forward that decision (and the initial complaint, if it was made in writing) to the Dean. Either party may request that a conference with the Dean be held without the other party present. The Dean will respond to the request for an appointment and discuss the complaint with both parties within 7 calendar days after receipt of such request.
   2. The Dean’s conference should be conducted in a relaxed and informal manner with the involved parties. The Dean should invite the Chairperson to participate in this conference if doing so is deemed desirable or appropriate, or if the presence of the Chairperson is requested by either party. The Dean should make every effort to take the corrective action necessary in resolving the complaint to the satisfaction of the involved parties. All parties will be appropriately advised in writing of the corrective action, if any, and the findings and the basis for the decision of the Dean within 7 calendar days subsequent to the conference.

C. Appeal to the East Carolina University Office of Equity, Diversity, and Community Relations (“EDC”)
   If the complaint is not resolved to the satisfaction of either party, the dissatisfied party has the right to appeal the decision to the EDC Office. The appeal should be made within 21 calendar days subsequent to the decision of the Dean and must follow the Level One Grievance Procedures specified below in II.2.

2. Level One Grievance Procedures
   A. Reporting the Complaint to the East Carolina University Office of Equity, Diversity and Community Relations
      1. To initiate the process, the complainant may contact the EDC office or submit a grievance reporting form, available at http://www.ecu.edu/cs-acad/edc/SubmitAGrievance.cfm. If this is an appeal from the Dean’s decision as specified under II.1.C, the party making such an appeal is known as the complainant in this process.
      2. Complaints concerning harassment, discrimination, or improper relationships submitted in writing to ECU’s EEO Officer, who is Vice Provost for Equity, Diversity and Community Relations, should contain at least the following: (a) the complainant's description of the alleged event(s), including times, dates, places, and witnesses, if possible; (b) the complainant’s description of the effects, if any, of the alleged event(s); (c) the names of the individuals alleged to have subjected the complainant to harassment or discrimination, or alleged to be involved in a prohibited improper relationship; and (d) the identification and contact information for the complainant. The EEO Officer, or the Officer’s designee, is referenced hereafter, as “the Grievance Officer”.
      3. The Grievance Officer shall immediately acknowledge receipt of the complaint and, within 14 calendar days from the submission of the complaint, shall schedule a meeting with the complainant to listen to and discuss the complaint. Any of the deadlines set at Level One Grievance, as enumerated in this section
II.2, may be extended by the Grievance Officer to accommodate delays not reasonably avoidable. Written notice of the new deadline and the reason for the extension shall be provided to the parties and to the Provost. Such extensions must be allowable under applicable law and shall not unduly delay the investigative process.

4. The Grievance Officer will be available to the complainant, the respondent (hereafter, “the respondent” is used in the singular form, even where it may stand for more than one person), and to possible witnesses to discuss their rights and procedural options, as well as the possible outcomes of these options.

5. The Grievance Officer shall determine whether evidence exists to sustain the complaint. In making this determination, the Grievance Officer may conduct an investigation. The confidentiality of both the complainant and the respondent will be preserved to the extent required by law.

6. If the complainant wishes to proceed or the Grievance Officer determines it necessary to proceed with an investigation, the Grievance Officer will provide a written description of the complaint, or a copy of the written complaint, to the respondent at the beginning of the investigation and not later than 14 calendar days following the complainant’s or Grievance Officer’s decision to proceed with an investigation.

7. The respondent shall have an opportunity to meet with the Grievance Officer and provide a response to the allegations, both verbally and in writing.

8. During the investigation of a complaint the Chancellor or appropriate Vice Chancellor may take interim measures, up to and including suspension with pay, to prevent misconduct or retaliation.

B. Record

1. The Grievance Officer will keep a record of the initial and any subsequent discussions between the complainant and the Grievance Officer, and of discussions between the Grievance Officer and respondent. This investigation record will include:
   a) the documentation referenced in II.2.A.2;
   b) the reply of the respondent, if any;
   c) and any and all information collected in and relating to the investigation, and, to the extent allowed by applicable law, shall be provided by the Grievance Officer to all parties with all due speed, preferably within 14 calendar days of its compilation.

2. Within 14 calendar days of receiving a copy of the investigation record, the complainant and the respondent may append to this record a written response to each of the factual claims of the record. In any case where a written response is appended to the record, this will be noted in the record itself.

C. Written Report and Conclusions

Within 21 calendar days after the procedures listed under II.2.A are met and the record as specified under II.2.B is completed, the Grievance Officer will submit this record and the Grievance Officer’s report of findings and conclusions to the appropriate Vice Chancellor. All parties, including the complainant, respondent, and supervisors, are notified regarding the results of the investigation at the same time; provided, however, if there are multiple respondents and/or multiple complainants, each party will receive only such information as is directly related to his or her case.
D. The Vice Chancellor shall issue a letter to all parties that may or may not initiate the disciplinary process or take disciplinary action in accordance with University procedures.

E. Procedures To Be Followed Upon the Imposition of Sanctions
1. The Chancellor or the Chancellor’s designee may respond to substantiated claims by the imposition of serious sanctions (The UNC Code, Section 603 lists serious sanctions as discharge from employment, suspension, or demotion in rank) or lesser sanctions, provided that the conditions specified below are met prior to the imposition of sanctions. However, failure of the respondent to cooperate with the investigation (failure to respond to the allegations, or to accept a copy of the report of the investigation, etc.) will not preclude the University from imposing appropriate sanctions if all of the following have occurred:
   a) The respondent was provided with a written statement or description of the complaint brought against the respondent, signed either by the complainant or the Grievance Officer;
   b) The complaint was thoroughly investigated by the Grievance Officer;
   c) The reply of the respondent to the complaint was solicited in person and in writing by the Grievance Officer during the investigation of the complaint by the Grievance Officer;
   d) The reply of the respondent to the complaint obtained during the investigation of the complaint by the Grievance Officer is noted in the Grievance Officer’s report of findings and conclusions; and
   e) The respondent was provided with the Grievance Officer’s written report of the findings and conclusions.
2. When the disciplinary actions, if any, do not include a serious sanction, either party may, within 28 calendar days from the Vice Chancellor’s issuance of a letter responding to the Grievance Officer’s report, request an appeal to the Grievance Board in accordance with the Level Two Procedures as specified below in II.3.
3. When the disciplinary actions include a serious sanction they may -- pursuant to the ECU Faculty Manual -- be sequentially appealed to the Due Process Committee, East Carolina University Board of Trustees and, alleging that one or more specified provisions of The UNC Code have been violated, the Board of Trustees decision may be further appealed to the Board of Governors. The UNC Code, Section 603(3) warns that if, within 14 calendar days after receiving the notice of a serious sanction, the faculty member makes no written request for appeal, the faculty member may be discharged or serious sanction imposed without recourse to any institutional grievance or appellate procedure.

F. Options beyond Level One Grievance
When Level One procedures are terminated without being resolved to the satisfaction of either party, both the complainant and respondent have the option of initiating a Level Two Grievance (see II.3). However, if the disciplinary actions include a serious sanction and the respondent wishes to appeal it, such an appeal must be made to the Due Process Committee instead of the Grievance Board.

3. Level Two Grievance Procedures
A. If either party disagrees with the findings and conclusions in the report of the Grievance Officer, either party may, within 28 calendar days from the Vice Chancellor’s issuance
of a letter responding to the Grievance Officer’s report, notify the Grievance Officer, in writing, to request a Grievance Board hearing.

B. The possible appeal routes depend on the disciplinary actions stated in the Vice Chancellor’s letter to the Grievance Officer:
   1. If serious sanctions are imposed an appeal may be made by the original respondent within 14 calendar days, only to the Due Process Committee and not to the Grievance Board.
   2. If they do not include a serious sanction, within 28 calendar days of the disciplinary action taken, either party may notify the Grievance Officer, in writing, request a Grievance Board hearing.

C. The person (complainant or original respondent) who initiates the Level Two hearing hereafter is known as the grievant and the other party is known as the respondent.

D. Within 7 calendar days after receiving such a request, the Grievance Officer will submit the request, the record, the Grievance Officer’s report of findings and conclusions, and the original written complaint to the Chair of the Grievance Board (hereafter, “the Chair”). The Grievance Officer will simultaneously send a copy of these materials to the respondent. Some material may be redacted where required by law.

E. Communications pertaining to the grievance are maintained by the Chair. Such communications include, when appropriate, the following: copies of all written communications (including emails); the contents of any interaction or meetings held with regard to Level Two Grievance proceedings; a summary of the course of action; and the findings of the Grievance Board’s hearing panel. The communications and records are confidential and cannot be released unless such release is compelled by law. After the report of the Grievance Board’s hearing panel is submitted to the Chancellor, all these materials are transferred to the Office of Faculty Senate, where they shall remain as confidential and will not be released, unless permitted by law.

F. Composition of the Grievance Board
The Grievance Board shall be composed of 5 regular members and 7 alternate members, each of whom is a permanently tenured voting faculty member holding no administrative title (the term "administrative title" refers to appointment as department chair in a professional school, unit administrator, dean, assistant or associate dean, vice chancellor, assistant or associate vice chancellor, chancellor, assistant or associate chancellor, assistant or associate provost). The University encourages diversity on the Grievance Board. Members shall be elected in accordance with the procedures for election of appellate committees specified in the Bylaws of the ECU Faculty Senate.

The members of the Grievance Board shall elect annually a chair, a vice-chair, and a secretary. The business of the Grievance Board shall be conducted according to the most recent edition of Robert’s Rules of Order, Newly Revised, except as described below.

1. Composition of the Grievance Board for a particular hearing panel (hereafter, “the Panel”)
After receiving the Grievance Officer’s notification about the Level Two grievance, within 7 calendar days, the Chair will determine the availability of the regular members and
alternates. If any of the Board’s 5 regular members are unavailable or need to recuse themselves, an alternate will be selected to serve on the hearing Panel in their place. An additional alternate will be chosen to attend all sessions of the hearing and to replace a hearing Panel member, should that member be unable to attend the entire hearing. The ranking of the available alternates for selection will be determined by their years of service to the University. If there are fewer than 6 Grievance Board members available to serve on the hearing Panel, then the Chair of the Faculty will select a sufficient number of additional alternates to constitute a complete Panel of 6 members. Those Grievance Board members who hold an appointment in the grievant’s or respondent’s academic unit, those who reasonably expect to be called to provide evidence during the hearing, and those who have conflicting interests shall recuse themselves or be disqualified from participation in the hearing by a majority vote of the remaining members.

Within 3 calendar days from the formation of the Panel, the Chair will send the grievant and respondent a list of the 6 members of the Panel. From that list, both the grievant and respondent may disqualify 1 member without cause from serving on their Panel. The grievant or the respondent wishing to exercise this option must notify the Chair, within 3 calendar days, of the name of the member to be disqualified. The Chair will select additional Panel members to constitute a complete Panel of 6 members.

G. Purposes of Hearing
The purposes of a hearing are: (i) to render findings of facts and recommendations as to whether evidence presented to the Panel during the hearing sustains by its preponderance the allegations of harassment, discrimination or improper relationships; (ii) to communicate in the Panel’s report to the Chancellor the Panel’s finding and the reasons that support this finding, and the Panel’s recommendations regarding resolution of the complaint. Avenues of appeal are provided to faculty members in the ECU Faculty Manual and in The UNC Code. The findings of the Panel are final only when the Chancellor renders her or his opinion, and the respondent fails to challenge either the Panel’s findings or the Chancellor’s concurrence or actions based on Panel’s findings.

H. Conduct of Hearing
1. The hearing before the Panel shall be conducted in private.
2. Attendance throughout the entire hearing is limited to members of the Panel, the grievant, 1 person (who may advise the grievant), the respondent and 1 person (who may advise the respondent). Neither of the advising persons shall have speaking privileges.
3. With the assistance of the University Attorney, the Panel may call witnesses.
4. Witnesses will be available at a convenient location, and will be called to appear before the Panel at times specified by the Chair.
5. In making its determination, the Panel shall consider only such evidence as is entered or presented during the hearing. The Panel may use its own judgment in deciding the admissibility and/or relevance of any testimony of any person before the Panel, and the admissibility and/or relevance of any evidence whatsoever.

I. Hearing Procedure
1. The Panel will initiate a hearing no later than 42 calendar days after the date that the respondent was notified that a hearing will occur.
2. The Chair will notify all parties of the time, date, and place of the hearing at least 28 calendar days prior to its start. Within 14 calendar days of this notification, either party may request, in writing, postponement of the hearing with up to a 35 calendar days extension. Such a request will be granted if a majority of the Panel agrees that exceptional circumstances justify postponement.

3. Within 21 calendar days prior to the start of the hearing, the grievant and the respondent shall identify, in writing, to the Chair individuals who may provide evidence to the Panel and provide the Chair with any written or other material they wish to be entered as documentary evidence.

   a) Fourteen (14) calendar days prior to the hearing, the Chair will provide the respondent with a copy of the list of witnesses for the grievant, and with a copy of any depositions or other written material, and/or a description of any other evidence the grievant had submitted to the Panel.

   b) Fourteen (14) calendar days prior to the hearing, the Chair will provide the grievant with a copy of the list of witnesses for the respondent, and with a copy of any depositions or other written material, and/or a description of any other evidence that respondent had submitted to the Panel.

   c) At any time prior to the grievant’s closing statement, either party may request that the Panel allow new witnesses or new evidence to be presented. If they are deemed relevant, such requests will be granted by a majority of the Panel if the need for new witnesses was not reasonably foreseen or new evidence was previously unavailable.

   d) When the Panel votes to accept new witnesses or evidence, the names of these witnesses and/or copies or descriptions of evidence will be supplied to the grievant or the respondent as soon as possible.

4. The hearing will begin with an opening statement by the Chair, who shall state the purpose of the hearing, the contents of the complaint, and the identities of grievant, respondent, and witnesses to be called. The Chair will ask members to introduce themselves and state for the record that they do not hold an administrative title. The Chair will list the procedures to be followed during the hearing, and will specifically note that only testimony and other information bearing on the grievance at hand will be admissible as evidence. It will be the Chair's responsibility to reject immediately, stop the presentation or introduction of, or question the relevance of information having no clear bearing on the grievance. However, at any time during a hearing the Panel may, by a majority vote, override the Chair's decision regarding admissibility and/or relevance of testimony, written evidence, or other material presented to the Panel. It will also be the Chair's responsibility to maintain control of the hearing so that an orderly exchange of information can be accomplished. The Chair has the authority to decide minor procedural questions not otherwise covered elsewhere. When deciding minor procedural questions, the Chair shall serve the interests of both parties equally. As for any hearing from which an appeal may be taken, a court reporter must be used to record and transcribe the hearing.

5. Following the opening statement by the Chair, the grievant will present the complaint by submitting documentary evidence and questioning the grievant’s witnesses. The grievant may be a witness. The respondent may cross examine grievant’s witnesses, and the grievant may follow with further questions limited to the matter raised on the cross examination. The Panel members may question the grievant’s witnesses and, after their dismissal and the conclusion of the grievant’s presentation, may question the grievant. Then the respondent may
reply to the complaint by submitting documentary evidence and questioning the respondent’s witnesses. The respondent may be a witness. The grievant may cross examine respondent’s witnesses and the respondent may follow with further questions limited to the matter raised on the cross examination. The Panel members may question the respondent’s witnesses and, after their dismissal and the conclusion of the respondent’s presentation, may question the respondent.

6. After these presentations by the grievant and the respondent, the parties may question each other, and may present rebuttal to any and all depositions, written documents, and other evidence submitted to the Panel. The Panel members may question them further. If deemed appropriate by a majority of the Panel, dismissed witnesses may be recalled if available.

7. When neither party has any further questions, or the Chair determines that the parties should discontinue questioning one another, and once the Panel has no further questions, each party has the option to make a closing summary statement. The grievant proceeds first and each statement shall not exceed 10 minutes in duration.

J. Post Hearing Procedure
1. After the hearing, the Panel shall meet in executive session and begin its deliberations, or adjourn for no more than 2 calendar days, at which time it shall reconvene in executive session to determine whether it sustains or does not sustain the grievance brought before it.

2. In reaching its decisions, the Panel shall consider only the testimony and other materials entered or presented as evidence during the hearing. The burden is on the grievant to establish his or her case by a preponderance of the evidence.

3. Determination by the Panel that sustains the grievance requires a majority vote by members of the Panel. The decision will be reported to the Chancellor and the parties.

4. Within 21 calendar days of the Panel’s reaching a determination to sustain or not to sustain the allegations of harassment, discrimination or improper relationships, the Panel’s determination and a summary of the basis for its decision will be communicated in writing to the Chancellor, the grievant, the respondent, the Grievance Officer, the relevant unit administrator, and the University Attorney. The Faculty Senate Office will provide the Chancellor and the parties with a copy of the court reporter’s transcript of the hearing as soon as the transcript is produced.

III. Post Level Two Grievance Procedures
A. Within 42 calendar days of receiving the Panel’s report and the court reporter’s transcript, the Chancellor shall notify the grievant, respondent, Grievance Officer, relevant unit administrator, University Attorney, and the Panel of the Chancellor’s concurrence or non-concurrence with the findings of the Panel, and of the disciplinary action, if any, against the original respondent.

B. The disciplinary actions by the Chancellor may or may not include discharge from employment, suspension, or demotion in rank.

1. When the disciplinary actions, if any, do not include a serious sanction, and if the Chancellor either declines to accept a Grievance Board recommendation that is favorable to the original respondent or concurs with the Board’s recommendation
that is unfavorable to the original respondent, within 14 calendar days the original respondent may appeal the Chancellor’s decision to the East Carolina University Board of Trustees. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

2. When the disciplinary actions include a serious sanction the original respondent, in accordance with the procedures specified in the *ECU Faculty Manual*, has 14 calendar days to appeal to the Due Process Committee. The Chancellor’s decision following the findings of the Due Process Committee may be appealed within 14 calendar days to the Board of Trustees. Alleging that one or more specified provisions of *The UNC Code* have been violated, the original respondent may, within 14 calendar days, appeal the decision of the Board of Trustees to the Board of Governors.

IV. Grievance Board Procedural Flowchart (next page)

V. Annual Report
Each May the Grievance Board shall submit to the Faculty Senate Office an annual report detailing statistics about the complaints received and processed from May 1 – April 30 of previous year.

1. The outcome of the complaint(s) at Level One will list the protected class involved, whether or not it was an allegation of improper relations and when (month/year) each complaint was submitted to the EDC and resolved.

2. The outcome of the complaint(s) at Level Two will list the protected class involved, whether or not it was an allegation of improper relations and when (month/year) each complaint was submitted to the Grievance Board and resolved.

3. The types of disciplinary actions (such as discharge from employment, suspension, or demotion in rank, or lesser sanctions) if any, taken by the University and when (month/year) the complaint was submitted and, if known, resolved.

The annual report will be available on request at the Faculty Senate Office. Personally identifying information regarding the complainants and the respondents shall not be disclosed.
Optional initiation of grievance by complainant

NOTE: either party may opt out at any time in the optional steps

Discussion with Department Chair
- Complainant or Respondent not happy
  - 7 days

Discussion with the Dean
- Complainant or Respondent not happy
  - 21 days

(Level One) EDC Office

If either party disagrees with the findings and conclusions in the report of the EDC Grievance Officer:
- Complainant or Respondent not happy
  - 28 days

(Level Two) Grievance Board

The person (complainant or respondent) who initiates the Level Two hearing is hereafter known as the grievant and the other party is the respondent. The Grievance Board renders findings of facts and recommendations as to whether evidence presented during the hearing sustains by its preponderance the grievant's allegations. GB sends its report and recommendations to the Chancellor.

GB agrees with EDC findings

Chancellor

GB does NOT agree with EDC findings

If original respondent is disciplined

Disciplinary actions do NOT include serious sanctions

Due Process Committee
- (14 days)

Board of Trustees (may not be further appealed to Board of Governors)

Disciplinary actions include serious sanctions

Due Process Committee
- (14 days)

Board of Trustees
- (14 days)

Board of Governors

*Note: Number of days reflects the number of calendar days within which appeals have to be made.

** Important Note: If, within 14 calendar days after receiving the notice of a serious sanction, the faculty member makes no written request for appeal, then the faculty member may be discharged or serious sanction imposed without recourse to any institutional grievance or appellate procedure.
Resolution #12-43
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Deletion of the *ECU Faculty Manual, Appendix J*. Informal Faculty Grievance Procedures for Grievances Involving Sex Discrimination and Other Equal Employment Opportunity Complaints.

Resolution #12-44
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the *ECU Faculty Manual, Appendix V*. Sexual Harassment, Discrimination, and Conflicts of Interest Policies, as follows:

Current text to be deleted and replaced with the following:

**Revise and keep in the Faculty Manual.**

**Harassment and Discrimination Policies and Procedures of East Carolina University***

**CONTENTS**

I. Rationale
II. Policy on Harassment and Discrimination
III. Grievances Against East Carolina University Students
IV. Grievances Against East Carolina University Staff
V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status
VI. Education of Students, Staff, and Faculty
VII. Disciplinary Action

* East Carolina University's Office of Equity, Diversity, and Community Relations policies on non-discrimination in recruitment and hiring are contained in *Part VI, General Personnel Information* of the *ECU Faculty Manual*.

I. Rationale

Well publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of harassment or discrimination are discouraged. Toward this end, all members of the university community should understand that harassment, discrimination, and improperly executed or exploited supervisory relationships violate the university's policy and will not be tolerated. Members of the university community are encouraged to express freely,
responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment or discrimination prohibited under these policies. East Carolina University will take every step to resolve grievances promptly and confidentially. Any act by a university employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, retaliation, or harassment against an employee or a student for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal and/or retaliation against those who file complaints, are involved as witnesses, or otherwise try to use these policies responsibly.

II. Policy on Harassment and Discrimination
It is the responsibility of members of the university community to strive to create an environment free of harassment and discrimination, and free of unprofessional bias in the supervision and evaluation of students and employees. It is against the policies of East Carolina University for its employees or students to create a hostile and/or discriminatory University or work-place environment for an individual or group because of the individual's age, color, creed, disability, gender, genetic information, national origin, political affiliation, race/ethnicity, religion, sexual orientation, or veteran's status. For a list of definitions of each protected class, see: [http://www.ecu.edu/cs-acad/edc/ProtectedClassGrievances.cfm](http://www.ecu.edu/cs-acad/edc/ProtectedClassGrievances.cfm)

III. Grievances Against East Carolina University Students
Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the Student Handbook.

IV. Grievances Against East Carolina University Staff
Complaints brought against East Carolina University Staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in Policy Statement 7: Employee Relations of the Human Resources section of the ECU Business Manual, see [http://www.ecu.edu/business_manual/Human_Resources_Policy7B.htm](http://www.ecu.edu/business_manual/Human_Resources_Policy7B.htm)

V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status
Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators or visitors ordinarily are governed by the grievance procedures stated in Appendix X of the ECU Faculty Manual.

VI. Education of Students, Staff, and Faculty
The East Carolina University Office of Equality, Diversity and Community Relations (“EDC”) will develop educational materials to be distributed to students, staff, and faculty. These materials will publicize the policies and procedures and help create a proper academic atmosphere that is free of harassment and discrimination. Each year the EDC office will review the effectiveness of the educational materials and procedures and make any necessary revisions. All materials will be reviewed by the University Attorney before they are distributed.

VII. Disciplinary Action
See Appendix X of the ECU Faculty Manual for the policies and procedures governing disciplinary actions that may be taken against faculty members who violate these policies.

I. Rationale
Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of sexual harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of sexual harassment or discrimination are discouraged. Toward this end, all members of the university community should understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violates the University’s policy and will not be tolerated. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment or discrimination prohibited under these policies. East Carolina University will take every step to resolve grievances promptly and confidentially. Any act by the university’s employees or students of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness, and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against individuals who bring charges or are involved as witnesses or otherwise try to use these policies responsibly.

II. Policy on Sexual Harassment, Discrimination, and Conflicts of Interest

A. Introduction

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process.

Further, amorous relations between a student and a University employee who is responsible for supervising or evaluating the student, or between an employee and the person supervising that employee may derogate the merit principle of supervision and evaluation. This policy is the university’s statement of its intent to prohibit sexual harassment and discrimination, and to prohibit amorous relations between the University’s employees and students, and employees and supervisors when these relations create a risk of favoritism.

B. Definitions

1. Sexual Harassment

   The following constitute sexual harassment:
   a. Making verbal remarks or committing physical actions that propose to people of either sex that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward;
   b. Singling out people of either sex and creating or attempting to create a hostile university or working environment or otherwise attempting to harm or harming people because of their sex.
   c. Continuing verbal or physical conduct of a sexual nature when the person or persons the conduct is directed toward has indicated clearly, by word or action, that this conduct is unwanted.

2. Sexual Discrimination

   Sexual discrimination consists of actions that subject employees or students to unequal treatment on the basis of their sex.

3. Conflicts of Interest

   Consensual amorous relationships in which one person is responsible for supervising or evaluating the other create conflicts of interest because they impair or reasonably can be expected to impair the professional judgment of the supervisor.
C. Policy

It is the responsibility of members of the university community to strive to create an environment free of sexual harassment and discrimination, and free of unprofessional bias in the supervision and evaluation of students and employees.

1. It is against the policies of East Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward.

2. It is against the policies of East Carolina University for its employees or students to create a hostile University or work-place environment for an individual or group because of the individual's or the group's sex.

3. It is against the policies of East Carolina University for its employees or students to subject other employees or students to unequal treatment on the basis of their sex.

4. It is against the policies of East Carolina University for its employees or students to continue verbal or physical conduct of a sexual nature when the employees or students of the University toward whom such conduct is directed indicate clearly, by word or action, that such conduct is unwanted.

5. It is against the policies of East Carolina University for any employee of the university to engage in consensual amorous relationships with students or other university employees whom the employee is or will be supervising or evaluating. (This policy does not apply in cases where both the amorous relationship and the supervising or evaluating relationship were initiated before the policy's adoption date.)

III. Grievances Against East Carolina University Students

Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the Student Handbook.

IV. Grievances Against East Carolina University Staff

Complaints brought against East Carolina University Staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the ECU Business Manual.

V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators or visitors ordinarily are governed by the grievance procedures stated in the ECU Faculty Manual. However, if a faculty member raises allegations of sexual harassment or discrimination, or conflict of interest during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the ECU Faculty Manual, Appendix D, Tenure and Promotion Policies and Procedures of East Carolina University), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of sexual harassment or discrimination, or conflict of interest in accordance with the grievance procedures stated in the ECU Faculty Manual, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in Appendix X, Grievance Procedures for Complaints of Sexual or Racial Harassment or Discrimination or Conflict of Interest Brought Against ECU Faculty Members or Administrators Holding Faculty Status, or may be appealed before the Faculty Grievance Committee in accordance with the policies and procedures
set forth in *ECU Faculty Manual, Appendix D, Tenure and Promotion Policies and Procedures of East Carolina University*, but not both.

VI. Education of Students, Staff, and Faculty

The Committee on the Status of Women or its successor will develop educational materials to be distributed to students, faculty and staff. These materials will publicize the policies and procedures and help create a proper academic atmosphere that is free of sexual discrimination and harassment. Each year the Committee on the Status of Women will review the effectiveness of the educational materials and procedures and make any necessary revisions. All materials will be reviewed by the campus attorney before they are distributed.

VII. Disciplinary Action

See section I of Appendix X of the *ECU Faculty Manual* for the policies and procedures governing disciplinary actions that may be taken against faculty members who violate these policies.

Approved: Faculty Senate Resolution #91-49, 12 December 1991, ECU Chancellor

Amended: Faculty Senate Resolution #96-16, April 1996

Resolution #12-45
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012


Resolution #12-46
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the *ECU Faculty Manual*, Part V. Academic Information, Subsection I.J. *Grade Appeal Policy*, as follows:

Students are not able to appeal grades on the basis of violation of university policies. For example, if a student received a poor grade based on an opinion or an idea with which the professor disagreed, the student would have no grounds for appeal, even though there is a violation of academic freedom, which is protected for students under ECU and UNC-system policies. This change to the grade appeal policy is very important for our compliance to SACS principles. (Please note that this policy in no way protects students who do not follow assignments or who are not able to present arguments in support of their ideas. If there were academic reasons why the student received the poor grade, the appeal would not be successful.)

Additions are noted in **bold** print and deletions in *strikethrough*.

**Revise and keep in the Faculty Manual.**

J. Grade Appeal Policy
The goal of this grade appeal policy is to establish a clear, fair process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- **An error was made in grade computation.**
- **Standards different from those established in written department, school or college school, college, or university policies, if specific policies exist, were used in assigning the grade.**
- **The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.**

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

Resolution #12-47
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the *University Undergraduate Catalog*, Academic Regulations, Subsection: Grade Replacement Policy to go into effect Fall 2012, as follows:

Note: The Faculty Senate Resolution in which ECU adopted the Plus/Minus Grade System also called for changes to the Grade Replacement Policy and the Readmission under Forgiveness Policy. The Admission and Retention Policies Committee has recommended improvements to those policies since then, so what we offer below incorporates the plus/minus changes into our revised policies. We ask for these policies to become effective for the fall semester 2012.

Additions are noted in **bold** print.

**Grade Replacement Policy**
A student is permitted to use the Grade Replacement Policy a maximum of four times for courses below 3000 in which he or she has earned a grade of **C-**, **D+**, **D**, **D-** or **F**. For example, a student may replace a grade in four different courses or may replace a single course grade a maximum of four times or a combination thereof not to exceed the limits of the policy. Approval to use the policy will not be given if a student wishes to repeat a course after he or she has successfully completed an advanced course covering the same or similar material (e.g. a course for which the repeated course is a prerequisite.)

The grade replacements will be automatically processed for courses worth 3 or more semester hours. The student must request a grade replacement for 1 or 2 semester hour courses by completing a grade replacement form and submitting it to the Office of the Registrar. The grade replacement form must be submitted by the last day of classes of the semester in which the student retakes the course in order for the grade replacement(s) to be reflected in the student's GPA and Academic Standing for the current semester. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student's permanent academic record and will be included in the calculation for degrees with distinction. The replacement grade, or last grade, stands. Students receiving an **F** on the replacement grade must repeat the course if credit is required for
graduation. In the event that the original grade was a C-, D+, D, or D-, no additional credit hours will be awarded. The grade replacement policy does not apply to courses taken prior to fall 1994.

Resolution #12-48
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the University Undergraduate Catalog, Academic Regulations, Subsection: Readmission under Forgiveness Policy to go into effect Fall 2012, as follows:

Additions are noted in bold print and deletions in strikethrough.

Former East Carolina University students who have not been enrolled at ECU for a minimum of three consecutive academic years (six semesters, summer sessions excluded) may request readmission under the Forgiveness Policy. Such requests must be submitted on the application for readmission according to application deadline dates as specified above.

Students who have been enrolled at another regionally accredited college or university since their last enrollment at East Carolina University must submit to the Office of Admissions official transcripts indicating that a minimum cumulative 2.5 average has been earned in all transferable courses attempted.

Subsequent East Carolina University-based GPAs of students readmitted under this policy will be computed without inclusion of previous course work in which a grade of C- or below was received; credit toward graduation will not be allowed for such course work.

Student should be aware, however, that all ECU grades, including those earned prior to readmission under the forgiveness policy, will be included in calculations for consideration for degrees with distinction.

A student may take advantage of the readmission under the Forgiveness Policy only one time. Those readmitted under this policy are on academic probation for the first 19 semester hours of attempted course work. At the end of the term in which the nineteenth semester hour is attempted, a minimum cumulative 2.0 C average must have been earned at East Carolina University on all course work attempted since readmission under forgiveness. Failure to meet this stipulation will result in the student being ineligible, except for summer school, until such time as the 2.0 C average is obtained.

Students should be aware that the Readmission under Forgiveness Policy is an ECU policy that is not recognized in the US Department of Education’s calculation of financial aid eligibility. Students who plan to apply to or receive financial aid should contact the financial aid office. Cashier accounts must be cleared of any outstanding balance, if any, prior to registration for the term of readmission.

Students should also be aware that a substantial tuition surcharge may be applied in accordance with the rules established by the Board of Governors or other appropriate legislative body.

Resolution #12-49
Approved by the Faculty Senate: March 27, 2012
Curriculum and academic program matters included in the March 16, 2012 Educational Policies and Planning Committee meeting minutes, including an Intent to Plan a Master of Arts in Hispanic Studies within the Department of Foreign Languages and Literatures and a Program Name Change from Rehabilitation Counseling to Rehabilitation and Career Counseling within the Department of Rehabilitation Studies in the College of Allied Health Sciences.

Resolution #12-50
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the ECU Faculty Manual, Part V. Academic Information, Section III. Academic Program and Curriculum Development, as follows:

In March 2011, the Faculty Senate approved revisions to Appendix L (#11-45) that are currently being held for further study and pending approval by the Chancellor. The below revisions include an addition that addresses one of the remaining three sections in Appendix L.

Additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

III. Academic Program and Curriculum Development
Program and curriculum development is a faculty responsibility. Program and curriculum changes may be initiated, prepared, and presented for review to all relevant ECU campus bodies by voting faculty as defined in ECU Faculty Manual, Appendix L. Development of new academic degree programs and certificates is governed by the policies and procedures of the General Administration (GA). Consultation with the ECU Office of Academic Programs Program Planning and Development is recommended before preparing program development requests. Instructions on specific procedures and documents for program and curriculum development proposals are available on the Office of Academic Program Planning and Development’s Web site.

The Academic Program Development Collaborative Team, an advisory body to the Academic Council, collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee of its recommendations to the Academic Council and to the dean of the Graduate School concerning graduate programs under consideration. The Office of Continuing Studies processes requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual will apply.

A. Definitions
1. Degree Programs
A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the University’s academic program inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificates
A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master’s levels. UNC-GA has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-baccalaureate, and 24 s.h. for post-master’s) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Program planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLA)
These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction.

B. Curriculum Approval Process
Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs. The following is the order for seeking campus approval for undergraduate curriculum changes (1000-4000-level):
- Curriculum committee of dept/department/school in which the course(s) is/will be housed;
- Voting faculty of dept/department/school in which the course(s) is/will be housed;
- Foundations Curriculum and Instructional Effectiveness Committee (if requesting Liberal Arts Foundations Curriculum Credit);
- Writing Across the Curriculum Committee (if requesting Writing Intensive credit);
- University Service-Learning Committee (if requesting Service-Learning credit);
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of dept/department/school in which the course(s) is/will be housed;
- Curriculum committee of the college in which the course(s) is/will be housed;
- Council on Teacher Education (for Teacher Licensure Areas);
- Dean of the college in which the course(s) is/will be housed;
- University Curriculum Committee;
- Faculty Senate;
• Chancellor

The following is the order for seeking campus approval for graduate curriculum changes (5000-level and above):
• Curriculum committee of dept/ department/school in which the course(s) is/will be housed;
• Voting graduate faculty of dept/ department/school in which the course(s) is/will be housed;
• Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
• Chairperson/director of dept/ department/school in which the course(s) is/will be housed;
• Curriculum committee of the college in which course(s) is/will be housed and TLA proposals to Council on Teacher Education;
• Dean of the college in which the course(s) is/will be housed;
• Graduate Curriculum Committee;
• Graduate Council;
• Chancellor

C. Program Development Approval Process
Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title changes, and moving or discontinuing programs.

1. New Degree Programs
Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves three distinct steps:

Step Phase I: Notification of Intent to Plan (NIP) for bachelor's or master's; Request for Authorization to Plan (RAP) for doctoral
Step Phase II: Program Requirements/Course Approval Request for Authorization to Establish (RAE)
Step Phase III: Request for Authorization to Establish (RAE) Curriculum/Course Approval

In Step Phase I, the appropriate planning documents (NIP for bachelor's or master's; RAP for doctoral) are submitted to the following academic bodies and officers in the following order for approval: in the following order for seeking campus approval:
• Consultation with Academic Program Development Collaborative Team;
• Curriculum committee of dept/ department/school in which the program is/will be housed;
• Voting faculty of dept/ department/school in which the program is/will be housed;
• Chairperson/director of dept/ department/school in which program is/will be housed;
• Curriculum committee of the college in which program is/will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is/will be housed;
• Appropriate Vice Chancellor (for information purposes only);
• University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level. **The appropriate committees will consider the curriculum framework.** The GCC also will consider the external reviewers’ reports for master’s and doctoral degree proposals.
• Graduate Council for master’s or doctoral programs;
• Educational Policies and Planning Committee;
• Faculty Senate and Academic Council;
• Chancellor

In Step II, the approval of new degree requirements and courses is completed as specified above in “Curriculum Approval Process” for undergraduate and graduate programs.

In **Phase II**, a request for authorization to establish (RAE) a bachelor’s, master’s, or doctoral program is submitted to the following academic bodies and officers in the following order for approval: in the following order for seeking campus approval:

(The RAE document must be approved and submitted to UNC-GA within four months after the RAP is approved by UNC-GA.)

• Consultation with Academic Program Development Collaborative Team;
• Curriculum committee of dept/school in which the program is/will be housed;
• Voting faculty of dept/school in which the program is/will be housed;
• Chairperson/director of dept/school in which the program is/will be housed;
  • Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
• Dean of the college in which the program is/will be housed;
• External review (master’s and doctoral programs only);
• Appropriate Vice Chancellor (for information purposes only)
  • University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
• **Graduate Curriculum Committee (master’s and doctoral programs only);**
• Graduate Council for master’s or doctoral programs;
• Educational Policies and Planning Committee;
• Faculty Senate and Academic Council;
• Chancellor

In Phase III, the approval of new degree requirements and courses is completed as specified above in “Curriculum Approval Process” (Part V, Section III.B) for undergraduate and graduate programs. The curriculum approval process is separate from Phases I and II and may be initiated concurrently with Phases I or II. If BOG authorization to establish is received before the curriculum approval process has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.

2. New Minors, Certificates, Concentrations; Degree Title Changes; Teacher Licensure Areas; and Discontinuing Degree Programs
The following is the order for seeking campus approval for undergraduate or graduate minors, certificates, concentrations, degree title changes, teacher licensure areas, and discontinuing a degree program. (Discontinuing minors, certificates, concentrations, and teacher licensure areas are considered curricular actions.) The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

- Curriculum committee of dept/department/school in which the program is/will be housed;
- Voting faculty of dept/department/school in which the program is/will be housed;
- Chairperson/director of dept/department/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate Council for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor (Once new teacher licensure areas are approved by the North Carolina State Board of Education, they must be submitted to UNC-GA.)

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual Appendix D will apply.

3. Moving Degree Programs
The following is the order for seeking campus approval for moving a program.
- Curriculum committee of dept/department/school in which the program is currently and will be housed;
- Voting faculty of dept/department/school in which the program is currently and will be housed;
- Chairperson/director of dept/department/school in which program is currently and will be housed;
- Curriculum committee of the college in which program is currently and will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is currently and will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate Council for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

4. Process Completion
The proposing academic unit, in collaboration with the office Office of Academic Programs Program Planning and Development, prepares the final version of undergraduate and graduate program
requests for the chancellor’s consideration. Once the chancellor has made an affirmative decision, the office Office of Academic Programs Program Planning and Development submits the new program request and chancellor’s communiqué to UNC-GA.

D. Academic Program Review

Every academic program is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the Procedures for Unit Academic Program Review. Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit’s operational and strategic planning. (Faculty Senate Resolution #08-66)

Resolution #12-51
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Revisions to Policy for Making Up Missed Class Days, and editorial revisions to FS Resolution #11-95.

Approval of the below revisions necessitate editorial revisions to FS Resolution #11-95, Formal faculty advice on proposed Adverse Weather/Conditions and Emergency Closings Regulation. Those editorial revisions* are noted below.

Proposed additions are noted in bold print and deletions in strikethrough.

Policy for Making Up Missed Class Days
Partial missed days should not be made up. Entire missed days should be made up (in keeping with the 750 minutes per credit hour requirement set by the UNC General Administration). Class days where less than the entire day is canceled are considered Partial missed days. Faculties whose classes are affected on Partial missed days are encouraged to make up the missed class time with optional course assignments, readings, or other relevant activity. Faculty are also encouraged to consider utilizing various university online resources for this purpose as well.

Designated make-up days for Fall Semester
Make-up days should be used in the following order: Reading Days at the end of the semester; Tuesday of Fall Break; Monday of Fall Break; Wednesday before Thanksgiving.

Designated make-up days for Spring Semester
Make-up days should be used in the following order: Reading Days at the end of the semester; Good Friday.

If additional make-up days are needed, the Executive Council in conjunction with the Calendar Committee will decide how to make them up.

Suggestions on how to make up missed time
By meeting at the usual class time on the designated make-up days (avoid giving tests on these days) or by some activity relevant to the class (outside the usual class time, but not necessarily on

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the designated make-up days, as decided by the instructor following whatever procedures have been adopted by the unit).

*Editorial revisions to FS Resolution #11-95, Formal faculty advice.

**Proposed additions are noted in bold print and deletions in strikethrough.**

“6.4.3 Make up policies governing class cancellation are established by Faculty Senate Resolution#06-14, which state:

Partial missed days should not be made up. Entire missed days should be made up (in keeping with the 750 minutes per credit hour requirement set by the UNC General Administration). **Class days where less than the entire day is canceled are considered Partial missed days.** Faculties whose classes are affected on Partial missed days are encouraged to make up the missed class time with optional course assignments, readings, or other relevant activity. Faculty are also encouraged to consider utilizing various university online resources for this purpose as well.

**Designated make-up days for Fall Semester**
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**Designated make-up days for Spring Semester**
Make-up days should be used in the following order: Reading Days at the end of the semester; Good Friday.

If additional make-up days are needed, the Executive Council in conjunction with the Calendar Committee will decide how to make them up.

**Suggestions on how to make up missed time**
By meeting at the usual class time on the designated make-up days (avoid giving tests on these days) or by some activity relevant to the class (outside the usual class time, but not necessarily on the designated make-up days, as decided by the instructor following whatever procedures have been adopted by the unit).”

Resolution #12-52
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: not applicable

Proposed Summer 2013 – Spring 2014 University Calendars were returned to the Calendar Committee for additional review.

Resolution #12-53
Approved by the Faculty Senate: March 27, 2012
Approved by the Chancellor: May 2, 2012

Resolution on Conference-USA Student-Athlete Travel.
Whereas, the Faculty Senate of East Carolina University recognizes that East Carolina University is committed to offering opportunities for participation in collegiate athletics at the highest levels of competition; and

Whereas, the Faculty Senate of East Carolina University recognizes that many students who participate in collegiate athletics excel in the classroom, while others who participate fail to meet academic expectations; and

Whereas, East Carolina University is a member institution of the National Collegiate Athletic Association (NCAA), a voluntary membership association that governs intercollegiate athletics; and

Whereas, the National Collegiate Athletic Association (NCAA), obliges member institutions “to establish policies in all sports concerning student-athlete’s missed class time due to participation in intercollegiate athletics and in athletics competition scheduled during final examination periods” (NCAA Bylaw 17.1.6.1.1); and

Whereas, the East Carolina University Faculty Athletics Representative and the East Carolina University Athletics Committee have been reviewing athletic team schedules and have found challenges associated with travel in Conference-USA that are inconsistent with a commitment to the academic success and personal development of students who participate in collegiate athletics; and

Therefore, Be It Resolved that the Faculty Senate of East Carolina University urges a review of policies and practices related to student-athlete travel in Conference-USA by the Chancellors and Faculty Senates of all Conference-USA member institutions in an effort to minimize the disruption of the student athletes’ academic progress.

Resolution #12-54
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Commendation for Professor Marianna Walker, Chair of the Faculty, as follows:

WHEREAS, Professor Marianna Walker has served as Chair of the Faculty from Fall 2009 through Spring 2012, and

WHEREAS, Professor Marianna Walker has devoted considerable time and energy to actions that benefit the entire faculty of East Carolina University, and

WHEREAS, Professor Marianna Walker has upheld the core principles of academic freedom and shared governance, and

WHEREAS, Professor Marianna Walker has directed the successful review and revision of the entire contents of the Faculty Manual, and

WHEREAS, Professor Marianna Walker has provided steady leadership during the development and implementation of extensive changes to administrative and academic policies to facilitate ECU’s reaccreditation process, and

WHEREAS, Professor Marianna Walker has overseen the reorganization of existing and the creation of new Faculty Senate committees, and

WHEREAS, Professor Marianna Walker has offered skillful leadership during a severe budget crisis, and

WHEREAS, Professor Marianna Walker has contributed an evenhanded perspective during the continuing activities of the Program Prioritization Committee, and

WHEREAS, Professor Marianna Walker has integrated input from Faculty Senate committees and administrative committees, thus enhancing shared governance at ECU, and
WHEREAS, Professor Marianna Walker has admirably represented the faculty of the university at meetings with the university administration, the Board of Trustees, the Faculty Assembly, and other meetings with external and internal publics, and
WHEREAS, Professor Marianna Walker has efficaciously led the Faculty Senate through three full years of work.
THEREFORE BE IT RESOLVED, that Professor Marianna Walker is commended for her exemplary leadership as Chair of the Faculty.
BE IT FURTHER RESOLVED, that we, the members of East Carolina University's Faculty Senate, hereby express our deep appreciation to Professor Marianna Walker for her balance, professionalism, tireless leadership and supererogatory service during her tenure as Faculty Chair of East Carolina University.

Resolution #12-55
Approved by the Faculty Senate: April 17, 2012
Accepted by the Chancellor: May 24, 2012

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of March 21, 2012 and March 28, 2012 which include curricular actions within the College of Allied Health Sciences, College of Nursing, College of Education, College of Health and Human Performance, College of Technology and Computer Science, School of Communication, Department of Physics, Department of Biology, Department of Economics, Department of Geography, and Coastal Resources Management Program.

Resolution #12-56
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Curriculum and academic matters contained in meeting minutes of March 22, 2012, which include curricular actions within Department of History, School of Art and Design, Classical Studies Program, Department of English, Department of Geological Sciences, Department of Chemistry; College of Business, College of Education, College of Health and Human Performance; and April 12, 2012 (5:30 meeting), which included matters related to revision of committee guidelines and forms.

Resolution #12-57 (presented earlier #10-71)
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Additional revisions to the Allied Health Sciences Unit Code of Operation.

Resolution #12-58
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: April 26, 2012 (partial approval of only Education Code)
Approved by the Chancellor: May 24, 2012
Revised Academic Library Services Unit Code of Operation and revised College of Education Unit Code of Operation.

Resolution #12-59
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: not applicable

Rejected proposed revisions to the Summer 2012 University Calendar, leaving the official start date for First Summer Session on Tuesday, May 15.

Resolution #12-60
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012


Resolution #12-61
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Revisions to the ECU Undergraduate Catalog, Section II. Admission and Readmission, subsection Readmission and Section V. Academic Regulations, Academic Eligibility Standards, subsection Nontraditional Student Suspension, as follows:

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

Subsection Readmission

"Nontraditional students admitted under the Performance-Based Admission Nontraditional Students Admission Policy who fail either to meet the GPA requirement or to satisfy the retention stipulations may not continue enrollment at East Carolina University except under the following conditions:

1. Students may attend summer school at East Carolina University to satisfy retention stipulations.
2. Students may be readmitted under the provisions of the Special Readmission (Forgiveness) Readmission Under Forgiveness Policy to resume progress toward satisfying retention stipulations.
3. Students may be readmitted after completing at an accredited college or university 30 semester hours or 45 quarter hours of transferable work with a minimum grade point average of 2.5 on all transferable work.

Duplicate credit will not be granted under any circumstances. In all cases the stipulations specified at the time of initial admission must be satisfied.

Following Suspension

See section on academic regulations, academic eligibility standards, for policies on readmission following suspension and the Special Readmission Under Forgiveness Policy."

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Subsection Nontraditional Student Suspension

“Nontraditional Student Suspension: This code indicates the status of a student who has become academically ineligible because of failure to satisfy retention stipulations within the limits established by the Performance-Based Admission Policy. For readmission options available to students in this status, see Special Readmission (Forgiveness) Readmission Under Forgiveness Policy under Readmission, below.”

Resolution #12-62
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Revisions to the ECU Undergraduate Catalog, Section V. Academic Regulations, subsection Attendance and Participation, as follows:
(Additions are noted in bold print and deletions in strikethrough.)

Attendance and Participation

“A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services do not issue official written excuses for illness or injury, but will upon request at the time of the visit, provide a note confirming that the student has received care. In the event that the student is seriously ill or injured at the time of final examinations, Student Health Services on request by the student, may recommend a medical incomplete. A student who receives medical care from another licensed medical provider may take his or her instructor a note from that provider indicating that the student was too ill or injured to attend class, and listing the date(s) for which the student was unable to attend. The instructor may choose to accept these notes as evidence of excused absences.
The Dean of Students may authorize a university-excused absence in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child).
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Requests for university-excused absences should be submitted, whenever possible, to the Dean of Students at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university excused absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chair or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.”

Resolution #12-63
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

New subsection within the ECU Undergraduate Catalog, Section I. The University, entitled Student Academic Freedom, as follows:

**Student Academic Freedom**

“The University shall provide opportunity for its students to derive educational benefits through developing their intellectual capabilities, encouraging their increased wisdom and understanding, and enhancing their knowledge and experience applicable to the effective discharge of civic, professional, and social responsibilities. The University shall not abridge either the freedom of students engaged in the responsible pursuit of knowledge or their right to fair and impartial evaluation of their academic performance. All members of the university community shall share in the responsibility for maintaining an environment in which academic
freedom flourishes and in which the rights and freedom of each member of the academic community are respected.”

Resolution #12-64
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 2, 2012

Revision to the ECU Faculty Manual, Part III. Academic Freedom to include a link to the Statement on Student Academic Freedom (refer to #12-63 for proposed statement).

Resolution #12-65
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 2, 2012 (with change noted in highlight)

Revisions to the ECU Faculty Manual, Part I. Introduction as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

Introduction
The ECU Faculty Manual is the product of many years of faculty participation in shared governance at East Carolina University. The contents of the Manual require the approval of the Faculty Senate and the Chancellor, and for some sections, the approval of the Board of Trustees, UNC General Administration, and UNC Board of Governors. The Faculty Senate, through its standing University Academic and Appellate Committees, continues to periodically review and develop academic and faculty welfare policies and procedures when necessary.

All faculty are provided an overview and online access to the ECU Faculty Manual contents upon initial employment at East Carolina University and receive timely notification of updates/revisions to the Manual throughout the academic year. The Faculty Senate office coordinates the online publication and maintenance of the Manual and can be contacted for any questions about its contents.

In 1964, President Leo Jenkins established the Faculty Senate “as an organized voice for the faculty of East Carolina University to enable faculty to play a broader role in the decisional mainstream of the institution.” He constituted a committee of administrators and faculty to develop the ECU Faculty Constitution, that read in part “The Faculty Senate shall ratify, amend, or remand all matters of academic policy or faculty welfare which have been recommended by any standing or special committee of East Carolina or initiate any policies in such matters which it deems desirable.”

In 1974, a decade after the establishment of the Faculty Senate, President Leo Jenkins remarked “The result had been a constructive relationship between faculty and administration which has, in only a few years, resulted in the most representative and responsible Faculty Senate in the entire university system.”
In 1998, in his last term as Chair of the Faculty, Professor Don Sexauer stated “Shared governance in an academic setting is a fragile balancing act that takes place between the administration of the university and its faculty. It is the attempt by the administration and the faculty to solve problems and implement policies in a manner that benefits all the constituencies of the university.”

In 2009, Chancellor Steve Ballard charged the Faculty Senate, through the Chair of the Faculty, to conduct a complete review of the ECU Faculty Manual and revise the manual as necessary. During 2009-2012, major changes were made to the manual, including reorganization and deletion of outdated information. The ECU Faculty Manual has been redesigned to provide faculty members and administrators with policies and procedures in relation to faculty matters. The ECU Faculty Manual provides links to relevant UNC Board of Governors’ policies and procedures, as well as ECU Administrative Policies, Rules, and Regulations (PRRs).

Where ECU Faculty Manual policies are unclear or ambiguous, requests for interpretation of the manual are submitted to the Chair of the Faculty and/or Provost and Senior Vice Chancellor for Academic Affairs for a joint conditional interpretation. The Chair of the Faculty and Provost will also consult with the Vice Chancellor for Health Sciences and/or Vice Chancellor for Research and Graduate Studies, in matters pertaining to their purview. A conditional interpretation will be in effect until a permanent interpretation is adopted through normal procedures and incorporated into the contents of ECU Faculty Manual as needed. The Faculty Senate office maintains an index of interpretations provided for in the ECU Faculty Manual.

This manual has been designed to provide faculty members and administrators with a ready reference to established policies and procedures at East Carolina University. All faculty are to receive a copy of it upon initial employment at East Carolina University and updates/revisions as distributed. Faculty and administrators should ensure that all revisions are accurately inserted and outdated portions removed so that only current policies and information are contained in individual copies of the manual. The Faculty Senate office coordinates the publication, distribution, and maintenance of the manual and can be contacted for any questions about its contents or accuracy.

Requests for interpretation of the ECU Faculty Manual will be submitted to the Chair of the Faculty or the Vice Chancellor for Academic Affairs. The Chair of the Faculty and the Vice Chancellor for Academic Affairs will provide a joint conditional interpretation. In matters pertaining to their purview, the Vice Chancellor for Academic Affairs will consult with the Vice Chancellor for Health Sciences or the Vice Chancellor for Research. This conditional interpretation will be in effect until a permanent interpretation is adopted through normal procedures. The office of the Faculty Senate will maintain an index of such interpretations, identified in the appropriate section of the ECU Faculty Manual. (Faculty Senate Resolution #99-8, March 1999)

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, veteran’s status, gender, age, sexual orientation, political affiliation, or disability. (Faculty Senate Resolution #03-37, September 2003)
Revisions to the *ECU Faculty Manual*, Part II. University Organization, Subsection III. University Policy as follows:

Original additions are noted in **bold** print and deletions in strikethrough. Additional revisions to this section are noted in *yellow highlight*.

**Revise and keep in the Faculty Manual.**

III. University Policy

### III. Vetting of Administrative Policies, Rules, and Regulations (PRRs) Statements of Policy in matters relating to Faculty.

The following outlines the internal Faculty Senate process for obtaining Formal Faculty Advice on Administrative Policies, Rules, and Regulations (PRRs). Policies

Based on the *East Carolina University Policy Manual*, the official repository of all approved policies, regulations, and rules (PRRs) at East Carolina University, the following process has been established for the solicitation and provision of faculty advice on all matters involving faculty in the areas of academic policies, faculty welfare, and university regulations, and procedures and administrative governance ([www.ecu.edu/prr](http://www.ecu.edu/prr)) (ECU Regulation for Policy Development 01.15.01).

When the need for an administrative PRR policy, regulation, or rule is determined which pertains to faculty, the appropriate authority (Chancellor) or delegated authority (e.g. Provost, Academic Council) will inform the Chair of the Faculty. The appropriate delegated authority (e.g. Provost, Academic Council) provides the Chair of the Faculty with a draft of the proposed administrative policy. The Chair of the Faculty asks the appropriate university academic/appellate committee to review and provide feedback and recommendations to the Faculty Senate within a specific time frame, as designated by the Chancellor or issuing authority. Chair of the Faculty in consultation with the appropriate authority or designated authority.

Following committee review and vetting, the committee will submit the recommendation to the Faculty Senate as a means of formal faculty advice on the proposed PRR administrative policy. The Faculty Senate will vote on the recommendation of the university committee as formal advice for the proposed PRR administrative policy. The formal advice will be documented following the same recordkeeping process as all other Faculty Senate actions and resolutions.

If the formal advice on the PRR is approved by the Faculty Senate, the formal advice will be submitted to the Chancellor following the normal established approval/review process, in addition to the appropriate delegated authority for the PRR (e.g. Provost, Academic Council). 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, considered. The appropriate
delegated authority will notify the Chair of the Faculty that the faculty's formal advice has been considered.

The Chair of the Faculty and the Faculty Senate will receive formal notification from the appropriate authority (Chancellor) or delegated authority (e.g. Provost, Academic Council) following approval of the proposed administrative policy. A history of the Faculty Senate recommendation/formal advice will be maintained in the Faculty Senate office in the same manner as all other Senate actions and resolutions and maintained as feedback to the PRR policy when published in the University Policy Manual.

The chancellor, as the administrative and executive head of East Carolina University, exercises the authority and responsibility assigned to him or her in Chapter Five of The Code of the University of North Carolina. Subject to the policies of the board of governors and the direction of the president of The University of North Carolina, the chancellor and the board of trustees establish policies for the institution. In establishing policies, the chancellor receives advice from the administrative staff, the Graduate Assembly, the Faculty Senate, administrative and academic committees, and the Student Government Association. The chancellor delegates administrative responsibility to the five vice chancellors as described in Part VIII of the Faculty Manual. The planning, development, and administration of university policy are achieved by close interaction of the administrative organization and the faculty policy-making organization.

Resolution #12-67
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 2, 2012 (with changes noted in highlight)

Revisions to the ECU Faculty Manual, Part II. University Organization, Subsection IV. Academic Policy as follows:

Additions are noted in bold print and deletions in strikethrough.

Revise and keep in the Faculty Manual.

IV. Academic Policy
The faculty organization of East Carolina University comprises the general faculty. As provided in Section 502D of The Code of UNC, the BOG requires the Chancellor to ensure that there exists in the institution a faculty council or senate, a majority of whose members are elected by and from the members of the faculty. The Faculty Senate is the legislative and advisory body which represents the general faculty and provides the means by which faculty are enabled to fulfill their function with respect to faculty welfare and academic and educational policies exclusive of graduate programs. The Faculty Senate acts upon reports and recommendations of its standing academic committees (and ad-hoc committees). Please refer to the ECU Faculty Manual, Appendix A, Faculty Constitution and By-Laws of East Carolina University for the detailed list of responsibilities and activities of the Faculty Senate. Graduate faculty governance and organizational matters are also outlined in the ECU Faculty Manual.

According to ECU-Policy Regulation 01.15.01 regarding recommendations for new PRRs or Changes to Existing PRRs, the Faculty Senate, the Graduate Council, Staff Senate, Student Government Association, any standing or ad hoc committee of East Carolina University or any
administrative or academic officer, including Executive Officers, may recommend new PRRs or changes to existing PRRs. Any member of the University Community may forward recommendations for new or revised PRRs to any of the above entities/individuals. At East Carolina University, the general faculty are the general electorate and the Faculty Senate is the legislative and advisory body representing the general faculty. The Chancellor and the Chair of the Faculty facilitate communication that enables continuing and effective faculty participation in all aspects of the University community. The Chancellor is a member of all faculties and other academic bodies of the institution and shall have the right to preside over the deliberations of any legislative bodies of the faculties of the institution.

All Academic policies pertaining to faculty shall be housed in the Faculty Manual, in particular matters relating to tenure and promotion, curriculum, degree requirements, instructional standards and grading, and faculty welfare. In the spirit of shared governance, before the Chancellor either adopts with revisions a regulation or recommends to the Board of Trustees a proposed policy that differs from a recommendation of the Faculty Senate regarding matters of tenure and promotion, curriculum, degree requirements, instruction standards, and grading, the Chancellor will seek additional advice from the Faculty Senate to be provided within a period the Chancellor establishes in the best interest of the University.

The Faculty Senate and the Graduate School Administrative Board may initiate suggestions for undergraduate and graduate academic policy, respectively. Academic policy recommendations from any source are referred to the Faculty Senate or to the Administrative Board of the Graduate School. These bodies also ratify, amend, or remand all matters of academic policy which have been recommended by standing or special university committees. The chancellor acts upon the recommendations of the Faculty Senate and the Graduate School Administrative Board.

The Administrative Board of the Graduate School represents the members of the graduate faculty as a legislative and advisory body in the matter of graduate academic and educational policies. It consists of three representatives from the College of Arts and Sciences, one representative from each school, and three ex officio members. The dean of the Graduate School, who is responsible for the administration of the policies of the Graduate School, is chair of both the Administrative Board of the Graduate School and the graduate faculty. Please refer to the ECU Faculty Manual, Appendix F, Graduate School Organization for the detailed list of responsibilities and activities of the Administrative Board of the Graduate School.

Resolution #12-68
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 2, 2012 (with change noted in highlight)

Revisions to the ECU Faculty Manual, Part XIII. Promotion and Tenure Timeline, as follows:

Additions are noted in bold print.

Revise and keep in the Faculty Manual.
The timelines designated in this schedule are the normal review cycle for the stated personnel actions. The Chancellor may approve an adjustment to these timelines when compelling circumstances, as determined by the Chancellor, justify a temporary revision.

Promotion and Tenure Timeline – Spring before Decision Year*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 and 12 Month Faculty Deadline</th>
<th>Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Request to the Committee for promotion or early conferral of permanent tenure</td>
<td>1st Friday in February</td>
<td></td>
</tr>
<tr>
<td>Faculty member submits list of potential external reviewers to committee</td>
<td>3rd Friday in February</td>
<td></td>
</tr>
<tr>
<td>Committee submission of a list of external reviewers to the unit administrator and Selection of materials to be sent to reviewers.</td>
<td>2nd Friday in March</td>
<td>12-month faculty member with prior academic credit**</td>
</tr>
<tr>
<td>Unit Administrator sends letter and materials to confirmed external reviewers</td>
<td>Last Friday in April</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

Promotion and Tenure Timeline – Fall of Decision Year*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 and 12 Month Faculty Deadline</th>
<th>Time Allotted for Decision</th>
<th>Health Sciences Division Deadline</th>
<th>Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Administrator informs committee of upcoming need for a meeting</td>
<td>1st Tuesday in September</td>
<td>1st Tuesday in September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External reviewers’ reports due</td>
<td>1st Tuesday in September</td>
<td>1st Tuesday in September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty turns in PAD to Committee</td>
<td>2nd Tuesday in September</td>
<td>2nd Tuesday in September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee recommendation/PAD</td>
<td>2nd Tuesday in October</td>
<td>4 weeks</td>
<td>2nd Tuesday in September</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Action</td>
<td>9 Month Faculty Deadline</td>
<td>Time Allotted for Decision</td>
<td>12 Month Faculty Deadline</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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<td>----------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>PADs due to tenure committee for reappointment decision</td>
<td>3rd Tuesday in January</td>
<td></td>
<td>4th Tuesday in February</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation to Unit administrator</td>
<td>2nd Tuesday in February</td>
<td>3 weeks</td>
<td>3rd Tuesday in March</td>
<td></td>
</tr>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
<td>1st Tuesday in March</td>
<td>3 weeks</td>
<td>2nd Tuesday in April</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>9 Month Faculty Deadline</td>
<td>Time Allotted for Decision</td>
<td>12 Month Faculty Deadline</td>
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<tr>
<td>PADs due to tenure committee</td>
<td>1st Tuesday in September</td>
<td></td>
<td>1st Tuesday in April</td>
<td></td>
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<tr>
<td>Committee recommendation to unit administrator</td>
<td>1st Tuesday in October</td>
<td>4 weeks</td>
<td>1st Tuesday in May</td>
<td></td>
</tr>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
<td>3rd Tuesday in October</td>
<td>2 weeks</td>
<td>3rd Tuesday in May</td>
<td></td>
</tr>
<tr>
<td>Dean recommendation to VCAA or VCHS</td>
<td>1st Tuesday in November</td>
<td>2 weeks</td>
<td>2nd Tuesday in June</td>
<td></td>
</tr>
<tr>
<td>VCAA or VCHS decision</td>
<td>3rd Tuesday in November</td>
<td>2 weeks</td>
<td>3rd Tuesday in June</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subsequent Appointment of Fixed-Term Faculty Members Timeline – Spring of Decision Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed-term faculty members request consideration of a subsequent appointment and submit portfolio required by unit code</td>
</tr>
<tr>
<td>Committee and unit administrator notify fixed-term faculty member in writing of subsequent appointment recommendation</td>
</tr>
</tbody>
</table>
*Faculty candidate will be notified of the recommendation or decision, as appropriate, in writing within one week at each decision point.

**For 12-month Assistant Professor with 1 year of prior academic credit, in the fourth year of appointment, external reviewer list is due to Tenure Committee on the 2nd Tuesday in April; Tenure Committee’s final list of external peer reviewers is due to unit administrator on 4th Tuesday in April; unit administrator will send letters and selected materials to reviewers by the 3rd Thursday in May.

Revised:
Faculty Senate Resolution #06-09, March 2006
Faculty Senate Resolution #07-07, March 2007
Editorially revised, May 2007
Faculty Senate Resolution #10-82, December 2010
Faculty Senate Resolution #12-68, April 2012

Resolution #12-69
Approved by the Faculty Senate: April 17, 2012
Accepted by the Chancellor: May 24, 2012

Formal faculty advice on the proposed Allocation of Research Space Regulation.

Resolution #12-70
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 2, 2012

Revisions to the ECU Faculty Manual, Part VI. General Personnel Policies, Section I. Employment Policies, Subsection J. Salary Policies, as follows:

Original revisions to subsection J. Salary Policies are noted in bold print and deletions in strikethrough. Additional revisions to this subsection are noted in yellow highlight.

Revise and keep in the Faculty Manual.
This section will be updated when a PRR is published in the University Policy Manual.

“Salary Policies
Faculty annual salaries are paid semimonthly. New employees faculty receive the first payment on the first available payroll date as stated on the employee in the individual’s contract appointment letter. When the 15th or last day of a month falls on a non-work day for the business office, distribution of payment paycheck will be made on the last work day prior to that day. Arrangements must be made with the payroll office to have all payments paychecks deposited in a local bank to the faculty member’s account. Salaries for summer teaching are paid in accordance with the employee faculty member’s contract appointment letter. Nine month faculty salaries are paid in 24 installments from September 15 to August 31. Any appointment change that affects this will be included in the individual’s contract appointment letter. Term I teaching are paid in three installments. Salaries for summer term II are paid in two installments, and salaries for 11-week summer term are paid in five installments.
Federal and state income tax withholdings are based off information furnished to the payroll office on the US Treasury Department Form W-4 and North Carolina Department of Revenue Form NC-4, respectively.

New Faculty and non-immigrant visa holders must complete an I-9 form and updated forms when required by Federal law. Criminal background checks will also be conducted on all new faculty per the applicable policy statement.

For a more detailed description on Salary Policies (e.g. overloads, summer overloads, research/creative activity, less than full time employees, etc.) please refer to: ECU Policy Manual, Human Resources, and Financial Services (payroll).

For a full-time member of the faculty or EPA professional staff, the salary approved by the Board of Governors is the full compensation to be expected during the period of employment. No additional payments may be made for university duties that are generally related to the position to which the individual is appointed. The period of appointment includes all formal holidays and interludes during which no classes are scheduled.

Regardless of the salary source, total compensation paid during the period of appointment cannot exceed the salary amount authorized in the current academic salary increase document appointment letter, except for extraordinary situations that must be approved in advance by the appropriate vice chancellor the supervisor, department chair or school director, dean and vice chancellor.

Total Compensation
An individual's total annual salary compensation from all university sources may not exceed 133% of the annual nine-month base salary or 100% for a twelve-month employee during the twelve-month contract period without prior authorization from the appropriate vice chancellor.

Bonus amounts awarded to EPA or CSS employees as part of the Clinical Faculty Compensation Plan or Management Flexibility Act are not be included in the calculation of total annual salary compensation in the determination of the above amounts.

Less Than Full-time Employees
Upon appropriate approvals, individuals with appointments of less than full-time during an academic year or fiscal year can increase their commitment up to full-time with additional compensation. However, in no event may the effort of an individual exceed full-time commitment unless specifically approved in advance; additional compensation must be proportional to the base salary rate and not exceed full-time equivalency unless specifically approved in advance.

Research/Creative Activity
It is expected that such other proposed duties or tasks may require reduction in other planned responsibilities of the faculty or professional staff member. For example, arrangements may be made for reassigned time or research contract “buyouts” if faculty members are to conduct sponsored program activities during the regular academic year. Sponsored program activity does not normally constitute extraordinary or exceptional projects for consideration for supplemental payment.

Overloads
Under extraordinary circumstances, overloads may be approved for faculty to teach additional for credit courses. This is only allowable if this does not cause a conflict of commitment with other
assigned duties, and the faculty member has an appropriate workload prior to consideration of the overload.

Effective August 1, 2002, overload stipends for any purpose should normally be limited to one per academic year and only after the appropriate dean has granted prior approval and notified their appropriate vice chancellor. Pay rates for non-distance education overloads will be equated to the annual nine-month salary rate; i.e., pay per credit hour for overloads may not exceed the per credit hour nine-month rate based on a twelve credit hour per semester full-time basis. As per Administrative Memorandum 407, a second overload stipend for distance education purposes may be granted during an academic year, but only after prior approval from the appropriate vice chancellor. Units must ensure that overloads are necessary and should reduce reassignments for non-instructional purposes if at all possible prior to authorizing an overload stipend. It is preferable that overloads be kept to a minimum and be granted no more than once per academic year. Pay rates for distance education overloads may not exceed the published rates for summer school.

Summer Overloads
No overloads will be permitted during summer school sessions except in extraordinary circumstances and with prior approval. Compensation from any and all salary sources for summer employment may be arranged not to exceed three-ninths of the previous year’s nine-month annual salary base rate. The pay rate from summer school funds and distance education summer school courses will be based on a percentage of the nine-month rate up to a published annual maximum per session. The specific rates may be obtained through the office of the Provost.

Work for ECU Outside the Home Unit: Prior approval to teach or perform other duties outside the faculty member’s home unit is required from all involved administrative levels.

Salary Conversion Rate for Faculty
Information regarding salary conversion rates for faculty is detailed in individual contracts appointment letters or the applicable policy is referenced in individual appointment letters.

External Activities for Pay
The policies covering Faculty and Professional Staff income derived from external activities for pay are governed by Part VI, Appendix I. of the ECU Faculty Manual. Individuals are expected to comply with these policies that include seeking prior administrative permission to the commencement of the activity and the filing of annual conflict of interest statements at the end of the academic year. The External Activities for Pay forms and the Conflict of Interest Forms are available at www.aa.ecu.edu/forms.

(Faculty Senate Resolution #03-14, March 2003)
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 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. If an individual is a recommended finalist for a position or is currently serving and the applicant’s spouse or domestic partner desires University employment, and the University has an available position for which the spouse or domestic partner is qualified, a waiver of advertising for the second position must be obtained from the Office of Equity, Diversity, and Community Relations and from the Department of Human Resources.
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 the appointment shall be entirely within the purview of the appointing unit in accordance with all applicable personnel policies and procedures.
7. In some cases, deans or unit administrators may agree to provide bridge funding for a preliminary period. 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.
Resolution #12-72
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Revised Procedures for Annual Lifetime and Five-year Achievement University Research/Creative Activity Awards.

Resolution #12-73
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Curriculum and academic program matters included in the April 13, 2012 and April 14, 2012 meeting minutes, including a request for revisions to the Concentrations in the MAEd in Mathematics within the Department of Mathematics, Science, and Instructional Technology Education, request for Authorization to Establish a PhD Program in Economics, within the Department of Economics, and two unit academic program reviews including the Department of Geography (response to external review recommendations) and Department of Recreation and Leisure Studies (response to external review recommendations).

Resolution #12-74
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Removal of Foundation Curriculum Course Credit for CHEM 2770 Biological Chemistry and CHEM 2771 Biological Chemistry Laboratory; Removal of Foundation Curriculum Course Credit for ANTH 4050 Psychological Anthropology, ANTH 4054 Anthropology of Religion, ANTH 4253 Social Anthropology and ANTH 4260 Cultural Ecology; Removal of Foundation Curriculum Course Credit for HIST 3005 Selected Topics in History, HIST 3333 Biography in History, HIST 4550 Honors and HIST 4551 Honors; Removal of Foundation Curriculum Course Credit for ECON 3030, ECON 3144, ECON 3244, ECON 3323, ECON 3343, ECON 3353, ECON 3365, ECON 3420, ECON 3630, ECON 3750, ECON 3855, ECON 3960, ECON 4020, ECON 4214, ECON 4320, ECON 4373, ECON 4430 and ECON 4850; Removal of Foundation Curriculum Course Credit for FREN 2440, FREN 2441, FREN 2442, FREN 2443, FREN 3500, FREN 3555, FREN 3556, FREN 3557, FREN 3558, FREN 3560, GERM 3340, GERM 3400, GERM 3500, GERM 3520, GERM 3530, GERM 3540, GERM 3550, GRK 3001, GRK 3002, GRK 4001, GRK 4002, LATN 3001, LATN 3002, LATN 4001, LATN 4002, SPAN 4555, SPAN 4556, SPAN 4557, SPAN 4558, SPAN 4560, SPAN 4561, SPAN 4562 and SPAN 4563.

Resolution #12-75
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Stipulation (ref #13-62) placed on graduation requirements by the Chancellor: May 23, 2013

Recommendation establishing Domestic and Global Diversity Course Requirements, as follows:
This recommendation revises the current three-hour diversity requirement, which does not contain any goals.

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

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

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

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

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

**Domestic Diversity Course Goals**

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.

2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.

**Global Diversity Goals**

1. Students understand how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.

2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.

Resolution #12-76
Revision to *ECU Faculty Manual*, Part VIII, Section I, subsection III. Annual Evaluation (formerly Appendix C. Section III.) as follows:


Additions are noted in **bold** print and deletions in *strikethrough*.

**Revise and keep in the Faculty Manual.**

Subsection III, 1. Teaching to read as follows:

1. **Teaching**

   Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities. Teaching must be evaluated using multiple methods selected from the list below:
   
a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.
   
b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.
   
c. formal methods of peer review, including direct observation of teaching utilizing the appropriate university approved format (including direct observation of the teaching of new and tenure-track faculty). Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.
   
d. direct observation of teaching by the unit administrator.
   
e. review of data from the Student Perception of Teaching Survey (SPOTS). The data from SPOTS is qualitative data and is not designed to serve the purpose of a measurement instrument. Therefore, SPOTS data may not be converted into a numerical score to be used in faculty evaluation.
   
f. other procedures provided for in unit codes.

1. Teaching

   The quality of teaching must be evaluated by means of:
   
a. data from surveys of student opinion, when such data have been gathered in accordance with established procedures of the department or the university which guarantee the integrity and completeness of said data. As part of the effort to evaluate the teaching of faculty members, each unit shall either: develop and use its own instrument(s) as approved by the chancellor to determine student opinion of teaching or utilize the instrument developed by the Committee to determine student opinion of teaching.
b. formal methods of peer review of new and probationary term faculty, including direct observation of teaching. Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.

c. procedures provided for in unit codes;

The relative weight given to teaching, research/creative activity, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or research/creative activity. (Faculty Senate Resolution #97-43, December 1997)

2. scholarship;
3. patient care;
4. services rendered on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; and
5. other responsibilities as may be appropriate.

The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their contracts.

Resolution #12-77
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: n/a

Support of a Letter to the Chancellor Requesting Continued Involvement of the Committee and Library Administration in all phases of design, planning and decision-making of future space needs.

Resolution #12-78
Approved by the Faculty Senate: April 17, 2012
Approved by the Chancellor: May 24, 2012

Endorsement of Professor David Dosser as the continued Faculty Athletics Representative, as follows:

The minutes of the April 12, 2012 University Athletic Committee include a recommendation to have the Faculty Senate endorse the Chancellor’s reappointment of Dr. David Dosser as the Faculty Athletics Representative for East Carolina University. The members of the Committee have received very positive feedback and reported their own positive impressions of Dr. Dosser arrived at through considerable interactions and observation of his significant efforts (see FAR reports e.g. http://www.ecu.edu/cs-acad/fsonline/customcf/fsminute/fsminute/fsm1011.pdf)

The text of the National Collegiate Athletic Association Bylaws related to the Faculty Athletics Representative is included below.

“4.02.2 Faculty Athletics Representative. A faculty athletics representative is a member of an institution’s faculty or administrative staff who is designated by the institution’s president or chancellor
or other appropriate entity to represent the institution and its faculty in the institution’s relationships with the NCAA and its conference(s), if any (see also Constitution 6.1.3). (Revised: 3/8/06)

6.1.3 provides the following guidance to its member institutions: “Faculty Athletics representative. A member institution shall designate an individual to serve as faculty athletics representative. An individual so designated after January 12, 1989, shall be a member of the institution’s faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. Duties of the faculty athletics representative shall be determined by the member institution. (Adopted: 1/11/89)”

The ECU Faculty Athletics Representative position is described in brief below and in more detail in the ECU Faculty Athletics Representative Position Description.

The Faculty Athletics Representative (FAR) provides oversight and advice in the administration of East Carolina University Athletics program and plays a strategic role to ensure athletic integrity, institutional control of intercollegiate athletics, and enhancement of the student-athlete experience. The FAR is appointed by the Chancellor for a three-year term. The position is provided with .50 release from teaching duties. Representative duties/responsibilities:

a) Periodically reviews appropriate records to ensure that decisions related to admissions, academic advising, evaluation of academic performance, and the extent of academic support services are made in ways that are consistent with the primary academic mission of East Carolina University.

b) Provides advice to the Chancellor and Provost that reflects the traditional values of the faculty, and which is rooted in the academic ethic of East Carolina University.

c) Serves on the University Athletics Committee.

d) Reports regularly to the faculty senate regarding matters of academic integrity, academic preparation, and other matters related to the intercollegiate athletics program.

e) Represents ECU at C-USA meetings four times a year.

f) Promotes a balance between academics, athletics and the social lives of student athletes.

Resolution #12-79
Approved by the Faculty Senate: April 24, 2012
Approved by the General Faculty: August 20, 2012
Approved by the Chancellor: August 23, 2012

Revised ECU Faculty Manual, Part II, Section II. Faculty Constitution and By-Laws of East Carolina University (formerly Appendix A).

Resolution #12-80
Approved by the Faculty Senate: April 24, 2012
Rejected by the Chancellor: May 24, 2012 (link to comments)
Revised Standing University Academic Research/Creative Activity Grants Committee Charge, as follows:

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

1. Name: Research/Creative Activities Activity Grants Committee

2. Membership:
   14 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty and one faculty senator selected by the Chair of the Faculty.

   The membership of the committee shall serve according to their disciplinary expertise. Ideally, this would include seven six members from the College of Arts and Sciences, with at least two each from Humanities, Social Sciences, and the Sciences/Math, and seven eight members from the Professional Schools and other academic units, with no more than one two from each professional school. Each member shall have demonstrated accomplishment in scholarship, research, and/or creative activity, as evidenced by data submitted for each person nominated by the Committee on Committees or from the floor of the Faculty Senate.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 8 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee recommends policies and procedures governing the grant application process, criteria for the awarding of grants, guidelines for the use of research funds, and procedures for annual reporting by grant recipients.
   B. The committee recommends the funding of meritorious research/creative activity proposals. Members of the committee are not permitted to submit proposals for the committee's consideration.

   A. The committee considers matters related to the scholarly activity of the University, including at least the following:

   1. activities to improve and promote professional scholarly productivity of faculty members;

   2. policies and procedures governing research and/or creative activities;

   3. any proposed changes in existing policies affecting research and creative activities of faculty members of the University.

   B. The committee recommends the funding of meritorious research/creative activity proposals. The committee recommends policies and procedures governing the grant application process, criteria for the awarding of grants, guidelines for the use of research funds, and procedures for annual reporting by grant recipients.
funds, and procedures for annual reporting by grant recipients. Members of the committee are not permitted to submit proposals for the committee’s consideration.

C. The Committee reviews at least annually those sections within the University Undergraduate Catalog that corresponds to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:  
The committee reports its recommendations from these considerations to the Faculty Senate. 
The committee reports its recommendations of research/creative activity grant proposals to be funded to the vice chancellor for research and graduate studies and reports the final list of funded proposals to the Faculty Senate. The committee makes recommendations concerning the policies and procedures governing research/creative activity grant proposals to the Faculty Senate.

6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval: 
The committee is empowered to make recommendations regarding the funding of research proposals.

8. Standard Meeting Time:  
The committee will establish a standard meeting schedule at its first meeting of the academic year. does not have a standard meeting time.

Resolution #12-81
Approved by the Faculty Senate: September 11, 2012
Approved by the Chancellor: n/a

Chair of the Faculty charged to ask a standing University Academic Committee to work with the University Attorney and Vice Chancellor for Student Affairs to draft co-curricular policies and procedures.

Resolution #12-82
Approved by the Faculty Senate: September 11, 2012
Approved by the Chancellor: September 28, 2012

Formal faculty advice on curriculum and academic matters contained in the Graduate Curriculum Committee meeting minutes of April 25, 2012 and August 22, 2012.

Resolution #12-83
Approved by the Faculty Senate: September 11, 2012
Approved by the Chancellor: September 28, 2012
Curriculum and academic program matters included in the Educational Policies and Planning Committee meeting minutes of August 31, 2012, including the Request to Establish a Doctor of Nursing Practice (DNP).

Resolution #12-84
Approved by the Faculty Senate: September 11, 2012
Approved by the Chancellor: September 28, 2012

Recommendation on Implementation of New Student Perception of Teaching Survey, as follows:

The current Student Opinion of Instruction Survey (SOIS) would be administered for Fall, 2012 and the Student Perception of Teaching Survey (SPOTS) would be implemented beginning Spring, 2013. This would serve two purposes:

1. Provides ITCS time to develop the infrastructure for administering the SPOTS;

2. Allows faculty to have a student ratings data from a single instrument for the 2012-13 Faculty Annual Report (since ECU uses Spring 2012 and Fall 2012 student ratings for the 2012-2013 Faculty Annual Report).

Resolution #12-85
Approved by the Faculty Senate: October 2, 2012
Approved by the Chancellor: not applicable

Resolution on the UNC Strategic Plan, as follows:

WHEREAS, the UNC System is initiating strategic planning process for 2013-18 to set current and future priorities, resource planning and allocation, program planning, review and refinement of academic missions reflecting the University’s deep commitment to help North Carolina respond to changing state needs and economic challenges, and

WHEREAS, the Faculty of the UNC system have responsibility for developing, delivering, and assessing the curriculum, and

WHEREAS, the Faculty develop, pursue, and publish original research expanding the knowledge foundation on which our future depends, and

WHEREAS, the Faculty advise, mentor, and engage students in the activities that lead directly to their future occupations and improve their quality of life, and

WHEREAS, all these components contribute immensely to both current job creation and our citizens' preparedness for the future,

THEREFORE BE IT RESOLVED that, the Faculty of East Carolina University fully endorses the Resolution on the UNC Strategic Plan passed by the UNC Faculty Assembly on September 21, 2012, and
BE IT FURTHER RESOLVED that, to fully embrace the University of North Carolina mission “to discover, create, transmit, and apply knowledge to address the needs of individuals and society,” the Faculty of East Carolina University request that the membership of the UNC Advisory Committee on Strategic Directions be expanded to include faculty representation from this university specifically and from the other UNC Institutions in general.

Resolution #12-86
Approved by the Faculty Senate: October 2, 2012
Received by the Chancellor: October 30, 2012

Formal faculty advice on the curriculum and academic matters contained in the September 5, 2012 Graduate Curriculum Committee meeting minutes.

Resolution #12-87
Approved by the Faculty Senate: October 2, 2012
Approved by the Chancellor: October 12, 2012

Curriculum matters contained in the April 12, 2012 (I of II) and September 13, 2012 University Curriculum Committee meeting minutes.

Resolution #12-88
Approved by the Faculty Senate: October 2, 2012
Approved by the Chancellor: October 30, 2012

Student Perception of Teaching Survey Forms, including SPOTS Laboratory Course Form, SPOTS Field-Based Course Form, and SPOTS Distance Education Course Form, as companion forms to the previously approved SPOTS Face-to-Face Form, to be implemented beginning Spring 2013 along with the previously approved SPOTS Face-to-Face Form.

Resolution #12-89
Approved by the Faculty Senate: October 2, 2012
Received by the Chancellor: October 30, 2012

Formal faculty advice on revisions to the ECU Faculty Manual, Part II, Section IV. Graduate School Organization.

Resolution #12-90
Formal faculty advice on the Interim Regulation on Promoting Objectivity in Research funded under Public Health Service Grants or Cooperative Agreements or Contracts.

Resolution #12-91
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Fall 2012 Graduation Roster, including honors program graduates.

Resolution #12-92
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Curriculum matters included in the September 10, 2012 Writing Across the Curriculum Committee meeting minutes.

Resolution #12-93
Approved by the Faculty Senate: November 6, 2012
Received by the Chancellor: January 16, 2013

Formal faculty advice on the curriculum and academic matters contained in the September 19, 2012 and October 3, 2012 Graduate Curriculum Committee meeting minutes.

Resolution #12-94
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Curriculum and academic matters contained in the September 27, 2012, and October 11, 2012 University Curriculum meeting minutes.

Resolution #12-95
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Curriculum matters contained in the October 16, 2012 Service Learning Committee meeting minutes.

Resolution #12-96
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013
Curriculum and academic program matters included in the October 12, 2012, Educational Policies and Planning Committee meeting minutes.

Resolution #12-97
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Revised Research/Creative Activity Grants Committee Charge.

Resolution #12-98
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Removal of foundations credit from several Department of Philosophy courses and Department of Political Science courses.

Resolution #12-99
Approved by the Faculty Senate: November 6, 2012
Approved by the Chancellor: January 16, 2013

Revised Student Perception of Teaching Survey (SPOTS) Face-to-Face Form.

Resolution #12-100
Approved by the Faculty Senate: November 6, 2012
Received by the Chancellor: January 16, 2013 (with edits)

Formal faculty advice on University Behavioral Concerns Team Interim Regulation.

Resolution #12-101
Approved by the Faculty Senate: November 6, 2012
Accepted by the Chancellor: January 16, 2013

Limiting the teaching grants’ monetary amount awarded for summer stipends to no more than $10,000.

Resolution #12-102
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: not applicable

Resolution Concerning Minimum Education Competencies.
Resolution #12-103
Approved by the Faculty Senate: December 4, 2012
Received by the Chancellor: December 13, 2012

Formal faculty advice on the curriculum and academic matters contained in the October 17, 2012 Graduate Curriculum Committee meeting minutes.

Resolution #12-104
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: December 13, 2012

Curriculum and academic matters contained in the October 25, 2012 University Curriculum Committee meeting minutes.

Resolution #12-105
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: December 13, 2012

Curriculum matters included in the November 12, 2012 Writing Across the Curriculum Committee meeting minutes.

Resolution #12-106
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: not applicable

Resolution on Continuing the Option of Faculty Tenure, Rank and Status for Librarians at East Carolina University, that reads as follows:

Whereas, East Carolina University Librarians have faculty tenure, rank and status because they perform faculty functions, and like faculty in other academic units are required to publish original research, teach in classrooms, public contact points, and off campus venues, serve on university and system-wide UNC committees in order to obtain tenure; and

Whereas, East Carolina University Librarians perform a teaching and research role in that they instruct students formally and informally and assist faculty in their scholarly pursuits, and are also involved in research in a number of academic disciplines; and

Whereas, faculty tenure, rank and status help East Carolina University librarians do their job in the same way as it helps other professors, and as permanent members of the university community they are more vested in the institution and better able to ensure the free availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn; and
Whereas, faculty tenure, rank and status help East Carolina librarians realize that they are major stakeholders in university’s goals and objectives and thus can take the long view into consideration making our community and region stronger because of that stake; and

Whereas, faculty tenure, rank and status help East Carolina University librarians realize their full independence and duty to pursue research into neglected areas, and to develop collections in subjects that are unpopular at the moment; and

Whereas, Intellectual Freedom is a core value of the academy and faculty tenure, rank and status is a traditional way of preserving this value; and

Whereas, faculty tenure, rank and status enable women and men of ability to earn a living in the Academy.

Therefore Be It Resolved, that the Faculty Senate supports librarians at East Carolina University having the option of continued employment in positions that have faculty tenure, rank and status.

Resolution #12-107
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: January 23, 2013

Request Calendar Committee to split the University academic calendars into two (beginning with 2014/15 calendars) with a University academic calendar containing faculty-approved academic dates and a University student application/processing deadline calendar containing student deadlines determined after academic calendars are established and approved by the Chancellor.

Resolution #12-108
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: not applicable

Redesigned General Guidelines for Writing and Revising A Unit Code of Operation in accordance with the ECU Faculty Manual, Part IV, Section I. Academic Code Units and Section II. Unit Codes.

Resolution #12-109
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: December 13, 2012

Curriculum and academic program matters included in the November 9, 2012 Educational Policies and Planning Committee meeting minutes, including the Department of Computer Science unit academic program review.

Resolution #12-110
Approved by the Faculty Senate: December 4, 2012
Approved by the Chancellor: not applicable
2013-2014 Faculty Senate and Agenda Committee Meeting Dates, as follows:

<table>
<thead>
<tr>
<th>Agenda Committee will meet:</th>
<th>Faculty Senate will meet:</th>
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</thead>
<tbody>
<tr>
<td>August 27, 2013</td>
<td>September 10, 2013</td>
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<tr>
<td>September 24, 2013</td>
<td>October 1, 2013</td>
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<td>October 15, 2013</td>
<td>November 5, 2013</td>
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<td>November 19, 2013</td>
<td>December 3, 2013</td>
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<td>January 14, 2014</td>
<td>January 28, 2014</td>
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<td>February 11, 2014</td>
<td>February 25, 2014</td>
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<tr>
<td>March 4, 2014</td>
<td>March 18, 2014</td>
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<tr>
<td>April 1, 2014</td>
<td>April 15, 2014</td>
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<td></td>
<td>April 22, 2014 (2014/15 organizational mtg.)</td>
</tr>
</tbody>
</table>

Resolution #13-01
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: not applicable

**Support for the UNC Faculty Assembly** and Faculty Advisory Committee Reports on “Our Time, Our Future: The UNC Compact with North Carolina”, as follows:

Whereas, the Faculty Assembly of the 17 constituent campuses of the University of North Carolina has met and considered the January 16, 2013 draft report of the five-year strategic plan “Our Time, Our Future: The UNC Compact with North Carolina;” and

Whereas, the Faculty Assembly and President Ross constituted a Faculty Advisory Council (FAC) which submitted a set of recommendations in the document “Our University, Our Future: A Faculty Vision for UNC Strategic Directions;” and

Whereas, the Faculty Assembly resolved that the Faculty Advisory Council recommendations and Faculty Assembly resolutions 2013-02 and 2013-03 be incorporated into the final strategic plan, and

Whereas, the mission of East Carolina University is

To serve as a national model for public service and regional transformation by:

- Preparing our students to compete and succeed in the global economy and multicultural society,
- Distinguishing ourselves by the ability to train and prepare leaders,
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
- Saving lives, curing diseases, and positively transforming health and health care, and
- Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life, and
Whereas, the faculty and administration of East Carolina University, through shared governance, are best positioned to choose, implement, and evaluate the appropriate curricular and co-curricular activities, service, engagement, and economic development activities in pursuit of that mission, and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), and other professional accrediting bodies, require that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty; and

Whereas, SACS and other accrediting bodies periodically and comprehensively examine and affirm the quality of educational programs, and require that the faculty lead the assessment of the academic programs of the University;

Therefore, Be It Resolved That the strategic plan must reflect that the faculty, in their role as educational experts and as those charged with ensuring the highest academic quality programs, are the primary body to select course content and design, method of delivery, and to assess all academic programs, and

Be it Furthermore Resolved That the recommendations articulated in the FAC response report and in Faculty Assembly resolutions 2013-02 and 2013-03 be incorporated into the final strategic plan and into the plan's implementation.

Resolution #13-02
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Formal faculty advice on the curriculum and academic matters contained in the November 7, 2012 and December 5, 2012, Graduate Curriculum Committee meeting minutes.

Resolution #13-03
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Curriculum and academic matters contained in the December 13, 2012, University Curriculum Committee meeting minutes.

Resolution #13-04
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Curriculum and academic matters contained in the December 10, 2012, Writing Across the Curriculum Committee meeting minutes.
Resolution #13-05
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Curriculum and academic program matters included in the December 7, 2012 Educational Policies and Planning Committee meeting minutes.

Resolution #13-06
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Curriculum matters included in the January 22, 2013 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including removal of Foundations Credit for RELI 4699 Special Topics in Religious Studies, approval of Foundations Credit in Social Sciences for POLS 1050 Politics and Global Understanding.

Resolution #13-07
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

New School of Dental Medicine Unit Code of Operation.

Resolution #13-08
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Revised School of Medicine Unit Code of Operation.

Resolution #13-09
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Revised College of Education Unit Code of Operation.

Resolution #13-10
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Revision to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services, Subsection: Graduation Requirements as follows:

(Additions are noted in **bold** print and deletions in strikethrough.)
“Graduation Requirements
Every student should confer with his or her academic advisor and/or the major
department/school administrator or designee about program and degree requirements. At least
two semesters prior to graduation, each student must, in consultation with the unit
administrator or designee, complete a graduation requirements review (also called a senior
summary) in consultation with their advisor and complete the application for graduation that is
available in the Office of the Registrar and departmental offices.

All graduation requirements must be met by the official graduation date of East Carolina
University before the first day of the subsequent term, as shown:

<table>
<thead>
<tr>
<th>Graduation Term</th>
<th>Subsequent Term</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>First Day of Summer Term</td>
</tr>
<tr>
<td>Summer</td>
<td>First Day of Fall Term</td>
</tr>
<tr>
<td>Fall</td>
<td>First Day of Spring Term</td>
</tr>
</tbody>
</table>

A student may expect to be allowed to obtain a degree in accordance with the requirements
set forth in the regulations in force when he or she enters the university or under subsequent
regulations published while he or she is a student. However, a student is restricted in choice to
the requirements of one specific catalog. Undergraduate students who enter the university
under the regulations of a catalog have a period of five years, inclusive and continuous, in
which to claim the degree requirements of that catalog.

Students pursuing a second undergraduate degree must select a catalog issued no more than three
years prior to completion of the second degree program.

In order to graduate, all students must have earned a minimum cumulative GPA of 2.0 and a GPA of
2.0 in the major. If a student completes required courses in his or her major and takes other courses
in that field as elective, these additional courses as well as cognate courses will be counted in
computing the major GPA. Grades made on courses taken at other colleges and universities will not
be considered except in the calculation of graduation with honors, but official transcripts must be on
file in the office of the Registrar.”

Resolution #13-11
Approved by the Faculty Senate: January 29, 2013
Approved by the Chancellor: February 28, 2013

Revision to the ECU Faculty Manual, Part VI, Section I, Subsection VIII.C. Recording of Grades
as follows:

(Additions are noted in bold print.)

“C. Recording of Grades
Near the end of the semester, the University Registrar’s Office sends procedural instructions to
members of the teaching faculty for the posting of grades. Faculty members must submit grades
electronically no later than the deadline established by the registrar’s office. Instructors who fail to
submit grades will be subject to the procedures outlined in REG02.25.01, ‘Consequences for

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Formal faculty advice on a Proposed Supplemental Pay for EPA Employees Policy, as follows:

No suggested changes are being recommended.

1. Purpose

This Policy outlines practices for additional compensation paid to East Carolina University EPA employees: 1) faculty, 2) non-faculty (EPA-NF instructional and research), and 3) Senior Academic and Administrative Officers (SAAO) Tier I and Tier II. This Policy is not intended to modify any of the existing policies or procedures governing the administration of University salaries nor to address compensation practices for Clinical Support Services (CSS) or employees subject to the State Personnel Act (SPA). [Note: see the ECU Policy for Employees Exempt from the State Personnel Act for more information on the non-faculty classification of EPA employees]

2. Definitions

2.1. Base Salary – Base salary is the annual permanent salary of the employee approved by the Chancellor, Board of Trustees, or Board of Governors as it appears in the employment contract or subsequent salary increase/decrease letters. The base salary does not include any supplemental payments, although such payments may be addressed in a contract letter as part of the compensation package for the contract period.

2.1.1. For the purpose of defining the Base Salary, faculty in the Brody School of Medicine subject to the ECU Physicians’ Clinical Faculty Compensation plan, an EPA employee’s Base Salary will be the sum of the academic base and the supplement, as defined by the Clinical Faculty Compensation Plan.

2.2. Supplemental Payments – Supplemental Payments are compensation in excess of an EPA employee’s Base Salary for temporary increases in responsibility and/or for extra duties beyond the scope of the primary appointment. Prior approval of the supervisor, department chair or school director, dean and vice chancellor is required. See Section 4, below, for a non-exclusive list of Supplemental Payment types. [Note: see the ECU Supplemental Pay Codes matrix for additional descriptors and budget coding]

2.3. Contract Period – For 9-month faculty the contract period is typically August 16 through May 15. For 12-month faculty the contract period is typically July 1 through June 30. The specific dates for individual employees are based on the actual employment contracts.

2.4. Outside the Contract Period – The specific dates of the time outside the employee’s contract period is based on the actual employment contract. There is no Outside the Contract Period for 12-month employees.

2.5. External Funds – Grant or other non-state appropriated funding sources.

2.6. Dual Employment – Dual employment occurs when a university employee agrees to perform services for another state agency on a part-time or contractual basis. Approval must be obtained from the supervisor, department chair or school director, dean and vice chancellor before the service is provided in order to ascertain whether the obligation will interfere with job
duties and commitments of the primary position. Dual employment must be in accordance with the State of North Carolina Policy on Dual Employment.


3.1. No Supplemental Payments, above the Base Salary, may be paid for university duties that are generally related to the position to which the individual is appointed during the Contract Period. See Section 2.2 for a definition of Supplemental Payments and the Supplemental Pay Codes matrix for additional descriptors and budget coding.

3.2. Assignment of additional responsibilities for which supplemental payments may be considered must comply with university established Affirmative Action and Equal Employment Opportunity policies and procedures, up to and including a formal search process when required.

3.3. This Policy complies with applicable federal and state restrictions on level of effort for external sponsored projects, grants, or contracts. Federal restrictions permit up to 3/9ths effort for a 9-month employee outside the Contract Period and no more than 100% of total compensated effort during the Contract Period (133% Rule). In the case of these projects, the rate of pay for any Supplemental Payment must be the same as the base rate of pay for the contracted assignment.

3.3.1. Supplemental Payments, excluding approved summer research and instruction, and administrative supplements cannot be charged to a sponsored project.

3.4. All Supplemental Payments require the appropriate pre-approvals by the supervisor, department chair or school director, dean and vice chancellor. If the employee is in a different department/unit/division from the unit requesting service, approval of the supervisor, department chair or school director, dean and vice chancellor of the home department/unit/division is required.

3.5. Per the applicable hiring guidelines, less than full-time appointments during an academic or fiscal year can be increased up to full-time (1.0 FTE) with the appropriate additional compensation becoming part of their Base Salary upon approval by the supervisor, department chair or school director, dean and vice chancellor of the home department/unit/division.

3.6. Process for Approvals. Prior approval will be granted upon receipt and analysis of the following:

3.6.1. A written request from the appropriate unit administrator, including a rationale for recommending the employee, an explanation of the activities contemplated, a clear justification as to why the activity warrants Supplemental Payments, the relationships of the activities to the primary appointment, basis for the determination of the compensation rates, duration of assignment, and, if applicable, statements relative to any conflict with the primary appointment.

3.6.2. The request must be made to the supervisor, department chair or school director, dean and vice chancellor for their approval by affixing dated signatures on the request.

3.6.3. In the review, the total time commitments of the individual (workload, approved supplemental activities and external activities for pay) will be considered.

3.6.4. The approved request must be submitted to the Academic Affairs Personnel Administration, Health Sciences Personnel Administration, or EPA Human Resources Administration for final review and processing.

3.6.5. Documentation related to Supplemental Payments must be maintained in the employee’s personnel file.

3.7. No assignment that results in a supplemental payment may exceed one year, unless specifically approved by the appropriate vice chancellor.

3.8. No SAAO may be paid, in addition to his or her salary, for any services rendered to any institution-related foundation, endowment, or other entity that: 1) was established by officers of
the university, 2) is controlled by the university, or 3) is tax-exempt based on being a support organization for the university.

3.9. All Supplemental Payments will be processed as compensation through ECU Payroll, and subject to all applicable taxes and withholdings.

3.10. Individual fund sources may have specific restrictions on compensation or may have more restrictive practices than this policy. When there is conflict between this policy and the sponsor or activity requirements, the most restrictive practice will normally be applied.

4. Types of Supplemental Payments

The following is a non-exclusive list of types of Supplemental Payments:

4.1. Conducting Seminars, Workshops, Continuing Education Programs, and Training Approval may be granted for Supplemental Payments during the Contract Period for conducting non-credit short courses or presenting special lectures, seminars, workshops, creative activity, teaching in non-credit programs sponsored by the Office of Continuing Education, or conferences for continuing professional education.

4.2. Administrative Assignments EPA employees occasionally assume administrative duties for which Supplemental Payments are appropriate. Examples include, but are not limited to: (1) assignments of one year or less as coordinators of undergraduate, graduate or special programs; (2) interim appointments to a higher level of administrative responsibility, such as interim department chair, dean, or director.

4.3. One-Time Special Payments EPA employees sometimes perform work unrelated to their primary appointment, such a special project related to the person’s expertise for which they may receive a payment

4.4. Overload Instruction Faculty should generally not be paid for teaching credit courses in addition to their normal course load. Instead, other arrangements should be made, such as a corresponding course reduction in the following semester. Under extraordinary circumstances, overloads may be approved consistent with the process outlined in this policy, for faculty to teach additional for credit courses. This is only allowable if this does not cause a conflict of commitment with other assigned duties, and the faculty member has an appropriate workload.

4.5. Summer Research and Instruction Due to government restrictions on the level of effort, a 9-month faculty member who participates in government-sponsored research outside the Contract Period can teach summer sessions as long as the combination of teaching and research effort and compensation does not exceed 3/9ths of the Base Salary. The summer teaching rate of pay is determined by the academic unit. The summer research rate of pay is based on the previous year’s academic contract Base Salary and the 3/9ths requirements.

4.6. Instruction by EPA-NF and SAAO Employees (Tier II) EPA-NF and SAAO Employees (Tier II) may be allowed, subject to advance approval as described herein, to receive a supplemental payment for additional instructional responsibilities provided the additional responsibilities do not conflict with the duties of their primary appointment. Generally the instructional responsibilities must be carried out at times other than during the normal working hours associated with the primary appointment. However, in extraordinary circumstances, the instruction may occur during normal working hours with the approval of the supervisor, department chair or school director, dean and vice chancellor. Paid leave may not be used to account for the time associated with the additional instructional assignment, but leave without pay is an option. If leave without pay is not used to account for the time away from the primary appointment, an alternate work schedule must be approved. All such arrangements
must be reviewed annually and approved by the supervisor, department chair or school
director, dean and vice chancellor.

4.7. External Funds

4.7.1. For 9-month faculty, Supplemental Payments can be earned outside the Contract
Period for university-sponsored research that is externally funded by a government
agency as approved by the department chair or school director, dean and vice chancellor
and Office of Grants and Contracts. The maximum payment is 3/9ths of the Base Salary
or 100% of time.

4.7.2. Government sponsors do not permit compensation beyond the base rate of pay during
the Contract Period. As a general rule, faculty (9-month and 12-month) involved in
sponsored research during the Contract Period should have their other assigned
responsibilities reduced. All compensation rates and periods of appointment must be
approved by the Office of Grants and Contracts. Individual sponsors may have more
restrictive requirements than applicable university policies. The most restrictive policy will
be applied for sponsored project compensation.

5. Effective Date

This Policy is effective [insert date] and shall supersede any previous supplemental pay policies at
East Carolina University.

Resolution #13-13
Approved by the Faculty Senate: January 29, 2013
Holding for further study by the Chancellor: February 28, 2013 (with comments)
Approved by the Chancellor: May 23, 2013 (with stipulation)

Revised Committee Charges for Student Scholarships, Fellowships, and Financial Aid Committee,
Committee on Committees, Admission and Retention Policies Committee, Calendar
Committee, Student Academic Appellate Committee, Libraries Committee, University
Athletics Committee, Educational Policies and Planning Committee, Foundations
Curriculum and Instructional Effectiveness Committee, University Curriculum
Committee, as follows:

Revisions to the Student Scholarships, Fellowships, and Financial Aid Committee Charge
(Additions are noted in bold print and deletions in strikethrough.)

1. Name: Student Scholarships, Fellowships, and Financial Aid Committee

2. Membership:
7 elected faculty members.
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or
an appointed representative, the Director of Financial Aid, the Chair of the Faculty, one
faculty senator selected by the Chair of the Faculty, and one student member from the Student
Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee
charge. The chair of the committee may appoint such subcommittees as he or she deems
necessary.
3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee recommends policy guidelines for granting scholarships, fellowships, and other financial aid programs.
   B. The committee recommends recipients of specified student financial aid and student scholarships.
   C. The committee advocates for students to have up-to-date and easily accessible information about scholarships and fellowships.
   D. The committee reviews an annual report from the Director of Financial Aid on periodically the overall operation of the Office of Student Financial Aid.
   E. The committee works with the Honors College in their scholarship selection and awarding process. Committee members can participate in the Scholarship Weekend activities.
   F. The committee works with the Admissions/Enrollment Services offices on the implementation of scholarships for new, entering freshman.
   G. The Committee reviews at least annually those sections within the University Undergraduate Catalog and Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
   The committee makes its recommendations concerning policies and procedures to the Faculty Senate. The committee recommends recipients of specified student financial aid scholarships to the Director of Financial Aid. The committee recommends recipients of other specified student scholarships to the appropriate authorities, as needed.

6. How Often The Committee Reports:
   The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
   The committee is empowered to make recommendations regarding the granting of specified student financial aid scholarships. The committee is empowered to make recommendations to the Honors College regarding scholarship selection and awarding process. The committee is empowered to make recommendations to Admissions/Enrollment Services offices on the implementation of scholarships for new, entering freshman.

8. Standard Meeting Time:
   The committee meeting time is scheduled for the fourth Monday of each month.

Revisions to the Committee on Committees Charge
(Additions are noted in bold print and deletions in strikethrough.)

1. Name: Committee on Committees
2. Membership:
6 elected faculty members, 3 of whom are elected to the committee by the Faculty Senate for two-year terms at the organizational meeting of the Faculty Senate each spring semester. Ex-officio members (with vote): the Chair of the Faculty, the immediate Past Chair of the Committee on Committees, and the immediate Past Chair of the Faculty in residence, who shall not serve in the event of the reelection of the present chairperson.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
A. The committee considers the overall structure of all Faculty Senate committees, the membership of these committees, and continuity within the membership of each committee.

B. The committee studies and evaluates the functions of Faculty Senate committees and recommends changes in these functions as well as the creation of new committees and the elimination of old committees as deemed necessary or desirable.

C. At the Faculty Senate organizational meeting each spring the committee recommends to the Faculty Senate slates of candidates to fill vacancies on all committees except Agenda and Committee on Committees, Due Process, Grievance Board, Hearing, and Reconsideration.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate each year at the organizational meeting and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee meeting time is scheduled for the Tuesday of each month following the Agenda Committee.
The committee does not have a standard meeting time.

Revisions to the Admission and Retention Policies Committee Charge
(Additions are noted in bold print and deletions noted in strikethrough.)

1. Name: Admission and Retention Policies Committee

2. Membership:
7 elected faculty members.
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers matters related to undergraduate and graduate recruitment, admission, advising, and retention of students.
   B. The committee recommends to the Faculty Senate policies and procedures governing undergraduate and graduate recruitment, admissions, advising, retention, and readmission.
   C. The committee considers and proposes to the Faculty Senate policies and procedures pertaining to academic credits and standards. This includes, but is not limited to, auditing and repetition of courses, advanced placement credit, grading, course attendance, scholastic eligibility requirements, academic probation and suspension, degrees with distinction, honors listings (Honor Roll, Dean’s List, Chancellor’s List), schedule changes, withdrawal from the University, course-load limitation, residence requirements for graduation and other similar items.
   D. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee meeting time is scheduled for the first Monday of each month.

Revisions to the Calendar Committee Charge
(Additions are noted in bold print and deletions noted in strikethrough.)

1. Name: Calendar Committee

2. Membership:
7-8 elected faculty members.
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from
the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers calendar matters for university units, except the School of Medicine.
   B. The committee is concerned with the number of days the University shall be in session during the regular terms, each semester, and summer-session terms. The committee also recommends the beginning and closing dates of the regular terms, each semester, and summer-session terms.
   C. The committee schedules examination, holiday, and vacation periods.
   D. The committee develops and presents calendar guidelines to the Faculty Senate. The committee makes recommendations based on these approved guidelines and other matters affecting the calendar.
   E. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at the March meeting and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee does not have a standard meeting time.

Revisions to the Student Academic Appellate Committee Charge
(Additions are noted in bold print and deletions noted in strikethrough.)

1. Name: Student Academic Appellate Committee

2. Membership:
7–8 elected faculty members.
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. **Quorum:** 4 elected members exclusive of ex-officio.

4. **Committee Responsibilities:**
   A. The committee serves as an appeals board for entering students who do not meet admission requirements.
   B. The committee serves as an appeals board for students denied permission to drop a course.
   C. The committee serves as an appeals board for students who wish to appeal administrative decisions involving the interpretation and enforcement of policies pertaining to academic credits and standards.
   D. The committee serves as an appeals board for students seeking readmission after being declared academically ineligible to return.
   E. The committee serves as an appeals board for students appealing financial aid decisions.
   F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee’s charge and recommends changes as necessary.

5. **To Whom The Committee Reports:**
The committee reports its appellate decisions to the appropriate administrative office.

6. **How Often The Committee Reports:**
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. **Power Of The Committee To Act Without Faculty Senate Approval:**
The committee is empowered to make appellate decisions regarding students as outlined in its committee responsibilities.

8. **Standard Meeting Time:**
The committee meeting time is scheduled for the first Wednesday of each month.

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**Revisions to the Libraries Committee Charge**

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

1. **Name:** Libraries Committee

2. **Membership:**
   7 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Director of Academic Library Services, the Director of Health Sciences Library, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers the development of collections of books, periodicals, and other materials; library services; and the apportionment of University library budgets.
   B. The committee recommends policies and procedures concerning the development of library collections, services, facilities, and apportionment of library budgets.
   C. The committee interprets the problems and policies of both libraries to the faculty and conveys faculty opinion and needs to the library staff, the Faculty Senate, and the Chancellor.
   D. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
   The committee makes recommendations to the Faculty Senate concerning policies and procedures relating to the development of library collections and apportionment of library budgets. The committee makes recommendations to the Director of Academic Library Services and the Director of Health Sciences Library on matters relating to the services and facilities of the libraries and reports their recommendations to the Faculty Senate.

6. How Often The Committee Reports:
   The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
   The committee is empowered to make recommendations concerning the policies and procedures relating to the development of library collections, services, facilities, and the apportionment of library budgets.

8. Standard Meeting Time:
   The committee meeting time is scheduled for the third Wednesday of each month.

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Revisions to the University Athletics Committee Charge
(Additions are noted in bold print and deletions noted in strikethrough.)

1. Name: University Athletics Committee

2. Membership:
   8 faculty members. 5 elected by the Faculty Senate, 3 appointed by the Chancellor.

Ex-officio members (with vote): The Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, NCAA Faculty Athletics Representative, President of the Student Government Association, President of the Alumni Association, and President of the Pirate Club or their alternates.
Ex-officio member (without vote but with all other parliamentary privileges): Chancellor, Provost/Vice Chancellor for Academic Affairs, Director of Athletics, Assistant Director of Athletics for Student Development, Director of Compliance, Chair of the University Foundations Curriculum and Instructional Effectiveness Committee; or their designees, and the President of the Student Athlete Advisory Council.

3. Quorum: 5 faculty members exclusive of ex-officio.

4. Committee Functions:
   A. The Committee is concerned with issues pertaining to intercollegiate athletics at East Carolina University.
   B. The Committee’s primary functions are oversight responsibility in the area of academic integrity, compliance with NCAA rules and regulations, and the overall development of student athletes.
   C. The Committee is also concerned with general issues such as budget, conference matters, fund-raising, and public relations are inclusive in the charge, but not restricted to those cited.
   D. The Academic Integrity Subcommittee, composed of the faculty members on the committee, will report on the academic quality of the athletic program.
   E. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom the Committee Reports:
   A. The Committee makes recommendations concerning the implementation and administration of policies and procedures pertaining to intercollegiate athletics at East Carolina University to the Chancellor.
   B. The Committee reports to the Faculty Senate concerning its recommendations to the Chancellor and/or requests it has received from the Chancellor.
   C. The Committee makes recommendations concerning academic policies that impact the academic integrity of the athletic programs to the Faculty Senate.
   D. The Academic Integrity Subcommittee will report its evaluations of the academic integrity of the athletic programs to the Chancellor and to the Faculty Senate.

6. How Often the Committee Reports:
The Committee reports to the Faculty Senate at least once a year and other times as necessary. The Academic Integrity Subcommittee will report to the Chancellor and to the Faculty Senate each Fall spring.

7. Power of the Committee to Act Without Faculty Senate Approval:
The Committee makes recommendations concerning the implementation and administration of policies and procedures regarding academic oversight to the Chancellor. The Committee makes recommendations concerning academic policies and procedures that impact the academic quality of the athletic program to the Faculty Senate.

8. Standard Meeting Time:
The committee does not have a standard meeting time.
Revisions to the Educational Policies and Planning Committee Charge  
(Additions are noted in **bold** print and deletions in strikethrough.)

1. Name: Educational Policies and Planning Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers the adequacy, balance, and excellence of all of the University's undergraduate and graduate programs relative to accepted academic standards. This consideration shall cover the undergraduate and graduate programs as problems or concerns arise.
   B. The committee advises the Chancellor on the educational policies and organizations, goals, standards, and procedures of the University following such consideration, as outlined in Section 4.A., or as requested otherwise by the Chancellor or the Faculty Senate.
   C. The committee reviews information concerning proposals for all new curricula, programs, and academic policies, or for revisions in all existing policies, prior to the implementation of such proposals in the long-range planning of academic programs in the College of Arts and Sciences, the various professional schools, the Graduate School, and the Division of Continuing Studies. The Committee uses information regarding university academic standards and resources as the basis for its reviews.

   The committee reviews Seven Year Unit Program Evaluations (*ECU Faculty Manual, Part IV, Section III*) and unit responses to same, and provides written reports to the unit reviewed and Office of Academic Programs.

   D. The committee acts upon requests for permission to plan and establish all new degree programs and requests for permission to establish new minors. The committee shall use information regarding university academic standards and resources as the basis for its review.

   E. The committee advises the Chancellor of action to be taken if the University experiences financial exigency, or in the event that a major curtailment of an existing teaching, research, or public service program is considered (*ECU Faculty Manual, Appendix D, Part IX, Section I. Tenure and Promotion Policies and Procedures*).

   F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee’s charge and recommends changes as necessary.

   G. The chair or appointed representative serves as ex-officio member on the **University Online Quality Council**.
5. To Whom The Committee Reports:
The committee advises the Chancellor through their report to the Faculty Senate as described in 4.B. above. The committee reports to the Faculty Senate concerning requests it has received from the Chancellor. The committee reports to the Faculty Senate the action it has taken on requests for permission to plan and establish new degree programs and requests for permission to establish new minors.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Chancellor as described in 4.B above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second Friday of each month.

Revisions to the Foundations Curriculum and Instructional Effectiveness Committee Charge
(Additions are noted in bold print.)

1. Name: Foundations Curriculum and Instructional Effectiveness

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association. The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee recommends policies to improve and advance faculty teaching and student learning.
   B. The committee promotes teaching excellence and recommends means to identify faculty teaching success, including development of peer review instruments for teaching face-to-face and distance education courses. The committee assists units requesting aid in developing teaching evaluation instruments for personnel decisions. The committee recommends policies and programs to improve the physical environment in which teaching occurs. The committee provides a forum for faculty opinion concerning the design of new academic buildings and renovation of existing academic buildings.
   C. The committee makes recommendations regarding proposed changes, including individual courses, in the Foundations Curriculum. The committee makes recommendations to the Faculty Senate regarding proposed changes in the Foundations Curriculum requirements.
   D. The committee reviews the annual report of the Director of the Writing Across the Curriculum Program and the Dean of The Honors College.
E. The chair or appointed representative serves as an ex-officio member of the University Athletics Committee and Honors College Advisory Committee.
F. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.
G. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited above. The committee recommends curricular changes in Foundations Curriculum to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee meeting time is scheduled for the third Monday of each month.

Revisions to the University Curriculum Committee Charge
(Additions are noted in bold print.)

1. Name: University Curriculum Committee

2. Membership:
8 elected faculty members.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
A. The committee considers undergraduate courses (through 4000-level) and programs and has the responsibility of assuring the quality of course offerings regardless of mode of course delivery.
B. The committee recommends policies and procedures governing the acceptability of programs and courses.
C. The committee reviews requests for permission to establish new degree programs and requests to establish new minors.
D. The committee reviews and acts on proposals for new courses and programs and modifications of existing programs, the banking and deletion of courses (and programs), and standards and requirements for admission to, and retention in, degree programs.

E. The committee considers other items that affect the curriculum of undergraduate programs.

F. The committee acts on recommendations from the Council of Teacher Education regarding proposed changes in teacher education requirements.

G. The Committee reviews at least annually those sections within the University Undergraduate Catalog that corresponds to the Committee’s charge and recommends changes as necessary.

H. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate. The committee reports on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to report on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second and fourth Thursday of each month.

Resolution #13-14
Approved by the Faculty Senate: February 26, 2013
Received by the Chancellor: April 2, 2013

Formal faculty advice on curriculum and academic matters contained in the February 11, 2013 Graduate Council meeting minutes.

Resolution #13-15
Approved by the Faculty Senate: February 26, 2013
Received by the Chancellor: April 2, 2013

Formal faculty advice on curriculum and academic matters contained in the January 16, 2013, Graduate Curriculum Committee meeting minutes.

Resolution #13-16
Revisions to the University Academic Distance Education and Learning Technology Committee Charge.

Resolution #13-17
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Curriculum and academic matters contained in the January 24, 2013 University Curriculum Committee meeting minutes.

Resolution #13-18
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Curriculum and academic matters contained in the February 11, 2013 Writing Across the Curriculum Committee meeting minutes.

Resolution #13-19
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Curriculum and academic program matters included in the February 8, 2013 Educational Policies and Planning Committee meeting minutes, including a request for termination of the Certificate in Employee Assistance Program (EAP) in the Department of Addictions and Rehabilitations Studies within the College of Allied Health Sciences.

Resolution #13-20
Approved by the Faculty Senate: February 26, 2013
Received by the Chancellor: April 2, 2013

Formal faculty advice on proposed Co-Curricular Endorsement Policy, as follows:
(Additions are noted in bold print.)

Co-Curricular Collaborations Funding
The co-curricular collaboration fund was developed within the Division of Student Affairs to resources that promote an extension of curriculum taught in the classroom and to enhance the out-of-classroom experiences for students. Co-Curricular Collaborations enhance student learning and contribute to student success by supporting faculty and staff with creative, curriculum-driven programs, resources and events that occur outside the classroom.

To ensure that the co-curricular collaborations fund distribution is effective and inclusive, an Advisory Committee of faculty, staff, and students will review funding requests for all proposals submitted. The
committee will evaluate proposals and make allocation recommendations to the Associate Vice Chancellor for Student Involvement.

Criteria
1. This funding is available for new, innovative, and intellectually creative programs and events.
2. Funding may be requested by students, faculty or staff members. A letter of support must accompany the request from the Director, Department Head or Dean of the department making the request.
3. **If an academic department or program is sponsoring, approving, or endorsing this activity, there must be a signed letter from the unit administrator or program director verifying that the department or program and its faculty have agreed to sponsorship/approval/endorsement of the activity.**
4. Students will be directly and actively involved as a partner in all phases of the program from inception to post-assessment.
5. The funds are to support programs, activities, events or projects that directly support or engage the student population.
6. Programming should be broad-based and engaging in order to attract the interest of the larger ECU Community.
7. Programming must provide opportunities for faculty and students to engage in both formal and informal settings.
8. Program proposals must articulate measureable learning outcomes, develop measurement tools to assess student outcomes, and will provide information on the distribution, collection, and interpretation of data collected.

Guidelines
1. The request must be made by a current Student, Faculty, or Staff member of East Carolina University.
2. Proof of cost must be attached along with a detailed/itemized accounting of estimated costs on the budget summary sheet of this application.
3. All applications should specify other funding sources both internal and external to the University, with amounts granted and specific services or items already funded.
4. Funding will not be granted in totality for any program or activity.
5. Requests for funding may be denied if the committee feels that the organization has not allowed enough time to plan the desired event in accordance with the Department of Student Involvement and Leadership and the ‘How to Plan an Event’ resource in the Student Organization Office.
6. The individual or recognized organization submitting this application will be held accountable for spending the funds as outlined in the request.
7. The sponsoring individual/organization cannot solicit funds from other activity fee sources such as Student Government Association, Student Activities Board, Office of Greek Life, Center for Student Leadership and Engagement, or the Ledonia Wright Cultural Center, etc.
8. All marketing materials must be approved in advance by the Department of Student Involvement and Leadership.
9. The Department of Student Involvement and Leadership will be listed prominently as a sponsor and included in all forms of promotion and advertising including but not limited to print materials, websites, press releases, television, radio, etc.

10. A completed program evaluation and final expense report should be submitted no later than three weeks after the completion of the event. Failure to do so may result in ineligibility for future funding and/or reimbursement to the Co-Curricular fund.

11. Programs are to be submitted at a minimum of 4 weeks prior to the program date.

12. A Risk Assessment Form must be completed and submitted.

13. Incomplete Application Will Not Be Considered.

Special Consideration Topics

- Civil Discourse
- Sustainability
- Social Justice
- Leadership
- Financial Literacy
- Realizing Your Own Power
- Inclusion

Additional Services

Additional services are offered as an in-kind donation to approved proposals, which include:

- Contract Specialist
- Graphic Artist
- Assessment Coordinator
- Marketing Specialist

If you have questions, contact Krista Wilhelm, Assistant Director for Educational Programming at wilhelmk@ecu.edu or via phone at (252)328-4713.

Resolution #13-21
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Curriculum matters included in the February 18, 2013 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including approval of Foundations Credit in Writing Competency for ENGL 2201 Writing about the Disciplines, in Fine Arts for ENGL 2815 Intro to Creative Writing, and in Humanities for ENGL 3460 Literature and Mythology, ENGL 3470 Popular Literature, ENGL 2570 The Supernatural, and ENGL 3280 African Literature and removal of Foundations Credit from all of the upper-division (3000 and 4000) Sociology courses.

Resolution #13-22
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Stipulation (ref #13-62) placed on graduation requirements by the Chancellor: May 23, 2013
Revisions to the University Undergraduate Catalog, Section: Academic Advisement, Progress and Support Services, Subsection: Additional Requirements for all Degrees, as follows:

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

Additional Requirements for all Degrees

“Writing Intensive Requirement

Students enrolling at East Carolina University must fulfill the writing across the curriculum requirement prior to graduation. To do so, each student must complete a minimum of 12 semester hours of writing intensive courses, typically including ENGL 1100, 1200; at least one semester hour of writing intensive courses in the major; and any other three semester hours writing intensive course of the student’s choice. Students entering the university with transfer credit for ENGL 1200 have satisfied the foundations curriculum requirement in the area of English. Such students are still required to complete a total of 12 semester hours of credit in writing intensive courses. All second degree students will be required to complete at least three semester hours of writing intensive course work in the major. Writing intensive courses/sections of courses are identified each semester in the course schedule listing and will be designated WI on the student’s transcript. A complete listing of courses approved as writing intensive may be found at the University Writing Program Web site www.ecu.edu/writing. A course will transfer into ECU as WI under two conditions. The course must either be a writing intensive course in a writing across the curriculum program at the university or college where it was taken, and/or the course must have the words “writing” or “communication” (e.g., “Writing for Business and Industry” or “Business Communications”) in the course title. Courses meeting either of these two criteria will be accepted as WI, and count as writing intensive for ECU degree requirements.

Domestic and Global Diversity Requirement

Students enrolling at East Carolina University are required to complete two three-hour diversity courses: one course with a domestic diversity (USA) focus and one with a global diversity focus. Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences, and opportunities to learn how to deal constructively with these issues.

Courses receiving Domestic Diversity credit are designated as (DD) in the catalog course description; courses receiving Global Diversity credit are designated as (GD) in the catalog course description. Courses that transfer to ECU as equivalent to an ECU course that is approved for diversity credit receive diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the Foundations Curriculum and Instructional Effectiveness Committee.

Domestic Diversity Course Goals

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.

2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.
Global Diversity Course Goals
1. Students understand how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.
2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.

Cultural Diversity Requirement
Each academic unit will ensure that its majors complete at least one course which exposes them to cultural diversity. Courses which meet this requirement will be designated by the respective unit.

Cognate and Professional Course Requirements
Many baccalaureate programs have requirements in addition to course work in foundations curriculum, in the major field, and in the minor field. These additional requirements may be labeled cognate courses or professional courses required for teacher certification (see requirements for degree in section 8). Cognates, minor courses, and courses used for the second major may be used to satisfy foundations curriculum requirements, except where prohibited. Professional courses required for teacher certification may not be used to satisfy foundations curriculum requirements.

Resolution #13-23
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: April 2, 2013

Report on University Policy on Awarding Undergraduate Degrees with Distinction, as follows:

Introduction
On September 27, 2012, Mark Sprague, Chair of the Faculty, assigned the Admission and Retention Policies Committee to “review current graduation policies and consider how they may unfairly disqualify students engaged in online learning to graduate with honors.” After reviewing this policy, the Admission and Retention Policies Committee recommends that the current ECU Policy on Degrees with Distinction (http://www.ecu.edu/cs-acad/registrar/GraduationHonors.cfm) be retained as is.

Current Policy
The current ECU policy on awarding undergraduate degrees with distinction can be found in the University Undergraduate Catalog, in the section titled: Undergraduate Studies: Academic Advisement, Progression and Support Services: Degrees with Distinction. This policy includes the requirement that “The student must complete through enrollment in East Carolina University at least one-half the minimum number of hours required for the degree.” The policy does not distinguish between online credit hours and those taken on campus.

This stipulation has resulted in a number of appeals over the years from graduating transfer students who compiled excellent academic records but did not earn at least half of their credits while enrolled at ECU. The Admission and Retention Policies Committee examined this question in 2005 and again in 2011, each time deciding against recommending a change.

Committee Analysis
After receiving Dr. Sprague’s charge, the committee discussed the issue of the minimum number of ECU credit hours required to graduate with distinction at our October 2012 and January 2013 meetings. At our January meeting, we decided to study the policies of ECU’s peer institutions and select UNC-system institutions regarding minimum credit hours for awarding such honors. The following chart shows the minimum semester hours in residence required by each institution in order to earn a degree with distinction:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University</td>
<td>30 hours</td>
</tr>
<tr>
<td>Florida International University</td>
<td>40 hours</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>45 hours</td>
</tr>
<tr>
<td>Wright State University</td>
<td>45 hours</td>
</tr>
<tr>
<td>UNC-Greensboro</td>
<td>45 hours</td>
</tr>
<tr>
<td>UNC-Charlotte</td>
<td>48 hours</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>50 hours</td>
</tr>
<tr>
<td>Appalachian State University</td>
<td>4 semesters full time OR 58 hours</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>1/2 of degree credit</td>
</tr>
<tr>
<td>Virginia Tech University</td>
<td>60 hours</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>60 hours</td>
</tr>
<tr>
<td>University of Missouri at Kansas City</td>
<td>60 hours</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>60 hours</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>60 hours</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>60 hours</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>60 hours</td>
</tr>
<tr>
<td>University of Wisconsin – Milwaukee</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

In all cases, semester hours are being reported even if the university listed is on a quarter system. Some schools have provisions for including transfer hours (using expanded calculations) and some schools distinguish between pass/fail or other special courses, such as practicum hours, but these are not listed above.

Based on the above thresholds for achieving distinction, our policy is in line with our peer institutions’ policies. Therefore, the Admissions and Retention Policies Committee recommends leaving the current policy unchanged. The committee encourages individual programs or departments to explore their own departmental honors to recognize high achieving students who do not meet ECU’s requirements for degrees with distinction.

Resolution #13-24
Approved by the Faculty Senate: February 26, 2013
Rejected by the Chancellor: April 15, 2013

Revisions to the ECU Faculty Manual, Part VII, Section III. Research Conduct.

Resolution #13-25
Approved by the Faculty Senate: February 26, 2013
Approved by the Chancellor: March 5, 2013
Checklist for the Review of Unit Post Tenure Review Procedures by the Provost's Review Panel

☐ The review procedure does not institute a reevaluation or revalidation of the faculty member's tenured status.

☐ The review procedure states a standard to be used by the PTR committee for finding a faculty member's performance exemplary, satisfactory or deficient that was approved by the Tenure Committee and the Unit Administrator.

☐ The standard used by the performance review committee to rank faculty members as "exemplary," "satisfactory," or "deficient" is based on differences in the degree to which a faculty member has discharged conscientiously and with professional competence the duties associated with his or her position during the period under review. These differences are not necessarily quantifiable and may be based on the subjective evaluation of faculty peers.

☐ The review procedure does not base ranking entirely on the faculty member's annual evaluations.

☐ The review procedure requires that the evaluation of a faculty member's performance of assigned duties must be judged only by the published unit and Faculty Manual performance criteria in effect during the evaluation period (as found in the ECU Faculty Manual, Part VIII, Section I (III.). Evaluations) and in the unit code).

☐ The review procedure requires that an evaluation address all of the duties actually assigned to the faculty member during the period covered by the evaluation as these duties were weighted for the individual faculty member at the time. Thus the review procedure is a comprehensive assessment of the faculty member's teaching, research, service and other duties, including contributions to the departmental college/school and university goals, contributions to the academic programs in which the faculty member teaches and any other professional activities bearing on the faculty member's performance of his or her duties during the period under review.

☐ The review procedure requires that performance review for each faculty member must reflect the nature of the faculty member's field or work and must conform to fair and reasonable expectations as recognized by faculty peers in each department and discipline.

☐ The review procedure permits considering any performance of duties judged supererogatory (duties that address the unit's mission but are not specifically assigned during the period under evaluation).

☐ The review procedure requires that the review be conducted in a manner free of arbitrary, capricious, or discriminatory elements and adheres to the requirements of the Faculty Manual.
The review procedure requires that misconduct can only be addressed if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personal file a letter expressing disagreement with a finding).

Sample format for documenting the Criteria and Standards governing a Unit’s Performance Review of Tenured Faculty, as required by the University of North Carolina General Administration and the ECU Faculty Manual

The format below is an ECU Faculty Senate recommendation, not a requirement. However, this format will assist the Provost and Vice Chancellor for Health Sciences’ Review Panel charged to review each of ECU’s individual unit five-year tenured faculty performance review procedures for conformance with the UNC-GA and ECU Faculty Manual requirements.

To use this format, insert the unit’s name at the beginning of the document and insert at the locations indicated references to the unit’s criteria for evaluating teaching, research, service and other duties that were in its unit code during the period covered by the review and the unit’s standards for being ranked exemplary, satisfactory or deficient (as recommended by the unit’s Tenure Committee and approved by the unit administrator). Instructions for adding material to the document are stated in brackets (“[ ]”). What is presented addresses the requirements of the Policy for Performance Review of Tenured Faculty of East Carolina University, Part IX, Section II, East Carolina University Faculty Manual. All other aspects of the review procedure are covered in this policy. The “format” document begins below the line.

Name of Code Unit (or School, Department or Area within a Code unit that has its own Tenure Committee and performance criteria for the five-year Performance Review or Tenure Faculty).

The five-year performance review of tenured faculty is governed by the Policy for Performance Review of Tenured Faculty of East Carolina University, Part IX, Section II, East Carolina University Faculty Manual. The overriding goal of the review is stated in the preamble to ECU’s policy: “The comprehensive, formal, periodic evaluation of cumulative faculty performance, has the purposes of ensuring faculty development and promoting faculty vitality.” The review “does not create a process for the reevaluation or revalidation of tenured status.”

General Considerations: The Performance Review Committee (PRC) is guided by these Faculty Manual requirements:

- The PRC determines, for each faculty member under review, whether the committee either agrees or disagrees with the findings of the unit administrator.

- The review shall have as its basic standard of appraisal and evaluation whether the faculty member under review discharged conscientiously and with professional competence the duties associated with his or her position during the period under review.

- The review shall be informed by the faculty member’s annual reports and annual evaluations.

- PRC discussion will address all aspects of the faculty member’s professional performance, including all duties actually assigned to the faculty member during the period covered by the review, as these duties were weighted for the individual faculty member at the time.
The review shall not be a reevaluation or revalidation of tenured status.

The review shall be for the purpose of ensuring faculty development and promoting faculty vitality.

The review shall reflect the nature of the faculty member’s field or work and shall conform to fair and reasonable expectations as recognized by faculty peers in the department and the discipline.

The review shall be conducted in a manner free of arbitrary, capricious, or discriminatory elements and shall adhere to the requirements of the Faculty Manual and the unit code, including the performance criteria stated in the unit code and copied below.

**Evaluation Criteria:** The PRC shall apply the following criteria in determining whether to agree or disagree with the findings of the unit administrator:

1. *ECU Faculty Manual*, Part VIII, Section I (III.) Evaluations, and

2. [Insert a to the evaluation criteria in the unit code.]

**Standards for being found exemplary, satisfactory or deficient:** [To bring individual unit standards into compliance with the Faculty Manual standard, the Faculty Senate recommends, but does not require, that unit Tenure Committees and the unit administrators adopt the following as the unit’s standards:]

**Exemplary:** during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position in such a way as to constitute a model for others that represents the best of its kind.

**Satisfactory:** during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position.

**Deficient:** during the period under review, the faculty member failed to discharge conscientiously and with professional competence the duties associated with his or her position.

**Other Considerations:**

The PRC will address misconduct only if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personal file a letter expressing disagreement with a finding).

The PRC will consider any performance of duties judged supererogatory (relative to the Faculty Manual and unit criteria, specific duties assigned and not assigned, and the like).

Resolution #13-26
Approved by the Faculty Senate: February 26, 2013
Received by the Chancellor: April 2, 2013

Formal faculty advice on revisions to IDEA Chair Survey, as follows:
Below are links to both old and new IDEA Chair Survey forms, reports, and summary of the changes. Following a review of the material, the Faculty Governance Committee supports the revisions including the addition of two questions (20) *Ensuring the assessment of student learning outcomes is meaningful and ongoing* and (21) *Actively supporting student recruitment and retention efforts* but objects to (41) *Looks out for the personal welfare of individual faculty members.*

**Summary of comparisons** between Old and New versions of the IDEA Chair Survey

**Revised (2012)** IDEA Chair Survey Form

Old IDEA Chair Survey Form

Revised (2012) Chair information (completed by chairs)

Old Chair information (completed by chairs)

Revised IDEA Feedback for Department Chair Report

Old IDEA Feedback for Department Chair Report

Resolution #13-27  
Approved by the Faculty Senate: February 26, 2013  
Received by the Chancellor: April 2, 2013

Formal Faculty Advice on Proposed University Patent Policy.

Resolution #13-28 
Approved by the Faculty Senate: March 19, 2013  
Approved by the Chancellor: April 17, 2013

Spring 2013 Graduation Roster, including honors program graduates, subject to the completion of degree requirements.

Resolution #13-29  
Approved by the Faculty Senate: March 19, 2013  
Received by the Chancellor: April 17, 2013 (with comments)

Formal faculty advice on curriculum and academic matters contained in the March 4, 2013 Graduate Council meeting minutes, including an update on approval process for thesis and dissertations included in the *ECU Faculty Manual* and Graduate Catalog.
Resolution #13-30
Approved by the Faculty Senate: March 19, 2013
Received by the Chancellor: April 17, 2013

Formal faculty advice on curriculum and academic matters contained in the February 6, 2013 Graduate Curriculum Committee meeting minutes.

Resolution #13-31
Approved by the Faculty Senate: March 19, 2013
Holding for further study by the Chancellor: April 17, 2013 (with comments)
Rejected by the Chancellor: May 13, 2016 (with comment)

The Graduate Curriculum Committee and Undergraduate Curriculum Committee must adhere to both the University Undergraduate Catalog and University Graduate Catalog definition of 5000-level courses; that is, that all such courses are graduate level courses and must have graduate-level objectives, learning outcomes, and all other graduate school requirements for such courses. No 5000 or higher level courses will require the University Undergraduate Curriculum Committee’s approval or undergraduate course requirements.

Resolution #13-32
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Curriculum and academic matters contained in the February 14, 2013 University Curriculum Committee meeting minutes.

Resolution #13-33
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Revisions to the ECU Faculty Manual, Part XI, Section I.D. to include web service for retired faculty, as follows: (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:

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)"
Resolution #13-34
Approved by the Faculty Senate: March 19, 2013
Received by the Chancellor: April 17, 2013 (with comments)

**Formal faculty advice** on proposed revisions to the Current Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure, as follows:

**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 finalistafor 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.

Resolution #13-35
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Resolution on Annual Report from the Office of Equity and Diversity that states:

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 report to the Faculty Senate with statistics on diversity in the faculty and administration (to include gender and other historically underrepresented groups) of East Carolina University.

Therefore Be It Further Resolved, that the annual 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
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 at least 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. Early registration for special populations will begin at 1 pm on the working day prior to the first day of early registration week.
10. Commencement will be scheduled at appropriate times at the end of both fall and spring semesters.
11. When appropriate, the start date for summer session will be scheduled four to seven days after spring commencement.
12. Independence Day and, when appropriate, Memorial Day will be scheduled as summer session holidays.
13. There will be at least one day between the end of first summer session and the start of second summer session.
14. 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
- MWF 9:00 – 9:50
- MWF 10:00 – 10:50
- MWF 11:00 – 11:50
- MWF 12:00 – 12:50
- MWF 13:00 – 13:50
- MWF 14:00 – 14:50
- TTh 8:00 – 9:15
- TTh 9:30 – 10:45
- TTh 11:00 – 12:15
- TTh 12:30 – 13:45
- TTh 14:00 – 15:15
- 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:

<table>
<thead>
<tr>
<th>Fall/Spring contact hrs per week</th>
<th>Summer session days per week and total classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-days</td>
</tr>
<tr>
<td>total classes</td>
<td>25 classes</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>150</td>
</tr>
</tbody>
</table>

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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:

<table>
<thead>
<tr>
<th>Fall/Spring contact hrs per week</th>
<th>Summer session days per week and total classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester minutes</td>
</tr>
<tr>
<td>1</td>
<td>750</td>
</tr>
<tr>
<td>2</td>
<td>1500</td>
</tr>
<tr>
<td>3</td>
<td>2250</td>
</tr>
<tr>
<td>4</td>
<td>3000</td>
</tr>
<tr>
<td>5</td>
<td>3750</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTWThF</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>MTWThF</td>
<td>9:45 AM</td>
</tr>
<tr>
<td>MTWThF</td>
<td>11:30 AM</td>
</tr>
<tr>
<td>MTWTh</td>
<td>1:15 PM</td>
</tr>
<tr>
<td>MTWTh</td>
<td>3:30 PM</td>
</tr>
<tr>
<td>MTWTh</td>
<td>5:45 PM</td>
</tr>
<tr>
<td>MTWTh</td>
<td>8:00 PM</td>
</tr>
</tbody>
</table>

Resolution #13-37
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

New Guidelines for Creating and Maintaining University Student Application/Processing Deadlines that reads as follows:

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.

Resolution #13-38
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

New Format for University Academic Calendars as follows:

<table>
<thead>
<tr>
<th>20xx-20xx University Academic Calendar</th>
<th>Summer Session 20xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Session</td>
<td></td>
</tr>
<tr>
<td>(Actual days First Session: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays, x day for final examinations)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March xx, Friday</th>
<th>Early registration for special populations begins at 1:00 pm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td></td>
<td>(Second class day)</td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm). (Same as the last day of drop &amp; add for summer terms)</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>State Holiday (no classes). (Observance of Memorial Day)</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>(Tenth class day)</td>
</tr>
<tr>
<td>June xx, Tuesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td></td>
<td>(Seventeenth class day)</td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June xx, Tuesday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>June xx, Wednesday</th>
<th>New student registration; schedule changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>June xx, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>June xx, Friday</strong></td>
<td>Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm. <em>(Second class day)</em></td>
</tr>
<tr>
<td><strong>June xx, Monday</strong></td>
<td>Census Day (Official enrollment count taken at 5:00 pm). <em>(Same as the last day of drop &amp; add for summer terms)</em></td>
</tr>
<tr>
<td><strong>July 4, weekday</strong></td>
<td>State Holiday (no classes). <em>(Observance of July 4th)</em></td>
</tr>
<tr>
<td><strong>July xx, Tuesday</strong></td>
<td>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. <em>(Tenth class day)</em></td>
</tr>
<tr>
<td><strong>July xx, Friday</strong></td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm. <em>(Seventeenth class day)</em></td>
</tr>
<tr>
<td><strong>July xx Thursday</strong></td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td><strong>August xx, Friday</strong></td>
<td>Final examinations.</td>
</tr>
<tr>
<td><strong>August xx, Monday</strong></td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**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)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March xx, Friday</strong></td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td><strong>March xx, Monday</strong></td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td><strong>May xx, Friday</strong></td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td><strong>May xx, Monday</strong></td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td><strong>May xx, Tuesday</strong></td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm. <em>(Second class day)</em></td>
</tr>
<tr>
<td><strong>May xx, Tuesday</strong></td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td><strong>May xx, Monday</strong></td>
<td>State Holiday (no classes). <em>(Observance of Memorial Day)</em></td>
</tr>
<tr>
<td><strong>June xx-xx, Tuesday</strong> and <strong>Wednesday</strong></td>
<td>Midsummer Break (no classes). <em>(After twenty fifth class day)</em></td>
</tr>
<tr>
<td><strong>July xx, Friday</strong></td>
<td>State Holiday (no classes). <em>(Observance of July 4th)</em></td>
</tr>
<tr>
<td><strong>July xx, Tuesday</strong></td>
<td>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. <em>(Twentieth class day)</em></td>
</tr>
<tr>
<td><strong>July xx, Friday</strong></td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm. <em>(Thirty third class day)</em></td>
</tr>
<tr>
<td><strong>July xx, Thursday</strong></td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td><strong>August xx, Friday</strong></td>
<td>Final examinations.</td>
</tr>
<tr>
<td><strong>August xx, Monday</strong></td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**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)*

280
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Fall Semester 20xx begins.</td>
</tr>
<tr>
<td>August xx, Monday</td>
<td>Faculty meetings.</td>
</tr>
<tr>
<td>August xx, Monday</td>
<td>Advising, registration, and schedule adjustments.</td>
</tr>
<tr>
<td>August xx, Tuesday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>September xx, Monday</td>
<td>State Holiday (no classes). <em>(Observance of Labor Day)</em></td>
</tr>
<tr>
<td>September xx, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm. <em>(Fifth class day)</em></td>
</tr>
<tr>
<td>September xx, Tuesday</td>
<td>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. <em>(Not needed if classes begin on Friday.)</em></td>
</tr>
<tr>
<td>September xx, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm). <em>(Census is taken on the 10th class day for fall and spring semesters)</em></td>
</tr>
<tr>
<td>October xx-xx, Saturday-Tuesday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October xx, Wednesday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>October xx-xx, Monday-Friday</td>
<td>Advising for Spring Semester xx <em>(One week prior to early registration begins)</em></td>
</tr>
<tr>
<td>October xx, Tuesday</td>
<td>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. <em>(Thirtieth class day)</em></td>
</tr>
<tr>
<td>October xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm. <em>(Working day prior to open registration)</em></td>
</tr>
<tr>
<td>October xx, Monday</td>
<td>Registration for Spring Semester 20xx begins. <em>(Registration should not overlap 1st to 4th of the month)</em></td>
</tr>
<tr>
<td>November xx, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm. <em>(Forty fifth class day)</em></td>
</tr>
<tr>
<td>November xx, Saturday</td>
<td>Last day to apply as an undergraduate student for the Spring Semester.</td>
</tr>
<tr>
<td>November xx-xx, Wednesday-Sunday</td>
<td>Thanksgiving Break.</td>
</tr>
<tr>
<td>December xx, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>December xx, Monday</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 20xx. <em>(Three weeks prior to the end of final exams)</em></td>
</tr>
<tr>
<td>December xx, Tuesday</td>
<td>Last day to submit thesis to the Graduate School for completion of degree in this term. <em>(Next day after last day to drop)</em></td>
</tr>
<tr>
<td>December xx, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Fall 20xx. <em>(Same as last class day)</em></td>
</tr>
</tbody>
</table>
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.

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**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Friday, December xx</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Monday, December xx</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Tuesday, December xx</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December xx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December xx</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December xx</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December xx</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Thursday, December xx</td>
</tr>
</tbody>
</table>
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.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 20xx begins.</td>
</tr>
<tr>
<td></td>
<td><em>(Registration should not overlap 1st to 4th of the month)</em></td>
</tr>
<tr>
<td>April xx, Thursday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td></td>
<td><em>(Forty fifth class day)</em></td>
</tr>
<tr>
<td>April xx-xx Friday-Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April xx, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 20xx.</td>
</tr>
<tr>
<td></td>
<td><em>(Three weeks prior to the end of final exams)</em></td>
</tr>
<tr>
<td>April xx, Monday</td>
<td>Last day to submit thesis to the Graduate School for completion of degree in this semester.</td>
</tr>
<tr>
<td></td>
<td><em>(Next day after last day to drop)</em></td>
</tr>
<tr>
<td>April xx, Tuesday</td>
<td>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. <em>(Not needed if classes begin on Friday.)</em></td>
</tr>
<tr>
<td>(optional)</td>
<td></td>
</tr>
<tr>
<td>April xx, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 20 xx.</td>
</tr>
<tr>
<td></td>
<td><em>(Same as last class day)</em></td>
</tr>
<tr>
<td>April xx, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April xx, Wednesday</td>
<td>Reading day. <em>(May be considered on Saturday or Sunday when classes end on Friday.)</em></td>
</tr>
<tr>
<td>April xx, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May xx, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>Commencement. <em>(Must be on Friday)</em></td>
</tr>
<tr>
<td>May xx, Saturday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Thursday, April xx</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Friday, May xx</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Monday, May xx</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May xx</td>
</tr>
</tbody>
</table>

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

Resolution #13-39
Approved by the Faculty Senate: March 19, 2013
Received by the Chancellor: April 17, 2013

Formal faculty advice on the format for New Student Application/Processing Deadlines as follows:

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Thursday</td>
<td>Last day to apply for admission to Graduate School for First Summer Session.</td>
</tr>
<tr>
<td></td>
<td>(When the date falls on Saturday or Sunday, the date of the next Monday is used.)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Last day to apply for graduation during the Summer Session.</td>
</tr>
<tr>
<td>April xx, Sunday</td>
<td>Last day to apply as a post baccalaureate teacher licensure student for Summer Sessions.</td>
</tr>
<tr>
<td>April xx, Tuesday</td>
<td>Last day to apply as an undergraduate student for First Summer Session &amp; 11-Week Session.</td>
</tr>
<tr>
<td>May xx Monday</td>
<td>Late Processing Fee assessed for all who have not paid fees by 5:00 pm.</td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Schedules canceled for all who have not paid fees by 5:00 pm.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>Last day to apply as an undergraduate student for Second Summer Session.</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>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.</td>
</tr>
<tr>
<td>June xx, Tuesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July xx, Saturday</td>
<td>Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.</td>
</tr>
<tr>
<td>August xx, Tuesday</td>
<td>Last day to submit appeals to Student Academic Appellate Committee for readmission for Fall Semester</td>
</tr>
</tbody>
</table>

**Second Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April xx, Wednesday</td>
<td>Last day to apply for admission to Graduate School for Second Summer Session.</td>
</tr>
<tr>
<td>June xx, Friday</td>
<td>Last day to apply as an undergraduate student for Second Summer Session.</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>Late Processing Fee assessed for all who have not paid fees by 5:00 pm.</td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Schedules canceled for all who have not paid fees by 5:00 pm.</td>
</tr>
<tr>
<td>June xx, Wednesday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>June xx, Friday</td>
<td>Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.</td>
</tr>
<tr>
<td>July xx, Sunday</td>
<td>Last day to apply as an undergraduate readmit student or post baccalaureate teacher licensure student for the Fall Semester.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>July xx, Tuesday</td>
<td>Last day for undergraduate students to drop term-length courses or</td>
</tr>
<tr>
<td></td>
<td>withdraw from school without grades by 5:00 pm. Block courses may be</td>
</tr>
<tr>
<td></td>
<td>dropped only during the first 50% of their regularly scheduled class</td>
</tr>
<tr>
<td></td>
<td>meetings.</td>
</tr>
<tr>
<td></td>
<td><em>(Tenth class day)</em></td>
</tr>
<tr>
<td>July xx, Monday</td>
<td>Last day to submit thesis to Graduate School for completion of degree</td>
</tr>
<tr>
<td></td>
<td>in the Summer Session.</td>
</tr>
<tr>
<td></td>
<td>*(Last class day of second summer term minus ten days. No date</td>
</tr>
<tr>
<td></td>
<td>should be listed during the first summer term since graduation from</td>
</tr>
<tr>
<td></td>
<td>Graduate School occurs only at the end of the summer.)*</td>
</tr>
<tr>
<td>July xx, Friday</td>
<td>Last day for graduate students to drop courses without grades by 5:00</td>
</tr>
<tr>
<td></td>
<td>pm.</td>
</tr>
<tr>
<td></td>
<td><em>(Seventeenth class day)</em></td>
</tr>
<tr>
<td>July xx, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>August xx, Tuesday</td>
<td>Last day to submit appeals to Student Academic Appellate Committee</td>
</tr>
<tr>
<td></td>
<td>for readmission for Fall Semester</td>
</tr>
</tbody>
</table>

**Summer Session 20XX**

11-Week Summer Session

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

**Fall Semester 20xx**
<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| 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.) |
| 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, Monday | 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) |
<p>| December xx, Tuesday | Last day to submit thesis to the Graduate School for completion of degree in this term. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 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.) |
| 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.  
(One week before classes begin.) |
| 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.  
(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)* |

Resolution #13-40  
Approved by the Faculty Senate: March 19, 2013  
Approved by the Chancellor: April 17, 2013

2014-2015 University Academic Calendar as follows:

**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)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25, Wednesday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>June 26, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>June 27, Friday</td>
<td>Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.</td>
</tr>
<tr>
<td>June 30, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>July 4, Friday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 15, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>July 21, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 31, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>August 1, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 4, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 24, Monday</td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td>May 16, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 19, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 26, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 24-25, Tuesday</td>
<td>Midsummer Break (no classes).</td>
</tr>
<tr>
<td>July 4, Friday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 8, Tuesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 15, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>July 31, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>August 1, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 4, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 24, Monday</td>
<td>Registration for Fall Semester 2013 begins.</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>Faculty meetings.</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>Advising, registration, and schedule adjustments.</td>
</tr>
<tr>
<td>August 26, Tuesday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 1, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>September 2, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>September 2, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>September 9, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>October 11-14, Saturday-Tuesday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October 15, Wednesday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>October 20 – 24, Monday-Friday</td>
<td>Advising for Spring Semester 2015.</td>
</tr>
<tr>
<td>October 21, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>October 24, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>October 27, Monday</td>
<td>Registration for Spring Semester 2015 begins.</td>
</tr>
<tr>
<td>October 30, Thursday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>November 1, Saturday</td>
<td>Last day to apply as an undergraduate student for the Spring Semester.</td>
</tr>
<tr>
<td>November 26-30, Wednesday-Sunday</td>
<td>Thanksgiving Break.</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 2014.</td>
</tr>
<tr>
<td>December 2, Tuesday</td>
<td>Last day to submit thesis to the Graduate School for completion of degree in this term.</td>
</tr>
<tr>
<td>December 9, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Fall 2013.</td>
</tr>
<tr>
<td>December 9, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>December 10, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>December 11, Thursday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>December 18, Thursday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>December 19, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>December 20, Saturday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Friday, December 12</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Monday, December 15</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Tuesday, December 16</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 17</td>
</tr>
</tbody>
</table>

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

**Spring Semester 2015**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 20, Monday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>October 21, Tuesday</td>
<td>Registration for Spring Semester 2014 begins.</td>
</tr>
<tr>
<td>January 9, Friday</td>
<td>Advising and schedule adjustments.</td>
</tr>
<tr>
<td>January 12, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>January 16, Friday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>January 19, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>January 27, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>March 5, Thursday</td>
<td>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.</td>
</tr>
<tr>
<td>March 8-15, Sunday</td>
<td>Spring Break.</td>
</tr>
<tr>
<td>March 16, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>March 16-20, Monday</td>
<td>Advising for Summer Sessions and Fall Semester 2015.</td>
</tr>
<tr>
<td>March 20, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 23, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>March 23, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 2015 begins.</td>
</tr>
<tr>
<td>April 3-4, Friday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April 16, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 2014.</td>
</tr>
<tr>
<td>April 20, Monday</td>
<td>Last day to submit thesis to the Graduate School for completion of degree in this semester.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 2014.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April 29, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>April 30, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May 7, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>May 8, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>May 9, Saturday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Thursday, April 30</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Friday, May 1</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Monday, May 4</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, May 1</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 30</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, May 4</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May 5</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 6</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, May 7</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, May 1</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, May 7</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Monday, May 4</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Tuesday, May 5</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Wednesday, May 6</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, Apr 30</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, May 1</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, Apr 30</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Monday, May 4</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, May 7</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 6</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, May 5</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Monday, May 4</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, Apr 30</td>
</tr>
</tbody>
</table>
Revisions to 2013/2014 approved University Academic Calendars to reflect change to last day for graduate students to drop courses without grades as follows:

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, October 24 | Last day for graduate students to drop courses without grades by 5:00 pm. |

**Spring 2014**

| April 17, Thursday, March 24 | Last day for graduate students to drop courses without grades by 5:00 pm. |

Resolution #13-42
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Curriculum and academic matters contained in the [March 7, 2013 Writing Across the Curriculum Committee meeting minutes](#).

Resolution #13-43
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Curriculum and academic program matters included in the [March 8, 2013 Educational Policies and Planning Committee 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.

Resolution #13-44
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Request to discontinue the MS degree in Recreational Therapy Administration in the Department of Recreation and Leisure Studies within the College of Health and Human Performance included in the March 18, 2013 Educational Policies and Planning Committee meeting minutes.

Resolution #13-45
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Curriculum matters included in the March 8, 2013 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes.

Resolution #13-46
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: not applicable

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 including:

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.

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.

**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.

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**Resolution #13-47**
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: not applicable

**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 to go directly back to the Foundations Curriculum and Institutional Effectiveness Committee to move the process forward.
Resolution #13-48
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Faculty recommendation on Scholarship Deadlines stating: *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.*

Resolution #13-49
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013 (with stipulation)

Faculty recommendation on Scholar-Teacher Awards stating:

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.
Resolution #13-50
Approved by the Faculty Senate: March 19, 2013
Approved by the Chancellor: April 17, 2013

Request to discontinue the BA in Women’s Studies within the College of Arts and Sciences.

Resolution #13-51
Approved by the Faculty Senate: April 16, 2013
Received by the Chancellor: May 23, 2013

Formal faculty advice on curriculum and academic matters contained in the February 20, 2013, March 6, 2013, and March 20, 2013 Graduate Curriculum Committee meeting minutes.

Resolution #13-52
Approved by the Faculty Senate: April 16, 2013
Received by the Chancellor: May 23, 2013

Formal faculty advice on curriculum and academic matters contained in the April 1, 2013 Graduate Council meeting minutes.

Resolution #13-53
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013

Curriculum and academic program matters included in the March 18, 2013 Educational Policies and Planning Committee meeting minutes, including a Request to discontinue the MS degree in Recreational Therapy Administration; Request to discontinue the BA in Women’s Studies; and Academic Program Reviews of Educational Leadership and Higher, Adult, and Counselor Education within the College of Education.

Resolution #13-54
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013

Curriculum and academic program matters included in the April 12, 2013 Educational Policies and Planning Committee meeting minutes including a Request for Permission to Plan MA in Communication Studies/Speech Communication and Rhetoric distance education degree program; Notification of Intent to Plan MAEd Elementary Education distance education degree program; Notification of Intent to Plan MAEd Middle Grades Education distance education degree program; Request for Permission to Plan a Master of Community Planning Degree; Request to discontinue MA Social Work distance education sites in Elizabeth City and Wilmington; Request to change the name of the Technical and Professional Discourse PhD program within the Department of English to Rhetoric, Writing, and Professional Communication; Request to change the name of the General-
Theoretic Master’s Program within the Department of Psychology to **Master’s in Industrial and Organizational Psychology**.

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**Resolution #13-55**
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: not applicable

Resolution on the proposed Bachelor of Science University Studies degree programs that reads as follows:

The Faculty Senate directs the Chair of the Faculty to charge the Educational Policies and Planning Committee (EPPC) to:

1. Create, in consultation with the University Curriculum Committee, a clear standard by which the Faculty Oversight Committee will be able to judge whether the proposed Bachelor of Science in University Studies (BSUS) thematic core has attempted to circumvent an existing major. The definition should take into consideration not only existing majors’ major requirements but also existing majors’ cognate requirements and (if applicable) foreign language requirements.
2. Define precisely what the Faculty Oversight Committee’s authority and responsibility are.
3. Report to the Faculty Senate, at the first meeting of the Spring 2014 semester about the progress and implementation of the standard and authority and responsibility of the Oversight Committee.
4. Conduct a regular audit of a sample of BSUS degrees to ascertain whether the standard has been applied correctly and consistently, to recommend corrective action if the audit finds flaws or inconsistencies, and to report the audit results to the Faculty Senate at the first meeting of the spring semester of the year in which the audit is conducted.
5. The Faculty Oversight Committee should be a part of the academic program review.

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**Resolution #13-56**
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 15, 2013

Request for Authorization to Establish a Bachelor of Science in University Studies; Notification of Intent to Plan a Bachelor of Science in University Studies distance education degree program; and Request for Authorization to Establish a Bachelor of Science in University Studies distance education degree program.

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**Resolution #13-57**
Approved by the Faculty Senate: April 16, 2013
Being Held by the Chancellor for further action: May 23, 2013 (with comment)
Rejected by the Chancellor: May 13, 2016 (with comment)

Request that, as soon as practical, the Provost begin work to have the new academic programs
Resolution #13-58
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 29, 2013

Resolution on Support of Efforts to Control Storm Water Runoff that states:

WHEREAS, East Carolina University’s mission statement enjoins it “to serve as a national model for public service and regional transformation by […] creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach”; and

WHEREAS, throughout its history our region has been defined by its waterways, which are essential to the health of its people and the vitality of its economy; and

WHEREAS, at the current time, many streams and rivers around our campus, including Green Mill Run and the Tar River, have been significantly degraded by poorly controlled storm water runoff from a variety of locations throughout their watersheds, particularly in high-density urban areas with expansive impervious cover (roads, buildings, sidewalks, parking lots, etc.) in the City of Greenville; and

WHEREAS, more effective storm water management, by reducing or treating runoff and pollutants, can improve water quality, conserve and improve aquatic habitat, reduce erosion, and reduce flood risk; and

WHEREAS, improving water quality and aquatic habitat will preserve and improve the value of our natural resources for the future; and

WHEREAS, better management of storm water runoff entering Green Mill Run will provide a service to ECU’s surrounding community, reduce downstream flood risk and erosion, insulate property values adjacent to Green Mill Run, decrease the risk of property loss or damage, and reduce exposure risk for utility infrastructure crossing under Green Mill Run; and

WHEREAS, these efforts would provide examples of modern storm water management for student education and research, and would serve as public education and awareness tools for understanding impacts from urban storm water runoff and demonstrating proper management techniques; and

WHEREAS, as Eastern North Carolina’s foremost research institution, ECU must lead the region to improve and maintain the health and function of our waterways; and

WHEREAS, ECU has prominently and consistently recognized its need for improved storm water management facilities in its 2012 Comprehensive Master Plan (pages 37, 54, 63, 84, 112, 136, 182, 199, 250, 252-3, 267, 268); and
WHEREAS, the University has already made significant progress on storm water management in recent projects, including the 14th Street parking lot, Coastal Studies Institute in Manteo, The Croatan, Ross Hall Dental School, and North Recreational Complex;

THEREFORE BE IT RESOLVED, that the University Environment Committee asks that the Faculty Senate and Chancellor support the following principles to guide University administration whenever applicable:

1. In all new University construction projects, storm water runoff should be captured and treated using Best Management Practices.
2. The University should make it a high priority to retrofit existing facilities using Best Management Practices.
3. In planning storm water treatment projects, all campus stakeholders should be included: Campus Operations, Parking and Transportation, Administration and Finance, Faculty Senate, and Student Government Association.

Resolution #13-59
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013

Curriculum and academic matters contained in April 8, 2013 Writing Across the Curriculum Committee meeting minutes, which include removal of writing intensive designation (WI) from some sections of HLTH 3030: Health Behavior and ENGR 2070: Materials and Processes.

Resolution #13-60
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: April 30, 2013


Resolution #13-61
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013

Revisions to the University Undergraduate Catalog, Section: Undergraduate Studies: Academic Advisement, Progression and Support Services, Subsection: Student Progression in reference to Liberal Arts Foundations Program, as follows:

(Deletions are noted in strikethrough and additions in bold)

Liberal Arts Foundations Program

The Liberal Arts Foundations program consists of the freshman- and sophomore-level courses that satisfy the requirements in foundations curriculum for baccalaureate degrees. In some majors, notably music, art, and the sciences, sequence course work which must be taken in the freshman and sophomore years requires that some Liberal Arts Foundations requirements be postponed until the
junior year. Suggested course sequences and other advising information may be found at www.ecu.edu/advising.

The Goals of the Liberal Arts Foundations Curriculum
The overarching goal of the Liberal Arts Foundations curriculum is to provide students with the fundamental knowledge and abilities essential to their living worthwhile lives—both private and public. The curriculum is based on the faculty’s belief that the best way to prepare students for living worthwhile lives is to provide them with a solid foundation in the core disciplines in the liberal arts (the humanities, arts, natural sciences, and social sciences), in conjunction with a multidisciplinary education in the specific areas of health promotion and physical activity and mastery of writing and mathematics competencies. The foundations curriculum provides a common, unified knowledge and skills base to students who will major in different subjects and who come from diverse cultural backgrounds. Foundations courses give students the shared knowledge and abilities necessary to integrate their foundational education with their major. Taken from the perspective of students’ personal, private interests, this foundation and its integration with specialized learning in the students’ majors enables students to live broadly informed, responsible, worthwhile lives. From the public perspective, this integration is essential to good citizenship in an increasingly global yet culturally diverse and conflicted world.

Fundamental Goal Areas
The foundations curriculum is divided into four basic, core disciplinary areas (humanities, arts, natural sciences, social sciences), one multidisciplinary area in health promotion and physical activity, and two areas of competence: writing and mathematics.

All foundations courses in the core liberal arts disciplines must meet the three fundamental goals of a foundational liberal arts education:

- Students must learn the subject matter of one or more of the disciplines in each of the four core areas (humanities, arts, sciences, and social sciences).
- Students must learn the fundamental concepts and research methods utilized in one or more of the disciplines in each core area.
- Students must learn the relevance of scholarship in the discipline and in its core area to the student’s overall education.

All courses in the required multidisciplinary area (health promotion and physical activity) and competency areas (writing and mathematics) must meet the goals specific to each of these areas.

Goals for the humanities, arts, sciences, social sciences, health promotion and physical activity, writing, and mathematics are available at www.ecu.edu/cs-acad/fsonline/as/liberalartsfoundation.cfm.

Courses that Carry Liberal Arts Foundations Curriculum (FC) Credit
Many courses that carry Liberal Arts foundations curriculum credit are identified in the course listings using the FC designation; however, there may be other courses that also carry foundations curriculum credit. Many majors have specific foundation course requirements (see requirements under specific major listing in section). Students should check the requirements for their intended major degree requirements prior to selecting foundation courses. For example, some majors may require specific science, math, social science, fine arts, and/or humanities courses. Courses in the student's major prefix area may not count toward foundations curriculum requirements.
English 1100, 1200 (FC:EN) - 6 semester hours

Health (FC:HL) and Exercise and Sport Science (FC:EX) - 3 semester hours
(Select at least one course with the FC:HL designation and one course with the FC:EX designation in each area.)

Humanities (FC:HU) and Fine Arts (FC:FA) - 10 semester hours
(FC:HU) (FC:FA)
Select at least one course in humanities with the FC:HU designation and one course in fine arts with the FC:FA designation from the following areas:

Humanities (FC:HU)
Literature (English or American)
Literature in a foreign language or in translation (See Departments of English and Foreign Languages and Literatures. Foreign languages 1001-1004 will not meet this requirement.)
Philosophy
Religious Studies
Selected Linguistics Courses (ENGL 2740, 3750 only)

Fine Arts (FC:FA)
Art
Communication (selected courses COMM 2020, 2410, 2420 only)
Dance
English (ENGL 2815 only)
Music
Theatre Arts

Mathematics (FC:MA) - 3 semester hours
Three hours of mathematics with the FC:MA designation that is at least equivalent to MATH 1050 (not for some teacher education majors, consult advisor) or 1065 or 1066 or three hours of logic at least equivalent to PHIL 1500 (If logic is used to satisfy this requirement, it may not be used to satisfy the humanities requirement for the baccalaureate degree.) Many majors have specific mathematics course requirements and students should check the requirements for their intended major degree requirements prior to selecting mathematics courses.

Science (FC:SC) - 8 semester hours
At least one course must require laboratory work. Select one or more courses with the FC:SC designation from the following departments:
Anthropology (ANTH 2015, 2016 only)
Biology
Chemistry
Geography (GEOG 1300 only)
Geology
Physics

Social Sciences (FC:SO) - 12 semester hours
Select courses with the FC:SO designation from at least three of the following areas:
Anthropology
Communication (COMM 1001, 3152, 3172, 3390 only)
Certain honors and interdisciplinary courses (for example, HNRS, CDFR, ETHN, INTL, RCLS, RUSI, and WOST) with the FC designation may be used to satisfy foundations curriculum requirements. For specific courses used to meet the foundations curriculum requirements see course listings Section 9.

Resolution #13-62
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013 (with stipulation)

Domestic and Global Diversity Course Approvals for CDFR 4303: Families and Cultural Diversity, HLTH 3002: Women’s Health Across the Lifespan, EDUC 3002: Introduction to Diversity.

Resolution #13-63
Approved by the Faculty Senate: April 16, 2013
Received by the Chancellor: May 23, 2013 (with comments)

Formal faculty advice on additional revisions to the ECU Faculty Manual, Part VII, Faculty Research and Scholarship, Section III. Regulation on Research Conduct.

Resolution #13-64
Approved by the Faculty Senate: April 16, 2013
Received by the Chancellor: May 23, 2013 (with comments)

Formal faculty advice on proposed ECU Copyright Regulation.

Resolution #13-65
Approved by the Faculty Senate: April 16, 2013
Approved by the Chancellor: May 23, 2013

Curriculum matters contained in the April 9, 2013 Service Learning Committee meeting minutes, including service learning designation for NURS 4210: Nursing Care of Populations and Communities and COAD 1000: Student Development and Learning in Higher Education (Maynard Scholar and Education Housing Community Sections).
Revised ECU Mission Statement as follows:

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow’s leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, athletics, and the arts.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Resolution #13-67
Approved by the Faculty Senate: September 10, 2013
Accepted by the Chancellor: October 11, 2013

Formal faculty advice on curriculum and academic matters contained in the April 17, 2013 and August 21, 2013 Graduate Curriculum Committee meeting minutes.

Resolution #13-68
Approved by the Faculty Senate: September 10, 2013
Approved by the Chancellor: October 11, 2013

Revised College of Nursing Unit Code of Operation.

Resolution #13-69
Approved by the Faculty Senate: September 10, 2013
Approved by the Chancellor: October 11, 2013

Curriculum matters contained in the April 11, 2013 and April 25, 2013 University Curriculum Committee meeting minutes.
Resolution #13-70
Approved by the Faculty Senate: September 10, 2013
Approved by the Chancellor: October 11, 2013

Resolution on online peer observations, as follows:
The Committee supports the following resolution, with a goal for this academic year to gather more information about unit-level policies regarding what activities qualify as satisfying the annual training mandated for faculty who teach online. 

*Faculty who serve as peer observers of online teaching are permitted to count that activity as an approved activity for the purposes of satisfying the annual DE professional development training for all faculty teaching online courses. This is limited to no more than one such observation every three years.*

Resolution #13-71
Approved by the Faculty Senate: September 10, 2013
Approved by the Chancellor: October 11, 2013

Resolution on an academic integrity module for first-year students, as follows:

*Whereas, educating students as to the importance of academic integrity is a major priority in academia, the Faculty Senate hereby encourages the Dean of Students office to create an online academic integrity module that all incoming East Carolina University students will be required to complete before enrolling in classes for credit.*

Resolution #13-72
Approved by the Faculty Senate: October 1, 2013
Received by the Chancellor: November 1, 2013

Formal faculty advice on curriculum and academic matters contained in the August 26, 2013 Graduate Council meeting minutes including request for time extension (CRM PhD student), Affordable Care Act, employer mandate, and graduate assistantships.

Resolution #13-73
Approved by the Faculty Senate: October 1, 2013
Approved by the Chancellor: not applicable

Revised Research and Creative Activity Award [Guidelines and Forms](#).

Resolution #13-74
Approved by the Faculty Senate: October 1, 2013
Approved by the Chancellor: November 1, 2013

Revisions to the Chancellor Survey Form for the Administrator Survey, as follows:
(additions are noted in bold print and deletions in strikethrough).

Each Spring, an Administrator Survey is conducted in which faculty rate the performance of the Chancellor, academic vice chancellors, and deans regarding performance of their job responsibilities over the past year. Each year, IPAR asks that each of these upper-level administrators provide self-ratings of the importance of each of their responsibilities. These are used to help process the responses of the faculty on those same items.

Chancellor Ballard suggested changes to the Chancellor Survey Form for the Administrator Survey. Following discussion, the Faculty Governance Committee recommends the following revisions to the survey.

Directions: For each item below, please type one number from 1 - 5 within the brackets to rate the importance of that area of responsibility. Note that the higher the numeric rating, the greater the importance (1="Not Important," 2 – 4 are intermediate ratings, and 5="Essential").

“1. Establishes/maintains administrative structures which are effective in carrying out the policies of the university.

2. Manages the flow of work efficiently and acts promptly.

3. Works effectively within the shared governance of the institution.

4. Maintains an appropriate balance of support for the teaching, research/creative activity and service missions of the university.

5. Allocates the resources of the institution effectively.

6. Allocates the resources of the institution equitably in accordance with institutional priorities and mandates of the Board of Trustees and the Board of Governors.

7. Works effectively for the development of the funding and facilities necessary to support the operations of the university.

8. Represents the university effectively to the community, region, and state.”

Resolution #13-75
Approved by the Faculty Senate: October 1, 2013
Approved by the Chancellor: November 1, 2013

Curriculum and academic program matters acted on and recorded in the September 13, 2013 Educational Policies and Planning Committee meeting minutes including a Certificate Program in Military and Trauma Counseling within the College of Allied Health Sciences, Request to Establish the Master’s degree in Biomedical Engineering within the College of Technology and Computer Science, and Request to discontinue certificate programs in School Business Management, Professional Investment Management & Operations, and E-Commerce/Electronic Commerce within the College of Business.
Resolution #13-76  
Approved by the Faculty Senate: October 1, 2013  
Approved by the Chancellor: November 1, 2013

Curriculum matters acted on and recorded in the September 12, 2013 University Curriculum Committee meeting minutes, including discussion on 5000-level courses and courses within the Department of Political Science and Honors College.

Resolution #13-77  
Approved by the Faculty Senate: October 1, 2013  
Approved by the Chancellor: November 1, 2013

Curriculum matters acted on and recorded in the September 16, 2013 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including Foundations Humanities credit for FORL 2520, French Cinema Classics; Global Diversity Credit for ANTH 1050, Global Understanding, ANTH 2010, Societies Around the World, ANTH 2200, Introduction to Cultural Anthropology, ANTH 3002, Cultures of East Asia, ANTH 3003, Cultures of Africa, ANTH 3004, Cultures of the South Pacific, ANTH 3013, Cultures of Mainland Southeast Asia, ANTH 3016, Cultures of the Caribbean, ANTH 3017, Cultures of Mexico and Guatemala, ANTH 3018, Cultures of South and Central America, ANTH 3200, Women’s Roles in Cross-Cultural Perspective, ETHN 2001, Introduction to Ethnic Studies, GEOG 2110, World Geography – Less Developed Regions; and Domestic Diversity Credit for ANTH 3005, North American Indians.

Resolution #13-78  
Approved by the Faculty Senate: November 5, 2013  
Approved by the Chancellor: not applicable

Support of System-wide Core Competencies, as follows:

Whereas, the five-year strategic plan, “Our Time, Our Future: The UNC Compact with North Carolina” has defined as a major priority the implementation of system-wide assessments of academic core competencies; and

Whereas, the UNC Strategic Directions General Education Council has, after considered deliberation, recommended Critical Thinking and Written Communication as system-wide core competencies most appropriate for assessment; and

Whereas, UNC Faculty Assembly resolution 2013-11 endorses the core constituencies recommended by UNC Strategic Directions General Education Council and requests campus votes to approve the competencies; and

Whereas, the UNC Faculty Assembly has resolved that the University of North Carolina, under the imprimatur of its constitutive faculty, must offer a general comprehensive education (as articulated in Resolution 2012-06); and
Whereas, the UNC Faculty Assembly has also resolved that an effective curriculum is essential to the development of critical skills necessary for students to become productive citizens and leaders of North Carolina, and that faculty recognize these core competencies as vital to student success (as articulated in Resolution 2012-07); and

Whereas, the core competencies of Critical Thinking and Written Communication are widely recognized by faculty as expressions of a general comprehensive education and as fundamental requirements for successful mastery in all academic disciplines; and

Whereas, economic leaders in North Carolina and nationwide agree that Critical Thinking and Written Communication are fundamental to career success as cited in the Listening Sessions Summary (Strategic Directions Initiatives 2013-2018, Appendices) and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), periodically and comprehensively examines and affirms the quality of educational programs and requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Therefore, Be It Resolved that the ECU Faculty Senate endorses the General Education Council’s choice of Critical Thinking and Written Communication as two system-wide core competencies for the UNC system; and

Be It Further Resolved that the faculty of ECU and other the constituent UNC institutions must have primary responsibility for the development and administration of assessment instruments consistent with the missions of their respective campuses.

Resolution #13-79
Approved by the Faculty Senate: November 5, 2013
Approved by the Chancellor: not applicable

Support of UNC Faculty Communication with Boards of Trustees, as follows:

Whereas, faculty communication is essential with every decision maker regarding the operations of each institution; and

Whereas, the faculty have established communication with provosts, chancellors, and UNC-GA administrators; and

Whereas, although the ECU Board of Trustees meetings include a report from the ECU Chair of the Faculty, some faculty governance bodies at UNC institutions do not have established avenues of communication with the Board of Trustees of their institution; and

Whereas, the Board of Trustees are key decision-makers regarding the operations of each institution; and

Whereas, UNC Faculty Assembly resolution 2013-09 calls for regular oral and/or written reports from campus faculty senate chairs to their boards of trustees.
**Therefore, Be It Resolved** that the ECU Faculty Senate endorses UNC Faculty Assembly resolution 2013-09 that each UNC institution Faculty Senate Chair should present an oral and/or written report to the Board of Trustees on a regular basis.

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Resolution #13-80  
Approved by the Faculty Senate: November 5, 2013  
Approved by the Chancellor: December 12, 2013

Approval of the Fall 2013 Graduation Roster, including honors program graduates.

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Resolution #13-81  
Approved by the Faculty Senate: November 5, 2013  
Accepted by the Chancellor: December 12, 2013

Formal faculty advice on curriculum matters acted on and recorded in the September 4, 2013 Graduate Curriculum Committee meeting minutes.

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Resolution #13-82  
Approved by the Faculty Senate: November 5, 2013  
Accepted by the Chancellor: December 12, 2013

Formal faculty advice on curriculum and academic matters acted on and recorded in the September 16, 2013 Graduate Council meeting minutes.

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Resolution #13-83  
Approved by the Faculty Senate: November 5, 2013  
Approved by the Chancellor: December 12, 2013

Inclusion of MATH 1066 within the common final exam schedule in approved University calendars, excluding Fall 2013. This addition will include adding the following text to the Spring 2014, Fall 2014, Spring 2015 approved calendars:

- **Spring 2014**: “MATH 1066 5:00 – 7:30 Wednesday, May 7”
- **Fall 2014**: “MATH 1066 5:00 – 7:30 Thursday, December 11”
- **Spring 2015**: “MATH 1066 5:00 – 7:30 Wednesday, May 6”

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Resolution #13-84  
Approved by the Faculty Senate: November 5, 2013  
Approved by the Chancellor: December 12, 2013

Curriculum and academic program matters acted on and recorded in the October 11, 2013 Committee meeting minutes, including a request to establish new undergraduate concentrations within the Department of Biology, request to discontinue a **Certificate in Virtual Reality in Education and Training** within the College of Education, request to discontinue the **minor in Media Studies** within
the School of Communication, and a request to establish a new graduate certificate program in Health Communication within the School of Communication.

Resolution #13-85
Approved by the Faculty Senate: November 5, 2013
Acknowledged receipt by the Chancellor but did not approve actions or recommendations included in the program review and response: December 12, 2013

**Academic Program Review** of the Department of Geological Sciences and **response** to the external review recommendations.

Resolution #13-86
Approved by the Faculty Senate: November 5, 2013
Acknowledged receipt by the Chancellor but did not approve actions or recommendations included in the program review and response: December 12, 2013

**Academic Program Review** of the Department of Technology Systems (within College of Technology and Computer Science) and **response** to the external review recommendations.

Resolution #13-87
Approved by the Faculty Senate: November 5, 2013
Acknowledged receipt by the Chancellor but did not approve actions or recommendations included in the program review and response: December 12, 2013

**Academic Program Review** of the Counselor Education (within College of Education) and **response** to the external review recommendations.

Resolution #13-88
Approved by the Faculty Senate: November 5, 2013
Acknowledged receipt by the Chancellor but did not approve actions or recommendations included in the program review and response: December 12, 2013

**Administrative Program Review** of the Joyner Library and **response** to the external review recommendations.

Resolution #13-89
Approved by the Faculty Senate: November 5, 2013
Acknowledged receipt by the Chancellor but did not approve actions or recommendations included in the program review and response: December 12, 2013

**Administrative Program Review** of the Health Sciences Library and **response** to the external review recommendations.
Resolution #13-90
Approved by the Faculty Senate: November 5, 2013
Being Held by the Chancellor for further action: November 15, 2013 (for further review)
Rejected by the Chancellor: May 13, 2016 (with comment)

Course cap of 25 students per section for Writing Intensive (WI) courses.

Resolution #13-91
Approved by the Faculty Senate: November 5, 2013
Approved by the Chancellor: not applicable

Writing-Intensive course proposal form

Resolution #13-92
Approved by the Faculty Senate: November 5, 2013
Approved by the Chancellor: December 12, 2013

Request for removal of WI designation for SOCI 4385: Theoretical Perspectives and Applications and a request for WI status for POLS 2090: Writing for Political Science.

Resolution #13-93
Approved by the Faculty Senate: November 5, 2013
Approved by the Chancellor: not applicable

Support of North Carolina Teachers, as follows:

Whereas, the elimination of tenure in NC public schools and its pending implementation plan pose a threat to the quality of public education in the state; and

Whereas, this can have a direct effect on the quality of education at East Carolina University and on its graduates.

Therefore, Be It Resolved that the ECU Faculty Senate expresses its deep concern over the forthcoming changes in the tenure policy in state public schools; and

Be It Further Resolved that the ECU Faculty Senate urges lawmakers and education policymakers to rethink the legislation and policies that have resulted in these changes.

Resolution #13-94
Approved by the Faculty Senate: December 3, 2013
Received by the Chancellor: January 17, 2014
Formal faculty advice on curriculum and academic matters acted on and recorded in the October 21, 2013 and November 18, 2013 Graduate Council meeting minutes.

Resolution #13-95
Approved by the Faculty Senate: December 3, 2013
Received by the Chancellor: January 17, 2014

Formal faculty advice on curriculum matters acted on and recorded in the October 2, 2013 and November 6, 2013 Graduate Curriculum Committee meeting minutes.

Resolution #13-96
Approved by the Faculty Senate: December 3, 2013
 Approved by the Chancellor: not applicable

2014-2015 Faculty Senate and Agenda Committee meeting dates, as follows:

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<thead>
<tr>
<th>Agenda Committee will meet:</th>
<th>Faculty Senate will meet:</th>
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<td>October 7, 2014</td>
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<td>April 21, 2015</td>
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<td>(2015/16 organizational mtg.)</td>
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Resolution #13-97
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: January 17, 2014

Revisions to the ECU Faculty Manual, Part VIII. Section I.D.4. and Part XI, Section I.VI. granting emeritus status to deserving deceased faculty upon request, as follows:

(Additions are noted in bold print and deletions in strikethrough.)
Propose ECU Faculty Manual, Part VIII, Section I.D.4. to read as follows: “Based on criteria specified in the unit code and upon recommendation by the unit personnel committee and appropriate administrators, the Chancellor may confer the title “emeritus” or “emerita” upon a retired (including Phased Retirement participant), or permanently disabled, or deceased faculty member, including a Phased Retirement participant, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service.”
Propose ECU Faculty Manual, Part XI, Section I.VI. to read as follows:
“Upon the recommendation of the unit personnel committee, unit head, appropriate dean, and appropriate vice chancellor, in accordance with criteria defined in the unit code, the chancellor may grant the faculty retiree emeritus status (as defined in Personnel Policies and Procedures for the Faculty, ECU Faculty Manual, Part VIII, Section I.) which includes listing in Undergraduate and Graduate Catalogs, the continuance of eligibility to march, wearing appropriate regalia, in University commencement exercises and other University formal processions, as active faculty.”

Resolution #13-98
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: not applicable

Resolution on Contingent Faculty Participation in Shared Governance, as follows:

WHEREAS, 41.8% of ECU faculty members are employed on fixed-term (contingent) contracts, according to the 2012–13 Fact Book, and

WHEREAS, in particular, the majority or near-majority of the faculty members in the College of Education (53.7%), the School of Dental Medicine (74.1%), the Brody School of Medicine (48.5%), the College of Nursing (75.2%) and the Laupus Health Sciences Library (50.0%) are employed on fixed-term contracts, and

WHEREAS, female faculty comprise a significantly higher percentage of the contingent faculty (58.4%) than of the tenured and tenure-track faculty (39.5%) and are thus underrepresented when contingent faculty are excluded, and

WHEREAS, the American Association of University Professors (AAUP), in its November 2012 policy “The Inclusion in Governance of Faculty Members Holding Contingent Appointments,” recommends, “Institutional policies should define as ‘faculty’ and include in governance bodies at all levels individuals whose appointments consist primarily of teaching or research activities conducted at a professional level. These include (1) tenured faculty, (2) tenure-track faculty, (3) full- and part-time non-tenure-track teachers, (4) graduate-student employees and postdoctoral fellows who are primarily teachers or researchers, and (5) librarians who participate substantially in the process of teaching or research,” and

WHEREAS, the AAUP, in the same policy, also recommends, “Eligibility for voting and holding office in institutional governance bodies should be the same for all faculty regardless of full- or part-time status,” and

WHEREAS, the ECU Faculty Manual’s Constitution and By-Laws open membership in the Faculty Senate to “all full-time faculty members of East Carolina University in at least their second year of appointment to the electoral unit which they will represent,” but limits membership of Appellate Committees to tenured faculty and limits membership of Faculty Senate and Academic Committees to those with the rank of instructor, assistant professor, associate professor and professor, i.e. tenured and tenure-track faculty, and
WHEREAS, ECU’s contingent faculty are therefore unrepresented in many important shared governance activities at the university, and

WHEREAS, the Faculty Welfare Committee recognizes that, while some functions such as the evaluation of tenured and tenure-track faculty ought not to be performed by contingent faculty, many contingent faculty possess full membership in the general faculty and all faculty ought to participate as fully as possible in all shared governance activities at the university,

THEREFORE, BE IT RESOLVED that the Faculty Senate instruct the Chair of the Faculty to work with the ECU administration to undertake a study of the roles and status of fixed term faculty on our campus, with a view toward possible changes to the ECU Faculty Manual.

BE IT FURTHER RESOLVED that the Faculty Senate instructs the Chair of the Faculty to direct the Faculty Governance Committee and Committee on Committees to bring to the Senate revisions to the Faculty Manual that integrate contingent faculty as fully as possible in the structures of shared governance, including participation in all appropriate Faculty Senate, Academic and Appellate Committees.

Resolution #13-99
Approved by the Faculty Senate: December 3, 2013
Received by the Chancellor: January 17, 2014  (with comment)

Formal Faculty Advice on University Lactation Support Interim Regulation, as follows:

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

18. Introduction
It is the intent of East Carolina University to be recognized as a family friendly workplace by assisting working mothers with the transition back to work following the birth of a child by providing lactation support. A lactation support program allows a nursing mother to express breast milk periodically during the work day.

19. Departmental Responsibilities
Departments within East Carolina University will provide space, privacy, and time for nursing mothers to express breast milk for up to one year after the birth of a child.

19.1. Information – Employees (faculty, staff, and where relevant, students employed by the university) shall be advised of this program at the time of application for maternity leave by the appropriate Benefits Counselor. In addition, information regarding this program will be available on appropriate websites.

19.2. Space – At an employee’s request, departments will work with the employee to provide a designated private space that is not in a restroom or other common area for the expression of breast milk for up to one year after the birth of a child.

19.2.1. The space should have a door that can be secured or locked, adequate lighting and seating, and electrical outlets for pumping equipment.
19.2.2. To the extent practicable, the space should be in the proximity of the employees' work area and relatively close to a source of running water.

19.2.3. Supervisors are encouraged to work with employees to find appropriate locations for expression, and can contact the appropriate Benefits Counselor for assistance in locating an appropriate space.

19.3. Time – Departments may require the employee to use the regularly scheduled paid break time to express breast milk. If time is needed beyond the regularly scheduled paid break times, departments shall make reasonable efforts to allow employees to use paid leave, unpaid time, or make arrangements for a flexible work schedule for this purpose.

19.4. This policy is applicable to ECU employees only and does not require ECU to provide similar resources to members of the general public.

20. Employee Responsibility

20.1. Communication with Management – Employees who wish to participate in this program should discuss this with their supervisor prior to and/or upon return from maternity leave. If an employee wishes, she may consult with her Benefits Counselor to facilitate this discussion. Employees should coordinate with management a mutually agreeable schedule and keep management informed of any additional needs so that appropriate coverage and accommodations can be made.

20.2. Storage - The employee will be responsible for storage of the expressed breast milk. If the expressed breast milk is stored in a University owned refrigerator, all containers must be clearly labeled with name and date.

20.3. Maintenance of Lactation Rooms – Employees will be responsible for keeping any general lactation room clean and orderly. Employees will also be responsible for their own expressing equipment, supplies, and personal belongings.

21. Benefits for the University

This program will yield positive results, such as reduced healthcare cost, reduced absenteeism, improved productivity, lower turnover, and an enhanced university image.

Resolution #13-100
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: December 12, 2013

Curriculum matters acted on and recorded in the October 10, 2013 and October 24, 2013 Committee meetings.

Resolution #13-101
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: January 17, 2014
Curriculum matters acted on and recorded in the **November 11, 2013** Committee meeting minutes, including requests for writing intensive course designation for WI status for **SPAN 4560**: Major Latin-American Authors and **NURS 4910**: Nursing leadership and the healthcare system.

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Resolution #13-102
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: January 17, 2014

Curriculum matters acted on and recorded in the November 12, 2013 Committee meeting minutes, including requests for service learning course designation for **BUSI 2200**: Leadership I: Team Building and Interpersonal Skills, **HLTH 2500**: Peer Health Education Training, **COAD 6406**: Counseling in Schools, **NURS 3340/3341**: Nursing Care of Children, **THEA 3031**: Youth Theatre II, **THEA 4141**: Internship in Production and Performance in Theatre for Youth II, and **THEA 3032**: Constructing Performance Projects in Theatre for Youth.

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Resolution #13-103
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: January 17, 2014

Curriculum matters acted on and recorded in the **October 21, 2013**, and **November 18, 2013** Committee meeting minutes, including requests for domestic diversity course designation for **PSYC 2777, ENGL 4340, ENGL 3240, ENGL 3250, ENGL 3260, ENGL 3300**; global diversity course designation for **ENGL 2400, ENGL 3280, FORL 2520**, **ENGL 3290**; and foundations course designation for **ANTE 1200** (social science), **ATMO 1300** (cross-listed with) **GEOG 1300** (natural science) and **FORL 2690** (humanities).

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Resolution #13-104
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: January 17, 2014

Recommendations on Universal General Education Transfer Component Core Courses, including:

1. Approval of the list of universal general education transfer component core courses.
2. Approval of the recommendation that ECU develop, publish, and maintain selected four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion.
   
   *Note*: ECU initiated this action some time ago. At least 20 ECU degree programs have bi-lateral agreements with specific community colleges that enable seamless transfer from the community college into the ECU major. The university adopted a policy that governs the creation of such agreements (Approval and Review of Bilateral Agreements, REG02.07.04). This agreement complies with **SACS: Comprehensive Standard 3.4.4: Acceptance of Academic Credit and Comprehensive Standard 3.4.7: Consortial Relationships/ Contractual Agreements; Collaborative Academic Arrangements: Policy and Procedures**.

3. Approval of the recommendation that the two systems will work together to maintain currency and effectiveness of the agreement.
Additional information: Revised Community College Articulation Agreement (Draft revision 10-9-13); Associate in Arts Standard Draft; Associate in Sciences Standard Draft; Transfer Course List Updated for Fall 2014

Resolution #13-105
Approved by the Faculty Senate: December 3, 2013
Approved by the Chancellor: not applicable

Formal faculty advice on the Interim Regulation on Institutional Survey Administration was returned to the Research/Creative Activities Committee for further review.

Resolution #14-01
Approved by the Faculty Senate: February 4, 2014
Received by the Chancellor: March 3, 2014

Formal faculty advice on curriculum matters acted on and recorded in the November 20, 2013 Graduate Curriculum Committee meeting minutes.

Resolution #14-02
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Revisions to Transfer Admission Guidelines to remove MATH 1065 and ENGL 1200 from the required courses for admission of transfer students, as noted below.

(Additions are highlighted and noted in bold print with deletions in strikethrough.)

“Transfer Admission Guidelines

All transfer students must:

- Submit an online application
- Pay the $70 nonrefundable application fee
- Submit ALL official transcripts (in signed/sealed envelopes) from each college/university attended
- ECU will accept official electronic transcripts from the eScripSafe and AVOW transcript services

Note: All applicants who have attended a post-secondary institution for any length of time since graduating high school are considered transfer students. Applicants must also meet all minimum transfer requirements

Only courses with a grade of C or higher from regionally accredited institutions are considered transferable
Please click here to access our Transfer Course Equivalency page.

Students under the age of 24 must also submit an official final high school transcript.

The Office of Undergraduate Admissions will consider appropriate placement scores for college credits (i.e. CLEP, DANTE'S, AP).

Meeting the minimum admission qualifications does not guarantee admission. Offers of admission are extended on the basis of a competitive review process, and are subject to enrollment limits.

Transferring with an AA, AS or AFA Degree or the 44-hr North Carolina Transfer Core Diploma

- Cumulative 2.5 GPA or higher on all attempted courses from the degree granting institution

Note: Completion of an AA, AS, AFA or the 44-hr NC Transfer Core Diploma will satisfy any Minimum Course Requirements (MCR) deficiency from high school.

Transferring with an Associate of Applied Science Degree

- Cumulative 2.5 GPA from all post-secondary institutions attended.
- Must have completed a minimum of 30 transferable credit hours including the equivalents to ECU's ENGL 1100 Foundations of College Writing, Composition, 1200 Composition and MATH 1065 College Algebra.
- If under the age of 24 on the first day of enrollment at ECU, student must have completed the Minimum Course Requirements (MCR) prior to high school graduation or have completed 6 transferable credit hours in each of the following: English, Math, Science, Social Science and Foreign Language at the college level.

Note: Completion of an AAS degree will not satisfy a Minimum Course Requirements (MCR) deficiency from high school.

Students transferring with an Associate of Applied Science Degree, earned at a North Carolina Community College, into one of the following programs: Bachelor of Science in Industrial Technology (BSIT) and Bachelor of Science in Construction Management (effective Spring 2013)

- Completed Associate in Applied Science (AAS) degree in approved technical area by the first day of enrollment at ECU. The approved AAS programs can be viewed at www.ecu.edu/tecs/bsit
- Cumulative 2.5 GPA from all post-secondary institutions attended.
- Must have completed a minimum of 30 transferable credit hours including the equivalents to ECU's ENGL 1100 Foundations of College Writing, Composition, 1200 Composition and MATH 1065 College Algebra.

Note: Applicants with an approved AAS degree on the list located at www.ecu.edu/tecs/bsit will meet the 30 transferable hours required for admission, but still must have the equivalents to ECU’s ENGL 1100 Foundations of College Writing, Composition, 1200 Composition and MATH 1065 College Algebra.
• If under the age of 24 on the first day of enrollment at ECU, student must have completed the Minimum Course Requirements (MCR) prior to high school graduation or have completed 6 transferable credit hours in each of the following: English, Math, Science, Social Science and Foreign Language at the college level.

  Note: Completion of an AAS degree will not satisfy a Minimum Course Requirements (MCR) deficiency from high school.

Transferring without a 2 Year Degree or with a GED*

• Cumulative 2.5 GPA from all post-secondary institutions attended
• Completion of minimum course requirements prior to high school graduation or completion of 6 transferable credit hours in each of the following: English, Math, Science, Social Science and Foreign Language at the college level.*
• Must have completed a minimum of 30 transferable credit hours including the equivalents to ECU's ENGL 1100, 1200 and MATH 1065
• Final High School Transcript unless 24 years of age or older/ or GED

Transferring with credits from foreign institutions

• Cumulative GPA of 2.5 or higher
• Official Final College Transcript from all institutions attended
• All official documents must be in English
• Evaluation of official documents from an accredited agency. Click here for a list of accredited agencies.
• All credits received from a foreign institution will be transferred as departmental electives unless you provide us with course descriptions. Course descriptions should be translated to English.

Deadlines: Transfer Applications for Admission

• Fall Semester: April 15
• Spring Semester: December 1
• Summer 1 & 11 week Session: May 1
• Summer 2 Session: June 1

IMPORTANT NOTE:

Admission of applicants residing outside the State of North Carolina to an online degree, certificate program or individual online course offered by East Carolina University, is dependent on ECU's ability to secure authorization from the applicant’s state of residence, if such authorization is required.

Due to recent changes in higher education regulations, ECU will no longer be able to offer online programs or courses for students residing in Alabama, Massachusetts, Minnesota and Maryland. ECU will work with state authorities to allow students in these states who are currently enrolled in an ECU online or certificate program to complete their degree.

For questions specific to the state authorization process, call 252/737-1268 or email destateauth@ecu.edu."
Addition to the University Undergraduate Catalog regarding the timing of major declaration, as noted below.

(Addition is noted in bold print.)

“Declaration or Change of Major and Minor

Students should declare the major by the time they have earned sixty (60) semester hours of credit. To earn a degree in a timely manner, several academic departments recommend that students declare their major even earlier in their academic careers. Students should consult their academic advisor regarding the process for declaring a major and/or minor.

Declaring a Major

To declare (to be admitted to) a major, a student must complete the admission requirements for the program and complete the formal admission process as specified by the program. Students may choose to earn a baccalaureate degree, two baccalaureate degrees simultaneously (dual degree), or a double major. Students who hold a baccalaureate degree and wish to pursue a second undergraduate degree will follow the requirements for a dual or second major, below. (See Academic Requirements for Degrees and Minors.)

Student athletes and pre-health/pre-law students are assigned to academic advisors in their majors. Athletics and the Pre-Professional Advising for Allied Health, Medicine, Dentistry, and Law continue to provide monitoring and support in helping these students to meet their program requirements.

Declaring a Minor

If a degree program requires a minor, the minor must be identified at the time the student declares his or her major and must be approved by the major chairperson or dean or his or her designee. All BA degrees require a minor unless the degree requirements include a concentration and/or specified cognates. (See Academic Requirements for Degrees and Minors.)"

Addition to the ECU Faculty Manual, Part VIII, Section I, subsection II.B. Teaching Load as noted below.

The Committee was asked to review Part VIII, Section I, subsection II.B. Teaching Load of the ECU Faculty Manual in light of administrative PRR #02.07.01 Definition of a Semester Credit Hour and determine if a reference to this administrative policy should be included in the manual. The definition is tied to federal financial aid guidelines, and it is understood that faculty do not have much flexibility with this. It is noted that the professional opinion of the faculty of the program is what determines what is an "equivalent amount of work". The policy defines a credit hour as one hour of classroom
work plus two hours of work outside the classroom, per week, for fifteen weeks (totaling 45 hours per semester) – or “at least an equivalent amount of work” for internships, practicums, etc.

(Addition is noted in **bold** print.)

II. Assignments of Faculty Workload

Faculty workload is governed by the **Faculty Workload Administrative Regulation**.

By the end of the Spring semester for 9 month faculty, and by the end of the summer session for 12 month faculty, and prior to making final faculty workload assignments and after soliciting faculty preferences, the unit administrator shall apprise each unit faculty member, in writing, of the duties and responsibilities for the coming academic year.

A. Assignment of Teaching Responsibilities

The unit administrator assigns teaching responsibilities. If changes in a faculty member's assignment become necessary, the faculty member shall be notified, when possible, at least two weeks prior to the beginning of each semester of such changes prior to the effective date of the amended assignment.

B. Teaching Load

The definition of a semester credit hour is governed by **Administrative Regulation #02.07.01**.

Full-time faculty members whose primary responsibilities are teaching should not be required to teach more than 12 credit hours per semester or 6 credit hours per summer session, with the exception of faculty members who voluntarily teach directed readings and similar courses. If exceptional circumstances require that a faculty member be assigned more than 12 credit hours in a semester, he or she should be appropriately compensated for the excess teaching load during that term or be given the equivalent reduced teaching load the following semester.

C. Assignment of Released Time

Assignments of released time are governed by **Faculty Scholarly Reassignment Administrative Regulation**. Faculty members who are to be granted released time shall be informed in writing of the purpose of the reduced assignment.

Resolution #14-05
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: not applicable

Report on revisions to **Part VI, Section IV** of the *ECU Faculty Manual* relating to student privacy and conduct and the new GA policies on student disciplinary proceedings noting that no changes were needed to the *ECU Faculty Manual, Part VI, Section IV* in order to conform with the new GA policies on student disciplinary proceedings.

Resolution #14-06
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Additions to Summer 2014 University Calendar as noted below.
Summer Session 2014

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 24, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May 16, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 19, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 26, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 5, Thursday</td>
<td>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.</td>
</tr>
<tr>
<td>June 11, Wednesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>June 23, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June 24, Tuesday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>June 26, Thursday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25, Wednesday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>June 26, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>June 27, Friday</td>
<td>Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.</td>
</tr>
<tr>
<td>June 30, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>July 4, Friday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td><strong>July 14, Monday</strong></td>
<td><strong>Last day to submit thesis to Graduate School for completion of degree in the summer session.</strong></td>
</tr>
<tr>
<td>July 15, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>July 21, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 31, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>August 1, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 4, Monday</td>
<td>Grades due at noon.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 21, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 24, Monday</td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td>May 16, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 19, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>May 20, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 26, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 24-25, Tuesday</td>
<td>Midsummer Break (no classes).</td>
</tr>
<tr>
<td>July 4, Friday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 8, Tuesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 14, Monday</td>
<td>Last day to submit thesis to Graduate School for completion of degree in the summer session.</td>
</tr>
<tr>
<td>July 15, Tuesday</td>
<td>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.</td>
</tr>
<tr>
<td>July 31, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>August 1, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 4, Monday</td>
<td>Grades due at noon</td>
</tr>
</tbody>
</table>

Resolution #14-07
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: not applicable

Resolution on Fall 2015 University Calendar, as follows:

Whereas, the UNC Policy Manual, chapter 400.1.6 states “All UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days.”; and

Whereas, for ECU this policy means all three credit hour Tuesday-Thursday or Monday-Wednesday classes must have 28 class meetings and Monday-Wednesday-Friday classes must have 42 class meetings. Classes that meet once a week must have 14 class meetings; and

Whereas, in fall semesters, to make up for the Monday lost due to Labor Day, ECU traditionally makes the Tuesday following the holiday in effect a Monday class. Classes that meet once a week on Monday night, meet on Tuesday night. Tuesday day and night classes do not meet the week of Labor Day; and

Whereas, based on a review of the academic calendars of other major North Carolina large state universities, it appears that ECU is the only one to use the Monday make-up day on a Tuesday; and

Whereas, the Calendar Committee conducted a survey of the ECU faculty to get their feelings/perceptions of the ECU make-up day policy and 455 people responded. For the initial question respondents were asked if they were satisfied with the current approach using a make-up day during the semester to take the place of the missed day.
Of the 455 respondents, 243 (53.4%) answered they were not satisfied with the current make-up day calendar; and

Whereas, the respondents were asked to rank in order their preference for alternatives to the current calendar and a Monday start was the most popular followed by a Wednesday start; and

Whereas, in order to eliminate the Monday make-up days the Tuesday after Labor Day in the fall semester, the Calendar Committee would like to propose classes start on Monday in August instead of Tuesday. This would eliminate the need for any make-up days; and

Whereas, with a Monday start, there would be 14 class meetings for all five weekdays, with classes ending on Monday and reading day and exams moved up one day; and

Whereas, with a Monday start, the University graduation ceremony could be held on Thursday instead of the traditional Friday and departmental ceremonies could be concluded by Friday instead of Saturday.

Therefore Be It Resolved, that the Faculty Senate supports the efforts of the Calendar Committee to eliminate Fall make-up days and requests that the Committee present this Spring a Fall 2015 academic calendar with a Monday start date.

draft Fall 2015 University Academic Calendar

Resolution #14-08
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: February 11, 2014
Approval rescinded by the Chancellor: February 27, 2014
Action clarified by the Chancellor: March 5, 2014

Spring 2014 Snow Make-up Day Proposal, that reads as follows:

<table>
<thead>
<tr>
<th>Class Missed</th>
<th>Proposed Make-up Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 28 after 12:30</td>
<td>Partial class days are not made up¹</td>
</tr>
<tr>
<td>Wednesday, January 29</td>
<td>Wednesday, April 30, Reading Day</td>
</tr>
<tr>
<td>Thursday, January 30</td>
<td>Tuesday, April 29, previously a Friday make-up</td>
</tr>
<tr>
<td>Friday, January 31</td>
<td>No scheduled make up day, suggest outside activity²</td>
</tr>
</tbody>
</table>

Friday class that was scheduled to meet on Tuesday, April 29 will now meet on Friday, April 18, previously a state holiday.

Excerpts taken from the Policy for Making Up Missed Class Days

1. Class days where less than the entire day is canceled are considered Partial missed days. Faculties whose classes are affected on Partial missed days are encouraged to make up the missed class time with optional course assignments, readings, or other relevant activity. Faculty are also encouraged to consider utilizing various university online resources for this purpose as well

2. Suggestions on how to make up missed time. By meeting at the usual class time on the designated make-up days (avoid giving tests on these days) or by some activity relevant to the class (outside the usual class time, but not necessarily on the designated make-up days, as decided by the instructor following whatever procedures have been adopted by the unit)
Resolution #14-09
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of November 14, 2013.

Resolution #14-10
Approved by the Faculty Senate: February 4, 2014
Received by the Chancellor: March 3, 2014  (with comment)

Formal Faculty Advice on Proposed University Regulation Concerning Weapons on Campus, as noted below.

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

Introduction

1.1 All university constituents, including students, faculty, staff, and visitors, should respect the institutional mission and help to ensure that a safe and secure environment, which is conducive to learning, is present at all times. Therefore, each constituent should respect and obey the following rules and regulations pertaining to weapons on university property.

1.2 This policy does not apply to an individual’s legal right to possess or own a weapon off campus.

1.3 Any member of the university community who violates North Carolina General Statute 14-269.2, “Weapons on Campus or other educational property,” may be subject both to prosecution and punishment in accordance with state criminal law and criminal procedures and to disciplinary proceedings by the university.

22. Weapons on Campus or Other Educational Property

22.1. G.S. 14-269.2 makes it unlawful and, in some circumstances, felonious conduct “for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive on educational property.”

22.2. The statute makes it a misdemeanor “for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework or any sharp pointed or edged instrument except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and maintenance on educational property.”

22.3. The statute does not apply to:

22.3.1. A weapon used solely for educational, research, clinical or school-sanctioned ceremonial purposes or used in a school-approved program or activity conducted under the supervision of an adult whose supervision has been approved by the school authority;
22.3.2. Armed forces personnel, officers and soldiers of the militia and national guard, law enforcement personnel, any private police employed by an educational institution, when acting in the discharge of the official duties, and armed armored car or courier service guards or hospital or health care facility guards acting in the discharge of the guard’s duties and with the permission of the University;

22.3.3. A person who has a concealed handgun permit issued in accordance with Article 54B of this Chapter, has a concealed handgun permit considered valid under G.S. 14-415.24, or is exempt from obtaining a permit pursuant to G.S. 14-415.25, provided the weapon is a handgun, is in a closed compartment or container within the person's locked vehicle, and the vehicle is in a parking area that is owned or leased by the University. A person may unlock the vehicle to enter or exit the vehicle, provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit;

22.3.4. An employee of the University who resides on the campus of the institution at which the person is employed when the employee's residence is a detached, single-family dwelling in which only the employee and the employee's immediate family reside, the weapon is a handgun and it is possessed in accordance with appropriate statutory criteria.

22.4. The director of the ECU Police Department is responsible for authorizing weapons on campus that meet either 2.3.1. or 2.3.2.

23. Penalties

23.1. Double Jeopardy. It is not “double jeopardy” for both the criminal law enforcement authorities and the university to proceed against and punish a person for the same specified conduct.

23.1.1. The university will initiate its own disciplinary proceedings against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interest of the university.

23.1.2. A resident student should also understand that he or she may be removed from the residence hall for violating the housing contract regulation pertaining to the possession or use of a weapon in the residence halls (see Sec. IV A.3. East Carolina University Campus Living Contract).

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

23.3. Unless one of the exceptions enumerated in section 2.3, above, applies, the penalties to be imposed by the university may range from written warnings to expulsions from enrollment and discharges from employment. All mitigating and aggravating circumstances associated with an incident involving weapons, including threatening to use a weapon, will be taken into account when considering an appropriate penalty. However, the following penalties shall be established for the particular offenses described:

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

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

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

* This list is not intended to be inclusive of all items that would be considered weapons and, therefore, prohibited by the university.

Resolution #14-11
Approved by the Faculty Senate: February 4, 2014
Received by the Chancellor: March 3, 2014

Formal faculty advice on new and revised Interim Regulations Regarding HIPAA, including no recommended changes to the new and revised interim regulations regarding HIPAA.

Resolution #14-12
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Curriculum matters acted on and recorded in the Service Learning Committee meeting minutes of December 10, 2013, including requests for service learning (SL) designation for ART 3851: Art in the Elementary School, SL*, BIOL 3150: Plant Biology, SL*, ENGL 3880: Writing for Business and Industry, SL*, and ENGL 4950: Children’s Literature, SL*. (The asterisk indicates that only some sections will be designated as SL which is consistent with catalog procedures.)

Resolution #14-13
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Curriculum matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of December 9, 2013, including requests for writing intensive (WI) designation for ECON 4700: Applications of Economic Analysis, ENGL 3875: Peer Tutoring, and ENGL 3290: Asian-American Literature and removal of WI designation for COMM 4905: Media Ethics.
Resolution #14-14
Approved by the Faculty Senate: February 4, 2014
Received by the Chancellor: March 3, 2014 (with comment)

Academic Program Review of the Dance Program and response to the external review recommendations.

Resolution #14-15
Approved by the Faculty Senate: February 4, 2014
Received by the Chancellor: March 3, 2014 (with comment)

Academic Program Review of the Department of Psychology and response to the external review recommendations.

Resolution #14-16
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Request to change the name of the Department of Philosophy to Department of Philosophy and Religious Studies.

Resolution #14-17
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: February 17, 2014

Request for authorization to establish a New Distance Education Program – MAEd in Elementary Education in the College of Education; Request for authorization to establish a New Distance Education Program – MAEd in Middle Grades Education in the College of Education; Request for authorization to establish a New Distance Education Degree Program – MA in Communication (emphasis on Health Communication) in the School of Communication, and Request to offer an Accelerated Second Degree BS Nursing option in the College of Nursing.

Resolution #14-18
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014

Request to create a Minor in Creative Writing in the Department of English; request to discontinue BM in Music Theory Composition in School of Music; Request to retitle BM in Performance to BM in Music in the School of Music; and request to add three new concentrations to the retitled BM in Music degree in the School of Music.

Resolution #14-19
Approved by the Faculty Senate: February 4, 2014
Approved by the Chancellor: March 3, 2014
Revisions to Part XII, Section IV, subsection II.B. Grievance Procedures for Complaints of Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status as noted below.

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

“II. Grievance Procedures
B. Level One Grievance Procedures

1. Reporting the Complaint to the East Carolina University Office of Equity and Diversity
   a. To initiate the process, the complainant may contact the OED office or submit a grievance reporting form, available at [http://www.ecu.edu/cs-acad/edc/SubmitAGrievance.cfm](http://www.ecu.edu/cs-acad/edc/SubmitAGrievance.cfm). If this is an appeal from the Dean’s decision as specified under II.A.3, the party making such an appeal is known as the complainant in this process.
   b. Complaints concerning harassment, discrimination, or improper relationships submitted in writing to ECU’s EEO Officer, who is Vice Provost for Equity and Diversity, should contain at least the following: (a) the complainant’s description of the alleged event(s), including times, dates, places, and witnesses, if possible; (b) the complainant’s description of the effects, if any, of the alleged event(s); (c) the names of the individuals alleged to have subjected the complainant to harassment or discrimination, or alleged to be involved in a prohibited improper relationship; and (d) the identification and contact information for the complainant. The EEO Officer, or the Officer’s designee, is referenced hereafter, as “the Grievance Officer”.
   c. The Grievance Officer shall immediately acknowledge receipt of the complaint and, within 14 calendar days from the submission of the complaint, shall schedule a meeting with the complainant to listen to and discuss the complaint. Any of the deadlines set at Level One Grievance, as enumerated in this II.B, may be extended by the Grievance Officer to accommodate delays not reasonably avoidable. Written notice of the new deadline and the reason for the extension shall be provided to the parties and to the Provost. Such extensions must be allowable under applicable law and shall not unduly delay the investigative process.
   d. The Grievance Officer will be available to the complainant, the respondent (hereafter, “the respondent” is used in the singular form, even where it may stand for more than one person), and to possible witnesses to discuss their rights and procedural options, as well as the possible outcomes of these options.
   e. The Grievance Officer shall determine whether evidence exists to sustain the complaint. In making this determination, the Grievance Officer may conduct an investigation. The confidentiality of both the complainant and the respondent will be preserved to the extent required by law.
   f. If the complainant wishes to proceed or the Grievance Officer determines it necessary to proceed with an investigation, the Grievance Officer will provide a written description of the complaint, or a copy of the written complaint, to the respondent at the beginning of the investigation and not later than 14 calendar days following the complainant’s or Grievance Officer’s decision to proceed with an investigation.
   g. The respondent shall have an opportunity to meet with the Grievance Officer and provide a response to the allegations, both verbally and in writing.
   h. During the investigation of a complaint the Chancellor or appropriate Vice Chancellor may take interim measures, up to and including suspension with pay, to prevent misconduct or
2. Record
   a. The Grievance Officer will keep a record of the initial and any subsequent discussions between the complainant and the Grievance Officer, and of discussions between the Grievance Officer and respondent. This investigation record will include:
      i) the documentation referenced in II.B.1.b;
      ii) the reply of the respondent, if any;
      iii) and any and all information collected in and relating to the investigation.
      To the extent allowed by applicable law, the portion of the investigation record referenced in II.B.2.a. (i) and (ii) shall be provided by the Grievance Officer to all parties with all due speed, preferably within 14 calendar days of its compilation.
   b. Within 14 calendar days of receiving a copy of the portion of the investigation record referenced in II.B.2.a. (i) and (ii), the complainant and the respondent may append to this record a written response to each of the factual claims of the record therein. In any case where a written response is appended to the record, this will be noted in the investigation record itself.

3. Written Report and Conclusions
   Within 21 calendar days after the procedures listed under II.B.1. are met and the investigation record as specified under II.B.2. is completed, the Grievance Officer will submit this record and the Grievance Officer's report of findings and conclusions to the appropriate Vice Chancellor. All parties, including the complainant, respondent, and supervisors, are notified regarding the results of the investigation at the same time to include a report of the Grievance Officer’s findings and conclusions, subject to any legally required redactions; provided, however, if there are multiple respondents and/or multiple complainants, each party will receive only such information as is directly related to his or her case.

4. The Vice Chancellor shall issue a letter to all parties that may or may not initiate the disciplinary process or take disciplinary action in accordance with University procedures. Each complainant and respondent may obtain by request to the Grievance Officer a copy of the investigation records, redacted to the extent required by law.

5. Procedures To Be Followed Upon the Imposition of Sanctions
   a. The Chancellor or the Chancellor’s designee may respond to substantiated claims by the imposition of serious sanctions (The UNC Code, Section 603) lists serious sanctions as discharge from employment, suspension, or demotion in rank) or lesser sanctions, provided that the conditions specified below are met prior to the imposition of sanctions. However, failure of the respondent to cooperate with the investigation (failure to respond to the allegations, or to accept a copy of the report of the investigation, etc.) will not preclude the University from imposing appropriate sanctions if all of the following have occurred:
      i. The respondent was provided with a written statement or description of the complaint brought against the respondent, signed either by the complainant or the Grievance Officer;
      ii. The complaint was thoroughly investigated by the Grievance Officer;
iii. The reply of the respondent to the complaint was solicited in person and in writing by the Grievance Officer during the investigation of the complaint by the Grievance Officer;
iv. The reply of the respondent to the complaint obtained during the investigation of the complaint by the Grievance Officer is noted in the Grievance Officer’s report of findings and conclusions; and
v. The respondent was provided with the Grievance Officer’s written report of the findings and conclusions.

b. When the disciplinary actions, if any, do not include a serious sanction, either party may, within 28 calendar days from the Vice Chancellor’s issuance of a letter responding to the Grievance Officer’s report, request an appeal to the Grievance Board in accordance with the Level Two Procedures as specified below in II.C.

c. When the disciplinary actions include a serious sanction they may -- pursuant to the ECU Faculty Manual -- be sequentially appealed to the Due Process Committee, and the East Carolina University Board of Trustees, and alleging that one or more specified provisions of The UNC Code have been violated, the Board of Trustees decision may be further appealed to the Board of Governors. The UNC Code, Section 603(3) warns that if, within 14 calendar days after receiving the notice of a serious sanction, the Faculty member makes no written request for appeal, the faculty member may be discharged or serious sanction imposed without recourse to any institutional grievance or appellate procedure.

6. Options beyond Level One Grievance
When Level One procedures are terminated without being resolved to the satisfaction of either party, both the complainant and respondent have the option of initiating a Level Two Grievance (see II.C). However, if the disciplinary actions include a serious sanction and the respondent wishes to appeal it, such an appeal must be made to the Due Process Committee instead of the Grievance Board.”
Resolution #14-23
Approved by the Faculty Senate: February 25, 2014
Approved by the Chancellor: April 1, 2014
Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s meeting minutes of February 10, 2014 including approval of writing intensive (WI) designation for HMGT 4700 and removal of WI designation for HMGT 3990, 3991, 3992.

Resolution #14-24
Approved by the Faculty Senate: February 25, 2014
Approved by the Chancellor: April 1, 2014
Curriculum matters included in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of February 3, 2014, including approval for global diversity designation for ENGL 2050, ENGL 2760, ENGL 3720, FILM 3900, and FILM 3901 and domestic diversity designation for ENGL 2700, ENGL 2740, ENGL 4710, ENGL 4730, ENGL 4740, and FILM 4920.

Resolution #14-25
Approved by the Faculty Senate: February 25, 2014
Approved by the Chancellor: April 1, 2014
Curriculum and academic program matters included in the Educational Policies and Planning Committee meeting minutes of February 14, 2014, including request for authorization to develop a minor in Interior Design within the Department of Interior Design and Merchandising, request for authorization to plan a Doctor of Public Health (DrPH) with two concentrations 1) Public Health Administration and 2) Environmental and Occupational Health within the Department of Public Health in the School of Medicine, and a request for authorization to establish a graduate certificate in Public Management and Leadership within the Department of Political Science.

Resolution #14-26
Approved by the Faculty Senate: February 25, 2014
Approved by the Chancellor: not applicable
No revisions needed to ECU Faculty Manual, Part VI, Section VII to conform with changes detailed in Transmittal Letter #86 dated August 27, 2013 from the University of North Carolina’s Office of the Secretary relating to changes to items located in the UNC Policy Manual about academic program planning and evaluation.
Whereas, ECU’s Mission statement includes the following: "promotes wellness" and "improves quality of life"; and

Whereas, prohibiting all smoking within sports venues would be consistent with the ECU Mission statement.

Therefore Be It Resolved that the Faculty Senate requests the Chancellor and his administrative staff to review the smoking policies at the sports venues.

Resolution #14-28
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

Spring 2014 Graduation List, including Honors Program graduates.

Resolution #14-29
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: n/a

Use of correct terminology and titles of groups and/or reports the first time that they are used in both verbal and written reports, prior to referring to them as acronyms.

Resolution #14-30
Approved by the Faculty Senate: March 18, 2014
Received by the Chancellor: April 16, 2014

Formal faculty advice on curriculum matters acted on and recorded in the Graduate Curriculum Committee meeting minutes of February 5, 2014.

Resolution #14-31
Approved by the Faculty Senate: March 18, 2014
Received by the Chancellor: April 16, 2014

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of February 17, 2014.

Resolution #14-32
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014 (with stipulation)
Resolution #14-33
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

2015/16 University Academic Calendar, including Summer 2015, Fall 2015, and Spring 2016.

Resolution #14-34
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of March 3, 2014, including approval of writing intensive (WI) designation for UNIV 4990 and READ 4534 and removal of WI designation for GERM 3350, ENGR 2070, and ENGR 3000.

Resolution #14-35
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of January 23, 2014 and February 13, 2014.

Resolution #14-36
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

Curriculum matters acted on during the Foundations Curriculum and Instructional Effectiveness Committee meeting of February 17, 2014, including approval for global diversity designation for FORL 1662, PLAN 1900, COMM 4185, 3390, 2050 and 1050, COMM 3180, domestic diversity designation for HMG 1500, SOCW 2010, COMM 4135, COMM 3180, and Foundations Humanities credit for FORL 1662, RELI 2350 and 2340.

Resolution #14-37
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: April 16, 2014

Curriculum and academic program matters included in the Educational Policies and Planning Committee meeting minutes of February 28, 2014, including a request to establish a Master of Science degree program in Computer Science in a distance education format within the Department of Computer Science, College of Technology and Computer Science.

Resolution #14-38
Responsibilities and authority of the Bachelor of Science in University Studies (BSUS) Program Faculty Oversight Committee as follows:

1. To act as the program curriculum committee.
2. Advise students on thematic concentration proposal development with special emphasis on ensuring that the proposal does not encroach on an established degree program (see University Studies Program Policy Guidelines).
3. Approve thematic concentration for each student.
4. Provide advice to the Provost and BSUS program director concerning program operations.
5. Conduct an annual audit of a representative sample of BSUS degrees in the late fall in accordance with items 1 and 2 and report the audit to EPPC at the first meeting of the calendar year to ascertain whether the standard has been applied correctly and consistently; recommend corrective action if the audit finds flaws or inconsistencies.
6. Serve as liaison's to the Colleges they represent to update their constituents concerning the activities of the BSUS program.
7. Participate in the BSUS academic program review.

Resolution #14-39
Approved by the Faculty Senate: March 18, 2014
Approved by the Chancellor: n/a

Send the entire recommended list of Bachelor of Science in University Studies (BSUS) Program Faculty Oversight Committee members and the motion to include two additional members from the University Curriculum Committee and Faculty Senate to Educational Policies and Planning Committee to consider and report to the Faculty Senate in April 2014.

Resolution #14-40
Approved by the Faculty Senate: March 18, 2014
Acknowledged receipt by the Chancellor: April 16, 2014

Statement of Principles Regarding Budget Reductions and Allocations, as follows:

East Carolina University has endured a challenging budgetary climate in recent years, and will likely face continuing reductions in the near future. In this context, the University Committee on Fiscal Sustainability has been charged with developing a set of recommendations to help ensure that the character and quality of ECU’s academic mission will be maintained. In light of the campus-wide budget discussions currently taking place, the Faculty Senate offers the following statement affirming the values and principles that should guide any decisions about resource reductions and (re)allocations.

In considering the impending budget reductions, we recommend that the University:

• Give the utmost priority to maintaining educational quality and protecting the academic core, that is, the curriculum-centered student-faculty relationship that lies at the heart of ECU’s academic mission.
• Protect the capacity of faculty and students to engage in the original scholarship and creative activity that is integral to a vibrant academic core.
In addition we also recommend that the University:

- Ensure a budget process that is open and transparent, with opportunities for input from all campus constituencies.
- Give careful consideration to the human cost of budget reductions, and ensure that people are valued and treated with respect.
- Prioritize investments and strategic priorities according to merit and performance, and in light of ECU’s mission and strategic vision.
- Preserve the widest possible access to higher education and consider the impacts of budget decisions on student recruitment, progress and retention.
- Ensure that efforts are made to maintain the diversity of students, faculty and staff.

Resolution #14-41
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: n/a

Proposed Revisions to Post Tenure Review

Resolution #14-42
Approved by the Faculty Senate: April 15, 2014
Acknowledged receipt by the Chancellor: May 21, 2014 (with comment)

Transparency of Financial Impacts in Program Changes

Resolution #14-43
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: n/a

Support of the General Education Council’s Work on System Level Student Learning Outcome Assessment

Resolution #14-44
Approved by the Faculty Senate: April 15, 2014
Received by the Chancellor: May 21, 2014

Formal faculty advice on curriculum matters acted on and recorded in the Graduate Council meeting minutes of February 17, 2014 and March 17, 2014.

Resolution #14-45
Approved by the Faculty Senate: April 15, 2014
Received by the Chancellor: May 21, 2014

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Curriculum Committee meeting minutes of February 5, 2014, March 5, 2014 and March 19, 2014.
Resolution #14-46
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 21, 2014 (with changes highlighted below)

Addition to *ECU Faculty Manual*, Part XI, Section V. relating to Weapons Policy, as follows:
(additions noted in bold print).

“The General Assembly recently amended the law about weapons on campus, and as a result ECU has revised their weapons policy. Formal faculty advice on the proposed interim *University Regulation Concerning Weapons on Campus* was provided to the Chancellor via the Faculty Senate on February 4, 2014 (#14-10).

Until such time that an amended statute is published and/or ECU revises its University regulation, the committee proposes that both the NC General Statute and University regulation be referenced in Part XI, Section V. of the *ECU Faculty Manual* as noted below.

“II. Weapons Policy

It is a violation of University policy for a member of the University community to possess and/or use a weapon on any university owned or controlled property, or at extracurricular events sponsored by the university. *The University Weapons policy is contained in the University Regulation Concerning Weapons on Campus*. Any faculty member who violates this policy may be subject to serious sanctions imposed by the university in accordance with due process as outlined in the university’s tenure and promotion policies and procedures, as well as punishment in accordance with state criminal law. For further details and certain exceptions, see North Carolina General Statute § 14-269.2 located online at: [http://www.ncga.state.nc.us/](http://www.ncga.state.nc.us/) or the *University Regulation Concerning Weapons on Campus*. (FS Resolution #11-20, February 2011)”

Resolution #14-47
Approved by the Faculty Senate: April 15, 2014
Acknowledged receipt by the Chancellor: May 21, 2014 (with comment)

**Formal faculty advice** on proposed Regulation on Responding to Complaints of Sexual Harassment, Sexual Misconduct and/or Discrimination on the Basis of Sex.

Resolution #14-48
Approved by the Faculty Senate: April 15, 2014
Received by the Chancellor: May 21, 2014

**Formal faculty advice** on Faculty Serious Illness and Parental Leave Policy.

Resolution #14-49
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 7, 2014 (with comments)
Curriculum matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of March 17, 2014, including approval of domestic diversity credit for HGMT 1500 and March 31, 2014, including approval of domestic diversity credit for HIST 1050, HIST 1051, HIST 3210, BUSS 2200, NURS 4906, SOCI 1010, SOCI 2110, SOCI 2111, SOCI 3100, SOCI 3219, SOCI 3326, SOCI 3400, SOCI 4327, SOCI 4341, SOCI 4345, SOCI 4347 and approval of global diversity credit for HIST 1031, HIST 3610, HIST 3615 HIST 3620, HIST 3630, GEOG 2100, GEOG 4320, NURS 4905, RELI 1690, RELI 2400, RELI 2500, RELI 2692, RELI 2693, RELI 2695, RELI 2696, RELI 3692, RELI 3698, RELI 3800, RELI 3896, RELI 3796, SOCI 3235.

Resolution #14-50
Approved by the Faculty Senate: April 15, 2014
Held for further study by the Chancellor: May 21, 2014 (with comment)
Rejected by the Chancellor: May 13, 2016 (with comment)

Recommendations on COAD 1000.

Resolution #14-51
Approved by the Faculty Senate: April 15, 2014
Received by the Chancellor: May 21, 2014

Formal faculty advice on REG 01.30.01 Institutional Survey Administration, as follows:

After reading REG 01.30.01 and associated documentation, the Research/Creative Activities Committee (RCAC) met and discussed several points made in the document. That feedback was shared with Faculty Senate in December 2013. Faculty Senate tasked the committee with meeting with individuals from the Survey Review and Oversight Committee (SROC). A list of recommendations regarding REG 01.30.01 was sent to the SROC.

Linked below you will find SROC response to our recommendations (#1) which formed the basis for meetings between the groups. Updated documentation was sent to the RCAC on 2/20/14 from Dr. Susan Beck-Frazier. The RCAC met and made additional changes and suggestions (#2). A frequently asked questions document (#3) was created specifically in response to RCAC issues and concerns. The document will be available on the web with easy access to individuals who need to submit their surveys for approval.

1. Response to RCAC feedback from December 2013.
2. An update to REG 01.30.01 Institutional Survey Administration with RCAC feedback.
3. A frequently asked questions document (FAQ) regarding the regulation and the SROC.

Resolution #14-52
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: n/a

University Budget Committee is charged with reviewing ECU’s policies governing faculty promotion raises, as well as, the pros and cons of possible alternative models.
Resolution #14-53  
Approved by the Faculty Senate: April 15, 2014  
Approved by the Chancellor: n/a  

Revisions to the *ECU Faculty Manual*, Part VI, Teaching and Curriculum Regulations, Procedures and Academic Program Development, Section I. Teaching Regulations and Guidelines Related to Faculty, subsection V. Course Expectations and Requirements were referred back to Admissions and Retention Policies Committee for further review.

Resolution #14-54  
Approved by the Faculty Senate: April 15, 2014  
Approved by the Chancellor: n/a  

Revisions to the *ECU Faculty Manual*, Part VI, Teaching and Curriculum Regulations, Procedures and Academic Program Development, Section I. Teaching Regulations and Guidelines Related to Faculty, subsection X. Class Attendance and Participation Regulations were referred back to Admissions and Retention Policies Committee for further review.

Resolution #14-55  
Approved by the Faculty Senate: April 15, 2014  
Approved by the Chancellor: May 21, 2014  

*Creation of a New WE Grade*, Withdrawal with Extenuating Circumstances and Revisions to Related Policies.

Resolution #14-56  
Approved by the Faculty Senate: April 15, 2014  
Held for further study by the Chancellor: May 21, 2014 *(with comment)*  
Rejected by the Chancellor: May 31, 2016 *(with comment)*  

Recommendations from the Subcommittee on Unit Code Policy.

Resolution #14-57  
Approved by the Faculty Senate: April 15, 2014  
Held for further study by the Chancellor: May 21, 2014 *(with comment)*  
Approved by the Chancellor: October 15, 2014 *(with effective date being 10/20/14)*  

Revised unit codes of operation, including, Department of Political Science’s Unit Code of Operation, Department of History’s Unit Code of Operation, School of Music’s Unit Code of Operation, Department of Sociology’s Unit Code of Operation, and College of Education’s Unit Code of Operation.  
All approved unit codes of operation are available at:  
http://www.ecu.edu/cs-acad/fs/online/customcf/committee/uc/unitcodes.pdf
Resolution on Academic Conflicts with Fall 2014 Thursday Home Football Games, as follows:

Whereas, the University Academic Calendar Committee is charged to consider calendar matters for university units and make recommendations on matters affecting the calendar; and

Whereas, the Fall 2014 University Academic Calendar was publicized following the Chancellor’s approval in April 2013; and

Whereas, the publicized 2014 ECU Football schedule (noted below) includes two Thursday home games (October 23 and December 4) that will conflict with University academic activities.

Therefore Be It Resolved, that the Chancellor form a small working group to include Faculty Officers, Academic Council, University Registrar, and University Athletics and Staff Senate representation to address how best to plan for these two Thursday home games and widely publicize the plan in early May 2014 and again in early August 2014 to the University community (faculty, staff, students).

Be It Further Resolved, that the plan address how to consistently handle these yearly academic class conflicts with minimum negative impact to the academic mission of the University.

Fall 2014 University Academic Calendar

2014 ECU Football Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent / Event</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/30/14</td>
<td>vs. North Carolina Central</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>09/06/14</td>
<td>at South Carolina</td>
<td>Columbia, S.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>09/13/14</td>
<td>at Virginia Tech</td>
<td>Blacksburg, Va.</td>
<td>TBA</td>
</tr>
<tr>
<td>09/20/14</td>
<td>vs. North Carolina</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>10/04/14</td>
<td>vs. SMU *</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>10/11/14</td>
<td>at USF *</td>
<td>Tampa, Fla.</td>
<td>TBA</td>
</tr>
<tr>
<td>10/23/14</td>
<td>vs. Connecticut *</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>11/01/14</td>
<td>at Temple *</td>
<td>Philadelphia, Pa.</td>
<td>TBA</td>
</tr>
<tr>
<td>11/15/14</td>
<td>at Cincinnati *</td>
<td>Cincinnati, Ohio</td>
<td>TBA</td>
</tr>
<tr>
<td>11/22/14</td>
<td>vs. Tulane *</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
<tr>
<td>11/28/14</td>
<td>at Tulsa *</td>
<td>Tulsa, Okla.</td>
<td>TBA</td>
</tr>
<tr>
<td>12/04/14</td>
<td>vs. UCF *</td>
<td>Greenville, N.C.</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Disposition: Chancellor

Resolution #14-59
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 21, 2014
Policy for Making Up Missed Class Days.

Resolution #14-60
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 21, 2014

Curriculum and academic program matters acted on and recorded in the Educational Policies and Planning Committee’s April 11, 2014 meeting minutes including Request to establish a new Graduate Certificate in Criminal Justice Education within the Department of Criminal Justice; Request to establish a new Certificate in Entrepreneurship within the College of Business; Request to move the International Management Certificate from the College of Business to the Thomas Harriot College of Arts and Sciences; Request to discontinue the Tax Certificate within the College of Business; Request to move the General Business Concentration from within the Department of Finance to the Department of Management (remaining within the College of Business); Request to create a Business Foundations Certificate within the College of Business; Request to establish a new distance education BS degree program in Family and Consumer Sciences Education, within the Department of Child Development and Family Relations; Request to establish a PhD program in Epidemiology, within the Department of Public Health within the School of Medicine; Request to add a non-thesis option to the MS Biology program within the Department of Biology; Request to establish a new Graduate Registered Health Information Administrator (RHIA) Certificate Program within the College of Allied Health Sciences; Request to change MS degree title from MS in Recreation and Park Administration (RPA) to MS in Recreation Services and Interventions within the College of Health and Human Performance; Request to create two concentrations – Recreation and Park Administration and Recreational Therapy Administration – in the MS in Recreation and Park Administration within the College of Health and Human Performance; Request to create a Cohort Didactic Program in Dietetics Concentration, within the BS degree in Nutrition and Dietetics in the Department of Nutrition Science; and a Request to create a Nutrition with Science Concentration, within the BS degree in Nutrition and Dietetics in the Department of Nutrition Science.

Resolution #14-61
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 21, 2014 (with exception)

Recommended Bachelor of Science in University Studies (BSUS) Program Faculty Oversight Committee membership.

Resolution #14-62
Approved by the Faculty Senate: April 15, 2014
Approved by the Chancellor: May 21, 2014

Revisions to the ECU Faculty Manual, Part VI, Teaching and Curriculum Regulations, Procedures and Academic Program Development, Section VII. Academic Program and Curriculum Development.

Resolution #14-63
Approved by the Faculty Senate: April 15, 2014
Resolution #14-64
Approved by the Faculty Senate: April 22, 2014
Rejected by the Chancellor: June 3, 2014 (with comments)

Resolution in support of course release opportunities for elected Faculty Officers, as follows:

Whereas, the Faculty Senate is a part of the Chancellor’s division; and
Whereas, in recent years, ECU faculty members have relied heavily on faculty officers (Chair, Vice Chair, Secretary, and Parliamentarian) to represent their collective interests in discussions on a wide-range of academic and institutional policies and procedures; and
Whereas, this growing reliance requires faculty officers to be more involved in all aspects of shared governance, including membership on various academic, administrative, and ad hoc committees; and
Whereas, the time and energy faculty officers are expected to devote to University standing committees are in addition to the responsibilities for teaching, research, and service they owe their respective academic units; and
Whereas, the additional workload places a heavy service burden on those who are willing to serve in leadership roles; and
Whereas, currently the elected Chair of the Faculty is the only faculty leader to receive compensation in the form of a summer stipend and two course releases per academic year; and
Whereas, the elected Vice Chair of the Faculty and the elected Secretary of the Faculty and appointed Parliamentarian are not compensated for their additional duties outside of their individual academic units,

Therefore Be It Resolved, that the Faculty Senate supports offering additional compensation for the four faculty officer positions.

Be It Further Resolved, that the Faculty Senate requests that the Chancellor provides financial support from within the Chancellor’s Division to offer compensation (i.e., at least one course release per semester) for all four faculty officer positions.

Be It Further Resolved, that this compensation for faculty officers will be provided regardless of the academic division in which they hold academic rank.

Resolution #14-65
Approved by the Faculty Senate: April 22, 2014
Approved by the Chancellor: May 7, 2014 (with comments)

(#12-75 Recommendation establishing Domestic and Global Diversity Course Requirements)

Curriculum matters acted on recorded in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of April 21, 2014, including approval of domestic diversity credit
for NURS 4210/4211 and DNCE 1000, global diversity credit for CDFR 4100, THEA 1000, and ART 1910(DE) and foundations humanities credit for ENGL 3070, ENGL 3080, ENGL 3090, ENGL 3950.

Resolution #14-66
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014
Curriculum matters acted on and recorded in the April 10, 2014 University Curriculum Committee meeting minutes.

Resolution #14-67
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014
Curriculum matters acted on and recorded in the April 24, 2014 University Curriculum Committee meeting minutes.

Resolution #14-68
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014
Curriculum matters acted on and recorded in the April 14, 2014 Writing Across the Curriculum Committee meeting minutes, including approval of writing intensive (WI) designation for SPED 3005 and the removal of WI designation from SPED 3100, SPED 3200, NURS 4150, CHEM 2250, CHEM 3450, CHEM 3850, CHEM 3950, CHEM 3960, and CHEM 5350.

Resolution #14-69
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014
Curriculum matters acted on and recorded in the September 8, 2014 Writing Across the Curriculum Committee meeting minutes, including approval of writing intensive (WI) designation for JUST 4300 and removal of WI designation for DANC 4323 and DANC 4047/4048.

Resolution #14-70
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014
Curriculum matters acted on and recorded in the April 8, 2014 Service Learning Committee meeting minutes, including approval of service learning (SL) designation for DNCE 2200.
Resolution #14-71
Approved by the Faculty Senate: September 16, 2014
Approved by the Chancellor: October 15, 2014

Revisions to the unit code format, as follows:

(Additions are noted in RED print and deletions in RED strikethrough.)

UNIT CODE FOR XXXXX

Section I PREAMBLE

This Code allows for faculty participation in and establishes procedures for the XXXXX’s internal affairs and is consistent with the East Carolina University (ECU) Policy Manual, the ECU Faculty Manual, and all established university policies.

Section II FACULTY
A. Definitions of the unit’s faculty
B. Criteria for serving as a voting faculty member of the unit (Refer to ECU Faculty Manual, Part IV and Part IX.)
C. Where appropriate, approved criteria for appointment to the graduate faculty (Refer to ECU Faculty Manual, Part II.)
D. Criteria for emeritus status in the unit (Refer to ECU Faculty Manual, Part VIII.)

Section III ADMINISTRATIVE ORGANIZATION OF THE UNIT

Section IV COMMITTEES OF THE UNIT
A. Standing Committees, including membership, terms, and duties of committees
B. Personnel Committees, Tenure Committees, Promotion Committees (Refer to ECU Faculty Manual, Part IX.)

Section V EVALUATION OF FACULTY
NOTE: If the unit has guidelines, they must follow ECU Faculty Manual, Part IV.)

A. Current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured and tenure-track faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the award of permanent tenure (Refer to ECU Faculty Manual, Part VIII, Part IX, Part X, and Part XI.).

B. Guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title

C. Standards for post-tenure review (Refer to ECU Faculty Manual, Part IX.)
Section VI  PROCEDURES FOR MEETINGS WITHIN THE UNIT
Include requirements and procedures for calling meetings, and by whom, agenda requirements and reference to conduct by Robert’s Rules of Order, Newly Revised.

Section VII  VOTING BY FACULTY MEMBERS
Procedures for the unit’s voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit’s major planning documents, assessment documents, Guidelines for Unit Academic Program Review (Refer to ECU Faculty Manual, Part IV), and other major reports prior to their submission in final form to person(s) outside the unit.

Section VIII  BUDGET
Procedures for discussing with its unit administrator the unit’s
A. Annual budget request
B. Annual report

Section IX  AMENDMENT PROCEDURES
Include procedures for amending code, how much prior notice is required, and what kind of vote is required (majority, 3/5, etc.). Refer to Robert’s Rules of Order, Newly Revised “Bylaws,” #55, Article IX and to ECU Faculty Manual, Part IV. “This Code MUST be approved by a majority of the permanently tenured faculty members of the unit.”

Resolution #14-72
Approved by the Faculty Senate: September 16, 2014
Accepted by the Chancellor: October 15, 2014

Formal faculty advice to include no recommended changes to the Review Process and Procedure for EPA Non-Faculty Employees.

History: Chancellor: October 12, 2005; Board of Trustees: December 16, 2005; Amended: January 1, 2009; Revised December 2, 2013; Board of Trustees approved January 13, 2014.

Related Policies:
Section 611 of the Code of the University of North Carolina, "Review of Personnel Actions Affecting Specified Employees Exempt from the State Personnel Act (EPA)"
UNC Policy Manual 300.1.1, Senior Academic and Administrative Officers
UNC Policy Manual 300.2.1, Employees Exempt from the State Personnel Act

Additional References:
ECU Policy for Employees Exempt from the State Personnel Act
ECU Human Resources Benefits
Human Resources

Contact Information:
Assistant Vice Chancellor for Human Resources and Director of EPA Administration, (252) 328-9882
Review Process and Procedure for EPA Non-Faculty Employees

Introduction

East Carolina University is committed to fair and equitable treatment for all employees. The University administration is charged by law and University policy with managing and directing its human resources, including but not limited to workforce size, recruitment, training, work assignments, hours of employment, promotion, demotion, transfer, or dismissal. Where there are concerns or problems related to employment, employees, their co-workers and their supervisors are strongly encouraged to find informal means of resolving them. Employees may pursue formal requests in accordance with the Review Procedure outlined in section 4 below.

1. General Considerations

1.1. The University has established this Review Process and Procedure for those actions stated in Section 3 below.

1.2. EPA Non-Faculty Employees (hereinafter "Employees") have the right to use this Review Process & Procedure ("Review Process & Procedure") free from threats or acts of retaliation, interference, coercion, restraint, discrimination, or reprisal. Employees and students may not be retaliated against for participating in a review as an employee, a witness, an employee assistant, or as a Review Committee member. Any person who retaliates against another person for exercising rights in good faith under this Review Process & Procedure will be subject to appropriate and prompt administrative action by the University.

2. The EPA Non-Faculty Employee Review Committee (the "Committee")

2.1. Roles and Responsibilities of the Committee

The Committee hears requests for reviews brought by Employees covered by the Review Process & Procedure.

2.2. Composition of the Committee

The Chancellor shall appoint five (5) EPA Non-Faculty employees to serve as regular committee members representing EPA non-faculty employees across the divisions of the University. Additionally, the Chancellor shall appoint three (3) EPA Non-Faculty employees to serve as alternate Committee members. The Chancellor shall endeavor to have each division have representation on the Committee. All regular and alternate members of the Committee must be subject to the Review Process & Procedure.

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1 "EPA Employees" are "Employees Exempt from the State Personnel Act" which includes Senior Academic and Administrative Officers as defined in Section I.B and governed by Section III of the UNC policy 300.1.1, and employees designated within the non-teaching EPA Instructional or Research category under G.S. 126-5, and as defined in UNC Policy 300.2.1.

2 The Chancellor may designate an individual to fulfill any responsibility of the Chancellor under this Review Process & Procedure if he or she chooses to delegate any assignment.
The three (3) alternates will be appointed to: fill the unexpired terms of regular members who may leave the Committee; or, to serve in the event that a regular member is not available to serve or must recuse him/herself because of a conflict of interest; or, if the Employee is a member of the regular member's division. If an alternate is appointed to fill the unexpired term of a regular member, the Chancellor shall appoint a new alternate member to represent the division previously served by the replaced regular member.

Upon expiration of a regular member's term, a new member of the Committee will be appointed from among the three alternates and a new alternate will be appointed to represent the division previously served by the regular member whose term has expired.

The Committee's membership year is July 1 through June 30. New appointees assume membership on July 1 and expiring terms end on June 30 of each year. Membership may continue in the event that the Committee is actively hearing a case, or there is a currently pending review.

A Committee member may not participate in a review he or she brings on his or her own behalf, in any case in which he or she has been materially involved or in any case that arose within that Committee member's department or division in instances where a Vice Chancellor or division head is the respondent.

2.3. Appointments to the Committee

The Assistant Vice Chancellor for Human Resources is responsible for facilitating the work of the Committee, including orienting new members and managing this appointment process. For initial appointments, and subsequently on an annual basis in May or as soon thereafter as practicable, the Chancellor may send a memorandum to the Vice Chancellors requesting nominees. The Chancellor will send a letter of appointment to the selected individuals to fill the expired terms of regular and alternate members. When a vacancy occurs during a regular or alternate member's term due to inability to continue through the remainder of the unexpired term, the Chancellor will solicit a nomination from the head of the division represented by that regular or the alternate member, or another unrepresented division. The Chancellor will send a letter of appointment to the individual(s) selected to fill the unexpired term of the regular or alternate member(s).

The regular members of the committee will elect the Chair of the Committee ("Committee Chair" or the "Chair") annually in July or as soon thereafter as practicable. The Committee will also elect a vice chair, who will preside in the event that the Chair is unable to fulfill the requirements of this position. The Chair and Vice Chair are permitted to serve multiple terms.


3.1 Requests for review are subject to the standards set out below, which define matters which may or may not be reviewed under this Review Process & Procedure. A University official may choose to offer a proposed resolution to a dispute without such offer conferring jurisdiction under this Review Process & Procedure where such jurisdiction is not otherwise present. Matters that can be reviewed shall be limited to claims that:

3.1.1 Discharge for cause or other disciplinary action violated the interpretation and application of any provision of The University of North Carolina Policy Manual Section 300.2.1.

3.1.2 Discontinuation, expiration of term appointments, or terminations with notice upon allegations of violations of the notice requirements, or the Equal Employment Opportunity and Protected Activity
provisions of the University of North Carolina Policy Manual Section 300.2.1

3.2 Matters outside the Committee’s jurisdiction. Absent a demonstration by the employee that the decision was based on a factor reviewable under the University of North Carolina Policy Manual Section 300.2.1, the Committee has no jurisdiction to review pursuant to the Review Policy and Procedure:

3.2.1. Dissatisfaction by an Employee with the general application of a University, School/College or Department policy, regulation, or practice or with a University official’s decision-making on the grounds it is undesirable or inadvisable.

3.2.2. Complaints, reviews or appeals that are exclusively subject to another University procedure or are exclusively within the scope of another University committee such as, but not limited to, intellectual property determinations, research ethics, Campus Police trespass appeals, parking appeals or assignments, and health and safety concerns. The outcome of such matters may be presented to and considered by the Committee when they have a direct relevance to a matter which otherwise is within the scope of the process subject to the specific disclosure and confidentiality rules of the other University procedure or Committee.

3.3 Written Request for Review Statement Required

3.3.1 An Employee must file a written request review statement (“Statement”) using the form available on the ECU HR website (link provided above) with the Chair of the Committee.

3.3.2 Absent exceptional circumstances, the signed, written Statement shall be submitted within 20 working days of the decision cited in the Statement. The deadline for submitting the Statement may be extended only if, in the judgment of the Chair, there are significant extenuating circumstances. The act of filing a Statement does not extend employment.

3.4 Referral to the Office for Equity and Diversity

If the Statement submitted by the employee includes an allegation of prohibited discrimination and/or harassment based on a protected class as set forth in the University’s Equal Opportunity, Harassment, and Non-Discrimination Policies, the Statement is first referred to the University’s Office of Equity and Diversity (“OED”) for assessment. The Statement is held in abeyance during any preliminary review and/or investigation by the OED. The OED will conduct a preliminary review to determine if part or all of the concerns outlined in the Statement are in the purview of the OED. The OED shall endeavor to complete its preliminary review within 10 working days but may, depending upon the specifics of the issues involved, request the Chair of the Review Committee (the “Chair”) to provide additional time, if/as necessary. If the preliminary review determines that part or all of the concerns outlined in the Statement are found to be within the purview of the OED, the OED will investigate those concerns in accordance with the review procedures outlined in the Equal Employment Opportunity Plan. If there are no findings by the OED that result in a violation of the University’s Equal Opportunity, Harassment and Non-Discrimination Policies, the OED will issue a notice of outcome to the Chair.

4. Review Procedures

4.1. Convening the Committee

Not later than 10 working days after receipt of the Statement, the Chair shall convene the Committee
for its initial meeting. At this meeting or before, the Chair will provide the members of the Committee with an orientation covering the role and responsibilities of the Committee and a review of the process. At this meeting, the Committee shall review the Statement and determine whether the matter as stated falls within the jurisdiction of the Committee or not. Relevant considerations include, but are not limited to, the employment status of the Employee and the subject matter of the concerns in the Statement. If the matter is not eligible for review, the Committee may:

4.1.1 Allow the Employee to amend the Statement in writing within five working days of Employee's receipt of notice of an opportunity to amend his/her Statement. The Committee will review the amended Statement pursuant to Section 4.1 above; or

4.1.2 Dismiss the Statement, in writing, for failure to state a concern that is eligible for review under this Review Process and Procedure.

If the matter is eligible for review under the Policy, the Committee Chair shall, within 10 working days, forward a copy of the Statement to those named by the Employee as responsible ("Respondent(s)"), together with notice that a written response to the Statement concerns must be provided to the Committee Chair and the Employee within 10 working days. A copy of the Statement must also be submitted to the University Counsel and the appropriate Vice Chancellor.

4.2 Challenges to a Committee Member

4.2.1 Challenge by the Committee. If, in the opinion of the Committee, the membership of the Committee is for any reason inappropriate, then the Chair shall submit a written recommendation to the Chancellor that changes in membership are necessary to ensure objective and timely review in that case. Upon such request, the Chancellor shall have the discretion to make any changes to the Committee necessary for the Committee to function effectively including, but not limited to, replacement of the Chair. The decision of the Chancellor regarding the disposition of such a request must be in writing and shall be included in the Official Record.

4.2.2 Challenge by a party. Any party may request that a member of the Committee be removed. The party shall submit the request for removal of a Committee Member to the Chair in writing no later than five (5) working days after receipt of the Notice described at Section 4.5. The Chair shall forward the request to the Chancellor. The decision of the Chancellor regarding the disposition of the request is final, must be in writing, and shall be included in the Official Record.

4.3 Assistants

This Review Process is not intended to be a formal legal process nor do the formal rules of evidence apply. Neither the Employee nor the Respondent(s) may have an attorney actively participate at the Review Hearing (the "Hearing"). (Attorney is defined as anyone with a Juris Doctorate, or other recognized law degree, regardless of whether or not that person is licensed to practice law in the State of North Carolina and/or whether or not that person is "representing" the employee.) However, the Employee and the Respondent(s) is/are entitled to have one assistant (the "Assistant") of the party's choice present at all meetings and at the Hearing to aid the party in developing their case. The Assistant may not be a witness or speak at the Hearing or otherwise actively participate in the Hearing. An attorney may serve as an Assistant. Information shared by a party with their Assistant is considered confidential and shall not be divulged except as required by law.
Each party shall confirm the identity of any Assistant who will attend the hearing to the Chair in writing no later than five (5) working days after receipt of the Notice described at Section 4.5.

Upon request of the Chair, the Office of the University Counsel ("OUC") may designate an attorney to provide procedural advice to the Committee.

4.4 Confidentiality. Members of the Committee, parties, Assistants and witnesses shall maintain strict confidence concerning all aspects of the review process. This is required by state law as well as University policy.

4.5 Notices of Meetings. The Chair shall send notices of the scheduled meetings to all Committee members, the Employee, and the Respondent(s). The Notice will

4.5.1 set the date for the Hearing not later than four weeks from the date that the Respondent(s) submitted the response to the Statement;

4.5.2 identify the review the Committee will be hearing, and the parties and the Committee members;

4.5.3 instruct the parties to exchange one copy of their proposed exhibits and witness lists at least five (5) working days in advance of the Hearing, and a sealed copy to the Chair for the Record, but in no case shall information be provided to the Committee prior to the Hearing. References to the documents during the Hearing shall be by exhibit number with page references as applicable;

4.5.4 inform the parties that, at least two (2) working days prior to the hearing, they must list whether or not there are any factual or other items that can be agreed upon and reduced to written stipulations signed by the parties prior to the Hearing. The parties shall present the stipulations to the Chair;

4.5.5 remind parties of any other applicable deadlines in accordance with this Review Process and Procedure (e.g., challenges to a Committee member at Section 4.2.2, identification of Assistants at Section 4.3); and

4.5.6 instruct the parties to bring to the Hearing at least one copy of each exhibit for each Committee member, one copy for the court reporter and one copy for each party.

The Chair of the Committee may consider and grant a reasonable extension of any deadlines established in this Review Process and Procedure at the request of one of the parties based on extenuating circumstances and/or at the recommendation of the Committee.

4.6 The Hearing

4.6.1 Court Reporter. The Chair shall arrange a court reporter to record all Hearings and maintain the exhibits presented by the parties at the Hearing. The University shall bear the expense of the court reporter. No other recordings of the Hearing shall be allowed.
4.6.2 Amendment of Statement. Once the Hearing begins, the Employee shall not have the right to amend the Statement without the unanimous vote of the Committee. If any amendment to the Statement is allowed, the Chair shall promptly notify the Respondent(s) of this action and defer subsequent proceedings until the Respondent(s) have had the opportunity to respond to this revision. A respondent shall have 10 working days to respond to any amended Statement.
4.6.3 Attendance at the Hearing. The only persons allowed to attend the Hearing are the Committee, the Assistant Vice Chancellor for EPA Administration; counsel from the OUC, to advise the Committee; the court reporter, the Employee and the Employee's Assistant and the Respondent(s) and the Respondent(s)' Assistant. Any other persons who are witnesses shall only attend the Hearing while they are testifying.

4.7 Guidelines for the Conduct of the Hearing

4.7.1 Committee Participation. Hearings shall be conducted with the Chair and all five (5) Committee members present.

4.7.2 Control of Hearings. The Chair shall preside over the Hearing. Consistent with the principles of impartiality and equity, the Chair shall determine, in consultation with the Committee, among other things, the following:

4.7.2.1. The order of testimony presentation, if it deviates from the standard order described below;

4.7.2.2 Whether a party has provided adequate justification for accepting evidence into the record at the Hearing;

4.7.2.3. The order and procedure for questioning the parties and witnesses;

4.7.2.4. Compliance with all procedures; and

4.7.2.5. The admissibility of all evidence

4.7.2.5.1 Whether evidence is relevant to the issues involved in the review and may rule that evidence not be considered.

4.7.2.5.2 If evidence is excluded, the Chair shall state the reasons for the exclusion on the record and the materials shall be included in the Official Record; and

4.7.2.6 The appropriateness of all questions and the method of questioning. The Chair should not allow any questions that are irrelevant, immaterial, unduly repetitious, or abusive.

The Committee shall keep a copy of all exhibits, whether admitted or not, for inclusion in the Official Record.

4.7.3 Testimony. Parties shall have the right to testify, to present testimony of witnesses and other evidence, to hear and question witnesses offered by the other party, and to examine all documents and other information considered by the Committee. If a witness cannot or will not appear, and the Chair determines that testimony of the witness should be admitted into evidence, the Chair shall identify the witness, disclose the statement of the witness and, if possible, provide for questions. So long as it does not substantially delay the Hearing process, the Chair may, at his or her discretion, call a recess so that reasonable time is provided for the examination of all evidence and for the preparation of appropriate responses. The Committee will carefully consider the weight and credibility of any written witness statements, taking into account whether it is sworn and that the witness is not subject to cross-examination, either of which may reduce its credibility.

4.7.4 Order of presentation. The standard order of presentation is as follows:
4.7.4.1 The Employee may make an opening statement that does not exceed 10 minutes;

4.7.4.2 The Respondent may make an opening that does not exceed 10 minutes;

4.7.4.3 The Employee presents the Employee's case through the Employee's own testimony, exhibits and witnesses. The Respondent(s) may question the Employee and the Employee's witnesses after the Employee finishes testifying/examining each of the witnesses. The Committee members may ask questions of the Employee/each of the Employee's witnesses after the Employee and the Respondent(s) finish their questioning. The Employee's case shall not exceed two (2) hours, excluding cross-examination of the Employee's witnesses by Respondent(s) or questions by the Committee;

4.7.4.4 At the conclusion of the Employee's presentation, the Committee will recess to consider if the Employee has met the Employee's burden of demonstrating that, using the standard of preponderance of the evidence (which is the same as the "greater weight of the evidence.") the Employee has experienced an injury that would entitle the Employee to relief and that such injury is remediable. If the Committee decides that the Employee's evidence is insufficient to meet the preponderance of the evidence standard, then the Committee shall adjourn the Hearing and prepare a report as outlined below.

4.7.4.5 If the Committee does not adjourn the Hearing at the conclusion of Employee's presentation of evidence, then the Respondent(s) may present evidence through the testimony of parties, exhibits, and witnesses. The Employee may question the Respondent and the Respondent's witnesses after the Respondent(s) finishes testifying/examining each of the witnesses. The Committee members may ask questions of the Respondent and each of the Respondent's witnesses after the Respondent(s) and Employee finish their questioning. Each Respondent shall have two (2) hours to present their case excluding cross examination of Respondent(s)' witnesses by Employee or questions by the Committee.

4.7.4.6 At the conclusion of the Respondent(s)' presentation, the Chair may allow the Employee and the Respondent(s) to present rebuttal evidence following the same format as set out above. Each party shall have an additional 30 minutes to present rebuttal evidence case, excluding cross examination by the other party(ies).

4.7.4.7 Once all of the evidence has been presented, the Employee may make a closing statement. The closing statement shall not include a discussion of information not presented in the Hearing and shall not exceed 20 minutes.

4.7.4.8 The Respondent(s) may make a closing statement. The closing statement shall not include a discussion of information not presented at the Hearing and each Respondent's closing statement shall not exceed 20 minutes.

4.7.4.9 The Chair shall adjourn the Hearing.

5. Deliberations and Report of the Review Committee

Upon the conclusion of the Hearing, the Committee shall deliberate and decide based solely on material presented in the Statement, the evidence presented at the Hearing, and such written or oral arguments as the Committee, in its discretion, may allow. The Committee should be careful not to
simply substitute its judgment for that of the Respondent(s). The Employee has the burden of proof and must show, using the standard of preponderance of the evidence (which is the same as the "greater weight of the evidence") that the Employee has experienced an injury that would entitle the Employee to relief and that such injury is remediable. The Chair will prepare a brief written report of the Committee's findings and recommendations for the Chancellor (the "Report").

6. Official Record.

The Chair shall prepare the record (the "Official Record") of the review as outlined here:

6.1 The Official Record of the review process shall consist of all correspondence between the Committee or the Chair and the Employee and/or Respondent(s) pertaining to the review, and every document and exhibit that was either submitted to or given consideration by the Committee, along with the court reporter's transcript of the Hearing and the Committee's Report. Documents offered but not admitted in evidence shall be clearly labeled to that effect and placed in a separate file for record-keeping purposes and possible reference in the event a point on appeal relates to failure to admit evidence offered. All documentation relevant to the Committee's procedural rulings, factual findings, recommendations, and any other aspects of its final report shall be included in the Official Record.

6.2 The Official Record should be forwarded to the Chancellor along with the Committee's final report.

6.3 Once the Official Record has been delivered to the Office of the Chancellor, or a review is terminated, Committee members shall destroy in a confidential manner any extra copies of documents, and any personal notes taken during the Hearing process, consistent with the University's records retention schedule. Any original or unique records must be forwarded to the Chair for maintenance in accordance with the records retention schedule.

6.4 Delivery of Committee's Report.

6.4.1 The Chair shall send the Committee's Report, along with the Official Record of the review to the Chancellor. A copy of the Report shall be sent to the parties.

6.4.2 The Report should describe any recommendation in favor of the employee, as appropriate. Separate from issuing the Report, the Committee, through its Chair, may communicate to the Chancellor changes to the process the Committee deems reasonable.

6.4.3 The Committee shall attempt to complete this task within six (6) weeks after the Hearing.

6.5 Withdrawal of Request for Review. The Employee may withdraw the request for review at any time during the review process.

6.5.1 If the Committee has been appointed, the Employee shall provide the written withdrawal to the Chair. The Chair shall notify the Committee and the Respondent(s), with a copy to the Employee, and the review process will be closed.

6.5.2 If the Committee has provided its Report to the Chancellor at the time of the Employee's decision to withdraw the request for review, then the Employee shall provide the written withdrawal to the Chancellor. The Chancellor shall notify the Respondent(s) and the review process will be closed.
7. Chancellor's Decision

Upon receipt of the Committee's Report of the Hearing, the Chancellor may accept or reject any or all findings and recommendations of the Committee, may remand the matter to the Committee for further consideration, or may seek clarifying information from the Committee (the "Chancellor's Decision"). Unless the Chancellor deems it necessary in the best interest of the University to adjust the deadline, within twenty (20) working days of the Chancellor's receipt of the Report, the Chancellor shall notify the Employee of the Chancellor's Decision by a method of delivery that requires a signature for delivery, which includes, but is not limited to the following: certified or registered mail, return receipt requested, Federal Express, or another commercial delivery service that obtains a signature. The Chancellor shall send copies of the Chancellor's Decision to the Respondent(s) and members of the Committee.

8. Appeal of the Chancellor's Decision

8.1 If the Chancellor's Decision is favorable to the Employee, his or her decision shall be final. If the Chancellor's Decision is unfavorable to the Employee in a case involving separation from employment or suspension without pay, the Employee will not receive further pay, without regard to whether there is an appeal to the Board of Trustees or the Board of Governors. The Employee may appeal an unfavorable Chancellor's Decision to the Board of Trustees (the "Board"), for the reasons outlined in Section 611 (1) (b) of The Code of The University of North Carolina. The appeal shall be transmitted through the Chancellor and be addressed to the Chair of the Board. No provision of this Policy shall be interpreted to extend an employee's right to pay beyond the expiration of the employee's term of appointment while an appeal is pending under this Review Process and Procedure.

8.2 If the Employee wishes to appeal an unfavorable Decision by the Chancellor, the Employee shall file a notice of appeal with the Chancellor, by certified mail, return receipt requested, or by another means that provides proof of delivery within 10 working days of the Employee's receipt of the Chancellor's Decision. The notice of appeal shall include a brief statement of the basis for the appeal, and allegations that the discharge, discipline or policy interpretation or application was illegal and violated a policy of the University or Board of Governors, or that the applicable notice requirements set forth in the Policy were violated.

8.3 The appeal to the Board shall be decided by the Board. The OUC shall provide an attorney to advise the Board of Trustees on procedural matters. The Board may delegate the duty of conducting a review to a standing or ad hoc committee of at least three (3) members. The Board, or its committee, shall consider the appeal on the Official Record. In all cases, review shall be limited to the question of whether the Chancellor committed clear and material error in reaching his or her decision.

8.3.1 The Board or board committee chair shall provide, by certified mail, return receipt requested, a written schedule (the "Schedule") to the Employee and to the Chancellor for the filing of objections to the Official Record and position statements. The Schedule, which may be altered as the Board chooses, may provide as follows:

8.3.1.1 the Employee shall have 10 working days after receipt of the Schedule to file objections to the Official Record with the Board, with a copy to the Chancellor;
8.3.1.2. the Employee shall have 30 working days after receipt of the Schedule to file a position statement with the Board, with a copy to the Chancellor;

8.3.1.3. the Chancellor shall have 30 working days after receipt of the Employee's position statement to file the Chancellor's position statement and response to objections to the Official Record, with a copy to the Employee.

8.3.2 The decision of the Board shall be the final Agency decision.

Resolution #14-73
Approved by the Faculty Senate: October 7, 2014
Approved by the Chancellor: November 6, 2014

Curriculum and academic program matters acted on and recorded in the September 12, 2014 Educational Policies and Planning Committee meeting minutes, including update on name change for College of Engineering and Technology and discontinuation and deletion of Performance Improvement Certificate Program (GC#14-31) and deletion of Environmental Planning Concentration within the Master of Science in Technology Systems (MSTS) within the College of Engineering and Technology (GC#14-31).

Resolution #14-74
Approved by the Faculty Senate: October 7, 2014
Approved by the Chancellor: November 6, 2014

Curriculum matters acted on and recorded in the September 11, 2014 University Curriculum Committee meeting minutes, including revision to curriculum proposal form and policies and procedures for new undergraduate certificates.

Resolution #14-75
Approved by the Faculty Senate: October 7, 2014
Editorial correction: November 5, 2014
Accepted by the Chancellor: November 6, 2014 (with suggested edits included below)

WHEREAS, the Diversity Goal of East Carolina University commits the institution 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, the University Diversity Vision recognizes that “diversity and respect for human difference within the academe is a key source of intellectual vitality and innovative spirit;” and

WHEREAS, the University’s Creed calls our community members to act with personal and academic integrity; respect and appreciate the diversity of our people, ideas, and opinions; be responsible in words and actions; and engage in purposeful citizenship by serving as positive role models; and
WHEREAS, the recently approved Strategic Plan of the University pledges to make ECU “a national model for campus safety and the safest campus in the UNC system;” and

WHEREAS, the individual actions by members of the East Carolina community compromise the reputation, sense of safety, and dignity of the entire community; and

WHEREAS, such acts of hatred threaten to the very existence of the University as an institution rooted in traditions and practices of reasoned, respectful, and ennobling discourse.

THEREFORE BE IT RESOLVED, that members of the Faculty Senate of East Carolina University roundly condemn acts motivated by hatred on campus, in the broader community, and around the globe.

BE IT FURTHER RESOLVED, that the Faculty Senate urges all faculty members, staff, and students to engage in thoughtful dialogue, wherever possible and in the true spirit of diversity, about hate crimes on and near ECU with the goal of fostering respect for all people and ensuring a safe environment for learning and working and to continue constructive dialog in the future.

BE IT FURTHER RESOLVED, that the Faculty Senate strongly urges the University administration to train the appropriate personnel including law enforcement to recognize and report hate crimes, to employ its full powers to investigate such crimes, to pursue all legal remedies, to sanction parties who violate the University Racial and Ethnic Harassment Policy or participate in the harassment of people based on religion, gender or sexual orientation, to report such incidents in the University’s yearly safety report, and to report to the Faculty Senate about the disposition of investigations and actions as soon as practical.

Suggested edits:

BE IT FURTHER RESOLVED, that the Faculty Senate strongly urges the University administration to train the appropriate personnel including law enforcement to recognize and report hate crimes, to employ its full powers to investigate such crimes, to pursue all legal remedies, to sanction parties who violate the University Racial and Ethnic Harassment Policy and other related policies and regulations by participating or participating in the harassment of people based on protected classes of religion, gender or sexual orientation, to report such incidents in the University’s yearly safety report as required by the Clery Act, and to report to the Faculty Senate consistent with the requirements in the ECU Faculty Manual, Part XII, Section IV: “Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina Faculty Members or Administrators Holding Faculty Status,” Number V: Annual Report, about the disposition of investigations and actions as soon as practical.
Resolution #14-76
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: December 16, 2014

Approval of Fall 2014 Graduation Roster, including honors program graduates.

Resolution #14-77
Approved by the Faculty Senate: November 4, 2014
Received by the Chancellor: December 16, 2014

Formal faculty advice on curriculum and academic matters acted on and recorded in the September 8, 2014 (GC#14-40) and October 20, 2014 (GC#14-41) Graduate Council meeting minutes, including actions acted on and recorded in the September 3, 2014 (GCC#14-42) Graduate Curriculum Committee meeting minutes.

Resolution #14-78
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: December 16, 2014

Proposed Revisions to the Academic Unit Code Screening Committee Charge

(Deletions are noted in strikethrough and additions in bold print.)

1. Name: Unit Code Screening Committee

2. Membership:
   8 elected faculty members.

   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointment representative, the Chair of the Faculty, one faculty Senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee reviews academic unit codes and changes to existing academic unit codes to insure compliance with Part IV Academic Units, Codes, and Seven Year Unit Program Evaluation and Part III, Section I. UNC Policy Manual and the UNC Code (UNC Board of Governors) of the ECU Faculty Manual and other appropriate documents.
B. The committee revises the "Guidelines for Writing and Revising a Unit Code of Operation" when necessary.

C. The committee coordinates the review of and recommends related policies and procedures for unit codes with the Faculty Governance Committee and/or other committees as appropriate.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee does not have a standard meeting time. The committee meeting time is scheduled for the third Wednesday of each month.

Resolution #14-79
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: December 16, 2014

Curriculum and academic matters acted on and recorded in the October 9, 2014 University Curriculum Committee meeting minutes including a new course in the School of Theatre and Dance.

Resolution #14-80
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: December 16, 2014

Curriculum and academic matters acted on and recorded in the October 10, 2014 Educational Policies and Planning Committee meeting minutes, including request deletion of existing concentrations within BFA in Art: Fabric Design and Weaving Design (consolidation of content under existing concentration, Textile Design) and deletion of concentration in Wood Design within the School of Art and Design; request conversion of a MA in Geography to a MS in Geography within the Department of Geography, Planning and Environment (GC#14-2); request elimination of the Jazz Studies Minor and Certificate in Jazz Studies and Certificate in Suzuki Pedagogy within the School of Music; request elimination of the Public Health Analysis and Management concentration in the MPH degree program in the Department of Public Health within the School of Medicine (GC#14-7); request to establish new concentrations in Epidemiology and Health Administration in the MPH degree program in the Department of Public Health within the School of Medicine (GC#14-7); and request for Exception to 20% Rule on Transfer Credit from the National Defense University (NDU) to the MSTS and MSNT Degree programs in the Department of Technology Systems within the College of Engineering and Technology (GC#14-31).
Resolution #14-81
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: December 16, 2014

Curriculum and academic matters acted on and recorded in the October 20, 2014 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including approval for domestic diversity designation for GEOG 4340 and global diversity designation for MUSC 2209 and HIST 3462.

Resolution #14-82
Approved by the Faculty Senate: November 4, 2014
Received by the Chancellor: December 16, 2014

Formal Faculty Advice on Proposed Regulation on Protection for Reporting Improper Government Activities with no suggested revisions.

Authority: Chancellor
History: Initiated July 2011; Revised February 2014
Related Policies: ECU Faculty Manual - Part VII, Section II
Regulation on Research Misconduct - REG10.45.01
Regulation on Responding to Complaints of Sexual Harassment, Sexual Misconduct and/or Discrimination on the Basis of Sex - REG06.40.01
HIPAA Privacy Complaint Process - REG12.60.08
Additional References: North Carolina General Statute Chapter 126, Article 14
Pilot Program for enhancement of contractor protection from reprisal for disclosure of certain information, 41 U.S.C. § 4712
ARRA Whistleblower Provisions
Office of Grants and Contracts Federal Whistleblower Procedures
Contact for Info: Office of Internal Audit and Management Advisory Services 252-328-9025

1. State Employees

1.1 East Carolina University encourages State employees to report, verbally or in writing, to their supervisor, the Chancellor, or to the appropriate campus office with authority (as described below), evidence of activity by the University or any State employee that constitutes:

1.1.1 A violation of State or federal law, rule or regulation, or a University policy embodying the same;
1.1.2 Fraud;
1.1.3 Misappropriation of State resources;
1.1.4 Substantial and specific danger to the public health and safety; or
1.1.5 Gross mismanagement, a gross waste of monies, or gross abuse of authority, whether relating to state or federal resources (including, but not limited to, grants and contracts).

1.1.6 It is the policy of ECU that state employees shall be free of intimidation or harassment when reporting to public bodies about matters of public concern; including offering testimony to or testifying before appropriate legislative panels.

1.2 Protection from Retaliation

1.2.1 Neither the Chancellor nor any other State Employee exercising supervisory authority shall discharge, threaten, or otherwise discriminate against a State employee regarding the State employee’s compensation, terms, conditions, location, or privileges of employment because that person, or a person acting on behalf of the employee, reports or is about to report, verbally or in writing, activity as described in Section 1 of this Regulation or N.C. Gen. Stat. § 126-84(a)(1)-(5) unless the State employee knows or has reason to believe that the report is inaccurate.

1.2.1.2 No State employee may retali ate against another State employee because the employee, or a person acting on behalf of the employee, reports or is about to report, verbally or in writing, any activity as described in Article 1 of this Regulation or N.C. Gen. Stat. § 126-84(a)(1)-(5).

1.2.2 Neither the Chancellor nor any other State employee exercising supervisory authority shall discharge, threaten, or otherwise discriminate against a State employee regarding the employee’s compensation, terms, conditions, location, or privileges of employment because that employee has refused to carry out a directive which in fact constitutes a violation of State or federal law, rule or regulation or poses a substantial and specific danger to the public health and safety.

1.2.2.1 No State employee shall retaliate against another State employee because the employee has refused to carry out a directive that may constitute a violation of State or federal law, rule or regulation, or poses a substantial and specific danger to the public health and safety.

1.2.3 The protections of this Regulation and Article 14 of Chapter 126 of the North Carolina General Statutes shall include State employees who report any activity described in Section 1.1 of this Regulation or N.C. Gen. Stat. § 126-84 to the State Auditor as authorized by N.C. Gen. Stat. § 147-64.6B or Program Evaluation Division as authorized by N.C. Gen. Stat. § 120-36(10).

1.3 Notice. ECU shall post notice or otherwise inform its employees of the protections and obligations of this Regulation and Article 14 of Chapter 126 of the North Carolina General Statutes in accordance with applicable law.

2. Additional actions or protections

2.1 External sponsors of specific ECU programs may have additional protections for whistleblowers or may mandate additional reporting requirements for activities that they fund.

2.2 ECU will comply with sponsor requirements for whistleblower protections and notifications.

3. Reporting Suspected Improper Activities
3.1 Individuals who have reason to suspect improper activities should, as soon as possible, report their suspicions, verbally or in writing, to their immediate supervisor or if the supervisor is involved in the suspected improper activities, to the supervisor’s manager.

3.2 Students who have reason to suspect improper activities should, as soon as possible, report their suspicions, verbally or in writing, to the Dean of Students or Dean of the Graduate School.

3.3 Individuals reporting suspected improper activities are encouraged to provide as much specific information as possible including names, dates, locations, events that took place, and the perception of why the incident(s) may constitute improper activities. Anonymous written and telephonic communications will be accepted.

4. Investigation Procedures

4.1 ECU sectors including Internal Audit, Human Resources, and Equity and Diversity, may have specific procedures when coordinating and conducting investigations of certain types of suspected improper activities. Members of the University community should immediately report suspected improper activities to the appropriate sector and should not conduct an investigation or review themselves.

Resolution #14-83
Approved by the Faculty Senate: November 4, 2014
Received by the Chancellor: December 16, 2014 (with comment)

Formal Faculty Advice on Proposed Employment of Related Persons (Anti-Nepotism) Policy

(Additions are noted in bold print and deletions in strikethrough)

Authority: Board of Trustees
History: New
Related Policies: Office of State Human Resources Selection Policy; UNC General Administration Employment of Related Persons Policy; UNC General Administration Guidelines on Implementing Anti-Nepotism Policy
Additional References:
Contact for Info: Associate Vice Chancellor, Department of Human Resources (telephone: 252-328-9847)

1. Introduction

This policy serves to uphold the university’s high standards of professional and ethical conduct, specifically with respect to employee interpersonal relationships. The intent of this policy is to provide assurance that all employees are able to work in an environment where they can be objectively supervised and evaluated.

This policy defines the types of employee interpersonal relationships that by their very existence create an inherent conflict of interest that affects an employee’s ability to be objectively supervised or evaluated. This policy also proscribes specified conduct with respect to employee interpersonal relationships and provides for disciplinary action for violations of this policy.
2. Definitions

2.1 Amorous Relationship

An Amorous Relationship exists when two individuals voluntarily engage in a romantic relationship, for examples examples include: dating, engaged to be married, and/or sexually intimate.

2.2 Familial Relationship

A relationship between two related persons. For purposes of this policy, “related persons” includes:

- Husband/Wife
- Domestic Partner
- Parent/Child
- Brother/Sister
- Grandparent/Grandchild
- Aunt/Uncle and Niece/Nephew
- First Cousins
- Guardian/Ward
- Anyone living in the same household or whose relationship is so closely identified with another as to suggest a conflict, or
- Ex-, Step-, Half-, and In-Law relationships as appropriate based on the above list.

The prohibitions in this policy applicable to familial relationships or amorous relationships shall continue after the termination of the relationship (e.g., divorce) until such time as there is no effect upon impartiality.

2.3 Employment Decision

A decision that includes, but is not limited to, one relating to the search, selection, or appointment of an individual to employment; establishing the terms and conditions of employment; determining compensation; evaluating work performance; voting for or otherwise considering reappointment, promotion, or tenure; issuing disciplinary action; or any other action that assesses, determines, or influences work performance, career progress, or other employment status.

3. Prohibited Conduct

3.1 Employment Decisions

A University employee shall not have or share authority for employment decisions for an employee with whom the individual has or has had an amorous or familial relationship.

4. Duty to Disclose
All actual or potential conflicts of interest created by an amorous or familial relationship as defined in this policy shall be disclosed to the Department of Human Resources in order to avoid a potential violation of this policy.

4.1 New Employee

Upon hire, all new employees have a duty to disclose any actual or potential conflicts of interest created by an amorous or familial relationship as defined in this policy by contacting the Department of Human Resources.

4.2 Change in Status

A change in an employee’s status (i.e. employment, or personal relationship) that would establish an actual or potential violation of this policy (where one did not exist previously) creates a duty to disclose the actual or potential conflict of interest by contacting the Department of Human Resources. For example, an employment action (i.e., new hire, promotion, position reclassification, reassignment of job responsibilities) or a decision of two employees to begin dating may result in a potential violation of policy as described in section 3.1.

4.3 Failure to disclose an actual or potential conflict of interest or failure to disclose in a timely manner shall constitute a violation of this policy.

5. Conflict Management Plan

Upon appropriate disclosure pursuant to section 4 and where determined to be appropriate, Human Resources will oversee the development, approval and monitoring of a conflict management plan to avoid a violation of this policy. Failure to adhere to an approved conflict management plan shall constitute a violation of this policy.

6. Disciplinary Action

Employees who violate this policy will be subject to disciplinary action up to and including dismissal. Such disciplinary action shall be conducted in accordance with existing University policies and procedures.

7. This policy is not intended to impede hiring of faculty spouses/partners as outlined in the Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure.

8. Reporting

The Chancellor shall report annually to the Board of Trustees, at the regular meeting falling closest to the date of commencement, concerning all specific cases during the preceding year in which the terms of this policy were applied.
Resolution #14-84
Approved by the Faculty Senate: November 4, 2014
Approved by the Chancellor: not applicable


Resolution #14-85
Approved by the Faculty Senate: December 2, 2014
Received by the Chancellor: January 22, 2015

Formal faculty advice on curriculum and academic matters acted on and recorded in the November 17, 2014 Graduate Council meeting minutes, including actions recorded in the Graduate Curriculum Committee (GCC) meeting minutes of April 16, 2014 including conceptual framework for manual and SharePoint; 2013-2014 GCC Annual Report; August 27, 2014 including graduate proposal form and new graduate certificate application; October 1, 2014 (GC# 14-43) including Renumber and Revision of Existing Course: MATH 5000 (to 6005), Revision of Existing Degree: MA in Mathematics, and Revision of Existing Certificate: Statistics Certificate within the Department of Mathematics and Proposal of New Course: COHE 6550, COHE 6640, Title Revision of Existing Course: HIMA 6060, Prerequisite Revision of Existing Courses: COHE 6410, 6420, 6430, 6440, 6450, 6470, 6480, 6490, 6510, 6600, 6630 and Deletion of Existing Course: HIMA 5060, Revision of Existing Degree Requirements: MS in Health Informatics and Information Management, Revision of Existing Certificates: Health Care Administration Certificate, Health Informatics Certificate, Registered Health Information Administrator Certificate within the Department of Health Services and Information Management in the School of Allied Health Sciences, programmatic items that were forwarded to EPPC including Removal of the thesis and non-thesis options and creation of a health information option within the MS in Health Informatics and Information Management, Department of Health Services and Information Management in the School of Allied Health Sciences; and October 15, 2014 (GC# 14-44) including a revision of Graduate Student Progression Procedure for Existing Degree: MSN in Nursing and Prerequisite Revision of Existing Courses: NURS 8114, 8115, 8118, 8121, 8122, Title Revision of Existing Concentration within the DNP: Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) to Adult-Gerontology Primary Care Nurse Practitioner (A-GPCNP), Revision of Post-BSN to DNP Requirements: NURS 8277 added to the Scholarly Practicum Courses and title Revision of Post-BSN to DNP Core: AGPCNP Clinical Core to A-GPCNP Clinical Core in the School of Nursing.

Resolution #14-86
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015 (with revisions highlighted below)

Revisions to the University Undergraduate Catalog to include adoption of key provisions of the new Student Success Policies for Fall 2015.

Earlier this Fall, the Admission and Retention Policies Committee reviewed a report from the Working Group on Fostering Undergraduate Student Success regarding proposed changes to ECU retention
policies to adhere to UNC Policy Manual 400.1.5[G], adopted 08/01/2014 as Guidelines Related to Fostering Undergraduate Student Success for rules on withdrawals and the implementation of an early warning system and the new student retention policy changes outlined in the Student Success Policies (for Fall 2015) including:

1. A student whose cumulative GPA falls below 2.0 is placed on warning. If, during the semester that the student is on warning, the cumulative GPA falls below 2.0, then the student is placed on probation. If, during the semester on probation, the cumulative GPA falls below 2.0, then the student is suspended from the university for one semester. Students will be allowed to take summer courses during warning and probation and suspension periods.
2. A student on probation who has below a 2.0 cumulative GPA will continue on probation if he/she earns at least a 2.5 term GPA.
3. A student whose cumulative ratio of completed to attempted hours falls below 80% will receive a warning and an academic progress alert.
4. Students who are enrolled in 12+ attempted credit hours during their first semester (fall or spring) will be academically suspended if they receive a GPA of 0 (including "I" incomplete grades) for that semester.

The Committee requests the adoption of the above key provisions for insertion into the University Undergraduate Catalog as follows:

(Additions are noted in bold print, deletions in strikethrough)

“Academic Eligibility Standards
Retention requirements are based on GPA hours attempted at ECU and/or transfer hours from another institution. The minimum academic requirements to avoid probation and/or suspension are as follows:

<table>
<thead>
<tr>
<th>GPA Hours at ECU (identified in Banner Self Service Transcript) plus transferred credit hours</th>
<th>Minimum cumulative GPA required on all courses taken at ECU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29 semester hours</td>
<td>1.8 GPA</td>
</tr>
<tr>
<td>30-59 semester hours</td>
<td>1.9 GPA</td>
</tr>
<tr>
<td>60-74 semester hours</td>
<td>2.0 GPA</td>
</tr>
<tr>
<td>75 or more semester hours</td>
<td>2.0 GPA</td>
</tr>
</tbody>
</table>

A student who possesses a baccalaureate degree and who is working toward a second baccalaureate degree must maintain a minimum cumulative GPA of 2.0 on all work attempted on the second baccalaureate degree. Many academic programs require a GPA greater than 2.0 for admission. (See specific major requirements.) Please note that Academic Eligibility and Satisfactory Academic Progress for Financial Aid are not the same. Please contact Student Financial Aid for more information about Satisfactory Academic Progress for continuation of receipt of student financial aid at ECU (www.ecu.edu/financial/).

Grade point calculations are made and the report is posted to the web. Grades are mailed to the student at the end of each semester and each summer term upon written request (for each semester/term) from the student. Academic difficulty is reported on a student’s transcript in Banner Self Service. Notification of academic difficulty standing is provided to the student via e-mail to his/her ECU e-mail account, and also posted on his/her Degree Works report.
The report indicates the following academic standing codes as appropriate:

<table>
<thead>
<tr>
<th>GPA Hours at ECU (identified in Banner Self Service Transcript) plus transferred credit hours</th>
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<td>2.0 GPA</td>
</tr>
</tbody>
</table>

If the academic standard is not attained by the end of the next semester of enrollment, the student will be suspended. If either of the following conditions has been met during the semester of probation, the student is granted an “automatic appeal” and will be allowed to continue his/her enrollment:

1. The student earns a 2.5 or higher GPA on 12 or more attempted hours, or
2. The student’s cumulative GPA results in a deficit of five or fewer quality points from the total quality points required by the academic standard.

Please note: The automatic appeal allows a student to return to ECU but does not remove the suspension from the student’s record. If the student fails to attain the required academic standard then he/she will advance to the next level of suspension. The student will receive one of the following codes as appropriate:

3A—Probation after first suspension
3B—Probation after second suspension
3C—Probation after third suspension
3D—Probation Nontraditional student

Academic Suspension:

Academic Suspension (4A): This code indicates the first time that the student’s scholastic performance has not met the requirements necessary to continue enrollment. The student is suspended for one semester followed by readmission on probation.

Academic Suspension (4B): This code indicates the status of a student who has become academically ineligible for a second time. A student becoming ineligible a second time will be suspended for one academic year (two consecutive semesters).

Academic Suspension (4C): This code indicates the status of a student who has become academically ineligible for a third time. If a third suspension occurs, the student will be readmitted only by successful appeal to the Student Academic Appellate Committee.

Nontraditional Student Suspension (4D): This code indicates the status of a student who has become academically ineligible. For readmission options available to students in this status, see Readmission Under Forgiveness Policy under Readmission, below.

Students on probation or suspended from the university have the following options:

• Students may attend summer session(s) at ECU. At the end of the summer session(s) the student must have either a cumulative ECU GPA for their retention period; be within five quality points of the GPA needed for their retention period; or earn a GPA of 2.5 on 12 or more semester hours by attending both summer terms. The retention period is defined as follows:

<table>
<thead>
<tr>
<th>GPA Hours at ECU (identified in Banner Self Service Transcript) plus transferred credit hours</th>
<th>Minimum cumulative GPA required on all courses taken at ECU</th>
</tr>
</thead>
</table>

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Students at East Carolina University are expected to be in Good Academic Standing. For students to be considered in Good Academic Standing, a cumulative GPA of 2.0 is required. If a student fails to meet Good Academic Standing, he/she will be placed on academic warning, probation, or suspension as detailed below.

**Note:** The Exception to the minimum GPA policy: applies to An undergraduate degree-seeking student enrolled in 12+ attempted hours during his/her first semester (fall or spring) will be academically suspended if he/she receives a GPA of 0.0 (including “I” incomplete grades) for that semester.

**Academic Standing (see Table 1)**

1. A student whose cumulative GPA falls below a 2.0 is placed on “warning.”
2. If, at the end of during the semester that the student is on “warning,” the cumulative GPA remains below a 2.0, the student is placed on “probation.”
3. If, at the end of during the semester that the student is on “probation,” the cumulative GPA remains below a 2.0, the student is suspended from the university unless the student’s GPA for that semester is at least a 2.5, in which case the student remains on probation instead.
4. A student whose cumulative ratio of completed to attempted hours falls below 80% will receive a warning and an academic progress alert.

**Note:** exception to the minimum-GPA policy applies to undergraduate degree-seeking student enrolled in 12+ attempted hours during his/her first semester (fall or spring) will be academically suspended if he/she receives a GPA of 0.0 (including “I” incomplete grades) for that semester.

**Table 1. Academic Standing**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Good Standing as Measured by</th>
<th>Consequences if Standard not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>End of Semester 1</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>GPA = 2.0+</td>
<td>Cumulative GPA &lt;2.0 Warning</td>
</tr>
</tbody>
</table>

**Academic Warning:**
This code indicates that the student is not performing at an acceptable level for progression toward graduation. (Warning is assigned to students whose cumulative grade point average is less than 2.0 [required for graduation] but meets the minimum GPA required for his or her retention period.)

**Academic Probation**
This code indicates that the student has not met the required academic standards.
Suspension
A student suspended from the university must serve a semester-long dismissal. Students may attend summer terms at East Carolina University during this time. Please note: If a student is suspended after a spring term, he/she may continue to enroll in summer terms without completing a readmission application. Students who were A student suspended at the end of the last term or suspended after the spring term, must complete a readmission application and be readmitted to attend a summer term.

Students attending one or more of the summer terms will be held to the same academic standards as during a fall and spring term. Academic standing for summer is calculated at the conclusion of all summer terms. (For this purpose, Summer I, Summer II, and the 11-week summer term will be considered one term). For example, if a student is on academic probation prior to attending one or more summer terms, and he/she does not earn at least a cumulative GPA of 2.0 (or GPA of 2.5 over all summer terms), the student will be suspended for the fall term.

During the time of suspension, students may complete course(s) elsewhere, but must earn a 2.5 GPA on those course(s) in order to be readmitted to East Carolina University. Please refer to the readmission policies for the university. Students should work with their advisor in identifying transferrable courses.

Students readmitted to East Carolina University after suspension are placed on “Probation after Suspension” and expected to achieve a minimum cumulative GPA of 2.0. If during the semester a student is on probation and he/she does not achieve a cumulative 2.0 GPA, the student will be suspended unless he/she earns at least a 2.5 term GPA in that semester, in which case the student he/she remains on probation instead.

Students may attend a regionally accredited institution and transfer credits back to ECU. Students must have a 2.5 GPA on all transferable credit to be eligible to apply for re-admission to ECU. Credit will be awarded for all transferable courses for which a grade of C (2.0) or better was earned. Please note that transfer credits may affect the student’s retention GPA requirements. Although credit may be allowed for courses the equivalent of which the student was previously enrolled in at ECU, duplicate credit will not be granted under any circumstances. For additional regulations applying to transfer credit, see Section 2, Admission and Readmission.

Appeals of Suspension
A student who wishes to appeal his or her suspension must appeal in writing to the Student Academic Appellate Committee. Continuing students who have served a portion of their suspension and who wish exemption from the remainder may also submit an appeal to resume attendance. The completed appeal packet must be received in the Office of the Registrar by 5:00 p.m. on the day of the deadline published on the Registrar’s website University calendar.

The Student Academic Appellate Committee normally will not approve an appeal unless it is based on personal, medical or psychological problems of an extreme nature that were unforeseeable and uncontrollable and the student provides evidence that the situation has been remedied. The written appeal must contain the following information...."
Curriculum and academic matters acted on and recorded in the November 14, 2014 Educational Policies and Planning Committee meeting minutes, including a request to relocate the Department of Nutrition Science from the College of Human Ecology to the College of Allied Health Sciences and the Department of Microbiology and Immunology’s response to their Program Review.

Resolution #14-88
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015

Revisions to the ECU Faculty Manual, Part II. ECU Organization and Shared Governance, Section II, subsection IV of the By-laws of the Faculty Constitution of ECU, as follows:

(Additions are noted in bold print and deletions in strikethrough)

By-laws of the Faculty Constitution of East Carolina University

http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part2section2.pdf

Subsection IV. Faculty Senate, Academic and Administrative Committees, Membership, and Structure Membership

Membership of Faculty Senate Committees and Academic Committees shall consist of faculty members in at least their second consecutive year of full-time employment at East Carolina University, holding academic rank (instructor, assistant professor, associate professor and professor). A majority of the members of all committees must be tenured or tenure-track faculty members, and in no case shall more than two elected members of each committee be fixed term faculty members. The Chancellor and the Chair of the Faculty are ex-officio members of all committees.

Members of committees serve in accordance with their ability, training, and experience rather than as representatives of their electoral unit.

The process for election of academic and selective administrative committees will be as follows:

1. The Academic and Administrative Committee preference forms will be distributed to all faculty, by the Committee on Committees with assistance of the office personnel in January. The completed forms are due in the Faculty Senate office in February.
2. The Committee on Committees will review all preference forms and present to the Faculty Senate a slate of one or more nominees as there are vacancies to fill. Nominations may also be made from the floor of the Faculty Senate. Election of Academic and Administrative Committee members will take place at the Faculty Senate Organizational Meeting in April. Election will be by majority present and voting.

Members are elected to staggered three-year terms, which may extend to the beginning of the fall semester. Faculty members are not eligible to serve as an elected regular member on more than one
standing university academic committee at a time. Service on a single academic or administrative
committee is limited to election to two consecutive 3-year terms with ineligibility for election to the
same committee for at least one year. Student members are nominated by the Student Government
Association for appointment by the Chancellor.

Faculty Senate and Academic Committees meet on a standard schedule, set and revised by the
Committee on Committees. When a Faculty Senate academic committee deals with matters which
directly concern any administrator these matters should be discussed with the administrator during
the development of a proposed policy. Further, the administrator should have adequate input before
the finished resolution is presented to the Senate. This not only would involve ex-officio committee
members but also would involve working with any administrator involved in a particular policy under
consideration.

All University Academic Committees are Standing Committees of the Faculty Senate. Information
relating to each committee is available in the Faculty Senate office and electronically on the Faculty
Senate web site.

Officers: Officers of each committee are elected from the membership of the committee, excluding
ex-officio, by the members of the committee, for a term of one year. Previous service as a committee
officer shall not prejudice a member's election to any committee office. Under normal circumstances
each committee shall have a chairperson, a vice chairperson, and a secretary. Upon organization of
the new committees, at the Committees' Organizational meetings beginning in the Fall, the former
chairperson if available will turn over committee records to the new chairperson. The Chair of the
Faculty may declare an elected member's seat vacant upon the occurrence of three consecutive
absences of that member. The Chair of the Faculty will appoint faculty members to fill vacancies of
any University Academic Committee that may occur during the academic year. Interim elections may
be held to fill an office that has become vacant or to replace an officer that two-thirds of the full
committee membership deems is not fulfilling the obligations of the office.

The charge of each Faculty Senate and academic committee is on file in the Faculty Senate office
and available electronically on the Faculty Senate web site. Many administrative committee charges
are available on the East Carolina University web site.

Each committee shall operate according to the latest version of *Robert's Rules of Order, Newly
Revised*. Minutes of each committee are on file in the Faculty Senate office and available
electronically on the Faculty Senate web site and shall be sent to members of the committee and
Chair of the Faculty.

A file on each committee's activities, minutes, and other records shall be maintained in the Faculty
Senate office. All committees and subcommittees, unless prohibited explicitly by the committee’s
charge, University policies, or state statutes, shall hold their regular and special meetings in open
session in accordance with the North Carolina Open Meetings Law, and the chairperson of
committees shall inform the Senate office of the time and place of such meetings so they may be
placed on the Senate calendar and publicized in order that interested faculty may attend.

The committees' annual reports shall be composed by the committee officers according to the official
form and submitted to the Faculty Senate office for duplication and distribution to the Chair of the
Faculty, the Chair of the Committee on Committees, the present members of the committee, and the
new members of the committee whose terms begin next academic year. Copies of the committees'
annual reports will be kept on file in the University Archives, Faculty Senate office, and made
available electronically on the Faculty Senate web site. Upon request, copies of committees' annual reports shall be made available by the Faculty Senate office.

The Chair of the Faculty shall each year compile the Annual Report of the Faculty Senate. This report, among other things, shall contain a summary of Senate and Senate committees’ activities for the immediate past year.

The Annual Report of the Faculty Senate will be distributed to the Chancellor, academic Vice Chancellors and made available on the Faculty Senate web site. Copies of the report will also be kept on file in the University Archives and the Faculty Senate office. In addition, copies of the Annual Report of the Faculty Senate will be distributed to the members of the Faculty Senate not later than the first regular Faculty Senate meeting of the next academic year.

Currently there are two Faculty Senate committees (Agenda Committee and Committee on Committees), five appellate committees (Due Process Committee, Faculty Grievance Committee, Grievance Board, Hearing Committee, and Reconsideration Committee), and 20 academic committees as follows:

- Academic Awards Committee
- Admission and Retention Policies Committee
- Calendar Committee
- Distance Education and Learning Technology Committee
- Educational Policies and Planning Committee
- Faculty Governance Committee
- Faculty Welfare Committee
- Foundations Curriculum and Instructional Effectiveness Committee
- Libraries Committee
- Research/Creative Activities Activity Grants Committee
- Service Learning Committee
- Student Academic Appellate Committee
- Student Scholarships, Fellowships, and Financial Aid Committee
- Teaching Grants Committee
- Unit Code Screening Committee
- University Athletics Committee
- University Budget Committee
- University Curriculum Committee
- University Environment Committee
- Writing Across the Curriculum Committee

As the need arises, additional committees are created, by the Committee on Committees to assist in the academic policy-making process.

Resolution #14-89
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015
Resolution #14-90
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 28, 2015

Revised School of Medicine and College of Health and Human Performance unit code of operations.

Resolution #14-91
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015

Curriculum and academic matters acted on and recorded in the November 17, 2014 Foundations Curriculum and Instructional Effectiveness meeting minutes, including approval for domestic diversity designation for MRCH 2239 Fashion and Culture and ETHN 3501 - Selected Topics in Ethnic Studies: Humanities; global diversity designation for MRCH 4300 Global Economics and ETHN 3500 Selected Topics in Ethnic Studies: Global Perspectives; and foundations humanities credit for ETHN 3500 Selected Topics in Ethnic Studies: Global Perspectives.

Resolution #14-92
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015

Curriculum and academic matters acted on and recorded in the November 10, 2014 Writing Across the Curriculum Committee meeting minutes, including approval of writing intensive (WI) designation for COMM 2500, ENGL 4091 and ENGL 4951 and removal of WI designation for NEUR 4950 & NEUR 4951.

Resolution #14-93
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: January 22, 2015

Curriculum and academic matters acted on and recorded in the November 11, 2014 Service Learning Committee meeting minutes, including approval of service learning (SL) designation for ENGL 1100 for specific sections only, EDTC 4001 for specific sections only and THEA 3021 for all sections.

Resolution #14-94
Approved by the Faculty Senate: December 2, 2014
Approved by the Chancellor: not applicable

2015/2016 Faculty Senate and Agenda Committee Meeting Dates
Resolution #15-01  
Approved by the Faculty Senate: January 27, 2015  
Received by the Chancellor: March 4, 2015

Resolution on Open Chancellor Searches

Whereas, the Chancellor of East Carolina University is the leader of the faculty, staff and administration of the University; and

Whereas, the Board of Trustees and Chancellor must work closely to fulfill the unique mission of East Carolina University; and

Whereas, our Chancellor is the public face of the university and sets the tone for the University’s engagement with the community;

Therefore, Be It Resolved That, the East Carolina University Faculty strongly endorse the January 9th, 2015 Faculty Assembly Resolution on Chancellor Searches (below) that states the finalists should meet with all campus and community constituent groups in open forums so they may provide written feedback to the search committee; and

Be It Further Resolved That, consistent with prior Chancellor searches at East Carolina University, the faculty be well represented on the search committee, ideally by election of one or more representatives to the committee.

Resolution on Chancellor Searches  
(Approved by the UNC Faculty Assembly on January 9, 2015)

Whereas, selection of a new Chancellor is one of the most important decisions for a university and the community in which it operates; and

Whereas, faculty, staff, students, alumni and other local community members are the long term shareholders in the process of Chancellor selections; and
Whereas, an understanding and appreciation for the culture and values of the university and its community is essential for success of a Chancellor; and

Whereas, there is no better way for Chancellor candidates to get a sense of the culture of the institution than participating in open meetings with the university community; and

Whereas, the university and the candidates can model the transparency desired and required of public institutions in hiring decisions; and

Whereas, new Chancellors will have the best opportunity for a smooth transition into their positions with the support of the campus community as determined by feedback from open meetings;

Resolved, that campuses conduct searches for Chancellors whereby the process is confidential through the initial stages followed by campus visits by the finalists to meet with all campus and community constituent groups in open forums and where those in attendance are encouraged to submit written feedback to the Search Committee.

Resolution #15-02
Approved by the Faculty Senate: January 27, 2015
Received by the Chancellor: March 4, 2015

Resolution Endorsing The Faculty Assembly Resolution Regarding The Transition in Leadership and Direction of The UNC System

Whereas, President Tom Ross has and continues to serve the University of North Carolina in an exemplary manner; and

Whereas, the Board of Governors’ recent decision to transition to new leadership has occurred with a lack of transparency about the reasons behind that decision; and

Whereas, East Carolina University plays a unique role in the UNC System, and believes in open and inclusive decision making that respects the needs and missions of the constituent institutions;

Therefore Be It Resolved That, the East Carolina University Faculty strongly endorse the January 24th, 2015 Faculty Assembly Resolution Regarding the Transition in Leadership and Direction of the UNC System (below).

Resolution Regarding The Transition in Leadership And Direction of The UNC System
(Approved by the UNC Faculty Assembly on January 24, 2015)

Whereas, Chairman John Fennebresque of the UNC System Board of Governors (BOG) in his press conference on 16th of January, 2015 suggested the need for a “transition in leadership” of the UNC system to move the University in new directions; and

Whereas, the stated need for transition required the precipitous decision to replace Tom Ross as President of the University of North Carolina System; and
Whereas, the UNC Faculty Assembly has observed President Tom Ross to exhibit exemplary, visionary and inclusive leadership of the UNC System; and,

Whereas, President Tom Ross continues to lead the UNC System in the best interests of the University and all the people of the State of North Carolina, in a manner that:

- Ensures access to the University system to all qualified students; and
- Provides higher education to North Carolina’s citizens, regardless of race, ethnicity, or socioeconomic status, in a manner that is “as free as practicable,” by developing and protecting financial aid and tuition structures; and
- Attracts and retains the best faculty and staff for all UNC campuses; and
- Builds a strong leadership team at the UNC General Administration that works effectively with the BOG to develop and support the capacity of individual campuses to fulfill their missions in the context of the system; and
- Effectively manages the system’s complex budget during a period of drastically decreasing budgets; and
- Strengthens campus leadership by selecting Chancellors committed to academic excellence and the respective missions of the system’s diverse campuses; and
- Promotes a comprehensive liberal arts based education that prepares students for careers and lifelong learning; and

Whereas, the UNC Faculty Assembly is deeply concerned that the precipitous decision to replace an acknowledged highly effective system leader will diminish the opportunities to attract and retain strong, effective and visionary leaders at all levels of the University system.

Therefore Be It Resolved That, the Faculty Assembly of the University of North Carolina expresses its most sincere thanks and highest respect for the exemplary work and leadership of President Tom Ross; and,

Be It Further Resolved That, the UNC Faculty Assembly strongly endorses the manner in which President Tom Ross continues to lead the University of North Carolina System; and

Be It Further Resolved That, the UNC Faculty Assembly calls upon the Board of Governors to articulate the rationale for their stated need for a “transition in leadership,” a transition that implies a change in direction that has neither been discussed nor vetted with campus leadership, faculty, or the people of North Carolina.

Resolution #15-03
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Curriculum and academic matters acted on and recorded in the December 8, 2014 Graduate Council meeting minutes including Exception to academic eligibility (min. GPS) for students readmitted after an absence (GC#14-47); Revision of the Graduate Transfer Credit Policy (GC#14-48); November 5, 2014 Graduate Curriculum Committee meeting minutes including curriculum actions (GC#14-45) College of Education - Department of Literacy Studies, English Education, and History Education; College of Nursing; College of Engineering and Technology - Department of Computer Science; College of Allied Health Sciences - Department of Communication Sciences and Disorders; and
Resolution #15-04
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Revisions to the University Curriculum Committee Charge as follows:

(Deletions are noted in strikethrough and additions in bold print.)

1. Name: University Curriculum Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers undergraduate courses (through 4000-level) and programs and has the responsibility of assuring the quality of course offerings regardless of mode of course delivery.
   B. The committee recommends policies and procedures governing the acceptability of programs and courses.
   C. The committee reviews requests for permission to establish new degree programs, certificates, and minors, and requests to establish new minors.
D. The committee reviews and acts on proposals for new courses and programs and modifications of existing programs, the banking and deletion of courses (and programs), and standards and requirements for admission to, and retention in, degree programs.

D. The committee reviews and acts on proposals for new courses and course revisions.

E. The committee reviews and acts on proposals for new degree programs, certificates, and minors and on revisions to established degree programs, certificates, and minors.

F. The committee reviews and acts on revisions to the standards and requirements for admission to and retention in degree programs, certificates, and minors.

EG. The committee considers other items that affect the curriculum of undergraduate programs.

EH. The committee acts on recommendations from the Council of for Teacher Education regarding proposed changes in teacher education requirements.

GI. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* that corresponds to the Committee’s charge and recommends changes as necessary.

HJ. The chair or appointed representative serves as a ex-officio member on the Academic Program Development Collaborative Team, and as appropriate, any university-wide administrative committee that involves undergraduate curriculum. University Online Quality Council.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate. The committee reports on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to report on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second and fourth Thursday of each month.

Resolution #15-05
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Curriculum and academic matters acted on and recorded in the November 13, 2014 and December 11, 2014 University Curriculum Committee meeting minutes.

Resolution #15-06
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015
Curriculum and academic matters acted on and recorded in the December 8, 2014 Writing Across the Curriculum Committee meeting minutes, including removal of writing intensive (WI) designation from BIOL 3504, BIOL 4505, BIOL 4550, and RCLS 4004.

Resolution #15-07
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Curriculum and academic matters acted on and recorded in the January 12, 2015 Writing Across the Curriculum Committee meeting minutes, including notification of change in prefixes of WI courses: ENGL 2760 and ENGL 3770 (re-prefixed as LING 2760 and LING 3770); notification of change in credit hours of WI course CMGT 4300 from 4 to 3 SCH; and approval of writing intensive (WI) designation for CMGT 4320 and COMM 2010.

Resolution #15-08
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015 (with stipulation)

Revised School of Hospitality Leadership Unit Code of Operation.

Resolution #15-09
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Curriculum and academic matters acted on and recorded in the December 12, 2014 Educational Policies and Planning Committee meeting minutes including request from the Department of Foreign Languages to consolidate all of its major programs (B.A. in French, B.S. in French, B.A. in German, B.S. in German, B.A. in Hispanic Studies, B.S. in Hispanic Studies Education) into one single B.A. program called Foreign Languages and Literatures, and to establish six concentrations in French, French Education, German, German Education, Hispanic Studies and Spanish Studies Education within the Department of Foreign Languages and Literatures; Request from the Department of Recreation and Leisure Studies to eliminate concentrations in Outdoor Recreation, Community and Nonprofit Recreation, Recreational Sport Leadership and Commercial Recreation and Tourism in the B.S. in Recreation and Parks Management within the College of Health and Human Performance.

Resolution #15-10
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Request from the Thomas Harriot College of Arts and Sciences to remove the college level restriction on declaring a major and update the University Undergraduate Catalog to reflect this removal.
Resolution #15-11
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 4, 2015

Department of Child Development and Family Relations Program's Unit Academic Program Review; Department of Sociology Unit Academic Program Review; and Department of Physics Unit Academic Program Review as recorded in the December 12, 2014 Educational Policies and Planning Committee meeting minutes.

Resolution #15-12
Approved by the Faculty Senate: January 27, 2015
Received by the Chancellor: March 4, 2015

Formal Faculty Advice on Proposed Regulation on Conflicts of Interest, Commitment, and External Professional Activities for Pay Regulation

No changes are being recommended.

Related Policies:
Objectivity in Research Under Public Health Service Grants, Cooperative Agreements, or Contracts-REG10.45.02
ECU Patent Policy-POL10.40.01
ECU Copyright Regulation-REG10.40.02
ECU Use of University Facilities and Outdoor Facilities Regulation-REG07.30.05
UNC Policy Manual 300.2.2-Conflicts of Interest and Commitment
UNC Policy Manual 300.2.2[G]-Guidelines on Implementing the UNC Conflict of Interest and Commitment Policy
UNC Policy Manual 300.2.2.1[R]-Regulations on External Professional Activities for Pay by Faculty and Non-Faculty EPA Employees
UNC Policy Manual 300.2.2.2[R]-Regulations for Senior Academic and Administrative Officers on External Professional Activities for Pay and Honoraria
UNC Policy Manual 300.5.1-Political Activities of Employees
UNC Policy Manual 500.1-University Research Relationships with Private Enterprise and Publication of Research Findings
UNC Policy Manual 500.2-Patent and Copyright Policies
ECU COI/COC Standard Operating Procedures
BSOM Standard Operating Procedure - Conflicts of Interest Regarding Interactions with Industry

Additional References:
N.C. Gen. Stat. § 14-234 Public Officers or Employees Benefiting from Public Contracts; Exceptions
N.C. Gen. Stat. § 133-32 Gifts and Favors Regulated
N.C. Gen. Stat. § 126-22 The Privacy of State Employee Personnel Records
Public Health Service Conflict of Interest Regulation, Promoting Objectivity in Science 42 CFR 50 Subpart F
NIH Conflicts of Interest Resource Page
National Science Foundation Grant Policy Manual-Chapter V-Section 510
UNC GA Opinion Letter from David Lombard Harrison dated August 3, 3012

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APPENDIX
   I. Inappropriate Use or Exploitation of University Resources

1. INTRODUCTION
   As relationships between ECU employees and students and private industry, federal and state
governments, and nonprofit agencies have grown in number and scope, there has been a
corresponding increase in concern about conflicts of interest and commitment. While these
individuals are encouraged to engage in appropriate relationships with public and private agencies
outside of the University, there is a need for commonly understood principles and corresponding
procedures that will identify, address, and manage potential conflicts that would detract from or
interfere with an employee’s dedication of unbiased primary professional loyalty, time, and energy
to University teaching, research, and service.
   All members of the University community are expected to avoid conflicts of interest and conflicts of
commitment that have the potential to directly and significantly affect the University’s interests or
compromise their objectivity in carrying out their University Employment Responsibilities, including
research, service, and teaching activities and administrative duties, or otherwise compromise
performance of University responsibilities, unless such conflicts are disclosed, reviewed, and
appropriately managed in accordance with the provisions of this Regulation.

2. POLICY AND SCOPE

   2.1 This Regulation sets forth procedures for implementation of the UNC Board of Governors’
policy and guidelines concerning conflicts of interest and commitment and external
professional activities for pay affecting University employment. Every individual has an
obligation to become familiar with, and abide by, the provisions of this Regulation.

   2.2 It is the policy of East Carolina University that activities undertaken by its faculty, staff, and
students in furtherance of the mission of the University shall be conducted in an ethical and
transparent manner, consistent with federal and state law and university policy.

   All Covered Individuals (as defined at Section 3.6), including full-time and part-time EPA faculty
and professional employees, are covered by this Regulation. This Regulation covers faculty and
EPA non-faculty employees who are on leave if the leave is funded at least partially from University sources. It covers faculty and EPA non-faculty employees insofar as their University responsibilities are concerned, with additional specific requirements for individuals that apply for or receive, Public Health Service (PHS) funding by means of a grant or cooperative agreement.

3. DEFINITIONS

3.1 “Conflict of Commitment” (COC) relates to an individual's distribution of time and effort between obligations to University employment and participation in other activities outside of University employment. The latter may include such generally encouraged extensions of professional expertise as professional consulting (i.e. External Professional Activities for Pay). Such activities promote professional development and enrich the individual's contributions to the institution, to the profession, and to society. However, a conflict of commitment occurs when the pursuit of such outside activities involves an inordinate investment of time or is conducted at a time that interferes with the employee’s fulfillment of University Employment Responsibilities.

3.2 “Conflict of Interest” (COI) relates to situations in which financial or other personal considerations, circumstances, or relationships may compromise, may involve the potential for compromising, or may have the appearance of compromising a Covered Individuals’ objectivity in fulfilling their University duties or responsibilities, including research, service and teaching activities and administrative duties. The bias that such conflicts may impart can affect many University responsibilities, including decisions about personnel, the purchase of equipment and other supplies, the selection of instructional material for classroom use, the collection, analysis and interpretation of data, the sharing of research results, the choice of research protocols, the use of statistical methods, and the mentoring and judgment of student work. A Covered Individual may have a conflict of interest when he or she, or any member of that person's Immediate Family, has a personal financial interest in an activity that may affect decision making with respect to his or her University Employment Responsibilities.

3.3 “Conflict of Interest Committee” (COIC) is a standing committee appointed by the Institutional Official to make recommendations to the Conflict of Interest Officer regarding this Regulation, associated Standard Operating Procedures, and the management of COI/COC, including the development of appropriate COI/COC management mechanisms. The Committee shall consist of at least five members, four of which shall be faculty members and/or staff. An attorney from the Office of University Counsel will serve as a non-voting ex officio member of the COIC and will be available to advise regarding applicable law and university policies.

3.4 “Conflict of Interest Officer” (COIO) means the individual within the ECU Office of Research Integrity and Compliance who is delegated responsibility from the Institutional Official to implement this Regulation and associated SOPs, including the day-to-day operations of COI/COC management.

3.5 “Covered Employee” is defined as any faculty or EPA non-faculty person employed by the University of North Carolina or a Constituent Institution or other agency or unit of the University of North Carolina.

3.6 “Covered Individual” includes Covered Employee, Postdoctoral Fellow, or any individual involved in the design, conduct, and/or reporting of sponsored research at ECU, regardless of employee classification (CSS, SPA) or student status.
3.7 “External Professional Activities for Pay” is defined as any activity that: 1) is not included within one’s University Employment Responsibilities; 2) is performed for any entity, public or private, other than the University employer; 3) is undertaken for compensation; and 4) is based upon the professional knowledge, experience and abilities of the employee. External activities for pay of employees covered by the State Personnel Act are addressed separately from this Regulation in the State Personnel Act, Section 3 Employment and Records, Secondary Employment.

3.8 “Department” means an academic department, a professional school without formally established departments, or any other administrative unit designated by the Chancellor for the purposes of implementing this Regulation. “Department Head” refers to the person with supervisory responsibility for the Covered Individual, whether in an academic or non-academic department.

3.9 “Disclosure” refers to a formal statement made by a Covered Individual that a Conflict of Interest or Commitment does or may exist. At a minimum, disclosures are made annually and as specified in the COI/COC SOPs and shall include the Covered Individual’s Financial Interests. The process for making a Disclosure and the review thereof is described in the COC/COI SOPs.

3.10 “Financial Interest” is defined as:

3.10.1 Payment for services to the Covered Individual not otherwise defined as institutional salary (e.g. consulting fees, honoraria, paid authorship, royalties);

3.10.2 Equity or other ownership interest in publicly or non-publicly traded entities (e.g. stock, stock options, or other ownership interest); or

3.10.3 Intellectual property rights and interests upon receipt of income related to such rights and interests, held by the Covered Individual or members of his/her immediate family. Income from investment vehicles, such as mutual funds or retirement accounts, in which the Covered Individual or member of his/her immediate family do not directly control the investment decisions and intellectual property rights assigned to the Institution and agreements to share in royalties related to such rights are excluded from the definition of Financial Interest. Covered Individuals are required to disclose Financial Interests in a timely manner.

3.11 “Honoraria” means a gratuitous payment of money or anything of value made to a person for services rendered for which fees cannot legally or are not traditionally made. Such payment is distinguished from hire or compensation for service. An example of Honoraria includes, but is not limited to, a payment made to a Covered Individual by an agency of the federal government or a private entity to offset costs incurred by that Covered Individual (such as travel, lodging, and food) incident to the performance of a service for the party paying the Honoraria.

3.12 “Human Subjects Research” means any systematic investigation that (a) is designed to develop or contribute to generalizable knowledge and (b) obtains data through intervention or interaction with living human individuals and/or obtains identifiable private information about living human individuals, including by means of observation or recording of behavior. Intervention includes both physical procedures and manipulations of the human subject or human subject’s environment that are performed for study purposes. Interaction includes
communication or interpersonal contact between an investigator and a human subject. Private information includes information that individuals can reasonably expect will not be made public. This definition also encompasses any experiment that involves a test article and one or more human subjects (i.e., a “clinical investigation” per FDA regulations).

3.13 “Immediate Family” of a Covered Individual includes his or her spouse and dependent children.

3.14 “Inappropriate use or exploitation of University Resources” means using any services, facilities, equipment, supplies or personnel which members of the general public may not freely use for other than the conduct of University or other Institutional Responsibilities. A person engaged in external professional activities for pay may not use University Resources in the course and conduct of externally compensated activities, except as allowed by this Regulation. Under no circumstances may any employee use the services of another employee during University employment time to advance the externally compensated employee’s professional activities for pay. (See Appendix I)

3.15 “Institutional Official” (IO) means the individual responsible for implementation of this Regulation and associated SOPs and is the institution’s Chief Research Officer. The IO delegates this authority to the COIO, but remains ultimately responsible.

3.16 “Project” means any research, creative activity, testing, evaluation, service, training, and/or instructional plan conducted under the auspices of the University.

3.17 “Public Health Service” (PHS) means the section of the U.S. Department of Health and Human Services, and any components of the PHS to which the authority of the PHS may be delegated. The components of the PHS include, but are not limited to: the National Institutes of Health; Centers for Disease Control and Prevention; Food and Drug Administration; and Health Resources and Services Administration. Funding overseen by the financial conflict of interest regulations is issued by the Department of Health and Human Services (DHHS) and administered by the National Institutes of Health (NIH).

3.18 “University Employment Responsibilities” include primary duties and secondary duties.

3.18.1 Primary Duties consist of assigned teaching, scholarship, research, institutional service requirements, administrative duties and other assigned employment duties.

3.18.2 Secondary Duties may include professional affiliations and activities traditionally undertaken by Covered Individuals outside of the immediate University employment context. Secondary Duties may or may not entail the receipt of honoraria, remuneration, or the reimbursement of expenses (UNC Policy Manual, 300.2.2.2 [R]) and include:

3.18.2.1 membership in and service to professional associations and learned societies;
3.18.2.2 membership on professional review or advisory panels;
3.18.2.3 presentation of lectures, papers, concerts or exhibits;
3.18.2.4 participation in seminars and conferences;
3.18.2.5 reviewing or editing scholarly publications and books without receipt of compensation; and
3.18.2.6 service to accreditation bodies.
Secondary Duties, which demonstrate active participation in a profession, are encouraged provided they do not conflict or interfere with the timely and effective performance of the individual's Primary University Duties or University policies.

4. **CONFLICT OF INTEREST**

This Regulation informs faculty about situations that generate conflicts of interest related to employment responsibilities, provides mechanisms for individuals and the Institution to manage those conflicts of interest that arise, and describes situations that are prohibited.

Every individual has an obligation to become familiar with, and abide by, the provisions of this Regulation. At a minimum, all are required to receive COI/COC training and annually complete a Disclosure. If a situation raising questions of COI/COC arises, Covered Individuals should discuss the situation with the COIO and are encouraged to make a formal Disclosure to the University.

4.1 Categories of Potential Financial Conflicts of Interest.

Activities that may involve financial conflicts of interest can be categorized under four general headings: (1) those that are allowable if disclosed appropriately; (2) those that are allowable with administrative approval and are disclosed; (3) those that generally are not allowable and require an approved conflict of interest management plan; and (4) those that are not allowable under any circumstances. The following examples are merely illustrative and do not purport to include all possible situations within the four categories:

4.1.1 Activities allowable if disclosed appropriately.

The examples cited below involve activities external to University employment, and thus, may present the appearance of a financial conflict of interest but have little or no potential for affecting the objectivity of the Covered Individual’s performance of University Employment Responsibilities; at most, such situations could prompt questions about Conflicts of Commitment.

If a Covered Individual meets his/her assigned workload, participation in allowable activities would permit:

4.1.1.1 A Covered Individual receiving royalties from the publication of books or for the licensure of patented inventions subject to ECU Patent and Copyright Policies.

4.1.1.2 A Covered Individual receiving compensation in the form of honoraria or expense reimbursement, in connection with service to professional associations, service on review panels, presentation of scholarly works, and participation in accreditation reviews.

4.1.2 Activities requiring disclosure for further administrative review and analysis.

The examples cited below suggest a possibility of conflicting interests that can impair objectivity, but disclosure and resulting analysis of relationships may render the activity permissible and may result in the establishment of an approved management plan.
4.1.2.1 A Covered Individual requiring students to purchase the textbook or related instructional materials of the employee or members of his or her immediate family, which produces compensation for the employee or family member.

4.1.2.2 A Covered Individual receiving compensation or gratuities from any individual or entity doing business with the University. Note that no university employee may seek or receive any gift, reward, or promise of reward for recommending, influencing, or attempting to influence the award of a contract by his or her employer (See G.S. 14-234 and G.S 138A).

4.1.2.3 A Covered Individual serving on the board of directors or scientific advisory board of an enterprise that provides financial support for University research and the employee or a member of his or her immediate family may receive such financial support.

4.1.2.4 A Covered Individual or a member of his or her immediate family having an equity or ownership interest in a publicly or non-publicly-traded entity or enterprise.

4.1.2.5 Covered Individual accepting support for University research under conditions that require research results to be held confidential, unpublished, or inordinately delayed in publication. Research conducted by faculty or students under any form of sponsorship must maintain the University’s open teaching and research philosophy and must adhere to a policy that prohibits secrecy in research. Such conditions on publication must be in compliance with UNC Policy Manual, 500.1 and 500.2, and with campus Intellectual Property policies.

4.1.3 Activities or relationships generally not allowable or permitted unless an approved Conflict of Interest management plan is in place.

The examples cited below involve situations that are not generally permissible because they involve potential financial conflicts of interest or they present obvious opportunities or inducements to favor personal interests over institutional interests. An approved Conflict of Interest management plan is required.

4.1.3.1 A Covered Individual participating in University research involving a technology owned by or contractually obligated (by license, option to license, or otherwise) to an enterprise or entity in which the individual or a member of his or her immediate family has a consulting or EPAP relationship, has an equity or ownership interest, or holds an executive position.

4.1.3.2 A Covered Individual participating in University research that is funded by a grant or contract from an enterprise or entity in which the individual or a member of his or her immediate family has an equity or ownership interest.

4.1.3.3 A Covered Individual assigning students, postdoctoral fellows, or other trainees to University sponsored research projects sponsored by an enterprise or entity in which the individual or a member of his or her immediate family has equity or ownership interests.
4.1.4 Activities NOT allowable under any circumstances.

4.1.4.1 A Covered Individual making referrals of University business to an external enterprise in which the individual or a member of his or her immediate family has a financial interest.

4.1.4.2 A Covered Individual associating his or her own name with the University in such a way as to profit financially by trading on the reputation or goodwill of the University.

4.1.4.3 A Covered Individual making unauthorized use of privileged information acquired in connection with one's University responsibilities.

4.1.4.4 A Covered Individual signing agreements that assign Institution patent and other intellectual property rights to third parties without prior Institutional approval.

4.1.4.5 Any activity otherwise prohibited by law or university policy.

4.2 Honoraria

4.2.1 Honoraria Received Performing Secondary Duties.

Except as otherwise noted in this section, Covered Employees who receive an Honoraria while performing Secondary Duties, and not secondary employment, may receive and retain the Honoraria; provided, however, that all Honoraria, including the nature and amount of said Honoraria, must be disclosed to the Covered Employee's supervisor and to the COIO.

Covered Employees who are Senior Academic and Administrative Officers are subject to special regulations regarding honoraria which require leave to be taken when External Professional Activities for Pay will take place during the regular work week. Please refer to the UNC Policy Manual, 300.2.2.2[R].

4.2.2 Honoraria Received Performing Activities Related to University Employment Responsibilities.

In those instances when State-reimbursed travel, work time, or resources are used or when the activity can be construed as related to the Covered Individual’s University Employment Responsibilities on behalf of the State, the employee shall not receive any financial consideration, including Honoraria. In these instances, the employee may request that the Honoraria be paid to the University. The Honoraria may be retained by the employee only for activities performed outside of normal working hours, as defined by the University, or while the employee is on earned paid or annual leave, and all expenses are the responsibility of the employee or a third party that is not a State entity.

Specifically, Covered Employees may not receive any financial consideration, including Honoraria, for engaging in activities that are related to general University Employment Responsibilities, but which are not Secondary Duties as defined in this Policy. For example, a University employee may be invited to speak at an event unrelated to the University, unrelated to research or field of study, and unrelated to that Covered Employee’s Primary and
Secondary Duties. In this case the Covered Employee may receive Honoraria, but may not request reimbursement or perform the activities on work time, without taking leave. Another example would be if a Covered Employee were asked to speak at a privately-sponsored symposium at the University, because of the Covered Employee’s position on the faculty or the administration, but not in the course of performing Secondary Duties. Even if all speakers were to be given Honoraria at the symposium, the Covered Employee could not accept it because this activity would be considered related to that Covered Employee’s University Employment Responsibilities.

4.3 Gifts and University Contracts

4.3.1 Gifts Regulated. Pursuant to N.C. Gen. Stat. § 133-32(a), University employees who are charged with the duty of: 1) preparing plans, specifications, or estimates for public contract; or 2) award or administer public contracts; or 3) inspect or supervise construction may not willfully receive or accept any gift or favor from a contractor, subcontractor, or supplier who currently has a contract with a governmental agency, or has performed under such a contract within the past year, or anticipates bidding on such a contract in the future; provided, however, unless the gift or favor is permitted under N.C. Gen. Stat. 133-32(d). Further, pursuant to N.C. Gen. Stat. § 14-234, no University employee may solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract by the University. Violation of these laws is a criminal offense.

4.3.2 No influencing of contract maker/administrator. Pursuant to N.C. Gen. Stat. § 14-234(a)(2), no University employee who will derive a direct benefit from a contract with the University (i.e., if the employee or his or her spouse) (1) has more than a ten percent (10%) ownership or other interest in an entity that is a party to a contract with the University; (2) derives income or commission directly from such contract; or (3) acquires property under the contract, may attempt to influence any person who is involved in making or administering the contract (i.e., if he or she: 1) participates in the development of specifications or terms or in the preparation of the contract; or 2) oversees performance of the contract or has the authority to make decisions regarding the contract or to interpret the contract). This includes, but is not limited to, contracts for employment of an employee’s spouse.

4.3.3 Although customary honoraria and reimbursement for actual costs generally are not considered to be gifts, if reimbursements or honoraria are significantly in excess of fair market value or customary amounts (e.g., expensive resort sojourns, coverage of family member expenses, etc.), they are de facto gifts and must be disclosed as such. Receipt of Honoraria or reimbursement is conditioned upon such being in compliance with all applicable laws and University policies, including Standard Operating Procedures adopted by University Departments.

4.3.4 University employees may not accept any financial or other favors in exchange for privileged access by current or potential University vendors to University facilities or employees. Covered individuals must report any personal compensation a project sponsor pays to or for the benefit of a covered individual outside contracted project support to the University.
4.3.5 A University employee may not receive compensation from an external source for performance of University work except through a University contract or grant. Any situation that involves a grant or a contract and an EPAP requires careful COI/COC management.

4.3.6 For purposes of this Regulation, gifts and donations that have been made to the University or to a University-affiliated foundation for the benefit of the professional activities of a covered individual, are considered to be a financial interest of the intended beneficiary and must be disclosed.

4.4 Intellectual Property Transactions

4.4.1 Required Action:

4.4.1.1 All Covered Individuals who are University inventors are required to disclose their and their Immediate Family's personal or financial interests related to the invention in the course of the licensing process.

4.4.1.2 Covered Individuals who are inventors of technologies licensed or otherwise made available by the University to a third party must complete and submit an applicable Conflict of Interest Disclosure before execution of the license or other agreement by the Office of Technology Transfer. Any Covered Individual who is an inventor and who holds equity in, is an officer or director of, or provides consultative services to, an entity that has licensed or otherwise acquired rights to University invention(s) or copyright(s) will be deemed to have a Conflict of Interest under this Regulation.

4.4.1.3 External consulting relationships between a Covered Individual who is an inventor and the licensee of that invention are permitted only when reviewed and approved in accordance with this Regulation and the COI/COC SOPs.

4.5 Managing Conflicts of Interests

The Conflict of Interest Officer (COIO) administers the University’s program to manage conflicts of interests and conflicts of commitment. The COIO will work with faculty, unit heads and other appropriate administrators, and the COIC to define appropriate management mechanisms for identified COI/COC or to determine that a COI/COC may not be managed. Possible measures to be taken in managing COI/COC include, but are not limited to:

- Public disclosures of Financial Interests
- Reformulation of the work plan
- Close monitoring of the project by an independent review committee
- Substituting supervisors and/or other personnel
- Termination or reduction of involvement in the project where a COI/COC cannot be managed
- Termination of inappropriate student involvement in projects
- Severance of relationships that pose actual, potential, or the appearance of conflicts
5. Conflict of Commitment and External Professional Activities for Pay

5.1 Although full-time faculty and other non-faculty EPA employment is not amenable to precise, time-clock analysis and monitoring, administrators at the department and school levels regularly evaluate the work of employees within their units. The formal occasions for determining whether a Covered Employee/Individual is devoting sufficient time and energy to University employment include regular reviews of performance. In addition, complaints from students, colleagues, or administrators about possible failures to meet assigned responsibilities may arise and require investigation. The issue, in each case, is whether the employee is meeting the requirements of the job. If presented with evidence that a faculty member is not meeting full-time responsibilities to the University, the UNC Policy Manual Chapter 100.1 prescribes that "neglect of duty" is a ground for disciplinary action, including the possibility of discharge. The following describe instances of activities that require specific monitoring to demonstrate the absence of conflict of commitment.

5.2 External Professional Activities for Pay

The University of North Carolina and its constituent institutions seek to appoint and to retain, as employees, individuals of exceptional competence in their respective fields of professional endeavor. Because of their specialized knowledge and experience, these individuals have opportunities to apply their professional expertise to activities outside of their University employment, including secondary employment consisting of paid consultation with or other service to various public and private entities. These practical compensated applications of professional qualifications enhance capabilities in teaching, research, and administration. Thus, participation of covered individuals in external professional activities for pay, typically in the form of consulting, is an important characteristic of academic employment that often leads to significant societal benefits, including economic development through technology transfer. However, such external professional activities for pay are to be undertaken only if they do not:

5.2.1 Create a Conflict of Commitment by interfering with the obligation of the individual to carry out all primary University Employment Responsibilities in a timely and effective manner;
5.2.2 Create a Conflict of Interest because of the individual's status as a Covered Individual of the University;

5.2.3 Involve any inappropriate use or exploitation of University resources;

5.2.4 Make any use of the name of the University of North Carolina or ECU for any purpose other than professional identification;

5.2.5 Claim, explicitly or implicitly, any University responsibility for the conduct or outcome of the External Professional Activities for Pay.

5.3 Process

The UNC Policy Manual, 300.2.2.1[R], contains provisions established to monitor possible Conflicts of Commitment. A faculty or non-faculty EPA employee who wishes to engage in External Professional Activity for Pay must adhere to this regulation to provide satisfactory assurances that such activity will not interfere with University Employment Responsibilities. This regulation may not apply to faculty and non-faculty EPA employees serving on academic year (9-month) contracts, if the External Professional Activity for Pay is wholly performed and completed outside of the contract service period and the activity does not conflict with the policies of ECU or The UNC Board of Governors and is not conducted concurrently with a contract service period for teaching, research, or other services to the Institution during a summer session.

5.4 Use of Annual Leave. Covered Employees who are faculty do not need to take annual leave for External Professional Activities for Pay so long as the faculty member complies with the notice and approval procedures of this Policy and that of the UNC Board of Governors (UNC Policy Manual 300.2.2.1[R]). In contrast, Senior Academic or Administrative Officers usually have to take annual leave for External Professional Activities for Pay.

5.5 Faculty may only engage in External Professional Activities for Pay when it does not interfere with the individual’s University Employment Responsibilities with express approval from the appropriate Department Head, as stated in UNC Policy Manual, 300.2.2.1[R].

5.6 Political Activities. The Board of Governors has established rules for monitoring and regulating the involvement of University employees in political candidacy and office holding that could interfere with fulltime commitment to University duties. Please refer to UNC Policy Manual, 300.5.1 for specific policy details.

6. ENFORCEMENT OF REGULATIONS

6.1 Possible sanctions for violation of this Regulation and associated COI/COC SOPs can range from administrative intervention to termination of employment or of enrollment in accordance with applicable University policies, including the Faculty Manual (Part IX, Section I, VI). Violations may include, but are not limited to: (a) failure to timely disclose personal or financial interests as required, failure or refusal to respond to requests for additional information, providing incomplete, misleading, or inaccurate information; (b) failure to comply with a prescribed management or monitoring plan; or (c) engaging in an External Activity for Pay without receiving prior approval.
APPENDIX I. Inappropriate use or exploitation of University Resources

1. “Inappropriate use or exploitation of University Resources” means using any services, facilities, equipment, supplies or personnel which members of the general public may not freely use for other than the conduct of University or other Institutional Responsibilities. A person engaged in external professional activities for pay may not use University Resources in the course and conduct of externally compensated activities, except as allowed by the ECU Regulation on Conflicts of Interest, Commitment, and External Professional Activities for Pay. Under no circumstances may any employee use the services of another employee during University employment time to advance the externally compensated employee’s professional activities for pay.

2. Except where the use is in compliance with all of the following requirements, Covered Employees may not use University resources for the conduct of External Activities for Pay. Examples of such resources include, but are not limited to, offices, laboratories, classrooms, athletic facilities, materials, property, equipment, scientific instruments, software, databases, IT resources, or the services of another University employee. By using any University resource in the conduct of an EPAP, a Covered Employee is deemed to have agreed to the requirements specified in this Appendix I. The requirements for the use of University resources for the conduct of EPAPs include:

   2.1 The use must comply with all laws, regulatory requirements, applicable University policies, and the terms and conditions of university contracts. For example, if a software license states that software may only be used by the University for its business use, said software may not be used by a Covered Employee in his or her conduct of an external professional activity for pay.

   2.2 The Covered Employee is responsible for the use of the University resource(s) and shall indemnify and hold harmless the University for any damages, losses, costs, or other injuries sustained by the University, as a result of third party claims or otherwise, that result from or are related to such use. A Covered Employee shall always exercise reasonable care and use University resources in a safe and professional manner. In its sole discretion, the University may require a Covered Employee to purchase insurance coverage in connection with her/his use of University resources for EPAP, naming the University as an insured party, if the University determines at any time that the institution has any material risk of liability because of the employee’s activity. The amount and other requirements of such a policy shall meet or exceed any parameters the University deems appropriate for the situation.

   2.3 The overall cost to the University must be negligible, i.e., the marginal cost of the use is nearly zero. There should be no financial consequence to the University for use of a University resource by a Covered Employee in the conduct of an EPAP.

   2.4 The use must not interfere with a Covered Employee’s ability to carry out University Employment Responsibilities in a timely and effective manner. Time spent engaged in the use of a University resource for the conduct of an External Professional Activity for Pay is not considered to be University work time.

   2.5 The use must in no way interfere with the use of University resources for University purposes. The use of such resources in the support the University’s teaching, research, service missions will at all times take priority.
2.6 The use neither expresses nor implies sponsorship or endorsement by the University of the Covered Employee’s conduct of the EPAP. Mere identification of the University as the Covered Employee’s employer is permitted, provided that such identification is not used in a manner that implies sponsorship or endorsement by the University. Any other use of the University’s name, marks, or other indicia by the Covered Employee is prohibited.

2.7 Covered Employees do not have any expectation of privacy in the use of University Resources for the conduct of EPAPs. Employees are prohibited from storing confidential information associated with his/her EPAP on any University device or in any University facility, including but not limited to, computer hard drives, remote storage, or campus office space. The ECU Office of Internal Audit and Management Advisory Services, the State Auditor and others (including government regulatory agencies) may examine uses of University resources, including reviewing any and all information related to EPAP that may be found in or on any University facility or device, and the Covered Employee should not expect notification of such reviews.

2.8 The use of specialized equipment and/or facilities by a Covered Employee requires advance approval, in writing by:

2.8.1 Administrator with the appropriate authority to approve EPAP use of a facility or site;
2.8.2 The Covered Employee’s Immediate Supervisor or Department Chair;
2.8.3 The Covered Employee’s next highest University Administrator; and
2.8.4 Final Approval from the Chief Research Officer.

2.9 Documentation that the Covered Employee has received any specialized training necessary to appropriately conduct activities with said equipment, facilities, or site must be provided as part of a Covered Employee’s request to use specialized equipment or facilities.

2.10 Employees must consult their supervisors and the COIO, in advance, regarding use of University resources for EPAPs to ensure that said use is appropriate under University policy and applicable law.

2.11 The University may require a Covered Employee, or his or her affiliated legal entity, to enter into a Facility Use Agreement with the University that specifies the terms and conditions under which the Covered Employee may use University facilities, which may include payment of use fees and other charges. For example, such an agreement would be required where an Athletic Coach or a faculty member may wish to operate a for-profit summer camp on University property.

2.12 Confidential information in the possession of the University, including that to which the Covered Employee may otherwise have access to in the performance of University Employment Responsibilities, may never be used by a Covered Employee for the conduct of an EPAP. Such information includes, but is not limited to, education records, protected health information, personally identifiable information (such as social security numbers and credit card information), personnel file materials, university research records and information relating to University owned intellectual property, generally, and any other information that is made confidential by law.
2.13 Under no circumstances may any employee use the services of another employee during University employment time to advance the externally compensated employee’s professional activities for pay.

2.14 Covered Employees acknowledge that violation of these requirements is grounds for disciplinary action, up to and including, termination of University employment.

Resolution #15-13
Approved by the Faculty Senate: January 27, 2015
Approved by the Chancellor: March 5, 2015

Revisions to the University Undergraduate Catalog referencing
Readmission Under Forgiveness Policy

(Deletions are noted in strikethrough and additions in bold print.)

“Readmission Under Forgiveness Policy

Former East Carolina University students who have not been enrolled at ECU for a minimum of three consecutive academic years (six semesters four semesters, summer sessions excluded) may request readmission under the Forgiveness Policy. Such requests must be submitted on the application for readmission according to application deadline dates as specified above. Students who have been enrolled at another regionally accredited college or university since their last enrollment at East Carolina University must submit to the Office of Admissions official transcripts indicating that a minimum cumulative 2.5 average has been earned in all transferable courses attempted.

Subsequent East Carolina University-based GPAs of students readmitted under this policy will be computed without inclusion of previous course work in which a failing grade (F) was received.

Students returning under the forgiveness policy will return under one of the following classifications:

1. Students whose cumulative GPAs are 2.0 or above once the failing grades are removed will be placed on Good Standing during the first semester of attendance.
2. Students whose cumulative GPAs are less than 2.0 once the failing grades are removed will be placed on Probation during the first semester of attendance.

Students will be held accountable for the Academic Standing and Academic Progress requirements as identified in the Academic Rules and Regulations section.

Student should be aware, however, that all ECU grades, including those earned prior to readmission under the forgiveness policy, will be included in calculations for consideration for degrees with distinction.

A student may take advantage of the readmission under the Forgiveness Policy only one time. Those readmitted under this policy are on academic probation for the first 19 semester hours of attempted course work. At the end of the term in which the nineteenth semester hour is attempted, a minimum
cumulative 2.0 average must have been earned at East Carolina University on all course work attempted since readmission under forgiveness. Failure to meet this stipulation will result in the student being ineligible, except for summer school, until such time as the 2.0 average is obtained.

A student may be readmitted under the Forgiveness Policy only one time.

For degrees with distinction, all ECU grades, including those earned prior to readmission under the forgiveness policy, will be included in calculations.

Students should be aware that the Readmission under Forgiveness Policy is an ECU policy that is not recognized in the US Department of Education’s calculation of financial aid eligibility. Students who plan to apply to or receive financial aid should contact the financial aid office. Cashier accounts must be cleared of any outstanding balance, if any, prior to registration for the term of readmission.

Students should also be aware that a substantial tuition surcharge may be applied in accordance with the rules established by the Board of Governors or other appropriate legislative body.”

Resolution #15-14
Approved by the Faculty Senate: January 27, 2015
Held by the Chancellor: March 4, 2015  (for further study)
Rejected by the Chancellor: May 13, 2016 (with comment)

Response to the UNC Fostering Undergraduate Student Success (FUSS) Policies

In response to the UNC Fostering Undergraduate Student Success (FUSS) policies, the Admission and Retention Policies Committee was charged with the task of addressing East Carolina University’s compliance. The specific charged was to review items 1-5 below and suggest how the compliance will be monitored, and bring them forward to the Senate for approval.

1. Determine whether it is reasonable or desirable to implement a campus-wide practice of monitoring course offerings to ensure students’ ability to graduate within four years, or whether current, department and college-level efforts are sufficient.

Response: Course offerings are sufficiently monitored at the college and unit levels to ensure students' ability to graduate within four years.

2. Determine what “appropriate student progress” is vis-à-vis the general education curriculum and where ECU’s Foundations Curriculum requirements allow students to make such progress (Part III, Section C(1)).

Response: Appropriate student progress is the successful completion of a significant number of courses at the appropriate numerical level in accordance with a given student’s years enrolled at ECU.

3. Determine what constitutes potentially "excessive" and "unnecessary" extra-foundations requirements and whether ECU program currently have any such excessive or unnecessary requirements.
Response: Excessive Foundations requirements are those that are so restrictive that if a student were to change programs/majors he/she would require additional semesters to meet the FC of another program/major. The programs that ECU has in this category are high-demand and successful programs.

4. Determine what constitutes "excessive" admission requirements to majors and whether ECU has programs that impose such excessive requirements.

Response: Excessive admission requirements are admission requirements so high/extensive that those not admitted to the program require additional time (semesters) in another program to attain graduation. The programs that ECU has in this category are high-demand and successful programs.

5. Determine how compliance with these regulations will be maintained into the future, including the triennial review called for in Part III, Section C.

Response: The role of overseeing compliance with FUSS policies must be written into the charge of a Faculty Senate Committee. This is the responsibility of ECU’s Committee on Committees.

Resolution #15-15
Approved by the Faculty Senate: January 27, 2015
Received by the Chancellor: March 4, 2015

Resolution on Weeknight Football Games

Whereas, the education of our students is always the first priority; and

Whereas, the disruption of the schedule required to host a weeknight football game, with class rescheduling, parking issues, and higher rates of absenteeism is antithetical to that priority; and

Whereas, the East Carolina Pirates are a big enough draw that during the first year in a new conference ESPN scheduled the Pirates for two home games on Thursday night, a particularly disruptive decision as it doubled the impact on classes meeting Thursday.

Therefore Be It Resolved That, the ECU Faculty Senate urges that Athletic Director Jeff Compher and Chancellor Steve Ballard strongly advocate to the American Athletic Conference that it adopts a policy that no institution in the conference have more than one weeknight home football game per year; and

Be It Further Resolved That, the ECU Faculty Senate also endorses the Department of English Resolution (below) on the conflict between parking changes required for Thursday night football games and instructional needs.

____________________________

Department of English Resolution on Weeknight Football Games
(Approved by the Department of English, November 19, 2014)

Whereas, the primary purpose of a university is instruction.
Whereas, students and state citizens pay fees for said instruction.

Whereas, the policy of towing vehicles in parking lots effectively mandates a cancellation of classes by depriving students of their vehicles if they do not leave class to retrieve them.

Whereas, the completion of online assignments is not a suitable replacement for face to face classes, as indicated by the university’s own policy forbidding extensive use of online instruction in courses designated face-to-face.

Whereas, the primary conflict between class time and football is due to issues related to parking.

Therefore Be It Resolved That, the English Department of East Carolina University objects to the recommended class cancellations, and the disruption of parking facilities on the ECU campus in advance of Thursday night football games as a violation of the central function of the university.

Be It Further Resolved That, the English department urges the Provost and the Chancellor to work towards a solution that would eliminate the current conflict between the academic function of the university and the occurrence of Thursday night football games.

Resolution #15-16
Approved by the Faculty Senate: January 27, 2015
Received by the Chancellor: March 4, 2015

Resolution on Renaming Aycock Hall

Whereas, Governor Charles B. Aycock’s record of strong support and accomplishments in building public schools and increasing funding for education earned him the nickname “the Education Governor;” and

Whereas, the East Carolina University Board of Trustees and Chancellor Leo Jenkins honored those accomplishments by naming a newly constructed resident hall in Governor Aycock’s honor in 1961; and

Whereas, there is now an increased understanding of Governor Aycock’s belief in white supremacy and his actions to disenfranchise African-American voters; and

Whereas, East Carolina University’s 2014-2019 strategic plan Beyond Tomorrow states that we will “Keep our commitment to diversity and inclusiveness. ECU welcomes all people to be part of our living, working, and learning community. We grow in strength as we diversify our students, staff, and faculty.”; and

Whereas, Persons of Color comprise 22% of ECU’s student body and 24% of the Faculty;
Therefore Be It Resolved That, the East Carolina University Faculty strongly endorse the recommendation of the Chancellor and his ad hoc Naming Committee to rename the Hall and as stated in the report that "continued use of that name dishonors the University's standards and is contrary to the best interest of the University in that it prevents the University from fostering a ‘diverse community where intellectual freedom, scholarly discipline, and the rigorous pursuit of knowledge thrive’ for students, staff, and faculty, and does not reflect our intolerance of such racist actions.’;” and

Be It Further Resolved That, consistent with ECU’s academic mission, the complete legacy of Charles Brantley Aycock be reflected in appropriate educational materials, presentations, lectures and displays and that any new name for the Hall reflect the diversity of the university.

Resolution #15-17
Approved by the Faculty Senate: January 27, 2015
Received by the Chancellor: March 4, 2015

Resolution on Tuition

Whereas, the mission of East Carolina University is
“To serve as a national model for public service and regional transformation by:
• Preparing our students to compete and succeed in the global economy and multicultural society,
• Distinguishing ourselves by the ability to train and prepare leaders,
• Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
• Saving lives, curing diseases, and positively transforming health and health care, and
• Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life,

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us;” and

Whereas, a strong faculty is required to fulfill this mission; and

Whereas, a broad, diverse, and talented student body is also key to transforming eastern North Carolina; and

Whereas, years of declining state funding have placed increasing pressure on the institution to find funds to recruit and retain faculty; and

Whereas, while the faculty regard raising tuition as a last resort, the rate of loss of outstanding faculty to other institutions has reached crisis proportions.
Therefore Be It Resolved That, the faculty of East Carolina University support the tuition increase needed to generate the salary increases needed to maintain competitive salaries with our peer institutions; and

Be It Further Resolved That, the faculty support the use of a portion of that tuition increase to maintain access for students with demonstrated financial need.

Resolution #15-18
Approved by the Faculty Senate: February 24, 2015
Received by the Chancellor: March 31, 2015

Formal faculty advice on curriculum and academic matters acted on and recorded in the January 26, 2015 Graduate Council meeting minutes (GC#15-1) including revision of Graduate School Strategic Plan; Revision to ECU Faculty Manual, Section II, Part IV, Graduate School Organization (excluding Section G); Revision to Graduate Faculty Criteria, Department of Physical Therapy within the College of Allied Health Sciences, School of Communication and consideration of a Request to Plan a DrPH (Doctor of Public Health) in Public Health within the School of Medicine; January 14, 2015 Graduate Curriculum Committee meeting minutes including curriculum actions (GC#15-2) from the Department of Literacy Studies, English Education, and History Education within the College of Education; Department of Pharmacology and Toxicology within the School of Medicine, Department of Physical Therapy within the College of Allied Health Sciences, programmatic actions (GC#15-3) forwarded to the Educational Policies and Planning Committee include a proposal of a new Public Health Foundations and Practice certificate in the Department of Public Health within the School of Medicine, new Business Analytics certificate in the Department of Management Information Systems within the College of Business and a proposal of a new Professional Science Masters concentration within the MS in Chemistry in the Department of Chemistry.

Resolution #15-19
Approved by the Faculty Senate: February 24, 2015
Approved by the Chancellor: March 31, 2015

Revised Student Academic Appellate Committee Charge

(Deletions are noted in strikethrough and additions in bold print.)

1. Name: Student Academic Appellate Committee

2. Membership:
   8 elected faculty members 7 regular and 2 alternate elected faculty members

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members **including alternates** exclusive of ex-officio

4. Committee Responsibilities:
   A. The committee serves as an appeals board for entering students who do not meet admission requirements.
   B. The committee serves as an appeals board for students denied permission to drop a course.
   C. The committee serves as an appeals board for students who wish to appeal administrative decisions involving the interpretation and enforcement of policies pertaining to academic credits and standards.
   D. The committee serves as an appeals board for students seeking readmission after being declared academically ineligible to return.
   E. The committee serves as an appeals board for students appealing financial aid decisions.
   F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
   The committee reports its appellate decisions to the appropriate administrative office.

6. How Often The Committee Reports:
   The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
   The committee is empowered to make appellate decisions regarding students as outlined in its committee responsibilities.

8. Standard Meeting Time:
   The committee meeting time is scheduled for the first Wednesday of each month, **including January, June, July and August**.

Resolution #15-20
Approved by the Faculty Senate: February 24, 2015
Received by the Chancellor: March 31, 2015

**Formal Faculty Advice on Proposed Web Content Regulation**
The Committee reviewed the proposed regulation and is suggesting no revisions to the document provided below. In addition, after reviewing the content found in the *ECU Faculty Manual*, the Committee found no revisions necessary.

**Authority:** Chief Information Officer
1. Purpose of Regulation

The East Carolina University Web Page Policy provides guidance and minimum content-neutral standards for faculty, staff, and student web developers contributing to the university’s web presence by maintaining web pages on university servers or providing web content to students for instructional purposes. University web space is provided to support the academic and administrative functions of the university. University-related websites are an important means of conducting university business, including but not limited to advancement, communication, education, research, and scholarship.

Specifically, this regulation is designed to:

a. Promote the use of websites in a manner consistent with the mission of the university;

b. Address security issues associated with university information and equipment, and enable appropriate online transactions of university business;

c. Mandate that the development of websites comply with university policies, and applicable state and federal laws; and

d. Provide necessary management and oversight of the university’s resources.

1.1 Web Pages Subject to This Policy

All websites on university servers are subject to this policy. Websites on university servers are either Official University Web Pages or Unofficial Web Pages.

Official University Web Pages include the East Carolina University home page (www.ecu.edu); academic department and program pages; office, administrative, and support unit pages; news and information pages; and any other World Wide Web address that is otherwise sponsored or endorsed or created on authority of a university department or administrative unit; including course pages residing outside the secure course management system.

Unofficial Web Pages are maintained by individual university computer account holders on university servers, such as personal faculty and staff web pages; individual student web pages and university-recognized student organization web pages.
2. Minimum Requirements for Both Official University Web Pages and Unofficial Web Pages

2.1 Accessibility
ECU requires web authors of both official and unofficial faculty and staff websites at ecu.edu to comply with accessibility requirements mandated by federal and state law. Such requirements include but are not limited to adherence to Section 508. Accordingly, ECU web resources will be accessible to persons with disabilities, where feasible, or a reasonable accommodation will be offered to qualified persons such as providing alternative formats or auxiliary aids and/or making adjustments.

2.2 Hosting within .edu domain
All official websites will be hosted within the .edu domain. Exceptions to this requirement may be granted by the University Web Oversight Committee based on compelling business, technical or security reasons.

2 Affiliation and Disclaimer

Official University Web Pages must include a link to the ECU Web Terms of Use/Disclaimer.

Unofficial Web Pages: The appearance or design of an Unofficial Web Page should not create confusion that a reasonable person viewing that page would believe that it is an Official University Web Page, or is otherwise sponsored or endorsed or created on authority of a university department or administrative unit. To reduce the likelihood of confusion, every Unofficial Web Page maintained on a university server must contain the following disclaimer:

This web page is not a publication of East Carolina University, nor is it in any way sponsored or endorsed or created on authority of a university department or administrative unit. The author(s) of this page are solely responsible for its content.

2.3 Advertising

Advertising by external, unaffiliated organizations is not permitted on any university webpage. Advertising is defined as banner ads or other promotional messages being displayed on webpages in exchange for direct compensation (monetary or otherwise) for their delivery. This regulation does not prohibit the appropriate recognition of sponsors or donors on the webpages of programs supported by their contributions.

2.4 Web Applications and Databases

ITCS must be notified of all intentions to put interactive applications on ECU operated servers. Such applications must be reasonably constrained due to concerns about security, server performance, operational monitoring, and ongoing maintenance. Collecting data received through web applications using applications, such as ColdFusion scripting requires a data source be established on the server. ITCS has the right to deny requests for data sources or to disable existing data sources if security or performance concerns are brought to our attention. Applications that require extensive scripting or involve monetary transactions must be approved by ITCS. Data that is sensitive, private, or requires increased protection is generally not allowed on all public web servers. There are special cases, where information may be collected; however, in all such cases the security requires the approval of ITCS and the data owner. Sensitive information should not be displayed or collected by any website residing outside a secure connection.
2.5 Minimum Requirements for Official University Web Pages Only

2.5.1 General Appearance
All Official University Web Pages must follow the minimum design requirements.

2.5.2 University Content Management System Regulation
Effective July 1, 2011, official websites hosted in the ecu.edu domain are to be created and maintained using the content management tools approved by the University Web Oversight Committee.

2.5.3 Maintenance
Each department, office and academic center must designate one person to be the site’s primary web contact (PWC). The PWC is responsible for ensuring his or her department, office, or academic website adheres to the university web policy. The PWC may delegate steps needed to be in accordance with the policy, such as content creation, but should be prepared to serve as the primary informational contact for inquiries regarding the site. Each area must designate a PWC to obtain space on ECU web servers. In the absence of a PWC, the chair or director will be listed by default.

Official web pages must be kept up to date. Out-of-date information should be removed and new information added on a regular basis. To verify when a site was last updated, all sites will automatically display a "date last modified: mm/dd/yyyy" in the footer of the page. Only active files should be kept on the Internet servers. Inactive sites and files should be removed from official directories and stored either locally or on another campus network.

3 Oversight
Oversight of web pages subject to this policy is the responsibility of the University Web Oversight Committee. Violations of the web policy will be made known to the PWC for resolution. Noncompliance with applicable policies and/or laws may result in removal of web pages or directories from the main web server and/or removal of links to the site from the upper level university web pages and site index. Oversight of web pages will be consistent with the First Amendment.

Beginning January 1, 2014, a quarterly sample of web sites will be reviewed by Disability Support Services, ITCS, and Marketing to ensure sites meet ADA, security, and design requirements. The PWC will be notified if sites are out of compliance and be giving a reasonable timeline to make corrective action. If corrective action is not taken, then the site will be removed from ECU servers and as appropriate the Dean, Director, Department Chair, or Vice Chancellor will be notified.

3.1 Responsibility at Termination
An author of an unofficial web page is solely responsible for moving that page to a new non-university server once the employment and/or academic relationship with East Carolina University has ended, such as when an individual leaves university employment, a student graduates or is otherwise no longer enrolled at ECU, or where a student organization ceases to exist. ECU reserves the right to remove unofficial websites authored by an individual and/or group who/that no longer maintains an employment and/or academic relationship with ECU without notice as part of its routine maintenance of university servers.

Resolution #15-21
Approved by the Faculty Senate: February 24, 2015

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Recommendations Regarding Promotion Raises for ECU Faculty

In a 2014 report to the Faculty Senate, the University Budget Committee examined recent salary increases for ECU employees. Among other things, the report noted that "there are disparities in faculty salary increases across divisions and colleges, including raises for promotion." In response to this information, the UBC was charged by the Faculty Senate (Resolution #14-52) with reviewing ECU’s policies governing faculty promotion raises. Our review and recommendations follow.

Recommendations

• The University Budget Committee recommends the establishment of a formal policy guaranteeing a raise for all faculty achieving promotion, with funds provided centrally (i.e., not by departments and colleges).

• The University Budget Committee recommends that promotion from Assistant to Associate Professor include a raise of $4,000 and that promotion from Associate Professor to Professor include a raise of $6,000.

• The University Budget Committee recommends that the policy include fixed-term faculty who achieve an increase in rank, but makes no specific recommendation as to the amount of fixed-term raises.

Policies at Peer Institutions

To provide context, the committee contacted ECU’s peer institutions and other UNC system schools to request information about promotion raise policies. The institutions that responded are listed below. It is noteworthy that all of the institutions have in recent years provided campus-wide promotion raises, although in some cases (such as NC State and UNC-Greensboro) this is not codified. Western Michigan and Wright State are governed by a union contract.

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Assistant to Associate to</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Tennessee State</td>
<td>8% 10%</td>
</tr>
<tr>
<td>Northern Illinois</td>
<td>$7,200 $9,000</td>
</tr>
<tr>
<td>Ohio University</td>
<td>$6,000 $9,000</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>$4,000 $8,000</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>$5,000 $7,000</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>$4,000 $6,000</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>$1,500 $2,500</td>
</tr>
<tr>
<td>Western Michigan*</td>
<td>$4,500 $6,500</td>
</tr>
<tr>
<td>Wright State*</td>
<td>7.50% 7.50%</td>
</tr>
<tr>
<td>UNC Institutions</td>
<td></td>
</tr>
<tr>
<td>NCSU</td>
<td>5% 7%</td>
</tr>
<tr>
<td>UNCG</td>
<td>$3,000 $5,000</td>
</tr>
</tbody>
</table>

Cost

The cost of providing for promotion raises is dependent upon the number of promotions. Looking at the past five years at ECU, there were, on average, 54 promotions from Assistant to Associate
Professor (45 in Academic Affairs and 9 in the Health Sciences) and 17 promotions from Associate to Full Professor (12 in Academic Affair and 5 in the Health Sciences). These figures are used in the analysis below.

Promotion Raise Scenarios
To estimate the cost of different scenarios, salaries were drawn at random from ECU’s salary database in order to simulate both an average year and a year with higher than expected promotions. For this analysis, no distinction was made between 9-month and 12-month salaries. Appendix A shows how Assistant Professors with different salaries would fare under three different proposals. In general, percentage raises are more costly than set amounts, although this could be partially offset by a cap.

<table>
<thead>
<tr>
<th>Average Year (=54/17)</th>
<th>High Year (=60/22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000/$3000</td>
<td>$159K</td>
</tr>
<tr>
<td>$3500/$5000</td>
<td>$274K</td>
</tr>
<tr>
<td>$4000/$6000</td>
<td>$318K</td>
</tr>
<tr>
<td>$5000/$7000</td>
<td>$389</td>
</tr>
<tr>
<td>$6000/$9000</td>
<td>$477</td>
</tr>
<tr>
<td></td>
<td>$320K</td>
</tr>
<tr>
<td></td>
<td>$454</td>
</tr>
<tr>
<td></td>
<td>$558</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Year</th>
<th>High Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%/5%</td>
<td>$334K</td>
</tr>
<tr>
<td>5%/7.5%</td>
<td>$380K</td>
</tr>
<tr>
<td>7.5%/7.5%</td>
<td>$501K</td>
</tr>
<tr>
<td>7.5%/10%</td>
<td>$548K</td>
</tr>
<tr>
<td></td>
<td>$418</td>
</tr>
<tr>
<td></td>
<td>$475</td>
</tr>
<tr>
<td></td>
<td>$626</td>
</tr>
<tr>
<td></td>
<td>$685</td>
</tr>
</tbody>
</table>

Further Considerations
- In an era of flat or declining state appropriations, money for centralized promotion raises will, in most years, have to be funded through an ‘internal cut’. Thus, raises will need to be offset by reductions in permanent funds totaling $300-400 thousand in other areas of the budget. Given existing budget allocations at ECU, much of this cut can be expected to be taken from Academic Affairs and the Health Sciences, which may result in reduced budget flexibility and increased fiscal pressures at the college level.

- Given that our suggested figures are higher than has generally been the norm at ECU, we expect that this proposal will be welcomed by most faculty. That said, for faculty members with relatively high salaries, these dollar amounts equate to small raises in percentage terms (see Appendix A). We therefore consider the university-wide commitment to be a minimum, and would expect that some colleges and/or units may wish to supplement these figures for retention purposes.

- Enacting the new policy will exacerbate existing problems of salary compression, which could negatively impact morale, and may also lead to increased pressure for redress, placing strain on future budgets.

- The inclusion of fixed-term faculty will add additional cost, but it is difficult to estimate how much. Last year, 21 fixed-term faculty members achieved an increase in rank (6 in Academic Affairs and 15 in the Health Sciences), figures that would likely increase once there are fiscal incentives. If promotion raises are implemented for fixed-term faculty, we recommend that the appropriate Faculty Senate committee(s) undertake a review of the criteria for advancement in rank, and the
Appendix A. Hypothetical Raises for Assistant Professors under different scenarios

<table>
<thead>
<tr>
<th>Hypothetical Raise for 20 faculty members (Assistant to Associate)</th>
<th>Salary</th>
<th>5.00%</th>
<th>7.50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts and Communication</td>
<td>$53,624</td>
<td>7.46%</td>
<td>$2,681.20</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$53,636</td>
<td>7.46%</td>
<td>$2,681.80</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>$53,636</td>
<td>7.46%</td>
<td>$2,681.80</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$57,684</td>
<td>6.93%</td>
<td>$2,884.20</td>
</tr>
<tr>
<td>Fine Arts and Communication</td>
<td>$59,708</td>
<td>6.70%</td>
<td>$2,985.40</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$59,708</td>
<td>6.70%</td>
<td>$2,985.40</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>$61,820</td>
<td>6.47%</td>
<td>$3,091.00</td>
</tr>
<tr>
<td>Education</td>
<td>$63,067</td>
<td>6.34%</td>
<td>$3,153.35</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$64,262</td>
<td>6.22%</td>
<td>$3,213.10</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>$65,780</td>
<td>6.08%</td>
<td>$3,289.00</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$66,064</td>
<td>6.05%</td>
<td>$3,303.20</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$66,792</td>
<td>5.99%</td>
<td>$3,339.60</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>$70,000</td>
<td>5.71%</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Technology and Computer Science</td>
<td>$74,875</td>
<td>5.34%</td>
<td>$3,743.75</td>
</tr>
<tr>
<td>Allied Health</td>
<td>$77,889</td>
<td>5.14%</td>
<td>$3,894.45</td>
</tr>
<tr>
<td>Harriot College of A&amp;S</td>
<td>$79,740</td>
<td>5.02%</td>
<td>$3,987.00</td>
</tr>
<tr>
<td>Brody School Of Medicine</td>
<td>$86,020</td>
<td>4.65%</td>
<td>$4,301.00</td>
</tr>
<tr>
<td>Business</td>
<td>$103,224</td>
<td>3.88%</td>
<td>$5,161.20</td>
</tr>
<tr>
<td>Brody School Of Medicine</td>
<td>$222,225</td>
<td>1.80%</td>
<td>$11,111.25</td>
</tr>
<tr>
<td>Brody School Of Medicine</td>
<td>$303,600</td>
<td>1.32%</td>
<td>$15,180.00</td>
</tr>
<tr>
<td>Mean Raise (for 54 raises)</td>
<td></td>
<td>5.74%</td>
<td>$3,993</td>
</tr>
<tr>
<td>Total Cost (for 54 raises)</td>
<td></td>
<td>$216,000</td>
<td>$215,595</td>
</tr>
</tbody>
</table>

Resolution #15-22
Approved by the Faculty Senate: February 24, 2015
Approved by the Chancellor: March 4, 2015

Resolution #15-23
Approved by the Faculty Senate: February 24, 2015
Approved by the Chancellor: March 31, 2015

Recommendations regarding COAD 1000 including that the Division of Student Affairs continue to oversee COAD 1000 through the 2016-2017 academic year and that in the spring 2017 term, the Foundations Curriculum and Instructional Effectiveness Committee report to the Faculty Senate its findings regarding the impact of COAD 1000 on student success, personal growth, grade point average, retention, and like factors.

Resolution #15-24
Approved by the Faculty Senate: February 24, 2015
Approved by the Chancellor: March 31, 2015

Curriculum and academic matters acted on and recorded in the January 22, 2015 University Curriculum Committee meeting minutes, including curricular actions within the Department of Foreign Languages and Literatures, Department of Geological Sciences, Department of Psychology, Department of Geography, Planning, and Environment, Department of Biology, College of Health and Human Performance, and College of Engineering and Technology.

Resolution #15-25
Approved by the Faculty Senate: February 24, 2015
Received by the Chancellor: March 31, 2015

Resolution on Adherence to the UNC Policy on Centers and Institutes and the Proposed Changes to that Policy, as follows:

Whereas, East Carolina University has a distinct mission and a unique role to play within our region; and
Whereas, our Board of Trustees, Chancellor and his administration, and the faculty of East Carolina University are best informed and positioned to make decisions about how we pursue our mission;

Therefore, Be It Resolved that the East Carolina University Faculty Senate strongly endorse the February 20th, 2015 Faculty Assembly Resolution Calling For Adherence To UNC Policy 400.5[R] (below) which clearly states the role of each campus in establishing, managing, and discontinuing their Centers and Institutes; and

Be It Further Resolved that the East Carolina University Faculty Senate also oppose the proposed insertion of the Board of Governors and/or the President of the UNC System into decisions about Center and Institute discontinuation, which belong at the campus level.

________________________________________

UNC FACULTY ASSEMBLY
Resolution Calling For Adherence To UNC Policy 400.5[R]: Planning, Establishing, and Reviewing Centers and Institutes in The University of North Carolina
Whereas, Policy 400.5[R] Stipulates:

A. “The University of North Carolina (UNC) encourages partnerships within, across, and beyond its constituent institutions that maximize the capacities of UNC to address complex problems of importance to North Carolina, the nation and the world. Such partnerships may take the form of centers and institutes”

B.1.a “Full authority for oversight of institutional centers and institutes rests at the campus level, including establishment, management and discontinuation.”

B.2.b. “The board of trustees of each administrative campus has the authority to approve campus level policies centers and institutes and to authorize establishment and discontinuation of institutional centers and institutes.”

B.5 “Campus level policies must provide a clear process for the discontinuation of centers and institutes, whether on probationary status, performing satisfactorily, or in other extraordinary circumstances. For those entities that involve only a single campus, the process should include approval by the Board of Trustees and notification to the UNC Office of Research and Sponsored Programs. For those centers and institutes that require significant and sustained cooperation among more than one UNC campus, agreement must be reached and documented by the partner Chancellors or designee before the recommendation to discontinue goes before the Board of Trustees at the administrative campus. If such an agreement cannot be reached by partner Chancellors or designees, then UNC General Administration, through the Office of Research and Sponsored Programs, will convene partners and determine an acceptable solution.”

Whereas, the Proposed Draft Amendment to UNC Policy Manual 400.5 [R], Section E. 1. b, inserts the ability of “the president or the Board of Governors [to] determine that a center or institute should be considered for discontinuation;”

Therefore, Be it Resolved that the Faculty Assembly calls upon the Board of Governors to act in keeping with established UNC policy that exclusively designates campus based leadership with the authority to discontinue a center or institute; and

Be it Further Resolved that the Faculty Assembly opposes the insertion of the authority of president or Board of Governors into the process for the establishment, management and discontinuation of centers and institutes which currently is assigned by policy solely to campus based leadership.

Resolution #15-26
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015
Approval of Spring 2015 Graduation List, including Honors Program graduates.

Resolution #15-27
Approved by the Faculty Senate: March 17, 2015
Accepted by the Chancellor: March 31, 2015

Formal faculty advice on curriculum and academic matters acted on and recorded in the February 16, 2015 Graduate Council meeting minutes (GC#15-4), including the Graduate Dismissal Policy;
February 4, 2015 Graduate Curriculum Committee meeting minutes including programmatic actions (GC#15-5) forwarded to Educational Policies and Planning Committee that include discontinuation of the MS in Vocational Evaluation in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, deletion of the Environmental Planning and Development concentration within the MSTS and title/content revision of the Information Assurance Certificate (to Cyber Security Profession) in the Department of Engineering and Technology within the College of Engineering and Technology; 

February 18, 2015 Graduate Curriculum Committee meeting minutes including programmatic actions (GC#15-7) forwarded to Educational Policies and Planning Committee that include a title revision of the MAEd in Mathematics (to MAEd in Mathematics Education) in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education and a new Project Management Certificate in the Department of Management Information Systems within the College of Business; and curriculum actions (GC#15-6) in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, Department of Marketing and Supply Chain Management within the College of Business, Department of English within the College of Arts and Sciences.

Resolution #15-28
Approved by the Faculty Senate: March 17, 2015
Held by the Chancellor: March 31, 2015  (for further study)
Approved by the Chancellor: May 12, 2015  (with stipulation)
Approved by the Board of Trustees: July 17, 2015  (with no changes)
Approved by the UNC General Administration: October 23, 2015 (with addition)

Revisions to the ECU Faculty Manual, Part IX, Section II. Performance Review of Tenured Faculty of East Carolina University.

Resolution #15-29
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: not applicable

Proposed Sample Faculty 5-Year Plan - to be used in conjunction with the Performance Review of Tenured Faculty was returned to the Faculty Governance Committee for additional review.

Resolution #15-30
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Proposed revisions to the Sample Letter of Request for Peer Evaluation for Promotion and/or Tenure (to be used by both Academic Affairs and Health Sciences) as follows:

(Deletions are noted in strikethrough and additions in bold print.)

“Address
Dear

East Carolina University is considering the (promotion, tenure) of _________ (if Promotion, state the rank to be considered).
To aid us in rendering a wise (promotion, tenure) decision, we seek a thoughtful evaluation of the quality of the candidate's contribution to (his, her) professional field. You have been recommended to us as a person who is in a position to evaluate the candidate's (scholarly work, creative activity.) Since (promotion, tenure) involves consideration of criteria that include but go beyond the above-mentioned contribution, we do not ask you to make a judgment about the (promotion, tenure) itself. Rather, we seek your professional judgment concerning the quality of the candidate's (scholarly, creative) contributions.

Specifically, we are interested in the following:

1. How long and in what capacity, if at all, you have known the candidate?
2. Your judgment of the quality and significance of the (scholarly, creative) productivity of the candidate. Please render a judgment in terms of particular works or sets of works.
   (Optional addition: Enclosed please find a reprint(s), book(s), or other production(s) about which we would particularly value your professional judgment.)
3. (His, Her) national recognition relative to successful people in the same field at approximately the same stage of professional development.

   i. Candidates, it should be added, will have access to the names of all reviewers and their reports. Under current policies of this institution, peer evaluations, such as that being requested from you, are regarded as confidential within limitations imposed by law. They are for limited use within the University. North Carolina state law provides that such written evaluations become part of the personnel file of the individual. By law, they become open to the faculty member by petition.

In order for your report to be included in our review process, we would appreciate receiving it on or before __________ [date]. Thank you for your consideration of this matter.

Sincerely,

Name and Title

Resolution #15-31
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of February 12, 2015 including curricular actions within the Colleges of Arts and Sciences, Human Ecology, and Engineering and Technology.

Resolution #15-32
Approved by the Faculty Senate: March 17, 2015
Received by the Chancellor: March 31, 2015

Formal faculty advice on proposed Smoking on Campus Regulation as follows:
1. Introduction
   1.1 This policy governs all buildings and property that are owned, leased or occupied by East Carolina University (“university”). This policy also governs the grounds and walkways of such properties and state vehicles.

   1.2 This policy is adopted in accordance with North Carolina law for purposes of improving public health and applies to all faculty, staff, students, visitors and patients. It is the responsibility of every member of the university community to conduct himself or herself in compliance with this policy.

2. Smoking Restrictions
   2.1 “Smoking” is defined as the use or possession of a lighted cigarette, lighted cigar, lighted pipe, or any other lighted tobacco product, or the use of an electronic inhaler that employs a mechanical heating element, battery, or electronic circuit to heat a solution contained in a vapor cartridge, such as an electronic cigarette, electronic cigar, electronic cigarillo, or electronic pipe. Smoking shall be understood to also include vaping or vaporizing.

   2.1.1 Buildings: Effective August 14, 2008, smoking is prohibited inside university owned or leased buildings, including residence halls governed by the division of Student Life. The word “buildings” includes, but is not limited to, building walls, exits, entrances, air intakes, windows, exterior stairs, balconies, porches, breezeways or any other structure adjoining a campus building.

   2.1.2 Grounds and Walkways: Smoking is prohibited within 25 linear feet of all University buildings. Smoking may be prohibited in other outdoor spaces (beyond 25 feet) for safety or health reasons.

   2.1.3 ECU Health Sciences Complex (“HSC”):
   2.1.3.1 Smoking is prohibited on HSC grounds by ECU faculty, staff, students, patients and visitors, except at the two designated smoking gazebos located near Lake Laupus. This policy applies to parked cars on the grounds and to all property leased to or owned or occupied by the HSC.

   2.1.3.2 Offsite facilities: If a BSOM or HSC facility is located off campus or distant from the Health Science Center campus, making use of the 2 designated smoking sites at the Health Science Complex impractical, that facility may propose either a designated smoking area or a ban on smoking at the discretion of their director or chair, for approval by the dean of the college or school.

   2.1.4 State Vehicles: Effective January 1, 2009, smoking is prohibited in all state vehicles. State vehicles are defined as a passenger-carrying vehicle owned, leased or otherwise controlled by the State and assigned permanently or temporarily to a State employee or State agency or institution for official State business. One or more signs shall be placed in conspicuous areas of the vehicle, shall state that “smoking is prohibited” and may include the international “no smoking” symbol.
2.1.5. Exceptions:
2.1.5.1. Smoking is permitted inside university buildings that are used for medical or scientific research to the extent that smoking is an integral part of the research. Smoking permitted under this subsection shall be confined to the area where the research is being conducted and as approved by the Office of Environmental Health and Safety.

2.1.5.2. A Dean or Vice Chancellor may designate an outdoor space as an authorized smoking location within 25 feet of a building for which s/he has administrative authority, as long as the location is at least 25 feet from all public entrances and HVAC intakes and is approved by the Office of Environmental Health and Safety.

24. Implementation
24.1. Facilities Services shall be responsible for design, installation and maintenance of signage to indicate “smoking is prohibited” at appropriate building locations, and signage to indicate areas within 25 feet of university buildings that have been approved by an appropriate Dean or Vice Chancellor as designated smoking areas. Facilities Services will provide appropriate receptacles for smoking waste in designated areas.

3.2. Department Heads will be responsible for installation and maintenance of signage in university-owned vehicles under their control. ECU Parking and Transportation will be responsible for installation and maintenance of signage in vehicles leased through Motor Fleet Management.

4. Enforcement
4.1. Deans, Directors and Department Heads have primary responsibility for administration and enforcement of this policy. Voluntary compliance should be encouraged first to educate visitors, patients and new faculty, staff and students. Students violating this policy may be referred to the Dean of Students. Human Resources is available to assist with faculty and staff violations.

4.2. Visitors, patients, and students who violate the no smoking policy should be reminded of the policy and asked to comply by ceasing smoking. If a student refuses to comply with the policy, the Dean of Students’ office should be contacted. That office will follow up with the student regarding the policy and available resources.

4.3. Any university employee who violates the no smoking policy should be reminded of the policy and asked to comply by ceasing smoking. If an employee refuses to comply with the policy, the departmental representative will notify the immediate supervisor of the noncompliant employee. The immediate supervisor will follow up with the employee to remind him/her about the policy and available resources. Continuing violations may also result in appropriate corrective action under the applicable disciplinary policy.

4.4. ECU Police may issue citations to anyone who violates this policy. Citations result in a fine of up to $25 and are subject to additional court costs as well.

5. Policy Management
5.1. Human Resources will maintain and update this policy as required. Human Resources is available to assist departments in policy interpretation and compliance.
Resolution #15-33
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015 (with stipulation)

Addition to the University Budget Committee Charge
(Addition is noted in highlighted bold print.)

1. Name: University Budget Committee

2. Membership:
   7 elected faculty members (no more than one of whom may be fixed term).
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Vice Chancellor for Administration and Finance or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee serves as a communication link between the Faculty Senate and the Chancellor for budgetary matters. The committee informs the Faculty Senate about changes and proposed changes in the university budget.
   B. The committee receives information and advises the Chancellor regarding budgetary and reallocation decisions.
   C. The committee advises the Chancellor through the Faculty Senate on annual budget priorities and policy, biennial budget requests and priorities, tuition changes, and the relationship of budget decisions to the university's mission.

5. To Whom The Committee Reports:
The committee advises the Chancellor through their reports to the Faculty Senate concerning its recommendations to the Chancellor.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Chancellor as described in section 4.A.above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the third Thursday of each month.
1. Name: Educational Policies and Planning Committee

2. Membership:
   8 elected tenured faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers the adequacy, balance, and excellence of all of the University's undergraduate and graduate programs relative to accepted academic standards. This consideration shall cover the undergraduate and graduate programs as problems or concerns arise.
   B. The committee advises the Chancellor on the educational policies and organizations, goals, standards, and procedures of the University following such consideration, as outlined in Section 4.A., or as requested otherwise by the Chancellor or the Faculty Senate.
   C. The committee reviews information concerning proposals for all new curricula, programs, and academic policies, or for revisions in all existing policies, prior to the implementation of such proposals in the long-range planning of academic programs in the College of Arts and Sciences, the various professional schools, the Graduate School, and the Division of Continuing Studies. The Committee uses information regarding university academic standards and resources as the basis for its reviews. The committee reviews Seven Year Unit Program Evaluations (ECU Faculty Manual, Part IV, Section III) and unit responses to same, and provides written reports to the unit reviewed and Office of Academic Programs.
   D. The committee acts upon requests for permission to plan and establish all new degree programs and requests for permission to establish new minors. The committee shall use information regarding university academic standards and resources as the basis for its review.
   E. The committee advises the Chancellor of action to be taken if the University experiences financial exigency, or in the event that a major curtailment of an existing teaching, research, or public service program is considered (ECU Faculty Manual, Part IX, Section I. Tenure and Promotion Policies and Procedures).
   F. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.
G. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee advises the Chancellor through their report to the Faculty Senate as described in 4.B. above. The committee reports to the Faculty Senate concerning requests it has received from the Chancellor. The committee reports to the Faculty Senate the action it has taken on requests for permission to plan and establish new degree programs and requests for permission to establish new minors.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Chancellor as described in 4.B above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second Friday of each month.

Resolution #15-35
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of February 13, 2015 including request to approve changes to the Master of Science in Health Informatics and Information Management (MS in HIIM) degree, the Health Informatics (HI), the Health Care Administration (HCA), and Registered Health Information Administrator (RHIA) Certificate in the Department of Health Services & Information Management, within the College of Allied Health Sciences; request to establish an undergraduate certificate program in Global Cross-Cultural Competency in the Department of Anthropology within the College of Arts and Sciences; request to change the name of the Applied and Resource Economics Master's degree program to Quantitative Economics and Econometrics (CIP = 45.0603) in the Department of Economics within the College of Arts and Sciences; request to discontinue the Undergraduate Certificate in American Studies for Foreign Students in the Department of Foreign Languages and Literatures within the College of Arts and Sciences; request to discontinue the B.S. in Public History and to approve curriculum changes enhancing the Public History minor in the Department of History within the College of Arts and Sciences; request for addition of a new entry pathway for the post DNP students to enable accelerated access to the Ph.D. in Nursing degree program within the College of Nursing; request to add a Coastal and Marine Economics and Policy concentration to the CRM PhD Program within the Coastal Resources Management Ph.D. program; request to establish a Business Analytics Certificate in the Management Information Systems Department within the College of Business; request to approve the Certificate of Residential Construction Management in the Master's of Construction Management degree program in the Department of Construction Management within the College of Engineering and Technology; request to revise the Master of Science in Chemistry degree program through creation of a Professional Science Master's Concentration, revision of degree requirements and addition of four new courses in the Department of Chemistry within the
College of Arts and Sciences; and request to develop a graduate certificate in Public Health Foundations and Practice (PHFP) in the Masters in Public Health degree program in the Department of Public Health within the School of Medicine.

Resolution #15-36
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Proposal to Consolidate East Carolina University’s Coastal Programs into a School of the Coast.

Resolution #15-37
Approved by the Faculty Senate: March 17, 2015
Received by the Chancellor: March 31, 2015

Response to the External Review Recommendations of the Department of Health Education and Promotion’s Academic Program Review.

Resolution #15-38
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of March 2, 2015 including writing intensive (WI) course designation for CDFR 4380.

Resolution #15-39
Approved by the Faculty Senate: March 17, 2015
Approved by the Chancellor: March 31, 2015

Deletion in the University Undergraduate Catalog, Academic Regulations, Subsection: Re-examinations as follows:

Remove the below language on re-examinations from the University Undergraduate Catalog, because the text no longer aligns with University policy and was removed from the ECU Faculty Manual in August 15, 2011 (FS Resolution #10-93).

“Re-Examinations
Re-examination for the purpose of removing a failure is permitted only in the case of graduating seniors who are in their last term before their scheduled commencement and who are passing the course at the time the final examination is given. Only one re-examination per course is permissible. A grade change resulting from re-examination must be on file in the Office of the Registrar one week after the originally scheduled examination.”

Resolution #15-40
Revisions to *ECU Faculty Manual*, Part VI, Section I.V. Course Expectations and Requirements as follows:

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

"V. Course Expectations and Requirements

High expectations for student achievement are important for all students and are a key aspect of student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university's primary mission of teaching and learning. Faculty members are required to provide a **make a course syllabus available** for students on or by the first day of each course. The syllabus should make clear the goals and content of the course and what will be expected of students in the course. A course syllabus should specify the instructor's policies for class attendance, grading, civility in the classroom, and academic integrity. The syllabus should also include a schedule for tests, and assignments.

A course syllabus is required to clearly state the instructor's office location, office phone, email, and office hours. The syllabus is also required to list the instructor's policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability.

It is recommended that faculty members include a course description, a statement on attendance expectations, and a statement on continuity of instruction in the syllabus.

For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/cs-studentlife/dss/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the *Faculty Manual* (http://www.ecuedu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/osrr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi for all courses taught in the school or department (FS Resolution #10-08, February 2010)."
Resolution #15-42
Approved by the Faculty Senate: March 17, 2015
Received by the Chancellor: March 31, 2015

Formal faculty advice on the proposed Employment of Related Persons (Anti-Nepotism) Policy as follows:

No additional changes are recommended to this proposed policy.

Authority: Board of Trustees
History: New
Related Policies: Office of State Human Resources Selection Policy; UNC General Administration Employment of Related Persons Policy; UNC General Administration Guidelines on Implementing Anti-Nepotism Policy; Policy of the Board of Governors of the University of North Carolina Concerning Improper Relationships between Student and Employees
Additional References: Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure
Contact for Info: Associate Vice Chancellor, Department of Human Resources (telephone: 252-328-9847); Executive Director, Academic Affairs Personnel Administration (telephone: 252-328-1416; Associate Vice Chancellor, Health Sciences Human Resources (telephone: 252-744-1910)

1. Introduction
This policy serves to uphold the university’s high standards of professional and ethical conduct, specifically with respect to employee interpersonal relationships. The intent of this policy is to provide assurance that all employees are able to work in an environment where they can be objectively supervised and evaluated.

This policy defines the types of employee interpersonal relationships that by their very existence create an inherent conflict of interest that affects an employee’s ability to be objectively supervised or evaluated. This policy also proscribes specified conduct with respect to employee interpersonal relationships and provides for disciplinary action for violations of this policy.

2. Definitions
2.1 Amorous Relationship
An amorous relationship exists when, without the benefit of marriage, two persons voluntarily have a sexual union or are engaged in a romantic courtship (e.g., dating or engaged to be married) that may or may not have been consummated sexually.

2.2 Familial Relationship
A relationship between two related persons. For purposes of this policy, “related persons” includes:
- Husband/Wife
- Domestic Partner
- Parent/Child
- Brother/Sister
- Grandparent/Grandchild
- Aunt/Uncle and Niece/Nephew
- First Cousins
- Guardian/Ward
- Anyone living in the same household or whose relationship is so closely identified with another as to suggest a conflict, or
- Ex-, Step-, Half-, and In-Law relationships as appropriate based on the above list.

The prohibitions in this policy applicable to familial relationships or amorous relationships shall continue after the termination of the relationship (e.g., divorce) until such time as there is no effect upon impartiality.

2.3 Employment Decision
A decision that includes, but is not limited to, one relating to:
- The search, selection, or appointment of an individual to employment
- Establishing the terms and conditions of employment
- Determining compensation
- Evaluating work performance
- Voting for or otherwise considering reappointment, promotion, or tenure
- Issuing disciplinary action
- Instructing or advising
- Any other action that assesses, determines, or influences work performance, career progress, or other employment status.

2.4 Undue Influence
A situation in which an individual is able to persuade another’s decisions due to the relationship between the two parties.

3. Prohibited Conduct
3.1 Employment Decisions
A University employee shall not have or share authority for employment decisions or exert undue influence on employment decisions for an employee with whom the individual has or has had an amorous or familial relationship.

4. Duty to Disclose
All actual or potential conflicts of interest created by an amorous or familial relationship as defined in this policy shall be disclosed to the Department of Human Resources and appropriate vice chancellor when a faculty member is involved in order to avoid a potential violation of this policy.

4.1 New Employee
Upon hire, all new employees have a duty to disclose any actual or potential conflicts of interest created by an amorous or familial relationship as defined in this policy by contacting the Department of Human Resources and appropriate vice chancellor when faculty are involved.

4.2 Change in Status
A change in an employee’s status (i.e. employment, or personal relationship) that would establish an actual or potential violation of this policy (where one did not exist previously) creates a duty to disclose the actual or potential conflict of interest by contacting the Department of Human Resources and appropriate vice chancellor when faculty are involved. For example, an employment action (i.e., new hire, promotion, position reclassification, reassignment of job responsibilities) or a decision of two employees to begin dating may result in a potential violation of policy as described in section 3.1.
4.3 Failure to disclose an actual or potential conflict of interest or failure to disclose in a timely manner shall constitute a violation of this policy.

5. Conflict Management Plan
Upon appropriate disclosure pursuant to section 4 and where determined to be appropriate, Human Resources, or the appropriate vice chancellor when faculty are involved will oversee the development, approval and monitoring of a conflict management plan to avoid a violation of this policy. Failure to adhere to an approved conflict management plan shall constitute a violation of this policy.

6. Disciplinary Action
Employees who violate this policy will be subject to disciplinary action up to and including dismissal. Such disciplinary action shall be conducted in accordance with existing University policies and procedures.

7. Spousal and Domestic Partner Hiring
This policy is not intended to impede hiring of faculty spouses/partners as outlined in the Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure. Hiring of faculty spouses/partners must be in compliance with this Anti-Nepotism policy.

8. Reporting
The Chancellor shall report annually to the Board of Trustees, at the regular meeting falling closest to the date of commencement, concerning all specific cases during the preceding year in which the terms of this policy were applied.

Resolution #15-43
Approved by the Faculty Senate: March 17, 2015
Received by the Chancellor: March 31, 2015

Formal faculty advice on proposed Leave Regulation as follows:

No additional changes are recommended to this proposed regulation.

Authority: North Carolina Office of State Personnel
History: Revised
Related Policies: Office of State Human Resources
Additional References: For additional information on specific leave policies please reference the following links: Adverse Weather, Compensatory Leave, Civil Leave, Community Service Leave, Educational Leave, Family Medical Leave Act (FMLA), Holidays, Incentive Leave, General Leave Offsetting Policy, Military Leave, Other Management Approved Leave, Sick Leave, Vacation Leave, Family Illness Leave, Voluntary Shared Leave, Leave Without Pay, Transfer Leave, Communicable Disease Emergency Leave, ECU Physicians Adverse Weather Policy, USERRA, Religious Accommodation
Contact for Info: Director of Benefits, Department of Human Resources (252-328-9887)

1. Introduction
East Carolina University offers various types of leave to part-time and full-time permanent employees. This regulation applies to permanent employees of ECU subject to the North Carolina’s State Personnel Act (“SPA employees”). With regard to any type of leave listed below that is not specifically addressed in ECU’s Clinical Support Services (“CSS”) policies and/or regulations, ECU also applies the policies and regulations to permanent CSS employees. For details about each type of leave offered please see the policy website of the Office of State Human Resources (“OSHR”), which can be accessed at the links provided below and/or located in the additional references section above. In the event that there is a conflict between the contents of this regulation and a state or federal statute, the statute shall control.

2. Types of Leave

2.1 **Adverse Weather and Emergency Closings** – Time taken when adverse weather or other conditions prohibit some employees from reporting to work but do not necessitate the closing of the University or curtailing of operations.

2.2 **Compensatory Leave** – Time that can be granted to employees who are exempt from the provision of overtime pay at the employing agency’s discretion.

2.3 **Civil Leave** – Leave with pay provided to employees when serving jury duty or when subpoenaed as a witness.

2.4 **Community Service Leave** - Leave with pay provided to employees when volunteering to support schools, communities, citizens and non-profit organizations.

2.5 **Educational Leave** – Time taken for certain types of educational courses.

2.6 **Family Medical Leave (FMLA)** – Provides reasonable unpaid family and medical leave to care for a family member or for the employee’s own serious health condition, exigency leave for families of covered members and Military Caregiver Leave.

2.7 **Holidays** – Holiday schedule established annually. The University shall make efforts to accommodate an employee’s request to be away from work for certain religious holiday observances provided that, do so would not result in undue hardship on the agency or its employees.

2.8 **Incentive Leave** – Leave awarded to middle or late career applicants outside of State government who are interested in accepting employment with the State of North Carolina.

2.9 **General Leave Policy** - Hours worked in excess of the employee’s established work schedule shall be used to offset leave reported in the same overtime period. (Reference Section 5: Leave at the link shown above)

2.10 **Military Leave** - Leave granted for certain periods of service in the uniformed services. ECU follows the guidelines set forth in the Uniformed Services Employment and Reemployment Rights Act. (USERRA)

2.11 **Other Management Approved Leave** – Approved paid time off to allow for participation in specified state-related activities or because of natural or other emergencies.

2.12 **Sick Leave** – Paid leave granted to employees who are in pay status for one half or more of the regularly scheduled workdays and holiday in the pay period.

2.13 **Vacation Leave** - Paid leave granted to employees who are in pay status for one half or more of the regularly scheduled workdays and holiday in the pay period.

2.14 **Family Illness Leave** – Unpaid leave provided to care for the employee’s child, parent or spouse when a serious health condition exists. It is not provided for the employee’s illness.

2.15 **Voluntary Shared Leave** – Leave may be donated or received when a prolonged serious medical condition of the employee or a member of the employee’s immediate family occurs.

2.16 **Leave Without Pay** – May be granted for illness, education purposes, vacation or for any other reasons deemed justified by the agency.

2.17 **Leave - Employee Transfer** – Leave granted to provide time for employees transferring from one state agency to another.
2.18 Communicable Disease Emergency – Outline of provisions covering the designation of mandatory employees, compensation for mandatory employees, accounting for absences, disciplinary action for failure of mandatory employees to report to work and an emergency lay-off plan.

3. Statement of Non-Discrimination
Requests for leave shall be considered without regard for the employee’s race/ethnicity, color, creed, genetic information, national origin, religion, sex, sexual orientation, age, disability, political affiliation or veterans’ status.

Resolution #15-44
Approved by the Faculty Senate: March 17, 2015
Received by the Chancellor: March 31, 2015

Resolution on an ECU Women’s Center as follows:

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, creating and maintaining an environment supportive of women faculty, staff, and students is important for professional and educational opportunities, advancement, recruitment, and retention; and

Whereas, a women’s center would be a facility that provides education, activities, outreach, support services, academic programming, and advocacy resources on issues concerning women for the women and men on our campus; and

Whereas, a prominent, visible, and active women’s center serves to promote an inclusive and safe atmosphere for the diverse student population across the campus and to improve gender relations on and off campus; and

Whereas, a women’s center could gather and facilitate a diverse offering of scholarships and grants of and for women and research on women and gender issues; and

Whereas, problems of sexual violence on campus must be addressed, having an office dedicated to women’s issues would further awareness, offer education, and support women and the White House Task Force’s new Title IX and Clery Act requirements; and

Whereas, a center could serve as a meeting place for volunteer opportunities, leadership development and service learning with a commitment to collaboration; and

Whereas, such a center would be a facility for women faculty, staff and students to receive guidance, help, and support and to address the issues, needs and goals of all women; and

Whereas, a center could provide a physical location for support of the Chancellor’s Committee on the Status of Women and the ECU Women’s Roundtable, which currently have no centrally located public campus offices; and
Whereas, such a facility could help further the efforts and serve as a liaison between the Office for Equity and Diversity, Student Affairs, the Chancellor’s Committee on the Status of Women, Women’s Roundtable, Student Life, Victim’s Advocacy, the Ledonia Wright Cultural Center, and LGBT Office; and

Whereas, 12 of ECU’s 18 identified peer institutions have Women’s Centers; and creation of such a center would demonstrate ECU’s commitment to a diverse population of students, faculty, staff, and administration;

Therefore Be It Resolved, that East Carolina University will create a Women’s Center (with some appropriate name and designation) with an office and full time employee(s), who report to the Provost, dedicated to the protection and support of women students, staff, and faculty.

Resolution #15-45
Approved by the Faculty Senate: April 14, 2015
Accepted by the Chancellor: May 12, 2015

Formal faculty advice on curriculum and academic matters acted on and recorded in the March 16, 2015 Graduate Council meeting minutes (GC#15-8) to include the revision to Graduate Faculty Criteria for the College of Health and Human Performance; revision to the Integrated Bachelor’s/Graduate Program Policy (GC#15-9); Graduate Curriculum Committee meeting minutes of March 4, 2015 including curricular actions (GC#15-10) from the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, Department of Child Development and Family Relations within the College of Human Ecology, Department of Interdisciplinary Professions within the College of Education, programmatic actions (GC#15-11) forwarded to the Educational Policies and Planning Committee that included proposal of a Neonatal Clinical Nurse Specialist concentration in the MSN within the College of Nursing, proposal of a Neonatal Nurse Specialist Certificate within the College of Nursing; Graduate Curriculum Committee meeting minutes of March 18, 2015 including curricular actions (GC#15-12) from the Department of Communication Sciences and Disorders within the School of Communication, Department of Kinesiology and Department of Recreation and Leisure Studies (2 packages) within the College of Health and Human Performance, Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, programmatic actions (GC#15-13) forwarded to the Educational Policies and Planning Committee that included a title revision of the MS in Exercise and Sport Science (to MS in Kinesiology) in the Department of Kinesiology within the College of Health and Human Performance; Graduate Curriculum Committee meeting minutes of March 25, 2015 including curricular actions (GC#15-14) from the School of Social Work within the College of Human Ecology and Department of Health Education and Promotion (2 packages – MAEd and MAT) within the College of Health and Human Performance, and programmatic actions (GC#15-15) forwarded to the Educational Policies and Planning Committee that included discontinuation of the Child Welfare Studies certificate in the School of Social Work within the College of Human Ecology and a proposal of Education in Healthcare Professions certificate in the Department of Interdisciplinary Professions within the College of Education.

Resolution #15-46
Approved by the Faculty Senate: April 14, 2015
Curriculum and academic matters contained in the Service Learning Committee meeting minutes of March 31, 2015 including approval of service learning (SL) designation for HNRS 2012 Global Understanding In Health Sciences (003) and HNRS 2011 Global Understanding In Health Sciences (005) depending if a student enrolls in the class for fine arts credit (2012) or humanities credit (2011); CDFR 4100 Interdisciplinary Study Abroad Program on Child Development and Nutrition (SL* -only certain sections); HMGT 4040 Producing Meetings, Events, and Conventions (SL* -only certain sections).

Resolution #15-47
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015
Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of February 26, 2015 including curricular actions within the School of Theatre and Dance, Department of Interior Design and Merchandising, College of Education, College of Business, College of Allied Health Sciences.

Resolution #15-48
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015
Summer 2016, Fall 2016 and Spring 2017 University Academic Calendars, as follows:

**Summer Session 2016**
First Session
(Actual days First Session: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 18, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 21, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May 13, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 16, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 17, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td>May 17, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 30, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 6, Monday</td>
<td>Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>June 8, Wednesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>June 20, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June 21, Tuesday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>June 24, Friday</td>
<td>Grades due at 8:00 am.</td>
</tr>
</tbody>
</table>
(Actual days Second Session: 4 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 5 Fridays, 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 22, Wednesday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>June 23, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>June 24, Friday</td>
<td>Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.</td>
</tr>
<tr>
<td>June 24, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>July 4, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 14, Thursday</td>
<td>Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 18, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 28, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 29, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 1, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**Summer Session 2016**

11-Week Summer Session

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 18, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 21, Monday</td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td>May 13, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 16, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 17, Tuesday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>May 17, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 30, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 21-22, Tuesday and Wednesday</td>
<td>Midsummer Break (no classes).</td>
</tr>
<tr>
<td>June 29, Wednesday</td>
<td>Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 4, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 5, Tuesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>July 28, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 29, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>August 1, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**Fall Semester 2016**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 18, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 21, Monday</td>
<td>Registration for Fall Semester 2016 begins.</td>
</tr>
<tr>
<td>August 22, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>August 26, Friday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>September 5, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>September 13, Tuesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>October 8-11, Saturday-Tuesday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October 12, Wednesday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>October 21, Friday</td>
<td>Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>October 26, Wednesday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>October 28, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>October 31, Monday</td>
<td>Registration for Spring Semester 2017 begins.</td>
</tr>
<tr>
<td>November 5, Saturday</td>
<td>Last day to apply as an undergraduate student for the Spring Semester.</td>
</tr>
<tr>
<td>November 23-27, Wednesday-Sunday</td>
<td>Thanksgiving Break.</td>
</tr>
<tr>
<td>November 28, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>November 28, Monday</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 2016.</td>
</tr>
<tr>
<td>December 5, Monday</td>
<td>Graduate students last day to remove incompletes given during Fall 2015.</td>
</tr>
<tr>
<td>December 5, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>December 6, Tuesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>December 7, Wednesday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>December 14, Wednesday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**Fall Semester 2016**

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 7 - December 14). 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 7 - December 14). 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 7 - December 14). 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Thursday, December 8</td>
</tr>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Friday, December 9</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Monday, December 12</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Tuesday, December 13</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December 12</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December 13</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December 14</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Wednesday, December 7</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Friday, December 9</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, December 8</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Monday, December 12</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, December 8</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Wednesday, December 14</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Wednesday, December 7</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Friday, December 9</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Tuesday, December 13</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Monday, December 12</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Tuesday, December 13</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Wednesday, December 14</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, December 8</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Friday, December 9</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Wednesday, December 7</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Monday, December 12</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, December 8</td>
</tr>
</tbody>
</table>

**Spring Semester 2017**

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

October 17, Monday | Early registration for special populations begins at 1:00 pm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18, Tuesday</td>
<td>Registration for Spring Semester 2017 begins.</td>
</tr>
<tr>
<td>January 6, Friday</td>
<td>Advising and schedule adjustments.</td>
</tr>
<tr>
<td>January 9, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>January 13, Friday</td>
<td>Last day for registration and schedule changes (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>January 16, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>January 23, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>March 5-12, Sunday – Sunday</td>
<td>Spring Break.</td>
</tr>
<tr>
<td>March 13, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>March 13-17, Monday-Friday</td>
<td>Advising for Summer Sessions and Fall Semester 2017.</td>
</tr>
<tr>
<td>March 15, Wednesday</td>
<td>Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>March 17, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 20, Monday</td>
<td>Last day for graduate students to drop courses without grades by 5:00 pm.</td>
</tr>
<tr>
<td>March 20, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 2017 begins.</td>
</tr>
<tr>
<td>April 13, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 2016</td>
</tr>
<tr>
<td>April 14-16, Friday-Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April 25, Tuesday</td>
<td>State holiday makeup day. Classes which would have met on Friday, April 14, 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.</td>
</tr>
<tr>
<td>April 25, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 2016.</td>
</tr>
<tr>
<td>April 25, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April 26, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>April 27, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May 4, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>May 5, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>May 6, Saturday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**Spring Semester 2017**

**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 (April 27 - May 4). 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 (April 27 - May 4). 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 (April 27 - May 4). 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:

<table>
<thead>
<tr>
<th>Course and Section</th>
<th>Time and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Thursday, April 27</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Friday, April 28</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Monday, May 1</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May 2</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Wednesday, May 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, April 28</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 27</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, May 1</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May 2</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 3</td>
</tr>
<tr>
<td>10:00 TTh</td>
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<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, April 28</td>
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</tr>
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<td>11:00 - 1:30 Wednesday, May 3</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, Apr 27</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, April 28</td>
</tr>
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<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, Apr 27</td>
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<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 3</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, May 2</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Monday, May 1</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, Apr 27</td>
</tr>
</tbody>
</table>

Resolution #15-49
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015 (with stipulation)
Revised Department of Geological Sciences Unit Code of Operation.

Resolution #15-50
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Faculty Senate Guidelines for Faculty 5-Year Plan - to be used in conjunction with the Performance Review of Tenured Faculty and blank form, as follows:

UNC Board of Governors’ revised Guidelines on Performance Review require each faculty member to develop a five-year plan at the beginning of a post-tenure review cycle. This plan may be modified by the faculty member during the five-year period as deemed appropriate based on changes in institutional, departmental, or personal circumstances. Plans should be brief, not to exceed two-pages, and be written in terms comparable to how faculty members might describe their career goals on the first day of service or after initial conferral of tenure. When no major changes in institutional, departmental or personal professional directions are expected, there may be little difference between successive five-year plans for a given faculty member.

The plan should describe, in general terms, projected activities in education, scholarship and professional service that are consistent with the duties associated with the faculty member’s position and the expectations of his or her respective discipline. A five-year plan is not intended to set specific targets in teaching, scholarship/creative activity and service. It should not set benchmarks that in any way restrict a faculty member’s desire or ability to pursue new intellectual, creative or professional directions; such academic freedom is the foundation of the tenure system. The five-year plan is distinct from the individual development plan for faculty members who do not meet expectations in the cumulative review of tenured faculty.

Notes:
- Do include statements of expectations that specify unit or university actions/requirements that are necessary to accomplish the goals of the five-year plan.
- Do not include accomplishment reporting. The plan is an overview of projected goals and expected activity in the next five-year period.
- Do not use language that states or implies specific dates for achieving goals; for example, statements like “this year I will …” or “by year three I expect to…” should be avoided.

Sample statements: What follows is representative language for five-year plans; appropriate content will vary across programs and disciplines.

_____ % Teaching. Teach undergraduate and graduate courses in my field of expertise, including at least one course that fulfills a Foundations requirement. Advise undergraduates and serve on graduate student thesis/dissertation committees.

_____ % Research/Creative Activity. Carry out research in my discipline. Seek research funding and publish results in disciplinary refereed journals, keeping research output in line with expectations in my field and with teaching and service activities (As appropriate, specify other forms of scholarly or creative products using the most general descriptions reasonable for the given code unit).
% Service to the Profession and University. Be an active member of a professional society in my discipline, serving on committees and seeking leadership roles as an officer, committee chair or conference organizer. Serve on departmental, college and university committees, keeping both university and professional service in balance with expected teaching and research productivity.

% Other (as specified in the unit code). For example, clinical service directorships may fall under this category. Use the most general descriptions reasonable, ensuring that the statement plan is consistent with the unit code and/or explicit contractual obligations.

Faculty 5-Year Plan

Name: __________________________________________________________

College: _________________________________________________________

Department: ____________________________________________________

Responsibilities and Mutual Expectations
(Most faculty members will have responsibilities in three or more of these, but in all cases the anticipated weights in the areas of responsibility must be consistent with those outlined in the department’s unit code)

% Teaching.

Use the most general descriptions reasonable for the code unit. Some departments want to include course numbers and semesters in which they will be taught and possibly number of advisees. Other departments want to use a more general description as given in this example.

% Research/Creative Activity.

If appropriate specify other forms of products to document scholarship productivity. Use the most general descriptions reasonable for the code unit.

% Service to the Profession and the University.

% (as specified in the unit code).

Use the most general descriptions reasonable for the code unit and ensure that the category is consistent with the unit code. For example clinical service directorships may fall under other specific duties.

Performance Standards
Following the procedures outlined in Part IX, Section II of the ECU Faculty Manual, meet and strive to exceed the performance standards contained for the Department of Discipline XYZ in the Unit Code.

Summary of Changes

Tenured: August xx, 19xx under the then-current *ECU Faculty Manual* and the then-current *Department of XYZ Unit code*.

Original 5-Year Plan Effective August xx, 20xx

Amended 5-Year Plan Effective August xx, 20xx

<table>
<thead>
<tr>
<th>Faculty Member Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit Administrator Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Add additional lines, as needed, for signatures and dates when changes are made

Responsibilities changed to responsibilities as described above on August xx, 20xx

Resolution #15-51
Approved by the Faculty Senate: April 14, 2015
Received by the Chancellor: May 12, 2015 (with comment)

Formal faculty advice on revised Faculty Workload Policy, as follows:

No revisions are being recommended to this revised policy.

Authority: Chancellor
History: June 8, 2011, to be effective July 1, 2011; Revised September 25, 2014; Second Revised Interim Effective December 1, 2014.
Related Policies:
*ECU Faculty Manual*
UNC Policy Manual, 300.2.6[G] (Guidelines on Reassigned Time for Faculty)
UNC Policy Manual, 400.3.1.1 [G] (Guidelines on Tenure and Teaching in the University of North Carolina) and
UNC Policy Manual, 400.3.4 (Monitoring Faculty Teaching Workloads)
UNC Policy Manual 700.6.1[R] (Academic Integrity Regulations)
Supplemental Pay for EPA Employees Policy

Additional References:
A Report of Faculty Teaching Workload Covering the Years 2000 to 2006 (UNC General Administration, 2008) UNC Enrollment Change Funding Model
Contact for Info: Senior Associate Provost for Academic Affairs (328-0607)

1. Purpose
As per UNC Policy 400.3.1.1 [G], teaching or instruction is the primary responsibility of each of the UNC institutions; therefore, while neither teaching nor service nor research is the sole measure of a faculty member’s competence and contribution at any UNC institution, teaching should be the first consideration at all of the UNC institutions.

The purpose of this regulation is to define faculty workloads at East Carolina University as per policies established by the UNC Policy Manual and the ECU Faculty Manual. The Brody School of Medicine and the School of Dental Medicine are excluded from this regulation and will be governed by separate workload regulations, which must be approved by the Vice Chancellor for Health Sciences.

2. Definitions
2.1. Faculty Workload – the entirety of a faculty member’s duties for the relevant period

2.2. Relevant Period – academic year, contract period, or time-frame for special duties formally or informally assigned

2.3. Instructional Load – the portion of the faculty workload spent on direct instruction and instructional activities

2.4. Overload – a workload assignment that exceeds 1.0 full-time equivalent (FTE)

2.5. Course Reduction – a reduction in the instructional load to allow time for work on non-instructional activities

2.6. Faculty Scholarly Reassignment - an approved reassignment for a defined period of time in order for a faculty member to pursue a project involving research or creative activity as addressed in UNC Policy 300.2.6 [G]

3. Workload Assignments
3.1. The duties that commonly constitute a faculty member’s workload fall under the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.

3.2. The Academic Council, in consultation with the academic deans, will establish workload and productivity criteria (see section 3.7 below) for each college for the relevant period.

3.3. The dean of each college, in consultation with the chairs and directors within the college, will establish workload and productivity criteria for each department or school in the college for the relevant period. These criteria will be guided by the requirements that the college meet workload and productivity criteria set by the Academic Council.

3.4. The chairperson or director of each department or school will establish individual workload and productivity requirements for each member of the faculty for the relevant period. These requirements will cumulatively meet the requirements for the department or school as established by the dean for the relevant period.

3.5. For faculty holding a joint appointment, the unit administrator of the faculty member’s primary academic unit, in consultation with the administrator(s) of the unit(s) to which the faculty member is jointly appointed, will set the workload and productivity requirements.
3.6. As a Doctoral/Research university, the University will maintain an overall instructional load equivalent of five 3-semester-hour courses per year per 1.0 FTE.

3.7. Colleges will produce at least the average student credit hours (SCH) per FTE assigned by the Academic Council (see section 3.2 above) to the respective units as defined by the current UNC Enrollment Change Funding Model.

3.8. College, department and faculty workload and productivity requirements and assignments may vary in relation to overall assignment of duties, disciplinary standards, class sizes, contact hours, accreditation requirements, and productivity goals.

3.9. As required by the Board of Governors in its Academic Integrity Regulations (UNC Policy 700.6.1[R]), ECU limits a faculty member to teaching no more than three (3) undergraduate independent studies in a semester or summer session without written approval from dean (not designee).

3.10. Department chairs and school directors will ensure that the aggregated faculty workloads for the department or school meet the productivity criteria established for the department or school by the dean. Failure to satisfy the workload and productivity criteria established by the dean for the relevant period may result in an unsatisfactory performance evaluation and/or removal of administrative duties.

3.11. As per Part VIII of the ECU Faculty Manual, the unit administrator's annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the Chancellor. The evaluation shall be based upon that year’s assigned duties and shall consider: teaching, research and creative activities, patient care, service, and other appropriate responsibilities. The relative weight given to teaching, research/creative activity, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or research/creative activity.

3.12. Workload and productivity data alone are not sufficient justifications for the return of vacant faculty lines or for the allocation of new faculty lines. The Chancellor, Executive Council and/or Academic Council allocate or reallocate resources based upon a variety of factors, including but not limited to, workload and productivity data, institutional priorities, UNC General Administration initiatives, and legislative mandates.

4. Instructional Assignments and Other Responsibilities
4.1. Course Reductions and Overloads
4.1.1. With the exception of assignment of academic administration responsibilities and 100% Faculty Scholarly Reassignment, both of which require approval from the appropriate vice chancellor, a department chair or director may authorize one or more course reductions if the demands of activities, as defined in section 4.1.4 below, warrant a reduction in the instructional load.

4.1.2. Reductions in the instructional load are measured in terms of credit hours and are determined on a case by case basis.

4.1.3. A faculty member who is granted a course reduction may not receive an instructional overload assignment for additional compensation without approval from the dean and the appropriate vice chancellor.
4.1.4. The criteria for course reductions will be grouped into the following reporting categories: course/curriculum development, heavy load of academic advising, accreditation/program review, technology training for instruction, co-curricular activities, academic administration, externally funded research, institutionally supported research, institutional service, service to the public, and service to the profession.

4.1.5. At the end of the academic year, the dean is responsible for generating a report which will identify all faculty course reductions for the academic year and the associated outcomes using the unit guidelines established for monitoring productivity. This report will be compiled for the unit and shall be due to the appropriate vice chancellor by the end of the fiscal year.

4.1.6. Faculty may not receive additional compensation (supplemental pay) for teaching courses for academic credit in excess of the full-time assigned course load except as defined in this section. Instead of receiving additional compensation, other arrangements should be made, such as corresponding course reduction in the following semester. Under extraordinary circumstances, overload compensation may be approved consistent with the process outlined in the Supplemental Pay for EPA Employees Policy, for faculty to teach an additional course. Supplemental pay is only allowable if it does not create a conflict of commitment with other assigned duties and provided that the faculty member is assigned a workload consistent with approved university policies.

4.2. Faculty Scholarly Reassignment
4.2.1. Administrators shall adhere to guidelines established for 100% Faculty Scholarly Reassignments per UNC Policy 300.2.6[G] and ECU’s Faculty Scholarly Reassignment Regulation.

5. Effective Date
5.1. This regulation is effective [upon approval by the Chancellor].

1 UNC Enrollment Change Funding Model

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>708.64</td>
<td>169.52</td>
<td>115.56</td>
</tr>
<tr>
<td>Category II</td>
<td>535.74</td>
<td>303.93</td>
<td>110.16</td>
</tr>
<tr>
<td>Category III</td>
<td>406.24</td>
<td>186.23</td>
<td>109.86</td>
</tr>
<tr>
<td>Category IV</td>
<td>232.25</td>
<td>90.17</td>
<td>80.91</td>
</tr>
</tbody>
</table>

Category I Disciplines: Communications & Journalism; English; Mathematics; Philosophy & Religion; Psychology; Corrections & Criminal Justice; Social Sciences; History; Other

Category II Disciplines: Area, Ethnic, Cultural & Gender Studies; Education; Foreign Languages, Literatures & Linguistics; Family & Consumer Sciences; Liberal Arts & Sciences, Humanities; Multi/Interdisciplinary Studies; Parks, Recreation, Leisure & Fitness; Business, Management & Marketing

Category III Disciplines: Agriculture; Natural Resources & Conservation; Architecture; Computer & Information Sciences; Engineering-related Technologies; Library Science; Biological Sciences; Physical Sciences; Public Administration & Services; Visual & Performing Arts; Health Professions
Category IV Disciplines: Engineering; Nursing

As per Board of Governors action, student credit hours for student teaching in Education are placed in Category III for all campuses. Medicine and Dentistry are excluded from this model due to distinct funding by the General Assembly.

Resolution #15-52
Approved by the Faculty Senate: April 14, 2015
Received by the Chancellor: May 12, 2015

Formal faculty advice on proposed Salary Administration for Employees Subject to the State Human Resources Act Policy, as follows:

No revisions are being recommended to this proposed policy.

Authority: Office of State Human Resources
History: First Issued: See policy history links within each section
Last Reviewed: same as first issued


Additional References: N/A
Contact for Info: Director of Classification and Compensation, Department of Human Resources 252-328-9847.

1. Introduction
East Carolina University utilizes a variety of salary administration policies to manage pay for employees subject to the State Human Resources Act (“SHRA”). With regard to any salary administration policies listed below that are not specifically addressed in ECU’s Clinical Support Services (“CSS”) policies and/or regulations, ECU also applies the policies and regulations expressed herein to CSS employees. For details about each salary administration policy, please see the policy website of the Office of State Human Resources (“OSHR”), which can be accessed at the links provided below and/or located above in the Related Policies section. In the event that there is a conflict between the contents of this regulation and a state or federal statute, the statute shall control.

2. General Pay Policies
General pay policies summarize various salary administration policies to include compensation, salary ranges, pay status, overtime pay, availability of funds, and payment of salary.

3. Career Banding Salary Administration
It is the policy of the State to compensate its employees at a level sufficient to encourage excellence of performance and to maintain the labor market competitiveness necessary to recruit, retain and develop a competent and diverse work force.

4. **Comprehensive Compensation Policy**
   It is the policy of the State to compensate its employees at a level sufficient to encourage excellence of performance and to maintain the labor market competitiveness necessary to recruit and retain a competent work force. To this end, salary increases to State employees shall be implemented through the Comprehensive Compensation System based upon the individual performance of each State employee.

5. **Compensation of Foreign Service Employees**
   A foreign service employee is defined as any full-time employee subject to the SHRA who is transferred from North Carolina to a foreign assignment to live and work for a period of time greater than three months. Foreign nationals employed in and assigned to work in their country of origin are not included in this policy.

6. **Extended Duty for Medical Personnel**
   Critical shortages of coverage on evening and weekend shifts in certain medically related areas sometimes make it impossible to maintain an adequate staff to meet all workload requirements. In order to meet such workloads, an employee of the State who is exempt from the hours of work and overtime provisions of FLSA may, if the employee agrees, be scheduled to work additional hours beyond the regular work schedule and receive pay on a straight-time basis.

7. **Holiday Premium Pay**
   Employees who are required to work on designated holidays shall be given, in addition to regular salary, premium pay equal to one-half of their regular straight-time hourly rate for such hours as are worked on these days. In addition, holiday compensatory time off shall be given, not to exceed 8 hours. This covers both FLSA non-exempt and exempt employees.

8. **Hours of Work and Overtime Compensation**
   Defines Fair Labor Standards Act in its application to State and local governments as declared by the Supreme Court.

9. **Initial Classification**
   Initial classification occurs in the following situations: when a position or a group of positions is classified and brought under the SHRA and when a position under the SHRA, but not officially classified, is reviewed and a permanent classification and salary range is assigned.

10. **Longevity**
    Longevity pay is to recognize long-term service. An eligible employee who has at least ten (10) years of total State service shall receive a lump sum payment annually. Payment shall be made during the same monthly pay period or by the second biweekly pay period following the date the employee is eligible to receive longevity pay. This includes employees on workers’ compensation leave.

11. **On-Call and Emergency Callback Pay**
    It is the policy of the State of North Carolina to provide additional compensation to designated FLSA non-exempt employees who are required to serve in on-call status and/or who are called back to work. Management should carefully weigh the costs and benefits of alternatives before authorizing
on-call or emergency call back pay. Reasonableness and fairness shall be exercised in administering this policy.

12. **Redeployment**  
Redeployment is the movement of an employee from one position to another position within the same agency or the movement of an employee, or an employee and a position, from one agency to another under the following circumstances: the move is due to an enterprise-wide project that results in the need to utilize an employee’s competencies for greater effectiveness in another area of an agency or in another agency, and there is no break in service.

13. **Shift Premium Pay**  
The State shall provide additional compensation for employees who are regularly scheduled to work on either an evening or night shift, or on a weekend shift for certain classes when determined to be necessary to be competitive with the labor market. Shifts will be defined within the agency based on operating requirements and work environment. SHRA employees who occupy positions which are scheduled on a regular, recurring basis to work on shifts in which more than half of the working hours occur between 4:00 p.m. and 8:00 a.m. are eligible for shift premium pay.

14. **Sign-On Bonus Policy**  
A sign-on bonus is a lump sum payment that serves as a recruitment incentive to aid in the employment of individuals in critical positions that have labor market shortages which affect the business needs of the agency and which impair the delivery of essential services.

15. **Supplemental Salary**  
Supplemental salary is any compensation from an affiliated public charity, foundation or other private source paid to a State employee for services that are part of the employee’s regular job and is in addition to the employee’s base salary paid by the State and any other compensation authorized by Human Resources Commission policies but which the private source is not obligated to pay and on which the Retirement System is not obligated to accept contributions.

Resolution #15-53  
Approved by the Faculty Senate: April 14, 2015  
Received by the Chancellor: May 12, 2015

Formal faculty advice on proposed Reduction in Force (SPA) Policy, as follows:

**No revisions are being recommended to this proposed policy.**

Authority: Vice Chancellor of Administration and Finance  
History: Revised March 2009, July 2011, October 2014  
Related Policies: [Insert related PRRs and hyperlinks.]  
Additional References:  
Office of State Personnel Human Resources – Reduction in Force Policy  
Office of State Personnel Human Resources – Reduction in Force Guidelines  
Office of State Personnel Human Resources - Reduction in Force Priority Policy  
Office of State Human Resources - Severance Salary Continuation Policy  
NC Employment Security Commission - Resources for Individuals  
Contact for Info: HR, Employee Relations, 252-328-9848
1. Introduction to the Policy
The North Carolina Office of State Human Resources requires the University to develop guidelines for reductions in force. A Reduction in Force ("RIF") may occur when there are budget constraints, a shortage of work, a need to abolish SPA positions, or other material changes in duty or organization. A RIF decision requires an evaluation of the need for specific SPA positions as they contribute to the department’s mission, goals, and provision of services. Separation of employees through reduction in force should occur only after management has considered other feasible alternatives that might avoid it.

2. Covered Employees
2.1 This policy applies to SPA employees (full-time and part-time) who are considered career status employees.

2.2 Within organizational units as defined by the Chancellor

2.3 Neither temporary, probationary, nor trainee employees in their initial 24 months of training shall be retained in the same or any related classes where employees with a permanent appointment (those who have satisfactorily completed a probationary or equivalent trial period) must be separated.

2.4 Temporary employees or employees with time-limited permanent appointments may be laid off without following the reduction in force procedures.

3. Development of a RIF Plan
3.1. If it becomes necessary for any department of East Carolina University to implement a RIF, the head of that department must consult Employee Relations within the Department of Human Resources regarding the desire to initiate a RIF. Employee Relations will provide the department with the necessary information to develop a RIF plan.

3.2 After consultation with Human Resources, the head of the department should request, in writing, permission from the appropriate Vice Chancellor to initiate the RIF plan. Once this written approval is received, Employee Relations will assist the head of the department in the preparation/design of a RIF plan. (Note: Whenever a Vice Chancellor is not available to perform a duty assigned to him or her in this policy, including but not limited to consideration of a RIF within the Chancellor’s Division, the Chancellor may designate, as he or she deems appropriate, another person to carry out that duty.)

3.3 The RIF Plan must provide the rationale behind the selection of particular employees to be separated and the ones to be retained. The classifications of positions selected by management for RIF and a list of all persons in affected classifications must be reviewed by the head of the department prior to selecting a particular employee for RIF. Consideration for reduction in force of career status employees includes, but is not limited to, the following factors: i) Type of appointment, ii) Relative efficiency (skills, knowledge and productivity of employees), iii) Consideration of equal employment factors to avoid adverse impact, v) Length of service of employees (but not seniority-driven). The RIF Plan must incorporate, at a minimum, the following:

3.3.1 Narrative description of the issue(s) resulting in the need to abolish positions, including discussion of at least the following: i) Organization structure including overall purpose of department ii) Impact of the proposed RIF on overall program objectives and/or services; iii) iv) Legal and organizational requirements for the services affected; v) Alternatives considered, including possible
transfers, reallocation of resources and/or funding.

3.3.2. The following identifying data for the employees in positions selected for RIF: i) Performance history, including evaluations and any disciplinary actions; ii) Length of service in current classification and total state service (Note: In determining the length of service, an eligible veteran shall be accorded one year of state service for each year or fraction thereof of military service, up to a maximum of five (5) years credit.); iii) Age; iv) Race; v) Gender; vi) Ethnicity.

3.3.3 Description of all other alternatives explored by management.

3.3.4 Copy of appropriate Vice Chancellor approval to initiate RIF plan required pursuant to 3.2 above.

3.4 The plan must be signed and dated to indicate approval by the appropriate Department Director, Divisional Vice Chancellor, Equity Officer, University Counsel and forwarded to the Associate Vice Chancellor for Human Resources for review and approval. The plan will then be forwarded to the Chancellor for final review and approval.

4. Notification of Employees
Once the Chancellor has approved a RIF, the director or department head will consult with Employee Relations to create the notification letter. The notification letter to the employee(s) selected for RIF must be issued at least 30 calendar days prior to the effective date of separation and include the following information: i) The reason for the RIF; ii) The effective date of the RIF; and iii) Information related to eligibility for Reduction-in-Force Priority Consideration, applicable appeal rights and other benefits as indicated below.

5. Reduction-in-Force Priority Reemployment and Other Benefits
5.1 Reduction-in-Force Priority Reemployment
Employees with career status who have received official written notification of imminent separation due to RIF are eligible for reduction in force priority as detailed in the Office of State Human Resources Policy regarding Reduction in Force Priority Reemployment. Refer to OSHR policy at: Office of State Human Resources - Reduction in Force Priority Policy

5.2 Severance Salary Continuation
5.2.1 Severance Salary Continuation: Eligible employees affected by RIF shall be paid severance salary continuation as detailed in the Office of State Human Resources Policy regarding Severance Salary Continuation. Refer to OSHR policy at: Office of State Human Resources - Severance Salary Continuation Policy.

5.3 Leave Balances
5.3.1 Vacation Leave: Employees may elect, subject to approval by management, to exhaust vacation leave prior to their separation date and be paid in a lump sum for accumulated vacation leave balance not to exceed 240 hours. If an employee has over 240 hours at the time of a RIF, the excess leave will be reinstated if the individual is reemployed by a state agency within one year.

5.3.2 Sick Leave: Sick leave balances may not be paid out. Instead, employees separated due to RIF shall be informed that their sick leave balance shall be reinstated if employed in any state agency within five years.

5.3.3 Legislative Bonus Leave: Employees shall be paid in a lump sum up to the maximum allowed
for accrued legislative bonus leave and/or applicable balances of special leave awards.

5.3.4 Compensatory Time: Compensatory time balances are paid out for non-exempt employees. If an employee is exempt from overtime, compensatory time is forfeited.

5.3.5 Community Service Leave: The balance of community service leave can be transferred to other State agencies.

5.4 Insurances

5.4.1 Health Insurance: The University will continue to pay health insurance premiums for up to twelve months for employees with twelve or more months of service who are separated due to RIF. These employees may continue to pay for spouse and/or dependent children coverage. At the end of the twelve month period, the employees may begin paying for their own coverage as well as the coverage for spouse and/or dependent children indefinitely via direct billing with the NC State Health Plan.

5.4.2 Other Insurances: Employees affected by a RIF may be eligible for continuation of other insurances. University Benefits Specialists can provide specific information regarding continuation options.

5.5 Retirement Options

Employees affected by RIF have the option of: a) leaving contributions in the retirement system and maintaining all of the earned creditable service as of the date of separation, b) receiving a refund of contributions to the retirement system, or c) having their contributions transferred to an IRA or other qualified retirement plan. Please note, early withdrawal and/or rollover may result in tax penalties or loss of future health benefits. Employees affected by RIF may also be eligible for retirement benefits, including Discontinued Service Retirement. University Benefits Specialists can provide retirement information/options specific to the affected employee.

5.6 Unemployment Insurance

Employees affected by the RIF are eligible to apply for Unemployment Insurance through the NC Employment Security Commission. Employees are not eligible to receive unemployment insurance while they are receiving severance.

More information on Unemployment Insurance, including the ability to receive an estimate of eligible benefits, can be found on the NC Employment Security Commission website at: [http://www.ncesc.com/individual/default.asp](http://www.ncesc.com/individual/default.asp).

5.7 Longevity

Longevity pay is paid to employees with at least 10 years of state service. Payment is made annually based on an employee’s salary and total state service. Eligible employees who affected by RIF receive a pro-rated payment in accordance with North Carolina longevity pay policies.

6. Appeal Rights

Appeals of separation due to RIF may be made as defined in, and in accordance with, the East Carolina University Mediation and Grievance Procedure for SPA Employees PRR which can be located on the ECU PRR website at: [http://www.ecu.edu/cs-ecu/PRR/customcf/pdf.cfm?policyNumber-06.35.02](http://www.ecu.edu/cs-ecu/PRR/customcf/pdf.cfm?policyNumber-06.35.02).

7. Policy Access
The RIF Policy can be obtained from the University Department of Human Resources, or PRR website. The RIF Policy will be filed with the Office of State Human Resources as a public record.

Resolution #15-54
Approved by the Faculty Senate: April 14, 2015
Received by the Chancellor: May 12, 2015

Formal faculty advice on revised HIPAA Notification in the Event of a Breach of Unsecured Protected Health Information (PHI) Policy, revised Notification in the Event of Breach of Unsecured Protected Health Information Policy and revised HIPAA Sanctions Policy.

Resolution #15-55
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Revised Distance Education and Learning Technology Committee Charge, as follows:

(Changes are noted in highlighted strikethrough and bold print.)

1. Name: Distance Education and Learning Technology Committee

2. Membership:

   8-9 elected faculty members.

   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research and Graduate Studies or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, the Chief Information Officer or an appointed representative, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4-5 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.
   B. The committee reviews reports from the University Online Quality Council relevant to the effectiveness of the University’s distance education policies and procedures.
   C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University’s academic mission. The committee recommends policy related to the academic use of technology. [All information technology actions that affect more than one academic unit or that are initiated above]
the academic College or School department levels are recognized as actions that may affect significantly the University’s academic mission.

D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University’s academic mission.

E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.

F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee’s charge and recommends changes as necessary.

G. The chair and vice chair or appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC) and the chair serves as a member of the administrative Technology Steering Committee.

H. The chair serves as a liaison between the Faculty Senate and Chief Information Officer.

I. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the appropriate personnel as described in 4. above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the fourth Wednesday of each month.

Resolution #15-56
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Revised Service Learning Committee Charge, as follows:

(Changes are noted in highlighted strike-through and bold print.)

1. Name: Service Learning Committee
2. Membership:
The committee membership, including ex-officio members, should encompass a wide variety of disciplinary expertise.

Elected faculty members (8-9):
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research & Graduate Studies or an appointed representative, the Chair of the Faculty or an appointed representative, one Faculty Senator selected by the Chair of the Faculty, the one student member from the Student Government Association, and one member from the Graduate and Professional Student Senate.

Ex-officio (without vote): The administrative leader of the Volunteer and Service Learning Center or an appointed representative.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4-5 elected members exclusive of ex-officio.

4. Committee Responsibilities:
A. The committee makes recommendations to the Faculty Senate regarding proposed changes in the service learning requirements and regarding the service learning designation for individual courses. The committee makes recommendations to the Faculty Senate regarding individual courses carrying service learning designation and reports those recommendations to the University Curriculum Committee and the Graduate Curriculum Committee.

B. The committee serves as a liaison between the Volunteer and Service Learning Center and the Faculty Senate, reviews the activities of the Volunteer and Service Learning Center, and advises the administrative leadership of that center about service learning.

C. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

D. The committee sponsors and coordinates the annual ECU Service-Learning Conference and promotes and advocates for service learning across the curriculum, including learning outcomes and development of service learning courses.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4, above. The committee recommends curricular changes to the university’s service learning requirement to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Volunteer and Service Learning Center as described in 4.B. above.

8. **Standard Meeting Time:**
The committee meeting time is scheduled for the second Tuesday of each month.

Resolution #15-57
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Revised University Environment Committee Charge, as follows:

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

1. **Name:** University Environment Committee

2. **Membership:**
7 elected faculty members **(no more than one of whom may be fixed term).**
(5 from the Division of Academic Affairs and 2 from the Division of Health Sciences.)

Ex-officio members (with vote): The Chancellor or appointed representative, the Provost or appointed representative, the Vice Chancellor for Health Sciences or appointed representative, the Vice Chancellor for Administration and Finance or appointed representative, the Vice Chancellor for Student Life or appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as deemed necessary by the chair.

3. **Quorum:** 4 elected members exclusive of ex-officio.

4. **Committee Responsibilities:**
A. The committee recommends policies to preserve, improve and advance the general physical environment of the University.
B. The committee provides recommendations to mitigate the loss of habitat that includes repairing or replacing landscaping of the university that have been displaced owing to planned or unplanned actions.
C. The committee makes recommendations relating to traffic flow patterns, hardened sidewalk designs, speed limits, and parking facilities in and around the University campuses.
D. The committee indexes and recommends policies for maintenance of those trees of significant size and type, culturally historic landscape features, and ground covers possessing aesthetic, historic, and/or environmental value.
E. The committee reviews potential and actual effect of university projects upon water quality and quantity, runoff, and other physical impacts upon the community.
F. The committee shall be familiar with the current East Carolina University master plan and intended placement of buildings and other construction approved by the Board of Trustees. The Committee shall consult with planning officers regarding future land use, changes to the current master plan, and future campus development.

G. The committee promotes sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste.

H. The committee raises awareness of, and promotes, sustainability issues in the curriculum and in faculty research.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommended policies, procedures, and other procedural criteria.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The Committee may draft reports, hold hearings, or seek advice as necessary.

8. Standard Meeting Time:
The committee meeting time is scheduled for the fourth Thursday of each month.

Resolution #15-58
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Curriculum and academic matters included in the Educational Policies and Planning Committee meeting minutes of March 20, 2015 including a request for revision of the Construction Management Transfer Option and discontinuation of the General Construction, Residential Construction and Infrastructure Construction concentrations within the BS in Construction Management degree program in the Department of Construction Management within the College of Engineering and Technology; request for discontinuation of the Undergraduate Certificate in Spanish Translation in the Department of Foreign Languages and Literatures within the College of Arts and Sciences; request changes to the title and content of the Information Assurance Certificate to Cyber Security Professional Certificate in the Department of Technology Systems within the College of Engineering and Technology; request to create an Environmental Engineering concentration within the BS in Engineering degree program in the Department of Engineering within the College of Engineering and Technology; request to change the name of the Department of Child Development and Family Relations to the Department of Human Development and Family Science within the College of Human Ecology; request changes to the title and content of the BS in Merchandising to BS in Fashion Merchandising and discontinuation of the Fashion and Interiors concentrations in the retitled degree in the Department of Interior Design and Merchandising within the College of Human Ecology; request to change the name of the MAEd in Mathematics to the MAEd and Mathematics Education in the Department of Mathematics, Science and Instructional Technology within the College of Education; request the creation of a Project Management Graduate Certificate in the Department of Management Information Systems within the College of Business; and a request for authorization to plan the DrPH degree program in the Department of Public Health within the School of Medicine.
Resolution #15-59
Approved by the Faculty Senate: April 14, 2015
Received by the Chancellor: May 12, 2015

Response to the External Review Recommendations of the Department of History’s Academic Program Review.

Resolution #15-60
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Revise the University Undergraduate Catalog, Academic Advisement, Progression and Support Services to read as follows: (changes are noted in highlight)

“Major, minor, cognate, core curriculum, and/or certification requirements are presented in the department and school listings. If the degree program requires a minor, the minor must be identified at the time the student declares his or her major and must be approved by the major chairperson or dean or his or her designee. A minor shall be 24-30 semester hours of credit. All BA degrees require a minor, unless the degree requirements include a concentration and/or specified cognates; however, some BA degrees may require a concentration or cognates in addition to a minor.”

The reasons for lowering the requirement include the following:

* ECU is out of conformity with national norms, including other institutions in the UNC system (17.6 average) and our national peers (18.67 average).

* None of the other schools in the UNC system and only two of our national peers require a minimum of 24 semester hours for a minor.

* ECU’s higher requirement poses an unwelcome and needless obstacle to timely degree completion and may cause some students to become subject to the Tuition Surcharge Policy.

* ECU's current policy minimizes the achievements of our students, thereby disadvantaging them in the workplace and other spheres of life.

Number of semester hours in an undergraduate minor

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**Average minimum 17.6**

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Resolution #15-61
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology.

Resolution #15-62
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Proposed Provisional Code for the Reorganized College of Health and Human Performance, as follows:

Preamble: This provisional code allows for faculty participation in and establishes procedures for the College’s internal affairs and is consistent with all applicable provisions of the East Carolina University Faculty Manual, East Carolina University Policy Manual, and all policies established by, or under delegated authority of, the University of North Carolina Board of Governors, the East Carolina University Board of Trustees, and/or the Chancellor.

Organization of the College:

The Dean of the College of Health and Human Performance is the chief administrative officer of the reorganized college, which is comprised of the following units:

- Department of Child Development and Family Relations
- Department of Health Education and Promotion
- Department of Interior Design and Merchandising
- Department of Kinesiology
- Department of Recreation and Leisure Studies
- School of Social Work
- Military Programs--Aerospace Studies/Air Force ROTC

**Average minimum 18.67**
Military Science/Army ROTC

The Department of Health Education and Promotion, Department of Kinesiology, Department of Recreation and Leisure Studies, and Military Programs will continue to operate under the approved standard operating procedures, guidelines, and unit code of the College of Health and Human Performance, incorporated herein by reference [http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/healthandhp.pdf], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The Department of Child Development and Family Relations will continue to operate under approved standard operating procedures, guidelines, and the unit code of the Department, incorporated herein by reference [http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/cdfr.pdf], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The School of Social Work will continue to operate under approved standard operating procedures, guidelines, and the unit code of the School, incorporated herein by reference [http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/socialwork.pdf], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The Department of Interior Design and Merchandising will continue to operate under approved standard operating procedures, guidelines, and the unit code of the Department, incorporated herein by reference [http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/interiordesign.pdf], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.
The Dean of the College of Health and Human Performance (HHP) will appoint additional administrative members to the College Executive Committee representing the Department of Child Development and Family Relations, the Department of Interior Design and Merchandising, and the School of Social Work until one or more approved unit codes are approved to replace the Provisional Code. Representatives from units comprising the reorganized College on university-level committees and boards will serve as representatives of all programs, departments, and schools within the College.

To facilitate greater collaboration among members of the College, the voting faculty and/or the Dean will provide opportunities for representation through new or expanded College-level leadership groups, standing or ad hoc committees, and teams, as appropriate.

Enabling: This Provisional Code becomes effective after review and approval by the Educational Policies and Planning Committee, the Faculty Senate, the Chancellor of East Carolina University, and the University of North Carolina Board of Governors' approval of the Reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology. It will remain in effect until superseded by one or more approved unit codes.

Resolution #15-63
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

2015 Pilot of New Guidelines for Academic Program Review and Summary of the Major Changes Proposed in the Guidelines for Academic Program Reviews including:

Review Process:
1. Inclusion of an orientation meeting 1 year prior to APR to prepare units for upcoming reviews
2. Inclusion of an internal review committee (Dean of the Unit, Dean of the Grad School, EPPC representative, Dir of IA, and a possible inclusion of another IPAR representative)
3. Change of the role of EPPC (i.e., involved throughout the process)
4. Selection of external reviewers: more input from the unit and the Internal Review Committee
5. Shortening of the APR process (from submission of Self-Study to Final Action Plan Meeting) from 18 months to 4 months
6. Change Biennial Reports to Progress Reports 1-year and 3-year after the Final Action Plan Meeting

Self-Study:
7. Complete revision of the content of the Self-Study:
   a. Shortening the self-study template from 9 to 4 pages
   b. Changing the framework: from a compliance report to an in-depth analysis of program quality
8. Definition of IPAR data package to support APR:
   a. Clearly defining two levels of data (program level vs. department level);
   b. Providing data beyond headcount to include completion rate and time-to-degree for graduate programs
   c. Eventually dynamic data will be available through ECU Analytics Portal
9. Integration of student learning outcomes assessment and academic program reviews
10. IPAR providing more data and assessment support to units under review to improve the quality of the self-study
11. Articulated charge to the External Review Committee

Next Step:
12. IPAR will further develop an APR handbook

Resolution #15-64
Approved by the Faculty Senate: April 14, 2015
Approved by the Chancellor: May 12, 2015

Curriculum matters included in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of March 16, 2015 including approval of domestic diversity credit for FORL 2666 Latino Text; approval of global diversity credit for FORL 2600 The Holocaust, FORL 2620 French Literature in Translation, FORL 2622 Francophone Literature of the Americas in Translation, FORL 2665 Don Quixote, FORL 2680 German Literature in Translation, FORL 2690 Introduction to German Cinema, FREN 2108 Culture and Communication, FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, FREN 2442 Readings in Francophone Cultures of the Americas, FREN 3560 The Contemporary French and Francophone World, GERM 2300 Introduction to German Literature, GERM 2420 Culture of the German Speaking World, GERM 3340 Civilization of the German Speaking World, SPAN 2440 Spanish Culture and Civilization, SPAN 2441 Latin American Culture and Civilization, SPAN 4558 Contemporary Spain, SPAN 4563 Latin American Texts: The Boom and Beyond, ACCT 4451 International Accounting, MGMT 3352 International Business, MGMT 4352 Management in a Global Economy, MKTG 3852 Cultural Environment of International Business, CLAS 1500 Classical Mythology, CLAS 2220 Great Works of Ancient Literature I: Greece, CLAS 2230 Great Works of Ancient Literature II: Rome, PLAN 2030 Global Cities; Foundations Fine Art Credit for ART 1105 Ceramics Appreciation; and Foundations Social Science credit for PLAN 2030 Global Cities.

Resolution #15-65
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of March 26, 2015, including curricular actions within the Department of History, School of Music, College of Health and Human Performance, School of Social Work, Department of Political Science, Department of Biology, Department of Foreign Languages and Literatures, School of Theatre and Dance, School of Art and Design and College of Nursing.

Resolution #15-66
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of April 9, 2015, including curriculum actions within the College of Engineering and Technology, Department of Chemistry, Department of Geography, Planning and Environment, School of Art and
Design, Department of Mathematics, College of Health and Human Performance, Department of Child Development and Family Relations, School of Communication.

Resolution #15-67
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of April 13, 2015, including Writing Intensive (WI) designation for CSDI 3040: Anatomy of the Speech and Respiratory Mechanism.

Resolution #15-68
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Writing Intensive Course Audit and Program Review, as follows:

The focus of the Quality Enhancement Plan (QEP) on a vertical writing curriculum has led to a number of important changes to the Writing Across the Curriculum (WAC) program. The first stage of revision to the program involved shifting the curriculum for WI classes from “models-based” to “outcomes-based” as the WAC Committee enacted the University Writing Outcomes for all Writing Intensive courses.

The second stage of this revision involves instituting an ongoing program review related to WI courses. Every five years, on a rotating schedule, the WAC Committee will request materials on WI courses taught over the most recent five-year period. This ongoing review allows the committee to work with departments/programs

1) to ensure that courses are being taught in ways that help students meet the University Writing Outcomes;
2) to determine whether current WI courses should remain WI; and
3) to discover if different courses should become WI in order to better support a vertical writing curriculum.

This ongoing review provides a much needed space every five years for departments and programs, in consultation with the WAC Committee, to review WI course offerings and make any curricular revisions the department, program, or WAC Committee thinks necessary.

In order to begin Stage Two, the WAC Committee has prepared the following materials to help departments/programs prepare their WI courses for review:

- A timeline indicating when different colleges, departments, or programs will be up for review by the WAC Committee;
- A list of materials that each college, department, or program will be asked to compile as part of ongoing review;
- An explanation of how those materials will be reviewed by the committee and reported back to the college/department/program.
Preparing Materials for Your WI Course Review

Each new WI course proposal involves a completed proposal form, a sample syllabus, and a letter from the unit administrator indicating unit support for a course to be taught as writing intensive. Because some courses are always taught WI and others only when instructors choose to teach them as WI (e.g. WI*, or “WI by Section”), there is tremendous variability about what types of materials may be available for program review. Likewise, since courses typically come to the WAC Committee one at a time, it is hard for the committee to see the full picture of how “writing intensive” courses function across programs, departments, and colleges.

To that end, the WAC Committee requests that colleges provide the following items from each of its departments or programs that offers WI courses:

1. A memo from the unit administrator (e.g., department chair, program director) to the WAC committee listing which courses should remain WI/WI* and which should no longer be offered as WI/WI* based on an internal review of WI course offerings; the memo should indicate that, if the WI/WI* designation is to be dropped from one or more courses, students will still be able complete the degree/program and have the appropriate number of WI credits (3 WI credits are required in the major, and 3 additional WI credits from any WI course in any program, exclusive of English 1100 and 2201, are required for graduation).

2. A chart indicating which WI/WI* courses have been taught in the last five years, when they have been taught (semester and year), how many sections, which of the courses are required for majors/minors, and how many students per section have been enrolled.

3. One sample syllabus per course that the unit will continue to offer as WI/WI* with sample assignment descriptions for each writing assignment, and an explanation of how the course assignments, taken together, continue to meet the five University Writing Outcomes.

**New WI course proposals should go through the regular process and should not be included as part of this program review.**

Since faculty submit copies of their WI and WI* syllabi to the University Writing Program every semester, program staff will provide those materials back to colleges, departments, and programs in order to reduce the work on unit faculty as they review and compile materials.

**Timeline**

1. Each spring, the WAC Committee will notify colleges if they have WI Course Reviews for their departments/programs due the following fall.

2. Departments/programs responsible for teaching WI/WI* courses should review their current offerings, determine if current offerings are best for meeting the current University Writing Outcomes, and decide which courses they wish to continue offering as WI/WI*. A set of heuristic questions will be provided to assist that process, but the University Writing Program staff is also available to meet with units to assist them as they think through their WI/WI* offerings.

3. Colleges will collect the materials requested above from departments/programs, and provide them to the WAC Committee by the first Monday of October.

4. The WAC Committee will review submitted materials between October and February, and will communicate to programs/departments/colleges any recommendations by March.

**Program Review Considerations**

The primary goal of the WI Course Review is to provide departments/programs with the opportunity to look at their WI course offerings holistically and to determine if they are efficiently and effectively engaging students in WI courses at the most opportune moments. Students are required to take 3 WI
credits in their major; as such, programs with large numbers of WI courses may find that they have more courses than they need or than are sustainable, particularly when the university endorses a 25 student cap as a “best practice” for WI courses. Because some programs offer multiple degrees or tracks, however, it’s difficult for a committee like the WAC Committee to determine the right number or configuration of WI courses for any program. Use the following questions to begin asking if your current WI/WI* courses are meeting students’ needs as they move through your program.

- Ideally, undergraduate students would have one WI course per year during their 4 years at ECU. Currently, they take English 1100 (year 1) and English 2201 (year 2). Are your WI course offerings such that students are likely to enroll in a WI course in the major during years 3 and 4? If students won’t likely enroll in a WI course their junior year, do you think it would be better if they did? What course(s) might best meet that goal?
- In what ways, if any, do your WI course offerings provide a scaffolded experience for students in their writing? Do 2000- and 3000-level courses offer “introductory” writing experiences, while 4000-level course provide more “apprentice” or “expertise” level projects?
- Do your current WI course offerings all meet the University Writing Outcomes, adopted in 2014, rather than the “five models” that were previously in effect? If not, is that because these are courses where the outcomes are more difficult to meet? Are there courses where the outcomes seem more appropriate/germane?

Sample Unit Administrator Memo

TO: WAC Committee
FROM: Unit Administrator, Sample Unit
DATE: October 1, 2XXX
SUBJECT: WI Course Review for Sample Unit

After a careful review of the 10 WI courses we currently offer (see chart), Sample Unit plans to continue offering 6 WI courses and, with this memo, requests that the WAC Committee remove WI designation from the following courses:

- Course 1
- Course 2
- Course 3
- Course 4

In Sample Unit, we plan to continue offering the following 4 courses as WI:

- Course 5
- Course 6
- Course 7
- Course 8

RATIONALE: Because Sample Unit offers two degrees (BS in Sample; BA in Sample), our students follow two different tracks to degree completion. For our BS students, Course 5 provides a solid foundation as a 3000-level “Intro to Sample” course; in this course, students learn basic research methodology and write up research projects that demonstrate they are learning key methods of inquiry in Sample. Course 6 is the capstone seminar for the BS in Sample; students are expected to write seminar-styled papers that demonstrate that they are ready for graduate study in Sample or a similar discipline. Our BA students typically enroll in Course 7 and 8 during their junior year; these
courses focus on public policy writing related to Sample and are intended to help students think through their possible career options. While students write a lot in their senior capstone course, the writing is more professional in nature (brief reports, sample resumes and cover letters, etc), and we do not feel those writing activities adequately meet the University Writing Outcomes. For the BA students, therefore, we would prefer they do most of their WI course work at the junior level.

The following 2 courses have historically been offered WI* (writing intensive by section) and Sample Unit plans to continue to offer these as WI*.

- Course 9
- Course 10

RATIONALE: When faculty teach study abroad, these courses are more heavily writing intensive than when they are taught as campus-based courses and the faculty teach study abroad would like to maintain the rigorous writing experiences as part of that experience.

Attached to this memo is the chart of WI/WI* courses as requested. On three occasions, Course 2 enrolled significantly more than the 25 student cap that is encouraged for WI courses. This happened because of faculty leave and the needs of students to graduate, but it also helped to see that Course 2 may not be a best option for WI/WI* designation, which contributed to our decision to request removal of WI/WI*. The only other course that enrolled significantly more than 25 students was Course 7, but because that was only one semester, we believe we can find ways to prevent that happening again. At the moment, we do not foresee any problems with keeping WI/WI* courses at 25 or fewer students.

Similarly, find as well a 6 sample syllabuses, one each for Course 5, 6, 7, 8, 9, and 10. Each syllabus includes sample assignments that are commonly used when faculty teach these courses, and a brief explanation of how faculty see these activities as helping students to meet the University Writing Outcomes.

WI Course Offerings | Five Year Review

Program: **Department of Sample**

<table>
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<tr>
<th>Years</th>
<th>WI by section?</th>
<th>Required for Major?</th>
<th>Student(s) who typically take (e.g., Freshmen, Sophomore, etc.)</th>
<th>Fall 2012 **Incl. # of sections taught &amp; course cap</th>
<th>Sprin g 2013</th>
<th>Summ er 1 or 2 2013</th>
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<th>Sprin g 2014</th>
<th>Summ er 1 or 2 2014</th>
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Sample Five Year Review Plan

Year 1 – 74 (2015, 2020, 2025 …)
- Allied Health Science (18)
- College of Business (6)
- College of Education (24)
- College of Nursing (6)
- College of Engineering & Technology (17)

Year 2 - 86 (2016, 2021, 2026 …)
- HCAS Dept A – G (excluding English)
  - Anthropology (4)
  - Biology (15)
  - Chemistry (13)
  - Economics (8)
  - Foreign Language (21)
  - Geography (10)
  - Geology (6)
  - Great Books/Classics (9)

Year 3 – 85 (2017, 2022, 2027 …)
- HCAS Dept H – Z
  - History (30)
  - Math (4)
  - Multidisc (2)
  - Philosophy and Religious Studies (28)
  - Physics (1)
  - Political Science (6)
  - Psychology (8)
  - Sociology (2)
  - Women’s Studies (4)

Year 4 – 85 (2018, 2023, 2028 …)
- College of Fine Arts & Communication (49)
- College of Health and Human Performance (15)
- College of Human Ecology (21)

Year 5 – 84 (2019, 2024, 2029 …)
- Department of English (61)
Resolution #15-69
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Revisions to the *ECU Faculty Manual*, Part VI, Section I, Subsection XII. Use of Copyrighted Works, as follows:

*Strike-through font* indicates suggested deletions; *bold font* indicates suggested additions.

“XII. Use of Copyrighted Works
A. Appropriate Use of Copyrighted Works
The Copyright Act of 1976, as amended (Title 17, U.S. Code), generally protects certain rights and privileges of the copyright owner to exclude others from the right to reproduce and publicly distribute, display or perform a work, as well as revise or prepare a derivative work based upon a copyrighted work, without obtaining permission from the copyright owner. As an institution devoted to the creation, discovery and dissemination of knowledge, the University supports the responsible, good faith exercise of full fair use rights contained in the Copyright Act.

B. Fair Use
The “fair use doctrine” of the Copyright Act allows certain statutory exemptions applicable to academia, recognizing the fundamental non-profit mission of universities to create and disseminate knowledge for public benefit. *Section 107 of the Copyright Act specifies that these exemptions exist “for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” and requires that a person evaluate four statutory factors to determine whether a proposed use is fair. If the desired use cannot be determined as “fair”, faculty members must request permission from the copyright holder or select an alternative work.*

1. Elements of Fair Use
   Individuals from the University community who wish to make fair use of a copyright work must consider in advance the four statutory factors:
   a. Purpose and Character of the Use
      The purpose and character of the use, including whether such the use is of a for commercial nature or-for non-profit educational purposes.
   b. Nature of the Work
      The characteristics of the work being used, including whether it has been previously published and whether it is factual or fictional.
   c. Amount of Work to be Used
      The amount, substantiality and qualitative nature of the portion used in relation to the entire copyrighted work.
   d. Effect on the Market
      The effect of the use on the potential market for or value of the work.
2. Procedure Support for Making Fair Use Determinations
The University’s Copyright Committee, together with the Copyright Officer Office of the University Attorney, shall identify educational needs of issue and, as necessary, revise guidelines to assist University faculty, EPA non-faculty employees, SPA staff employees, and students in complying with copyright law, including application of and making fair use evaluations. The Chancellor shall also maintain copyright and fair use resources at the ECU libraries. The Copyright Management Officer shall develop tools, resources, and training and education materials for use by the campus community and shall coordinate workshops, conferences, seminars, and other similar activities on copyright. Faculty are encouraged to review materials on the ECU Copyright website (remove hyperlink), attend events scheduled through the Office for Faculty Excellence, and contact the ECU Copyright Officer (remove hyperlink) with any questions they may have. 

Advise faculty, EPA non-faculty employees, SPA employees and students regarding fair use determinations pursuant to Section 2 of this policy as well as Research Information found in the ECU Faculty Manual. (FS Resolution #12-38, March 2012)"

Resolution #15-70
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Revisions to the ECU Faculty Manual, Part VII, Section II, Subsection VI. Copyrights (created work), as follows:

Replace the current text in Subsection VI. with the below proposed text:

"VI. Copyrights (created work)
The mission of East Carolina University to become a national model for student success, public service, and regional transformation includes using creative learning strategies and delivery methods, discovering new knowledge, and fostering innovation and entrepreneurship. Products of these activities include the development and use of copyrightable materials. The creation of copyrightable materials in the form of literary, dramatic, and other intellectual works by the university community is encouraged as a measure of productivity and commitment to the dissemination of knowledge and creative activity for public benefit. The university supports an open and free environment for its faculty, staff, and students to carry out their scholarly work, and encourages publication without constraint. These policies are in accord with applicable laws and pertinent university regulations. The Copyright policies of the University of North Carolina are contained in Part 500.2 and 500.2.1 of the University of North Carolina Policy Manual. The East Carolina University Copyright Regulation is available at http://www.ecu.edu/PRR/10/40/02. These policies address ownership and use of copyrightable works."

Resolution #15-71
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 12, 2015

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of April 10, 2015, including Request to discontinue MS in Vocational Evaluation in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences; Request to discontinue the Child Welfare Studies Certificate Program in the School of Social Work within the College of Human Ecology; Request to approve a Neonatal Nurse Clinical Specialist
Resolution #15-72
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015 (w/stipulation)
Final Approval by the Chancellor: June 15, 2015

Provisional Code for Academic Library Services.

Resolution #15-73
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Reorganization of the College of Business to include the School of Hospitality Leadership.

Resolution #15-74
Approved by the Faculty Senate: April 21, 2015
Approved by the Chancellor: May 26, 2015

Provisional Code for the Reorganized College of Business.

Resolution #15-75
Approved by the Faculty Senate: September 8, 2015
Approved by the Chancellor: October 6, 2015

Formal faculty advice on curriculum and academic matters acted on and recorded in the April 13, 2015 Graduate Council meeting minutes (GC#15-16) to include editorial revision to the Graduate Catalog to include last day to drop/withdraw without grades and Thesis Dissertation Oversight (TDO) Committee Best Practices.

Resolution #15-76
Approved by the Faculty Senate: September 8, 2015
Approved by the Chancellor: October 6, 2015

Curriculum matters included in the April 20, 2015 Foundations Curriculum and Instructional Effectiveness Committee meeting minutes, including approval of domestic diversity credit for KINE
Resolution #15-77
Approved by the Faculty Senate: September 8, 2015
Approved by the Chancellor: October 6, 2015

Curriculum matters included in the April 16, 2015 University Curriculum Committee meeting minutes, including curriculum actions within the Department of Child Development and Family Relations, College of Health and Human Performance and College of Engineering and Technology.

Resolution #15-78
Approved by the Faculty Senate: September 8, 2015
Approved by the Chancellor: October 7, 2015

Revised College of Engineering and Technology Unit Code of Operations.

Resolution #15-79
Approved by the Faculty Senate: September 8, 2015
Approved by the Chancellor: October 6, 2015

Commendation for Professor Andrew Morehead, Chair of the Faculty, as follows:

WHEREAS, Professor Andrew Morehead served as Chair of the Faculty from Fall 2014 through Spring 2015, and

WHEREAS, Professor Andrew Morehead, during that time, invested extensive time and notable efforts to strengthen East Carolina University and advance its mission, and

WHEREAS, Professor Andrew Morehead has maintained fidelity to the foundational principles of shared governance and served to uphold them, and

WHEREAS, Professor Andrew Morehead has provided steady leadership through the establishment and commencement of work groups for the implementation of recommendations of the University Committee of Fiscal Sustainability, and

WHEREAS, Professor Andrew Morehead has provided skillful leadership during fiscally-challenging times and reorganizations of colleges and departments, and

WHEREAS, Professor Andrew Morehead has strived to encourage collaboration of faculty and administrators and worked to ensure that faculty voice was effectively represented in discussions impacting university culture, policies, and processes, and

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WHEREAS, Professor Andrew Morehead expertly managed the sensitive and complex university conversation about the renaming of a dormitory, sensitively guiding diverse constituents to resolution, and

WHEREAS, Professor Andrew Morehead has been thoroughly engaged with all stakeholders and is to be commended for his admirable representation of the faculty of the university at meetings with the university administration, the Board of Trustees, the Faculty Assembly, and others.

THEREFORE BE IT RESOLVED, that Professor Andrew Morehead is commended for his excellent leadership as Chair of the Faculty.

BE IT FURTHER RESOLVED, that we, the members of East Carolina University's Faculty Senate, hereby express our deep appreciation to Professor Morehead for his tireless efforts to support shared governance and foster collaborative relationships among administrators, faculty members, and university stakeholders. His vision, intelligence, and willingness to invest significant personal energy and effort advanced the aims of the faculty and strengthened the university community during his tenure as Faculty Chair of East Carolina University.

Resolution #15-80
Approved by the Faculty Senate: October 6, 2015
Received by the Chancellor: November 6, 2015

Formal faculty advice of no changes to curriculum and academic matters acted on and recorded in the September 14, 2015 Graduate Council meeting minutes and supporting documents (GC#15-17) that included Policy changes to Graduate School Appeals Procedure (GC#15-18), priority admission for Honor students, and the 04-15-15 GCC organizational meeting minutes.

Resolution #15-81
Approved by the Faculty Senate: October 6, 2015
Approved by the Chancellor: November 6, 2015

Curriculum and academic matters contained in the University Curriculum Committee’s meeting minutes of September 10, 2015, including curricular actions within the Department of Economics, College of Health and Human Performance and School of Communications and excluding action on the proposed change to the Committee’s name.

Resolution #15-82
Approved by the Faculty Senate: October 6, 2015
Approved by the Chancellor: November 6, 2015

Curriculum and academic matters contained in the Foundations Curriculum and Instructional Effectiveness Committee’s meeting minutes of September 21, 2015, including curricular actions within the Department of Foreign Languages and Literatures.

Resolution #15-83
Approved by the Faculty Senate: October 6, 2015
Approved by the Chancellor: November 6, 2015

Curriculum and academic program matters contained in the Educational Policies and Planning Committee’s meeting minutes of September 11, 2015 including a Request to approve two new concentrations (Family Science, Child Development) in the BS in Family and Community Services within the Department of Human Development and Family Science in the College of Health and Human Performance; Request to approve two new concentrations (Theatre Management, Community Engagement) in the BA in Theatre Arts within the School of Theatre and Dance in the College of Fine Arts and Communication; Request to approve offering the MAEd in Mathematics Education via distance education (online) format within the Department of Mathematics, Science, and Instructional Technology Education in the College of Education; and Program Review revision response for the PhD in Pharmacology and Toxicology within the Department of Pharmacology and Toxicology in the School of Medicine.

Resolution #15-84
Approved by the Faculty Senate: October 6, 2015
Approved by the Chancellor: December 8, 2015

Revised Department of Human Development and Family Science Unit Code of Operations (formerly Department of Child Development and Family Relations) which will be used as operational guidelines as part of the Provisional Code of Operations for the Reorganized College of Health & Human Performance.

Resolution #15-85
Approved by the Faculty Senate: October 6, 2015
Received by the Chancellor: November 6, 2015

Formal faculty advice on revised Faculty Workload Policy.

Resolution #15-86
Approved by the Faculty Senate: October 6, 2015
Approved by the Chancellor: November 6, 2015

Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s meeting minutes of September 28, 2015 including changing JUST 3200 from “WI” to “WI by section” and writing intensive (WI) course designation for ART 4942, ART 4944 and ART 4948.

Resolution #15-87
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: December 8, 2015

Approval of Fall 2015 Graduation Roster, including honors program graduates.
Resolution #15-88  
Approved by the Faculty Senate: November 3, 2015  
Received by the Chancellor: December 8, 2015  

Formal faculty advice with no changes to curriculum and academic matters acted on and recorded in October 19, 2015 Graduate Council meeting minutes (GC 15-19) and supporting documents, to include the Dual Degree Program Policy revision, and the revised Master’s Pre-Thesis Research Approval Form; Graduate Curriculum Committee meeting minutes from October 7, 2015, September 16, 2015, September 2, 2015, August 26, 2015 including curriculum action items (GC 15-20) from the Department of Physical Therapy within the College of Allied Health Sciences, Department of Interdisciplinary Professions within the College of Education, Department of Kinesiology within the College of Health and Human Performance, Department of Communication Sciences and Disorder within the College of Allied Health Sciences, Department of Public Health at the School of Medicine; programmatic actions (GC 15-21) forwarded to the Education Policies and Planning Committee, included title revision of existing certificate from Registered Health Information Administrator (RHIA) to Health Information Management (HIM) in the Department of Health Services and information Management within the College of Allied Health Sciences, consolidation of the PhD in Anatomy and Cell Biology, PhD in Biochemistry and Molecular Biology, PhD in Microbiology and Immunology, PhD in Pharmacology and Toxicology, and PhD in Physiology into one degree: PhD in Biomedical Sciences within the School of Medicine; addition of Applied Research Option Within the MA in School Psychology in the Department of Psychology within the College of Arts and Sciences, Movement of Sustainable Tourism from The Graduate School to the College of Business, School of Hospitality Leadership.

Resolution #15-89  
Approved by the Faculty Senate: November 3, 2015  
Approved by the Chancellor: December 8, 2015  

Curriculum and academic matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee’s meeting minutes of October 19, 2015 including approval of global diversity designation for GEOG 2100 and foundations humanities credit for GRBK 3001.

Resolution #15-90  
Approved by the Faculty Senate: November 3, 2015  
Approved by the Chancellor: December 8, 2015  

Recommendation that a moratorium on consideration of courses for Foundations credit be instituted effective January 1, 2016 and lasting until January 1, 2017. The moratorium does not apply to revisions to courses that already carry foundations credit.
Resolution #15-91
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: December 8, 2015

**Held for further study by the Chancellor:** December 8, 2015

*Noting: While the recommendation is good, we cannot publish new requirements beginning in Fall 2016 as requirements in the degree programs will not align with the new gen. ed. requirements by that time. Faculty will need time to consider how the new gen. ed. requirements will impact degree programs and revise the programs accordingly.*

Recommendation to reduce required semester hours of general education beginning Fall 2016, which includes decreasing Humanities and Fine Arts from 10 SH to 9 SH; decreasing Natural Science from 8 SH to 7 SH (retaining the requirement of one laboratory hour); decreasing Social Science from 12 SH to 9 SH from at least two different areas; and requiring a 3 SH “general education elective” from one of the following categories (humanities/fine arts, social/behavioral sciences or natural science/mathematics).

Resolution #15-92
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: December 8, 2015

Curriculum and academic matters acted on and recorded in the University Curriculum Committee’s meeting minutes of **September 24, 2015** including curricular actions within the Department of History and College of Education and University Curriculum Committee’s **October 8, 2015** meeting minutes including curricular actions within the Department of Physics.

Resolution #15-93
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: December 8, 2015

Curriculum and academic program matters acted on and recorded in the Educational Policies and Planning Committee’s **October 9, 2015** meeting minutes including a Request to approve consolidation of the three programs in Physics (BS in Physics, BS in Applied Physics, BA in Physics); the discontinuation of the BS in Applied Physics and the BA in Physics; and the offering of three concentrations under the BS in Physics (Research, Professional, and Practical) all within the Department of Physics and program review revision response for the PhD in Coastal Resources Management and Institute for Coastal Science and Policy within the Institute for Coastal Science and Policy and program review revision response for the Doctoral Program in Higher Education within the College of Education.

Resolution #15-94
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: December 8, 2015

Curriculum and academic matters acted on and recorded in the Service Learning Committee’s meeting minutes of **October 20, 2015** including approval of service learning (SL) designation (with an asterisk) for KINE 1010.
Resolution #15-95
Approved by the Faculty Senate: November 3, 2015
Approved by the Chancellor: not applicable

Whereas, the ECU Faculty Senate should take a leadership role on the issue of this week’s pay raises for the chancellor of ECU and other UNC system institutions, as reported in the News & Observer (http://bit.ly/1M9s4X7) and the Daily Reflector (http://bit.ly/1NOHYcr); and

Whereas, as reported, the UNC Board of Governors used taxpayer money to show chancellors were underpaid and fairness demands that the Board invest the same energy investigating and resolving salary issues of faculty; and

Whereas, ECU bills itself as the leadership university; and

Whereas, leadership universities should stand in solidarity with the rank-and-file; and

Whereas, it’s time for ECU, the leadership university to lead on an important issue of equity and fairness for all.

Therefore, Be It Resolved, that the ECU Faculty Senate vote to express disapproval of the taxpayer-funded pay raises for top management at a time of stagnant taxpayer-funded wages for the rank-and-file who are major contributors to the work of the university.

Be It Further Resolved, that the ECU Faculty Senate urge the Chair of the Faculty to contact Faculty Senate leaders at other UNC institutions to express ECU faculty’s disapproval of the pay raises.

Be It Further Resolved, that the ECU Faculty Senate request that ECU’s Faculty Assembly Delegates express to the President of the UNC System a request to ask the UNC Board of Governors to hire a consulting firm to do a market-rate study of faculty salaries.

Resolution #15-96
Approved by the Faculty Senate: December 1, 2015
Received by the Chancellor: January 7, 2016

Formal faculty advice with no changes to curriculum and academic matters acted on and recorded in November 16, 2015 Graduate Council meeting minutes, including the Graduate Curriculum Committee meeting minutes from October 7, October 21, and November 4, 2015 which included Curriculum actions (GC 15-22) from the Department of Communication Sciences and Disorders, Department of Public Health, College of Nursing, Department of Psychology and the Department of History; Programmatic actions (GC 15-23) forwarded to the Educational Policies and Planning Committee, included the College of Nursing: discontinuation of the Alternate Entry MSN Option, discontinuation of the RN/MSN Option, discontinuation of Existing Concentrations within the MSN: Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, discontinuation of Existing Certificates: Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner; School of Music: consolidation of the MM in Performance and the MM in Theory-Composition into one degree with three concentrations: Performance, Theory-Composition, Music History and literature; discontinuation of the MM in Performance and MM in Theory-Composition; Department of Literacy Studies, English
Education, and History Education: consolidation of two MAED programs in ENED and HIED into one degree with two concentrations, discontinue the MAED in ENED and HIED; Department of Psychology, new graduate certificate in Quantitative Methods for the Social and Behavioral Sciences.

Resolution #15-97
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Curriculum and academic matters acted on and recorded in the University Curriculum Committee’s meeting minutes of October 22, 2015, including curricular actions within the School of Communication, Department of Mathematics and University Studies Program and University Curriculum Committee’s meeting minutes of November 5, 2015, including curricular actions within the Department of Foreign Languages and Literatures.

Resolution #15-98
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Curriculum and academic matters acted on and recorded in the Service Learning Committee’s meeting minutes of November 10, 2015, including approval of service learning (SL) designation for ENGL 2201: Writing About the Discipline.

Resolution #15-99
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Request to Reorganize the Department of Criminal Justice from the College of Human Ecology into the College of Arts and Sciences and approve the Departmental Provisional Code.

Resolution #15-100
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s meeting minutes of November 13, 2015, including Consolidation of the PhD in Anatomy and Cell Biology, PhD in Biochemistry and Molecular Biology, PhD in Microbiology and Immunology, PhD in Pharmacology and Toxicology, and PhD in Physiology into one degree: PhD in Biomedical Sciences within the School of Medicine; Title Revision of Existing Certificate from Registered Health Information Administrator (RHIA) to Health Information Management (HIM) in the Department of Health Services and Information Management within the College of Allied Health Sciences; Addition of Applied Research Option Within the MA in School Psychology in the Department of Psychology within the College of Arts and Sciences; Request to approve offering the Master of Public Administration via distance education (online) format through the Gateway Center in Rocky Mount in the Department of Political Science within the College of Arts and Sciences; Request to approve the
consolidation of the MM in Performance and the MM in Theory-Composition into one degree: MM in Music - with two concentrations Performance and Theory-Composition; discontinuation of the MM in Performance; discontinuation of the MM in Theory-Composition; and the establishment of a new concentration in MM in Music- Music History and Literature in the School of Music within the College of Fine Arts and Communication; Request to approve the consolidation of the MAED programs in ENED and HIED into one degree: MAED in Curriculum and Instruction - with two concentrations ENED and HIED; discontinuation of the MAED in ENED; and the discontinuation of the MAED in HIED in the Department of Literacy Studies, English Education and History Education within the College of Education; Request to approve the discontinuation of the BA in Art History and Appreciation in the School of Art and Design within the College of Fine Arts and Communication; Request to approve the discontinuation of the BS in School Health Education in the Department of Health Education and Promotion within the College of Health and Human Performance; and Program Review response for the Department of Political Science within the College of Arts and Sciences

Resolution #15-101
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Addition (noted in bold print) to the ECU Faculty Manual, Part VI, Section V.III. Mace Bearer, as follows:

“III. Mace Bearer
The mace bearer is a faculty member who leads University ceremonial events such as graduation and Founder’s Day processions. The eligibility requirements to be appointed East Carolina University’s mace bearer include:

• Senior faculty member in terms of years of service,
• Holds a full-time faculty position with East Carolina University, and
• Is not a unit administrator or an individual with one half or more of his/her load assigned to administrative duties.

The Associate Vice Chancellor for Human Resources prepares a list of the most senior faculty members in terms of years of service to the University and notifies the Chancellor and Chair of the Faculty. The Chancellor makes the appointment. **The Chancellor makes this appointment taking diversity of the University community into consideration.** If there is more than one qualified individual, the responsibility of the position should rotate annually among them.”

Resolution #15-102
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: January 7, 2016

Curriculum and academic matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee’s meeting minutes of November 16, 2015, including approval of global diversity credit for GEOG 2110 World Geography – Less Developed regions, ECON 4740 – Urban and Regional Economics, IDIS 4600 – Strategic Global Sourcing, POLS 1050 – Politics and Global Understanding, POLS 2010 – Introduction to Comparative Politics, POLS 4382 – Politics of

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Terrorism and domestic diversity credit for POLS 3039 – Black Politics and POLS 3040 – Women in Politics.

Resolution #15-103
Approved by the Faculty Senate: December 1, 2015
Approved by the Chancellor: not applicable

### 2016/2017 Faculty Senate and Agenda Committee Meeting Dates

<table>
<thead>
<tr>
<th>Agenda Committee</th>
<th>Faculty Senate</th>
</tr>
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<tbody>
<tr>
<td>August 23, 2016</td>
<td>September 6, 2016</td>
</tr>
<tr>
<td>September 20, 2016</td>
<td>October 4, 2016</td>
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<td>February 7, 2017</td>
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<td>March 14, 2017</td>
<td>March 28, 2017</td>
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<tr>
<td>April 11, 2017</td>
<td>April 18, 2017</td>
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<td></td>
<td>April 25, 2017 (2017/2018 organizational mtg.)</td>
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</tbody>
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Resolution #15-104
Endorsed by the Faculty Senate: December 1, 2015
Approved by the Chancellor: not applicable

Faculty Senate endorsement of Staff Senate Resolution #15-16 on Staff Salaries and Inequity, as follows:

Whereas, the mission of the East Carolina University Staff Senate is to promote communication between SHRA, EHRA non-faculty, and CSS staff and the administration of East Carolina University as well as when appropriate, faculty and students;

Whereas, the responsibilities of the Staff Senate are: 1). To serve as liaison between the staff and the Chancellor, Board of Trustees, Faculty Senate, Student Government Association and UNC Staff Assembly; 2). Review policies, rules, regulations and procedures and make recommendations regarding the interests/concerns that affect East Carolina University Staff; 3). Assist in the communication of issues and activities affecting staff members; 4). Promote participation in the East Carolina University community through its support of University activities and community service projects; and 5). Encourage a sense of community among all University employees;

Whereas, the East Carolina University Chancellor has received a substantial pay raise as a result of a market salary study;

Whereas, the East Carolina University EHRA Faculty and non-Faculty have received notification of an impending pay raise, and will soon receive the report of the Faculty Salary Equity Study;
Whereas, inflation from 2008 – 2015 has eroded the value of the dollar by 10%, equating to a 10% pay cut for employees since 2008;

Therefore, be it resolved, the East Carolina University Staff direct the ECU Staff Assembly Delegates to make a motion to the full Staff Assembly to aggressively advocate for a market study and funding to rectify current salaries and maintain over a period of years to compensate for inflationary erosion, for ECU and North Carolina SHRA/CSS, and EHRA non-faculty Staff pay raises in the 2016 North Carolina Legislative session;

Be It Further Resolved, the East Carolina University Staff respectfully requests the continued support of the University Chancellor, Vice-Chancellor, and Board of Trustees to continue to advocate for much needed pay raises for ECU and North Carolina SHRA/CSS, and EHRA non-faculty employees.

(Date Approved by the Staff Senate: November 18, 2015)

Resolution #16-01
Approved by the Faculty Senate: January 26, 2016
Received by the Chancellor: February 17, 2016

Formal faculty advice with no changes to the curriculum and academic matters acted on and recorded in the Graduate Council’s meeting minutes of December 7, 2015, including the Graduate Curriculum Committee meeting minutes from November 18, 2015 which included Programmatic, Policy and Curriculum actions (GC 15-24) Request for Authorization to plan a New Program - MA in Hispanic Studies, request for Authorization to plan a New Program - Joint Ph.D. in Integrative Coastal and Marine Science (ICMS) with the University of North Carolina Wilmington (UNCW) and East Carolina University (ECU); changes to the grading scale for graduate students, including elimination of “R/Q” grades and replacement with “S/U” grades; and the College of Nursing: Proposal of New Courses: NURS 8205, NURS 8206, NURS 8236, NURS 8242, NURS 8250, NURS 8262; Revision of Existing Courses: NURS 8200, NURS 8220, NURS 8225, NURS 8226, NURS 8227, NURS 8235, NURS 8240, NURS 8241, NURS 8260.

Resolution #16-02
Approved by the Faculty Senate: January 26, 2016
Received by the Chancellor: February 17, 2016

Formal faculty advice on proposed Regulation on the Use of Humans in Research, with no additional changes being recommended.

1.0 DEFINITIONS:
1.1 Human: a living individual about whom an investigator conducting research obtains data as part of a research project
1.1.1 Through intervention or interaction with the individual;
1.1.1.1 Intervention: includes both physical procedures by which data are gathered and manipulations of the participant or the participant’s environment that are performed for research purposes
1.1.1.2 Interaction: includes communication or interpersonal contact between investigator and participant

1.1.2 That is identifiable, private information about a human. (Code of Federal Regulations (CFR) §45, Part 46.102(f)(1)(2))

1.2 Investigator: either a professional or student, responsible for the conduct of research investigation

1.3 Research: Systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. (§45 CFR Part 46.102(e))

1.4 Federal wide Assurance: Written assurance provided by the Institution to the Office for Human Research Protections (OHRP), Health and Human Services (HHS) that the Institution will comply with the requirements set forth in the federal regulations for the protection of humans in research. This assurance must be approved by the OHRP, HHS for federal wide use by that office. (§45 CFR Part 46.103(a))

1.5 Human Research Protection Program (HRPP): a comprehensive program at ECU that involves all units, departments, and individuals who are dedicated to the protection of human research and contribute to areas of compliance that impact those protections. (Ex. Sponsored Programs, Clinical Trials, Radiation Safety, Biosafety, etc.)

2.0 SCOPE: This regulation establishes the principles and organizational structure governing the use of humans in research activities and reflects the University’s commitment to the protection of those humans who volunteer;

2.1 The HRPP includes the ECU University & Medical Center Institutional Review Boards (UMCIRB) as set forth in the ECU Federal wide Assurance, which is required in order for ECU to receive federal funds;

2.2 All activities that meet the definition of human research must receive UMCIRB review and approval prior to initiation

2.3 All research that meets the definition of human research activities must be conducted in accordance with the regulations, rules and standard operating practices of ECU, the HHS and the Food and Drug Administration’s (FDA) Code of Federal Regulations governing the use of humans in research (if the research falls within the purview of the FDA), and the applicable regulations set forth by the International Council on Harmonization (ICH);

3.0 REGULATION: East Carolina University requires all faculty, staff, students, or any agents of the University who conduct research involving humans or private, identifiable information about humans to do so responsibly, abiding by all applicable regulations, rules, and standard operating practices to ensure the ethical conduct of research. The University has a systematic and comprehensive Human Research Protection Program (HRPP) that is designed to protect the rights, dignity, and welfare of humans who participate in the research programs of the University and its affiliated institutions. The program is based on the ethical principles outlined in the Nuremburg Code and the Belmont Report.

4.0 DELEGATION OF AUTHORITY: By applying for and receiving a Federal wide Assurance, HHS delegates authority for ECU to receive federal funds for the conduct of human research.

4.1 The Chancellor has delegated authority and responsibility of the HRPP to the Chief Research Officer (CRO). The CRO serves as the Institutional Official for ECU’s Federal wide Assurance and is responsible for the oversight and compliant operation of the HRPP to include the following as defined in the ECU FWA:
4.1.1 ECU Biomedical University and Medical Center Institutional Review Board (UMCIRB) (IRB #1); and
4.1.2 ECU Behavioral & Social Sciences University & Medical Center Institutional Review Board (UMCIRB) (IRB #2).

4.2 The UMCIRBs are granted authority through federal regulations to review human research proposals and take any of the following actions:
4.2.1 Approve;
4.2.2 Require modifications to secure approval;
4.2.3 Disapprove;
4.2.4 Suspend or terminate approval of on-going studies;
4.2.5 Suspend or terminate the ability of research personnel to conduct human research at or on behalf of ECU;
4.2.6 Observe or have a third party observe consent processes or the conduct of research; and
4.2.7 Conduct Quality Improvement and Quality Assessment evaluations; and
4.2.8 Conduct for-cause investigations of alleged or reported noncompliance of on-going and closed research studies.

4.3 No official of ECU or its Affiliates can:
4.3.1 Support the conduct of human research activities that do not have approval from the UMCIRBs; or
4.3.2 Overturn a decision of disapproval issued by the UMCIRBs.

4.4 The HRPP includes:
4.4.2 The ECU Biomedical and Behavioral and Social Sciences UMCIRBs, as defined in the ECU Federal wide Assurance;
4.4.3 Other units, divisions, or administrative bodies that interact or can impact the conduct of human research and can be called upon to enhance the protections for humans participating in research (ex. Institutional Biosafety Committee, Radiation Safety Committee, Risk Management, University Audit, etc.)

4.5 Related rules and standard operating practices are available on the Office of Research Integrity and Compliance (ORIC) website: www.ecu.edu/irb.

5.0 RESPONSIBILITIES

5.1 The Chief Research Officer (CRO):
5.1.1 Serves as the Institutional Official and has the authority to speak for the institution in matters regarding human research. The CRO is ultimately responsible for the oversight and compliant operations of the HRPP;
5.1.2 Maintains open and direct channels of communication with UMCIRB members and staff, investigators and research personnel, and administrators to address questions, concerns, or suggestions regarding the HRPP;
5.1.3 Ensures the UMCIRBs have sufficient meeting space, staff, and budgetary resources to support review and record keeping responsibilities;
5.1.4 Reviews an annual report drafted by the Director of the Office of Research Integrity and Compliance (ORIC) to identify and ensure adequate resources are available to support required activities;
5.1.5 Notifies the Office for Human Research Protections (OHRP), the Food and Drug Administration (FDA), the Office of Research Integrity (ORI) as appropriate and any relevant agencies of incidents of serious or continuing noncompliance with
UMCIRB procedures, federal regulations, or state laws as well as any suspensions of terminations of UMCIRB approval;

5.1.6 Protects UMCIRBs from undue influence or threat of retaliatory actions so that UMCIRBs can function independently, basing decisions on ethical principles, regulations, and institutional policies;

5.1.7 Approve recommendations and appoints IRB members, including alternates, ex-officio’s and continuing consultants; and

5.1.8 Receives annual evaluations and recommendations from the Director, ORIC, of:

5.1.8.1 UMCIRB Members, staff, board composition and number of protocols reviewed; and

5.1.8.2 Adequacy of resources, program continuity, scientific and professional expertise of members as relevant to the business conducted.

5.1.9 Delegates to the UMCIRBs the sole authority to make determinations of exempt status.

5.2 The ECU Director, ORIC:

5.2.1 Serves as the overall administrator for the HRPP;

5.2.2 Is responsible for ensuring that the UMCIRBs function and operate in compliance with all federal, state, and local laws and regulations that govern the protection of humans involved in research activities;

5.2.3 Provides notification to the CRO and, as applicable, other administrative and affiliated officials, of any injury, breach of trust, unanticipated problems involving risks to participants or others, serious or continuing noncompliance, and suspension or termination of UMCIRB approval;

5.2.4 Investigates all issues of undue influence or threats of retaliation directed to the UMCIRB members or staff and provides recommendations for resolution to the Vice Chancellor;

5.2.5 Presents an Annual Report to the Vice Chancellor regarding the status of the HRPP program that includes review of resources, continuity of operations, and adequacy of scientific and professional expertise available to carry out requirement of the HRPP; and

5.2.6 Ensures the standard operating practices of ORIC and the HRPP adhere to University Rules and Regulations, state laws, and federally mandated regulations, including Conflict of Interest, Whistleblower, and Export Control rules.

6.0 RELATED POLICIES, REGULATIONS, RULES, and STANDARD OPERATING PRACTICES

6.1 Related rules and standard operating practices are available on the Office for Research Integrity and Compliance (ORIC) website:  www.ecu.edu/irb

7.0 HISTORY

<table>
<thead>
<tr>
<th>Date</th>
<th>Revision #</th>
<th>Change</th>
<th>Reference Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/13/2014</td>
<td>1.0</td>
<td>New format and language</td>
<td>All Sections</td>
</tr>
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</table>
Resolution #16-04
Approved by the Faculty Senate: January 26, 2016
Approved by the Chancellor: February 17, 2016

Curriculum and academic matters acted on and recorded in the Educational and Policies Committee’s meeting minutes of December 11, 2015 including a request to approve the establishment of the Miller School of Entrepreneurship within the College of Business; request to approve the movement of MS in Sustainable Tourism from the Graduate School to the School of Hospitality Leadership within the College of Business; request to approve the authorization to plan a new Joint (ECU/UNCW) Ph.D. program in Integrative Coastal Marine Science (ICMS); request to approve the revision of Existing Degree: Industrial and Organizational Concentration of the MA in General-Theoretic Psychology (change requirement) and new graduate certificate in Quantitative Methods for the Social and Behavioral Sciences within the Department of Psychology; request to approve the revision of the PhD in Bioenergetics and Proposal of four New Concentrations: Biomechanics and Motor Control, Cellular and Molecular Bioenergetics, Nutritional Exercise Physiology, Exercise Physiology and Behavioral Science in the Department of Kinesiology within the College of Health and Human Performance; request to approve a New Concentration within the BA in Foreign Languages and Literatures: Global Studies within the Department of Foreign Languages and Literatures; Request to approve the discontinuation of existing certification: Driver and Safety Education Add On Certification in the Department of Health Education and Promotion within the College of Health and Human Performance; and the Program Review response for the Department of Philosophy and Religious Studies.

Resolution #16-05
Approved by the Faculty Senate: January 26, 2016
Approved by the Chancellor: February 17, 2016

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s meeting minutes of January 15, 2016 including a request to discontinue the Alternate Entry (AE) MSN Option, RN/MSN Option, Existing concentrations within the MSN: Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Existing certificates: Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner within the College of Nursing and a request to approve the authorization to plan a new degree program: MA in Hispanic Studies in the Department of Foreign Languages and Literatures; and receipt of the Annual Audit of the University Studies Program.

Resolution #16-06
Approved by the Faculty Senate: January 26, 2016
Approved by the Chancellor: February 17, 2016
Revisions to the University Undergraduate Catalog, Section 5: Academic Regulations, After Schedule Change Period, as follows:

**New text in catalog being added**

“Course Withdrawal Allotment
Students may withdraw from up to 16 semester hours during their undergraduate career. Students may use these withdrawals between the end of the Course Adjustment Period and the deadline to withdraw from term-length courses without a grade, which is 60% of regularly scheduled class meetings, exclusive of final exams.

During Course Adjustment Period
The Course Adjustment Period is limited to the first five days of classes of the fall and spring semesters. During the summer, the Course Adjustment Period is limited to the first two days of classes each summer term. Students may refer to ECU’s academic calendar for specific dates (http://www.ecu.edu/fsonline senate/fscalend.cfm). During the Course Adjustment Period, a student may drop or add a course(s) to his/her schedule. Course drops during this period do not count against a student’s Course Withdrawal allotment of 16 semester hours.

After Course Adjustment Period
Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. The consequences of withdrawing from a course or term may affect a student’s progress in a major, tuition surcharge, and/or financial aid. The impact of a Course/Term Withdrawal is as follows:

### Impact of Course or Term Withdrawals for Non-Extenuating and Extenuating Circumstances

<table>
<thead>
<tr>
<th>Effect of Withdrawals on:</th>
<th>Non-Extenuating Circumstances</th>
<th>Extenuating Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Surcharge</td>
<td>Course(s) count in surcharge calculation</td>
<td>None</td>
</tr>
<tr>
<td>Transcript</td>
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<td>Grade Point Average (GPA)</td>
<td>None (for withdrawals within 60% of academic term)</td>
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<td>Attempted Hours</td>
<td>Courses(s) count as attempted hours</td>
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<tr>
<td>Financial Aid</td>
<td>Course(s) subject to financial aid and Satisfactory Academic Progress rules</td>
<td></td>
</tr>
</tbody>
</table>

**Course Withdrawal**
During the first 60 percent of the regularly scheduled class meetings (exclusive of final exams), a student may withdraw from the course after consultation with his/her advisor. There are two options for requesting the withdrawal. The preferred option is that the student’s advisor email the Office of the Registrar (copying the student) at regis@ecu.edu. The second option is that the student email the Office of the Registrar at regis@ecu.edu. If the student initiates the request, the Office of the Registrar will contact the student’s advisor for approval prior to granting the request. For either option, the request to the Office of the Registrar should include the student’s name, Banner ID, and course prefix and number of the withdrawn course(s). Please refer to Course or Term Withdrawal Refund Rule below.
The same 60 percent withdrawal period rule also applies to block courses of other lengths. It is the student’s responsibility to consult the official ECU academic calendar to determine the appropriate withdrawal period for such block courses. ([http://www.ecu.edu/fsonline/senate/fscalend.cfm](http://www.ecu.edu/fsonline/senate/fscalend.cfm)) Extenuating circumstances, however, can warrant consideration for withdrawal by exception. Students may petition the Dean of Students for Course Withdrawals by exception. ([http://www.ecu.edu/deanofstudents/](http://www.ecu.edu/deanofstudents/)) Petitions for withdrawal after the 60 percent withdrawal period deadline will typically be granted only for unforeseen and uncontrollable medical, psychological, or personal reasons directly affecting the course(s). The following are not considered a sufficient basis for exception: poor performance in course work, missed deadlines, change of major, a course grade’s adverse effect on the student’s grade point average, probationary standing, or other eligibility. The Dean of Students cannot accept requests after the last regularly scheduled class meeting prior to the final examination for the course(s) in question. Students whose request is received after the last class meeting or whose request is denied by the Dean of Students may appeal to the Student Academic Appellate Committee (SAAC). The decision of the Student Academic Appellate Committee is final. ([http://www.ecu.edu/deanofstudents/faqs.cfm](http://www.ecu.edu/deanofstudents/faqs.cfm)).

**Term Withdrawal**

Students desiring to withdraw from an academic term should meet with an academic advisor to review consequences and policies. The student must then obtain an official withdrawal form located on the website of the Office of the Registrar ([www.ecu.edu/registrar](http://www.ecu.edu/registrar)). After the student has obtained the signatures of the various officials designated on the form, the student must submit the form to the Office of the Registrar for final approval by email: regis@ecu.edu. The Office of the Registrar will accept a completed form that is scanned and sent via the student’s ECU email address.

**Withdrawal Requests Made Within 60% of the Academic Term:** During the first 60 percent of regularly scheduled class meetings (exclusive of final exams), a student may withdraw from the university without receiving grades for courses in which he/she is enrolled.

**Withdrawal Requests Made Beyond 60% of the Academic Term:** After 60 percent of regularly scheduled class meetings (exclusive of final exams), a student withdrawing from the university shall receive no credit for the courses in which he/she is passing at the time of withdrawal. A student will receive a grade of F for all courses in which he/she is failing at the time of withdrawal.

**Please Note:** A term withdrawal is not charged to a student’s Course Withdrawal allotment of 16 semester hours.

**Course or Term Withdrawal Refund Rule**

It is to the financial advantage of students withdrawing, dropping to part-time status, or dropping to a lower block of credit hours to do so as early as possible in the term. Refunds for tuition and fees (excluding room and board charges that are determined by contractual agreement) will be considered during the twenty (20) class day refund period in fall and spring and the five (5) day refund period during summer. No refunds will be considered after the published "last day for partial refund".

"After Schedule Change Period

During the first 60 percent of the regularly scheduled class meetings of a course (including the meeting for the final examination), a student may withdraw the course. After consultation with his or her advisor, the student secures the signature of the advisor on the schedule change form and takes it to the Office of the Registrar for processing or the request to withdraw the course may be emailed to regis@ecu.edu. Students enrolled in a distance education course must email DEDrops@ecu.edu from their ECU email account to request a course withdraw or drop. The same 60 percent withdraw-
period rule applies to block courses of other lengths as well. Ordinarily, a student may withdraw up to four courses or a smaller prorated number in pursuit of a university degree. (See Course Withdraw Allocations, below.) It is the student's responsibility to consult official documents and/or the university calendar to determine the appropriate withdraw period for such block courses. Extenuating circumstances, however, can warrant consideration for withdraw by exception, as explained below.

Petitions for withdraws after the deadline for course withdraws will typically be granted only for unforeseen and uncontrollable medical, psychological, or personal problems directly affecting the course(s) to be withdrawn. Students may petition the Student Academic Appellate Committee through the Office of the Registrar for withdraws by exception (withdraws after the 60 percent withdraw period, withdraws beyond student's allotted number, and withdraws not counted against the allotted number). Poor performance in course work; missed deadlines; change of major; or a course grade's adverse effect on the student's grade point average, probationary standing, or other eligibility is not in itself a sufficient basis for exception. The decision of the Student Academic Appellate Committee is final.

Course withdraws for medical problems will be heard by Student Health Services and course withdraws for psychological problems will be heard by the Center for Counseling and Student Development. The written appeal must contain the rationale for the appeal and documentation of personal, family, or medical problems and how these problems affected the course(s) to be withdrawn. Student Health Services and the Center for Counseling and Student Development will not accept requests after the last regularly scheduled class meeting prior to the final examination for the course(s) in question except where earlier requests could not have been foreseen.

Students whose petitions for withdraws are denied by Student Health Services or the Center for Counseling and Student Development may appeal the decision to the Student Academic Appellate Committee. The decision of the Student Academic Appellate Committee is final.

Resolution #16-07
Approved by the Faculty Senate: February 23, 2016
Received by the Chancellor: April 1, 2016

Formal faculty advice with no changes to the curriculum and academic matters acted on and recorded in the Graduate Council’s meeting minutes of January 25, 2016, which included Policy and Curriculum actions (GC 15-25), including revision to the Faculty Manual “Part II, Section IV” to allow Graduate Status for retired/emeritus faculty, revision to the Graduate Catalog policy on “Falsification of information on Graduate Application”; Curriculum actions within the Graduate Curriculum Committee meeting minutes from December 2, 2015 included packages submitted by the Department of Interdisciplinary Professions, Department of Elementary Education and Middle Grades Education, Department of Literacy Studies, English Education, and History Education, Department of Human Development and Family Services, Department of Foreign Languages and Literatures, Department of Kinesiology, Department of Mathematics, Science, and Instructional Technology Education, Department of Special Education, Foundations and Research, and the School of Art and Design.

Resolution #16-08
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 1, 2016
Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s meeting minutes of February 8, 2016, including writing intensive (WI) course designation for HIST 3840 and AAAS 2500.

Resolution #16-09
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 1, 2016

Revised University Curriculum Committee charge, as noted below.

(Deletion is noted in strikethrough and addition in bold print.)

1. Name: University Undergraduate Curriculum Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association. The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers undergraduate courses (through 4000-level) and programs and has the responsibility of assuring the quality of course offerings regardless of mode of course delivery.
   B. The committee recommends policies and procedures governing the acceptability of programs and courses.
   C. The committee reviews requests for permission to establish new degree programs, certificates, and minors.
   D. The committee reviews and acts on proposals for new courses and course revisions.
   E. The committee reviews and acts on proposals for new degree programs, certificates, and minors and on revisions to established degree programs, certificates, and minors.
   F. The committee reviews and acts on revisions to the standards and requirements for admission to and retention in degree programs, certificates, and minors.
   G. The committee considers other items that affect the curriculum of undergraduate programs.
   H. The committee acts on recommendations from the Council for Teacher Education regarding proposed changes in teacher education requirements.
   I. The Committee reviews at least annually those sections within the University Undergraduate Catalog that corresponds to the Committee’s charge and recommends changes as necessary.
   J. The chair or appointed representative serves as a member on the Academic Program Development Collaborative Team, and as appropriate, any university-wide administrative committee that involves undergraduate
5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate. The committee reports on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to report on its review of requests to establish new degree programs and requests to establish new minors to the Educational Policies and Planning Committee.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second and fourth Thursday of each month.

Resolution #16-10
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 1, 2016

Curriculum and academic matters acted on and recorded in the University Curriculum Committee’s meeting minutes of January 14, 2016, including curricular actions within the Classical Studies, Interdisciplinary Programs, and Multidisciplinary Studies (all within College of Arts and Sciences), College of Education, Department of Anthropology, Department of Biology, Department of Economics, Department of English, Department of Geography, Planning and Environment, Department of Geological Sciences, Department of History, Department of Mathematics, Department of Philosophy and Religious Studies, Department of Physics, Department of Political Science, Department of Psychology, Department of Sociology and the Committee’s meeting minutes of January 28, 2016, including curricular actions within the Department of Interior Design and Merchandising, Department of Health Education and Promotion, Department of Kinesiology (all within the College of Health and Human Performance), Department of Political Science and College of Education.

Resolution #16-11
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 1, 2016

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s meeting minutes of February 12, 2016, including a request for authorization to establish a new distance education PhD in Nursing program within the College of Nursing and a request to change a degree title from BS in Merchandising to BS in Fashion Merchandising and Consumer Studies in the Department of Interior Design and Merchandising within the College of Health and Human Performance.
Resolution #16-12
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 18, 2016

Provisional Code of Operations for Laupus Health Sciences Library

Resolution #16-13
Approved by the Faculty Senate: February 23, 2016
Received by the Chancellor: April 1, 2016

Formal faculty advice on proposed Regulation on Centers and Institutes, with no additional changes being recommended.

1. Introduction, Purpose, and Definitions

East Carolina University (ECU) encourages multidisciplinary and multi-institutional partnerships that maximize the ability to address complex problems of importance to North Carolina, the nation, and the world. Such partnerships may take the form of centers and institutes. Centers and institutes are particularly effective structures when efforts require cross-disciplinary or cross-unit coordination. Centers and institutes, when formed, should result in strengthened and enriched programs around the core missions of research, service, and instruction; enhanced opportunities for faculty, staff and students; heightened economic impact and societal well-being in Eastern NC and the State; increased efficiency; and reduced duplication of effort. Centers and institutes are expected to consolidate and coordinate activities across multiple entities or disciplines, or catalyze implementation of new multi-disciplinary initiatives, and therefore will encompass more than one department, office, or institution.

UNC Policy Manual 400.5[R] provides guidelines for establishing and managing institutional centers and institutes; defines University System Multi-Campus Centers or Institutes and the oversight role of UNC General Administration (UNC-GA); and outlines expectations for management oversight and reporting on centers and institutes. In accordance with these guidelines, the Chancellor approved the following Policy governing planning, establishing, reviewing and operating for Centers and Institutes with ECU as their administrative home.

1.1. Purpose

1.1.1. Providing guidelines for planning, establishment, management, and discontinuation of institutional centers and institutes;
1.1.2. Providing guidelines for management and oversight of centers and institutes at East Carolina University (ECU); and
1.1.3. Setting forth requirements for management oversight and reporting on centers and institutes.

1.2. Definitions

1.2.1. “Center or Institute.” For purposes of classification, there is no technical distinction between the terms center and institute. In practice, an institute frequently refers to an entity having a broader scope of activity than a center. For example, an institute may create centers as separate units within its administrative structure. Centers and institutes may require new infrastructures to facilitate administration, fiscal management, and on-going activities. Centers and institutes may involve only units within the institution, or may include the participation of other institutions, agencies, or organizations, such as other colleges and universities, schools, hospitals,
industry, foundations, or governmental bodies. Centers and institutes do not have jurisdiction over academic curricula, although they may offer courses in cooperation with academic units.

1.2.2. “General Fund sources” means financial resources originating from the State’s General Fund, including state appropriations and tuition receipts.

1.2.3. “Non-General Fund sources” means financial resources originating from sources other than the State’s General Fund, including fee receipts, endowment income, institutional trust funds, and outside grants.

1.2.4. “In-Kind sources” means support that one or more constituent institutions provides to a center or institute in the form of space, services, graduate assistantships, faculty course buyout, or use of equipment or other materials, and for which it does not receive cash payment.

1.2.5. “Political activity” means, as described in Section 300.5.1 of the UNC Policy Manual, actions directed toward the success or failure of a candidate for public office, political party, or partisan political group including, but not limited to, campaigning, political management, and soliciting financial contributions for political purposes.

2. Policy Provisions for Centers and Institutes

2.1. The following provisions apply to centers and institutes with ECU as their administrative home.

2.1.1. Authority

2.1.1.1. Board of Trustees. The Board of Trustees approves campus level policies on centers and institutes and authorizes establishment and discontinuation of institutional centers and institutes consistent with regulations and the directions of the president or the Board of Governors. The Board of Trustees may delegate to the Chancellor the authority to approve the discontinuation of centers and institutes.

2.1.1.2. Chancellor. The Chancellor is ultimately responsible for the oversight and management of all centers and institutes at ECU. The Chancellor is responsible for carrying out the requirements of the applicable policies of the Board of Governors and Board of Trustees with respect to centers and institutes, and for ensuring that all requirements of this Policy are implemented and followed. The Chancellor delegates authority for division-level administration of centers and institutes to the Academic Council (Provost, Vice Chancellor for Health Sciences, and Vice Chancellor for Research, Economic Development, and Engagement).

2.1.1.3. Centers and Institutes Committee. The Centers and Institutes Committee oversees all centers and institutes at ECU and ensures operations are in compliance with the established policies and procedures. The Committee reports to Academic Council. It is charged with carrying out the following duties:

2.1.1.3.1. Establish the composition and membership of the Committee;
2.1.1.3.2. Ensure alignment between the University’s Centers and Institutes Policies and Procedures and the UNC Policy Manual, and advise the Academic Council on changes to the institution’s policies and procedures to rectify discrepancies;
2.1.1.3.3. Authorize permission to plan for new centers and institutes;
2.1.1.3.4. Authorize or recommend, as appropriate, establishment of new centers and
institutes;

2.1.1.3.5. Establish the processes for periodic review of centers and institutes and their directors for performance relative to their stated objectives, goals, and mission;

2.1.1.3.6. Oversee conduct of periodic reviews of the established centers and institutes and their directors;

2.1.1.3.7. Recommend discontinuation of centers and institutes when warranted; and

2.1.1.3.8. Liaise with UNCGA on issues related to centers and institutes.

2.1.1.4. Directors. Each center or institute must have a director, with a direct report to a senior academic officer appointed by the Chancellor. Directors are responsible for the day-to-day programmatic, fiscal, and personnel decisions associated with the center and institute mission and core personnel.

2.1.1.5. Boards and advisory committees. Each center and institute with ECU as its administrative home will maintain a board or advisory committee of at least four members that represent the primary constituents. The boards or advisory committees will report to the directors, providing advice and guidance, and helping coordinate. The board and advisory committees do not have authority to make hiring offers or to discontinue directors or other staff or to access, use, or otherwise control funds associated with the center or institute.

2.1.1.6. Bylaws, memoranda of understanding, and other governing documents. Commitments, responsibilities, and interactions of the constituent departments, colleges, schools, divisions, and institutions involved in activities of centers and institutes with their administrative home at ECU must be defined by bylaws, memoranda of understanding (MOUs), or other governing documents such as the original proposal that is signed by all parties. All documents defining the commitments, responsibilities, and working relationships of the above-referenced entities must be approved by the Chancellor or the Chancellor’s Designee. Centers and institutes that involve multiple campuses, but without such documents, are considered under the full authority of the administrative campus.

3. Obtaining Authorization to Plan Centers and Institutes

3.1. Units seeking permission to plan a center or institute will develop and submit a written proposal which includes the following required information:

3.1.1. Name of the proposed center or institute;

3.1.2. Relevance of the proposed center or institute to the mission of ECU and UNC;

3.1.3. Specific objectives and goals of the proposed center or institute and why the objectives and goals cannot be achieved within existing institutional or UNC structures, including individual schools, departments, and/or programs;

3.1.4. Discussion of differentiation from similar centers, institutes or units (if any) within ECU, UNC and the State, and proposed relationship with them;

3.1.5. Center/institute’s relevance to ECU’s mission, including a statement on the impact upon academic, research, and outreach programs of existing academic departments, schools, institutes and centers;

3.1.6. Names and credentials of participants in the proposed institute/center and criteria for inclusion of future participants/members;

3.1.7. Description of the expected benefit/value added to the campus or community anticipated within five years due to the existence of the center or institute;

3.1.8. Budget estimates for the first year of operation, and projections for the following four years.
years, including the amount to be derived from General Funds, non-General Funds and in kind support, and the source of the required funds (i.e., department, institution, sponsor, etc.);

3.1.9. Statement of capital needs such as equipment and library resources and documentation of how these needs will be met, such as MOU’s, award notices, and letters of commitment from the sources of the resources;

3.1.10. Description of immediate space needs, projections of future space needs, and documentation of commitments from the parties committing the space for center and institute activities;

3.1.11. Plan for becoming self-sustaining and independent of General Funds and ongoing in-kind support including course buyouts and release time for center and institute directors, faculty, and staff; and graduate assistantships used to support operations. Any requirement for ongoing support from General Funds and in-kind support must be justified by the benefits derived from the activities of the center or institute;

3.1.12. When relevant, statements on the inter-institutional nature of the proposed center or institute, whether it be mission, leadership, activities, funding or other aspects;

3.1.13. Milestones, timelines, and responsible parties associated with center and institute planning periods.

3.1.14. Any additional supporting information; and

3.1.15. Signatures of administrators of all participating units.

3.2. Submission of Proposal to Plan

3.2.1. Proposals to plan centers and institutes must be submitted to the Vice Chancellor for Research, Economic Development, and Engagement for referral to the Educational Policies and Planning Committee and the Centers and Institutes Committee. The Centers and Institutes Committee reviews the proposals, considers input from the Educational Policies and Planning Committee, and recommends approval or disapproval of the proposal to plan to the Academic Council and the Chancellor. If the Chancellor authorizes the planning of a center or institute then the approval to plan shall be submitted to the Board of Trustees and the UNC Office of Research within 30 days of the Chancellor’s approval or by the next meeting of the Board of Trustees, whichever is later.

3.3. Obtaining Authorization to Establish Centers and Institutes

3.3.1. After receiving permission to plan a center or institute, units seeking permission to establish a center or institute will develop and submit the following required information:

3.3.1.1. Name of the proposed center or institute;

3.3.1.2. Identification of the proposed center or institute as either primarily research, service or instructional

3.3.1.3. Statement on the anticipated effects of the proposed unit on the instructional, research and/or public service programs of the administrative campus; and, when inter-institutional arrangements are involved, a statement on the impact upon academic, research, and outreach programs of existing academic departments, schools, institutes and centers of all participating campuses;

3.3.1.4. Organizational structure, including name of the proposed director, description of the membership, proposed organizational structure, and a description of proposed advisory or policy boards;

3.3.1.5. Statement on immediate financial needs, including the amount of General Fund, non-General Fund, and in kind support that will be required;
3.3.1.6. Statement on immediate operating needs, such as equipment, library resources, and space needs, and five-year projections of future space needs;

3.3.1.7. An accountability plan that complies with the policy of the home campus, noting specific dates for the initial director and center or institute reviews;

3.3.1.8. A schedule of milestones, timeliness, and responsible parties associated with establishment; and

3.3.1.9. When relevant, evidence that inter-institutional arrangements regarding leadership, governance, activities, or funding of other aspects have been reached by the cooperating chancellors or designees.

3.4. Submission of Proposal to Establish

3.4.1. Proposals to establish centers and institutes must be submitted to the Vice Chancellor for Research, Economic Development, and Engagement for referral to the Educational Policies and Planning Committee and the Centers and Institutes Committee. The Centers and Institutes Committee reviews the proposals, considers input from the Educational Policies and Planning Committee, and recommends approval or disapproval of the establishment of the center or institute to the Academic Council and the Chancellor. A proposed center or institute satisfying all the above-referenced criteria may be established after approval of the Chancellor and Board of Trustees and notification to the Office of Research at UNC General Administration.

3.5. Reporting and Reviews

3.5.1. All centers and institutes must submit an annual report of activities to the Centers and Institutes Committee via the Vice Chancellor for Research, Economic Development, and Engagement for archiving and transmission to the Academic Council and the Chancellor. Annual reports must include:

3.5.1.1. Performance against the stated objectives;

3.5.1.2. Annual expenditures from General Funds, non-General Funds and in kind support;

3.5.1.3. Source of the expended funds (i.e., department, institution, and/or sponsor); and

3.5.1.4. Progress on the plan to self-sustaining and independent of General Funds and ongoing in-kind support including course buyouts and release time for center and institute directors, faculty, and staff; and graduate assistantships used to support operations. For centers and institutes that require ongoing support from General Funds and in-kind support the benefits derived from the activities of the center or institute relative to the funds expended must be clearly stated.

3.6. The Centers and Institutes Committee will report deficiencies in performance to the directors and ensure corrective actions are implemented annually.

3.7. Each center and institute must undergo a comprehensive review every 5 years to evaluate ongoing alignment with departmental, college and/or institutional missions and resources, success in accomplishing stated objectives, and sound fiscal status and practices, to include a self-study that is critically evaluated by reviewers not affiliated with the center or institute. Reviews of centers and institutes that receive more than $100,000 in General Funds plus in-kind support annually, or that are authorized to receive distributions of indirect costs through the Division of Research, Economic Development, and Engagement, must include reviewers from outside the institution and onsite visits. The Centers and Institutes Committee will schedule, orchestrate, and document results of the reviews. Review criteria will include, but not limited to, the following:
3.7.1. Performance against specific objectives and goals as reported in annual reports;
3.7.2. Quality and quantity of scholarly activity (as appropriate per mission), teaching and other instructional activity (as appropriate per mission), and service (as appropriate per mission);
3.7.3. Budget required to continue operation, including the amount and proportion of funds received from General Fund and non-General Fund sources as well as in kind support;
3.7.4. Fiscal oversight;
3.7.5. Analysis and assurance that the entity does not duplicate other institutional, UNC, or State entities;
3.7.6. Analysis and consideration as to whether the entity’s work can be effectively accomplished by a single department or program;
3.7.7. Facilities, personnel, and operational needs;
3.7.8. Stakeholder feedback (stakeholder defined as appropriate per the unit’s mission)
3.7.9. Director performance, to include at a minimum:
   3.7.9.1. Performance against individual objectives and goals;
   3.7.9.2. Feedback on leadership and communication from center/institute staff, partners and/or clients; and
   3.7.9.3. Management of fiscal and human resources.
3.7.10. Standard practices and procedures for involving other UNC constituent institutions in review processes, when relevant; and
3.7.11. Clear plans for occasions when centers, institutes or directors do not meet minimum review expectations, including process, milestones, and responsible parties.

3.8. Results of the reviews will be reported to Academic Council and forwarded to the Chancellor.

3.9. Discontinuing
3.9.1. A center or institute may be discontinued for a variety of reasons, including but not limited to request by its director, its administrative unit, Academic Council, or Chancellor; lack of fiscal resources for sustainability; incompatibility with departmental, college, or institutional missions or objectives; failure to meet performance expectations; unsatisfactory performance as documented in the annual review process and confirmed in the 5 year comprehensive review; and completion of the mission. The Centers and Institutes Committee will make recommendations for discontinuation to the Academic Council for approval by the Chancellor. The Office of Research at UNC General Administration must be notified prior to discontinuation. A center or institute shall be considered discontinued if the discontinuation is approved by the Board of Trustees.
3.9.2. For those centers and institutes that require significant and sustained cooperation among more than one UNC campus, agreement must be reached and documented by the partner Chancellors or designee before the recommendation to discontinue goes before the Board of Trustees of the administrative campus. If such an agreement cannot be reached by partner Chancellors or designees, then UNC General Administration, through the Office of Research, will convene partners and determine an acceptable solution.
3.9.3. The “phase-out” period for centers and institutes that are to be discontinued shall be sufficient to permit an orderly termination or transfer of contractual obligations and to
allow an effort to find alternative employment for full-time staff. Normally, the “phase-out” period shall be no more than one year after the end of the academic year in which final approval is given to discontinue the center or institute.

4. Other Entities

4.1 Other coordinating entities, such as networks, partnerships, consortia, collaboratives, or centers that form within existing centers or single departments, are exempt from this Policy. For example, faculty within a department may decide to form a collaborative in order to more intentionally connect their research projects and professional networks. While such a group may prove a valuable resource to external partners or other disciplinary contacts, it would likely require little to no structure, funds, or management to function. A final determination will be left to the discretion of the Centers and Institutes Committee as to whether such entities will be governed under institution level processes.

4.2 University System Multi-Campus Centers and Institutes

4.2.2 Some centers and institutes are established either to represent North Carolina in a federally funded and formula-based program, many of which require state matching funds, or through legislative action with requirements of multiple campus engagement. These entities, known as University System Multi-Campus Centers and Institutes, will maintain varying levels of involvement from UNC General Administration throughout their life cycle.

4.2.3 Centers and institutes that are established via a federally funded and formula-based program and designate ECU as the administrative campus require a reporting line to UNC General Administration through the UNC Office of Research and Sponsored Programs to ensure appropriate system level involvement in the center mission and the federal review processes for these centers, institutes, and their directors. These entities shall reach agreements with their administrative campuses to have any regularly occurring and extensive federal review meet the requirement for periodic external review. A center or institute participating in a federally-funded and formula-based matching program may be discontinued if the sponsoring unit of the federal government terminates funding for the program. When it becomes necessary to discontinue one of these centers or institutes, the Centers and Institutes Committee, in consultation with the other participating constituent institutions, will prepare and forward a written request to the UNC President, with copy to the Vice President for Research. The President will then make such recommendations as are necessary to the Board of Governors for approval of the discontinuation. The “phase out” period considerations noted above will apply to these centers and institutes.

4.2.4 Centers and institutes that function as part of one or more constituent institutions of the UNC system are subject to the administrative management, oversight, and control of the chancellor of the administrative campus (or the chancellor's designee(s)) as to all activities undertaken by the center or institute, including with respect to the use of funds, services, supplies, equipment, information technology resources, vehicles or other University property.

5. Political Activity and Legislative Activity

5.1 University employees assigned to centers and institutes are subject to UNC Policy Manual Section 300.5.1, concerning Political Activities of Employees, which includes prohibitions against engaging in political activity while on duty and using the authority of one’s position or University or center or institute funds, services, supplies, equipment, information technology resources, vehicles or other resources for such activities, as described in the policy.
5.2. The Internal Revenue Code (IRC) limits the extent to which charitable organizations that are tax-exempt pursuant to Section 501(c)(3) of the IRC may engage in activities directed towards influencing legislation (lobbying), subject to applicable exceptions. The University is a tax-exempt body, and each center or institute remains subject to the direction of its administrative campus when engaging in legislative (lobbying) activities, which shall be conducted in compliance with all State and federal laws, including regulations adopted by the U.S. Department of Treasury and the Internal Revenue Service. Each center or institute shall adhere to the IRC Section 501(c)(3) limits on lobbying activities to the same extent that such limits would apply if it were an independent charitable organization described in IRC Section 501(c)(3).

5.3. The Chancellor (or Chancellor’s designee) is responsible for overseeing and exercising control over the activities of each center or institute, and for ensuring that the director and professional staff of each center or institute receive comprehensive annual training concerning Internal Revenue Code restrictions on political and legislative activities by section 501(c)(3) organizations.

Resolution #16-14
Approved by the Faculty Senate: February 23, 2016
Received by the Chancellor: April 1, 2016

Formal faculty advice on proposed Regulation on Information Security, recommending one deletion noted by strikethrough in section 6.1. below.

25. Definitions

25.1. **Administrative Head**: The administrative director of a university department, such as an academic department chair, an administrative department director, or a college dean. Administrative Heads manage departmental operations and direct the use of departmental resources.

25.2. **Employee**: A person employed by the University or who serves as a university volunteer. This includes anyone performing work on behalf of the University, such as staff and faculty members, student workers, contractors, and volunteers.

25.3. **Information Security**: The protection of information from unauthorized and/or unlawful access, use, destruction, and/or loss. Information Security is a business process for achieving university objectives, such as protecting the privacy rights of individuals; ensuring the availability of University Information and IT resources; and complying with federal regulations, state laws and contractual obligations.

25.4. **University Information**: Information in any form (e.g., electronic, printed or spoken) that is collected, created, stored, distributed or otherwise used by Employees in the course and scope of their employment or volunteer responsibilities, respectively, for any university purpose, including, but not limited to teaching, research, and service.

26. Policy and Purpose

26.1. It is the policy of East Carolina University that Employees shall protect University Information from unauthorized and/or unlawful access, use, disclosure, destruction, and/or loss.
26.2. This Regulation defines Employee and Administrative Head responsibility for Information Security and establishes an administrative structure that facilitates the protection of University Information in accordance with all applicable laws, regulations, contractual requirements, and university policies and standards.

27. Scope

27.1. This Regulation applies to all Employees.

28. Guiding Principles

28.1. Information is a strategic university asset. University Information is a valuable asset upon which the University depends to achieve its strategic objectives, carry out its mission and fulfill its commitments to stakeholders. Consequently, University Information must be managed and protected in the same basic manner as other strategic assets (e.g., financial and physical assets).

28.2. Every employee is responsible for Information Security. Information Security is far more about people than technology. Information technology is simply a tool that helps us do things better and faster, but cannot by itself protect University Information from misuse and loss. Consequently, all Employees are responsible for protecting the University Information in their care.

28.3. Information Security is an essential business function of every department. Administrative Heads shall ensure that University Information and IT systems within their respective departments are used appropriately and are adequately protected, just as they do for other institutional assets. While IT support personnel may assist this effort by providing technical advice and solutions, many Information Security safeguards can only be taken by Employees while handling University Information and using IT systems.

29. Employee and Management Responsibilities

29.1. Employees: Employees shall take reasonable precautions to protect University Information from unauthorized and/or unlawful access, use, disclosure, destruction, and/or loss.

29.1.1. Employees shall adhere to all Information Security requirements that are relevant to their assigned roles and responsibilities. This includes federal regulations, state laws, contractual requirements, university policies and ECU Information Security Best Practices and Standards.

29.1.2. Employees shall complete university designated information security training within 30 days of employment and university designated refresher training no less than once every two years.

29.2. Administrative Heads: Administrative Heads are responsible for ensuring the security of all University Information as it is collected, created, accessed, distributed or otherwise handled by their respective departments, as well as of the security of IT systems and services provided or managed by their respective departments.

29.2.1. Administrative Heads shall ensure their employees are aware of their Information Security responsibilities and adhere to all applicable regulations, laws, contractual
requirements, university policies and *ECU Information Security Best Practices and Standards*.

29.3. **Chief Information Security Officer (CISO):** The Chief Information Security Officer shall manage the University Information Security Program, a collection of enterprise policies, standards and guidance.

29.3.1. The CISO shall develop and maintain university policies and standards that guide and support departmental management of Information Security.

29.3.2. The CISO shall manage the University Employee Awareness Program to promote university-wide awareness of essential employee responsibilities and basic best practices for Information Security. Upon request, the CISO shall provide guidance to Administrative Heads on supplementing the University Employee Awareness Program to address department-specific needs for employee awareness and training.

29.3.3. The CISO shall coordinate the University Information Risk Management Program and advise university and departmental leadership on the identification and management of risks associated with the handling of University Information and the use of IT systems and services.

29.3.4. The CISO shall coordinate the activities of the University Security Incident Response Team (SIRT), which oversees the University’s response to Information Security incidents. The SIRT assesses risks to individual privacy, facilitates and/or manages data breach notifications, and coordinates its activities with university compliance offices where appropriate.

30. Violations

30.1. Violation of this Regulation may result in disciplinary action being taken in accordance with applicable university policy, up to and including termination from employment.

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Resolution #16-15
Approved by the Faculty Senate: February 23, 2016
Approved by the Chancellor: April 1, 2016 (with edits)
Approved by the Board of Trustees: July 15, 2016
Approved by the UNC General Administration: April 7, 2017 (with minor edits) Effective July 1, 2017

Revised *ECU Faculty Manual*, Part IX, Section I. Tenure and Promotion Policies and Procedures of East Carolina University, subsections I. – IV.

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Resolution #16-16
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor: April 1, 2016

Approval of Spring 2016 Graduation List, including Honors Program graduates.

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Resolution #16-17
Formal faculty advice on curriculum and academic matters acted on and recorded in the February 15, 2016 Graduate Council meeting minutes, which included Curriculum actions (GC 15-26), within the Graduate Curriculum Committee meeting minutes from January 20, 2016, including packages submitted by the Department of Geography, Planning and Environment; Department of Public Health; Department of Technology Systems; Department of Health Education and Promotion; and College of Nursing and Programmatic actions forwarded to Educational Policies and Planning Committee, including the Department of Geography, Proposal of New Concentration: Professional Science Master’s [Geographic Information System (GIS)].

Resolution #16-18
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor:  April 1, 2016

Curriculum and academic matters acted on and recorded in the University Curriculum Committee’s meeting minutes of February 11, 2016 including curricular actions within the Department of Geography, Planning and Environment, Department of Human Development and Family Science, Department of Health Education and Promotion, College of Fine Arts and Communication, College of Education and College of Nursing and the February 18, 2016 meeting minutes including curricular actions within the College of Nursing and College of Engineering and Technology.

Resolution #16-19
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor:  April 1, 2016

Curriculum and academic matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee’s meeting minutes of February 15, 2016 including approval for domestic diversity designation for AAAS 1000: Introduction to African and African American Studies.

Resolution #16-20
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor:  April 1, 2016

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s meeting minutes of March 4, 2016 including request for authorization to establish a new distance education degree program: Master of School Administration (MSA) in the Department of Educational Leadership within the College of Education; request to approve a new online graduate certificate: Behavior Specialist in the Department of Special Education, Foundations and Research within the College of Education; request to approve a new concentration: Master of Arts in Education Special Education (MAEd SPED) Intellectual Disabilities Concentration in the Department of Special Education, Foundations and Research within the College of Education; request to approve the discontinuation of the graduate certificate: Community Health Administration in the Department of Health Services and Information Management within the College of Allied Health Sciences; request to approve the Consolidation of Existing Degrees BFA in Dance Performance and BFA in Dance
Education into the BFA in Dance; discontinuation of existing degrees BFA in Dance Performance and BFA in Dance Education; proposal of new concentrations: Performance and Choreography and Dance Education in the Department of Dance Performance and Dance Education within the School of Theatre and Dance; request to approve the discontinuation of existing concentration: M.A.T. Health Education in the Department of Health Education and Promotion within the College of Health and Human Performance; request to approve a degree title change from Master of Science in Technology Systems to Master of Science in Technology Management; and discontinuation of existing graduate concentrations in the Department of Technology Systems within the College of Engineering and Technology; request to approve a new concentration (MS in Geography): Professional Science Master's in Geographic Information Science in the Department of Geography, Planning and Environment; request to approve a new online graduate certificate: Student Affairs in Higher Education in the Department of Interdisciplinary Programs - Adult Education within the College of Education; Program Review revision response for the Department of Mathematics, Science and Instructional Technology Education (MSITE) within the College of Education.

Resolution #16-21
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor: April 1, 2016

Additions to the Fall 2016 and Spring 2017 Final Exam Schedules, noted in highlighted bold print.

**Fall Semester 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 5, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td><strong>December 6, Tuesday</strong></td>
<td><strong>Reading day – 8:00 am - 4:00 pm.</strong></td>
</tr>
<tr>
<td><strong>December 6, Tuesday</strong></td>
<td><strong>Final Examinations begin at 4:00 pm.</strong></td>
</tr>
<tr>
<td>December 14, Wednesday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**Fall Semester 2016 Examination Schedule**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 7</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Thursday, December 8</td>
</tr>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Friday, December 9</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Monday, December 12</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Tuesday, December 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class meets regularly</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December 12</td>
</tr>
</tbody>
</table>
Spring Semester 2017

April 25, Tuesday | Classes end. Last day for submission of grade replacement requests.
April 26, Wednesday | Reading day – 8:00 am - 4:00 pm.
April 26, Wednesday | Final Examinations begin at 4:00 p.m.
May 4, Thursday | Exams for Spring Semester close at 4:30 pm.
May 5, Friday | Commencement.
May 6, Saturday | Grades due at 4:30 p.m.

Spring Semester 2017
Examination Schedule

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Thursday, April 27</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Friday, April 28</td>
</tr>
<tr>
<td>FREN 1001, 1003, SPAN 1001, 1004, GERM 1001</td>
<td>5:00 - 7:30 Monday, May 1</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May 2</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Wednesday, May 3</td>
</tr>
</tbody>
</table>

Times class regularly meets | Time and day of examination
8:00 MWF | 8:00 - 10:30 Friday, April 28
Resolution #16-22
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor: April 1, 2016

Summer 2017, Fall 2017 and Spring 2018 University Academic Calendars.

Resolution #16-23
Approved by the Faculty Senate: March 15, 2016
Received by the Chancellor: March 24, 2016 (with comment)
Revised Policy Approved by the Board of Trustees: April 8, 2016

Formal faculty advice on proposed Leave Policy for Twelve Month Faculty.

Resolution #16-24
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor: April 1, 2016 (with edits)

Standard Operating Procedures for Access to Blackboard.

Resolution #16-25
Formal faculty advice on proposed Web Content Regulation with no changes being recommended.

1. Purpose of Regulation

The East Carolina University Web Page Policy provides guidance and minimum content-neutral standards for faculty, staff, and student web developers contributing to the university's web presence by maintaining web pages on university servers or providing web content to students for instructional purposes. University web space is provided to support the academic and administrative functions of the university. University-related websites are an important means of conducting university business, including but not limited to advancement, communication, education, research, and scholarship. Specifically, this regulation is designed to:

a. Promote the use of websites in a manner consistent with the mission of the university;

b. Address security issues associated with university information and equipment, and enable appropriate online transactions of university business;

c. Mandate that the development of websites comply with university policies, and applicable state and federal laws; and

d. Provide necessary management and oversight of the university's resources.
1.1 Web Pages Subject to This Policy

All websites on university servers are subject to this policy. Websites on university servers are either Official University Web Pages or Unofficial Web Pages.

Official University Web Pages include the East Carolina University home page (www.ecu.edu); academic department and program pages; office, administrative, and support unit pages; news and information pages; and any other World Wide Web address that is otherwise sponsored or endorsed or created on authority of a university department or administrative unit; including course pages residing outside the secure course management system.

Unofficial Web Pages are maintained by individual university computer account holders on university servers, such as personal faculty and staff web pages; individual student web pages and university-recognized student organization web pages.

2. Minimum Requirements for Both Official University Web Pages and Unofficial Web Pages

2.1 Accessibility

- ECU requires web authors of both official and unofficial faculty and staff web sites at ecu.edu to comply with accessibility requirements mandated by federal and state law. Accordingly, the university has adopted Web Accessibility Standards based on the Section 508 and W3C Web Content Accessibility Guidelines. By adhering to these guidelines, ECU web resources will be accessible to persons with disabilities, where feasible, or a reasonable accommodation will be offered to qualified persons such as providing alternative formats or auxiliary aids and/or making adjustments.

2.2 Affiliation and Disclaimer

Official University Web Pages must include a link to the ECU Web Terms of Use/Disclaimer.

Unofficial Web Pages: The appearance or design of an Unofficial Web Page should not create confusion that a reasonable person viewing that page would believe that it is an Official University Web Page, or is otherwise sponsored or endorsed or created on authority of a university department or administrative unit. To reduce the likelihood of confusion, every Unofficial Web Page maintained on a university server must contain the following disclaimer:

This web page is not a publication of East Carolina University, nor is it in any way sponsored or endorsed or created on authority of a university department or administrative unit. The author(s) of this page are solely responsible for its content.

2.3 Advertising

Advertising by external, unaffiliated organizations is not permitted on any university webpage. Advertising is defined as banner ads or other promotional messages being displayed on webpages in exchange for direct compensation (monetary or otherwise) for their delivery.
This regulation does not prohibit the appropriate recognition of sponsors or donors on the webpages of programs supported by their contributions.

2.4 Web Applications and Databases

ITCS must be notified of all intentions to put interactive applications on ECU operated servers. Such applications must be reasonably constrained due to concerns about security, server performance, operational monitoring, and ongoing maintenance. Collecting data received through web applications using applications, such as ColdFusion scripting requires a data source be established on the server. ITCS has the right to deny requests for data sources or to disable existing data sources if security or performance concerns are brought to our attention. Applications that require extensive scripting or involve monetary transactions must be approved by ITCS. Data that is sensitive, private, or requires increased protection is generally not allowed on all public web servers. There are special cases, where information may be collected; however, in all such cases the security requires the approval of ITCS and the data owner. Sensitive information should not be displayed or collected by any website residing outside a secure connection.

2.5 Minimum Requirements for Official University Web Pages Only

2.5.1 General Appearance

All Official University Web Pages must follow the minimum design requirements.

2.5.2 University Content Management System Regulation

Effective July 1, 2011, official websites hosted in the ecu.edu domain are to be created and maintained using the content management tools approved by the University Web Oversight Committee.

2.5.3 Maintenance

Each department, office and academic center must designate one person to be the site’s primary web contact (PWC). The PWC is responsible for ensuring his or her department, office, or academic website adheres to the university web policy. The PWC may delegate steps needed to be in accordance with the policy, such as content creation, but should be prepared to serve as the primary informational contact for inquiries regarding the site. Each area must designate a PWC to obtain space on ECU web servers. In the absence of a PWC, the chair or director will be listed by default.

Official web pages must be kept up to date. Out-of-date information should be removed and new information added on a regular basis. To verify when a site was last updated, all sites will automatically display a "date last modified: mm/dd/yyyy" in the footer of the page. Only active files should be kept on the Internet servers. Inactive sites and files should be removed from official directories and stored either locally or on another campus network.

3. Oversight

Oversight of web pages subject to this policy is the responsibility of the University Web Oversight Committee. Violations of the web policy will be made known to the PWC for resolution.

Noncompliance with applicable policies and/or laws may result in removal of web pages or directories from the main web server and/or removal of links to the site from the upper level university web pages and site index. Oversight of web pages will be consistent with the First Amendment.

Beginning January 1, 2014, a quarterly sample of web sites will be reviewed by Disability Support Services, ITCS, and Marketing to ensure sites meet ADA, security, and design requirements. The PWC will be notified if sites are out of compliance and be giving a reasonable timeline to make corrective action. If corrective action is not taken, then the site will be removed from ECU servers and as appropriate the Dean, Director, Department Chair, or Vice Chancellor will be notified.

3.1 Responsibility at Termination

An author of an unofficial web page is solely responsible for moving that page to a new non-university server once the employment and/or academic relationship with East Carolina University has ended, such as when an individual leaves university employment, a student graduates or is otherwise no longer enrolled at ECU, or where a student organization ceases to exist. ECU reserves the right to remove unofficial websites authored by an individual and/or group who/that no longer maintains an employment and/or academic relationship with ECU without notice as part of its routine maintenance of university servers.

Resolution #16-26
Approved by the Faculty Senate: March 15, 2016
Received by the Chancellor: April 1, 2016

Formal faculty advice on proposed Social Media Use Regulation with no changes being recommended.

Title: Social Media Use
Category: Information Technology
Sub-category: Technology Use
Authority: Chancellor
History: New
Contact: Clint Bailey, Director, University Marketing, baileyc@ecu.edu, 252-328-2606

Academic Computer Use Policy
Copyright Policy
ECU Social Media Guidelines
E-Discovery Governed by NC State Rule of Civil Procedure
Family Educational Rights and Privacy Act (FERPA)
Graphics and Licensing Standards
Healthcare Applicable Use Policies
IT Security Compliance & Regulations
Network Use Regulation
North Carolina Identity Theft Act
Official and Recognized ECU Social Media Sites
Social Security Number Resource Page
Trademark and Logo Use
University Attorney Statement on Copyright
1. Purpose

1.1. Social media sites are online communities used increasingly in all aspects of our professional and personal lives to communicate and distribute information. Well-known examples of these sites are Facebook, YouTube, and Twitter.

1.2. The increase in usage of this type of media has resulted in new ways to share events, reach out to alumni, and gather feedback on issues. Along with positive effects are new concerns that we want to make employees and students aware of, such as the increased diligence we need to have in communicating on these sites to maintain an atmosphere of integrity, honesty, and respect that is free of harassment, exploitation, and intimidation. To help guide us in the use of these tools, we have created this regulation and the social media guidelines referenced in the additional references sections for our community of users.

2. Applicability

2.1. This regulation is applicable to all East Carolina University (ECU) faculty, staff, temporary employees, postdoctoral fellows, students, contractors, and visitors and retirees who have campus access to the university network and/or data.

2.2. ECU employees may not use a university social media site to conduct activities for the financial gain of any person or organization other than ECU and, subject to additional regulations, ECU's formally associated entities.

3. Instructional Use

3.1. Required student communication for instruction should be limited to ECU-managed tools that protect student data as required by FERPA and meet the guidelines for legal e-discovery. Several ECU tools meet these requirements (e.g., Blackboard, SABA, Yammer). An updated list of recommended tools will be maintained within the ECU Social Media Guidelines.

3.2. If an ECU employee or person acting on behalf of ECU in any official capacity chooses to use a non-managed social media tool (e.g., Facebook, Twitter, etc.) for supplementary discussion and informal activity relating to a class or other ECU activity, this regulation must be followed.

4. University Business Use

4.1. Only ECU employees employed in permanent positions are authorized to create and/or administer external social media networking sites to conduct ECU business that requires community outreach.

4.1.a. The administrator role (i.e. the role with the broadest user privileges) for a social media site may only be assigned to full time, permanent employees. The administrator role may not be assigned to an individual whose primary association with the university is as a student.
Students may serve in subordinate roles under the supervision of an authorized site administrator.

4.1.b. Compliance with this regulation requires that each site have a minimum of two administrators.

4.2. If authorized by the home department and in adherence with this regulation, an employee may post department information, resources, calendars, and events on authorized ECU social media sites.

4.3. Each social media site requires an ECU employee to act as administrator to manage and monitor the site.

4.4. All social media activity must be consistent with the principles set forth in the ECU Social Media Guidelines.

5. ECU Trademark, Logo, and University Mark

5.1. Only sites that have been authorized to do so may use the ECU logo or trademarks. Any use of an ECU mark must be consistent with the regulations and standards established by ECU’s University Marketing Department.

5.2. Application and authorization for the use of the ECU logo and trademark is outlined in the ECU Social Media Guidelines.

5.3. There are two types of authorized sites: (1) Official – a site that represents the entire university and uses ECU trademarks and logos, and (2) Recognized – a site that represents a portion of ECU (e.g., a department or college), complies with this regulation, applicable social media guidelines, and approved by University Marketing.

5.4. Once all guidelines are met, the person who creates the site must immediately register it with University Marketing. A list of Official and Recognized social media sites will be maintained in one location by University Marketing.

6. Ensuring Privacy in Communications

6.1. All sites, regardless of status, are expected to maintain confidentiality by excluding confidential or proprietary information about ECU, its students, faculty, staff, patients, or alumni.

6.2. All sites should reflect good ethical judgment and follow University of North Carolina and ECU policies and federal requirements, such as FERPA and HIPAA.

6.3. ECU strictly prohibits the unauthorized disclosure of protected health information including but not limited to patient images on any social media sites.

6.4. Sites will not use information shared on these sites as part of passwords and/or answers to passphrase security questions.

7. Disclaimer
7.1. Individuals or groups within the ECU community are not permitted to present personal opinions on ECU maintained sites in a manner that implies endorsement by ECU.

7.2. If posted material may reasonably be construed to imply the support, endorsement, or opposition of ECU, including opinions or views on issues, the material will be accompanied by the following disclaimer. “The contents including all opinions and views expressed within this site, are entirely personal and do not necessarily represent the opinions or views of anyone else, including other employees in my department or at ECU. ECU has not approved and is not responsible for the material contained at this site.”

8. Compliance and Monitoring

8.1. Users of social media networks must adhere to all ECU computer policies, regulations, rules, and standards. ECU does not routinely monitor social media sites; however, ECU reserves the right to access any university social media site to investigate issues that are reported or discovered to enforce applicable federal, state, University of North Carolina Board of Governors, and University laws and policies.

8.2. In response to concerns or complaints, ECU administrators may examine profiles on social networking sites that are being used to conduct ECU business and use information in formal or informal disciplinary proceedings.

Resolution #16-27
Approved by the Faculty Senate: March 15, 2016
Approved by the Chancellor: April 1, 2016 (with edits)

Revisions to the Undergraduate Catalog, Academic Advisement, Progression and Support Services, Sections Double Major Requirements and Dual or Second Degree Requirements, as follows:

(Below text would replace what is currently in the catalog.)

Students in good standing may choose to pursue a Dual Degree or Double Major. When making this decision, students are advised to take the following into consideration:

1. Major-specific requirements for declaration such as: Minimum or competitive GPAs, application processes and deadlines, and auditions or portfolio reviews
2. Additional time to graduate to complete requirements of multiple majors and feasibility of sequencing required coursework
3. Impact of additional courses on financial aid caps and financial aid eligibility
4. Additional coursework demands and impact on GPA
5. Additional writing intensive requirement (Dual Degree)

Earning a Dual Degree
A student may choose to earn two baccalaureate degrees simultaneously. To satisfy the requirements for dual baccalaureate degrees at East Carolina University, the student must complete the requirements for one baccalaureate degree program and also complete a minimum of an additional 30 semester hours through course enrollment at ECU for the other degree. Accordingly,
two diplomas are awarded. Other pertinent information for dual degree students includes the following:

- The dual degree may count any number of hours from the primary degree toward the secondary degree.
- The student will be advised by both departments and a separate degree review will be completed by each.
- All dual degree students will be required to complete at least three semester hours of writing-intensive (WI) course work within the major area of each degree.
- Foundations curriculum requirements for one degree may be used to satisfy the foundations curriculum requirements for the other degree; however, the required foundations curriculum courses for the secondary degree must be met. All other degree requirements, such as demonstration of proficiency in a foreign language (if required), must be met and may not be waived.

Earning a Double Major

Instead of earning two degrees, a student may choose to earn one baccalaureate degree and add a second major. One diploma is awarded that lists both the primary and the secondary major. The degree conferred will be that of the primary program. Only the total hours required for the primary degree program requirement need to be completed, as no additional hours are required. Other pertinent information for double major students includes the following:

- The double major may count any number of hours from the primary major toward the secondary major.
- The student will be advised by both departments and a separate degree review will be completed by each.
- Double major students are not required to complete additional writing-intensive (WI) course work.
- Foundations curriculum requirements for the primary major may be used to satisfy the foundations curriculum requirements for the secondary major unless there are pre-requisites or co-requisites required for courses in the second major. If the primary major does not require a foreign language, the student is not required to demonstrate proficiency in a foreign language even if it is required by the secondary major.

### Dual Degree VS Double Major

<table>
<thead>
<tr>
<th></th>
<th>Dual Degree</th>
<th>Double Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>A student may choose to earn two baccalaureate degrees simultaneously. Earning a Dual Degree.</td>
<td>A student may choose to earn one baccalaureate degree and add a second major. Only the total hours required for the primary degree program requirement need to be completed, as no additional hours are required.</td>
</tr>
<tr>
<td></td>
<td>A student may choose to earn two baccalaureate degrees simultaneously. To satisfy the requirements for dual baccalaureate degrees at East Carolina University, the student must complete the requirements for one baccalaureate degree program and also complete a minimum</td>
<td></td>
</tr>
<tr>
<td><strong>Application of Hours</strong></td>
<td>The dual degree may count any number of hours from the primary degree toward the secondary degree.</td>
<td>The double major may count any number of hours from the primary major toward the secondary major.</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td>The student will be advised by both departments and a separate degree review will be completed by each.</td>
<td>The student will be advised by both departments and a separate degree review will be completed by each.</td>
</tr>
<tr>
<td><strong>Foundations Curriculum</strong></td>
<td>Foundations curriculum requirements for one degree may be used to satisfy the foundations curriculum requirements for the other degree; however, the required foundations curriculum courses for the secondary degree must be met.</td>
<td>Foundations curriculum requirements for the primary major may be used to satisfy the foundations curriculum requirements for the secondary major unless there are pre-requisites or co-requisites required for courses in the second major.</td>
</tr>
<tr>
<td><strong>Foreign Language and Other Degree Requirements</strong></td>
<td>All other degree requirements, such as demonstration of proficiency in a foreign language (if required), must be met and may not be waived.</td>
<td>If the primary major does not require a foreign language, the student is not required to demonstrate proficiency in a foreign language even if it is required by the secondary major.</td>
</tr>
<tr>
<td><strong>Writing Intensive</strong></td>
<td>All dual degree students will be required to complete at least three semester hours of writing-intensive (WI) course work within the major area of each degree.</td>
<td>Double major students are not required to complete additional writing-intensive (WI) course work.</td>
</tr>
<tr>
<td><strong>Diploma</strong></td>
<td>Two diplomas are awarded.</td>
<td>One diploma is awarded that lists both the primary and the secondary major.</td>
</tr>
<tr>
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<td>For tuition surcharge information: <a href="http://catalog.ecu.edu/content.php?catoid=8&amp;navoid=508*Tuition_Surcharge">http://catalog.ecu.edu/content.php?catoid=8&amp;navoid=508*Tuition_Surcharge</a></td>
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Resolution #16-28
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: not applicable

Commendation for Steve Ballard, Chancellor
East Carolina University (2004-2016)
WHEREAS, Chancellor Steve Ballard has served as Chancellor of East Carolina University from 2004 through 2016 and is currently the longest serving Chancellor in the UNC system; and

WHEREAS, Chancellor Steve Ballard has provided advocacy and support for the entire faculty during his 12 years at the university; and

WHEREAS, Under Chancellor Ballard’s leadership, East Carolina University has increased enrollment by 23% to over 28,000 students and at the same time has increased the academic profile of freshman classes; and

WHEREAS, With Chancellor Steve Ballard’s leadership and support, East Carolina University established the Honors College, which has attracted high achieving students to the university, further raising our academic profile; and

WHEREAS, Chancellor Steve Ballard has vigorously promoted increased diversity and inclusiveness on campus and worked with the faculty, staff, students and alumni to resolve the divisive renaming issue surrounding Aycock Hall in a manner that will serve as a model for other universities to emulate; and

WHEREAS, Chancellor Steve Ballard has offered his leadership, respectful support, and transparent communication with the Faculty Senate and the Chair of the Faculty, including their organizational presence in the Chancellor’s division; and

WHEREAS, Chancellor Steve Ballard has been an advocate for shared governance at East Carolina University and in the University of North Carolina System and, during his tenure as Chancellor, East Carolina University has been a model of shared governance in the UNC System; and

WHEREAS, Chancellor Steve Ballard has upheld the core principles of shared governance by supporting and advocating for the ongoing existence of the Faculty Manual by charging the Chair of the Faculty to provide oversight of its review, revision, and reorganization; and

WHEREAS, Chancellor Steve Ballard approved of 187 resolutions pertaining to the revision of the Faculty Manual and advocated for the reorganization of the Faculty Manual from 2009 to 2013; and

WHEREAS, Chancellor Steve Ballard obtained valuable faculty input and representation on crucial university matters relating to budget crisis, program prioritization, the reaccreditation process, and graduate faculty governance; and

WHEREAS, Chancellor Steve Ballard is to be commended for his collaborative spirit and protection of the faculty role in governance at East Carolina University.

THEREFORE, BE IT RESOLVED, that we, the members of East Carolina University’s Faculty Senate, hereby express our greatest appreciation and accolades to Chancellor Steve Ballard, for his distinguished leadership and respectful support of the Faculty Senate and the entire faculty of East Carolina University.

_______________________________________________

Commendation for Nancy Ballard, First Lady
East Carolina University (2004-2016)

WHEREAS, Nancy Ballard has served with dignity and grace as First Lady and official hostess of East Carolina University for twelve years, from 2004-2016; and

WHEREAS, throughout her years of service, Mrs. Ballard has been a gracious representative of East Carolina University, having hosted numerous functions for faculty, staff, students, alumni, and friends of the university; and

WHEREAS, Mrs. Ballard has served with passion and commitment as a leader at East Carolina University while serving as an Ex-Officio on the Executive Board of the Women’s
Roundtable, leading the Sister Book Talk Club and serving as Chair of the Spouses Council of the Association of Public and Land Grant Universities; and

WHEREAS, Mrs. Ballard has admirably supported athletics, cultural diversity, the fine arts and its faculty artists including musicians, dancers, and performers, and as an ambassador for EC Scholars and Honors students; and

WHEREAS, Mrs. Ballard has been a steadfast supporter of the arts with her volunteer work in Greenville and Pitt County.

THEREFORE, BE IT RESOLVED, that Nancy Ballard has served East Carolina University, eastern North Carolina and the State of North Carolina, well during her tenure as First Lady and official hostess of East Carolina University; and

BE IT FURTHER RESOLVED, that the Faculty Senate, on behalf of the faculty of East Carolina University, extends sincere appreciation and best wishes to Nancy Ballard, upon her retirement as First Lady; with gratitude for her twelve years of admirable service, her commitment to students, faculty, staff, alumni, and friends of the university, and her commendable dignity, kindness, and passion for eastern North Carolina and its residents.

Resolution #16-29
Approved by the Faculty Senate: April 19, 2016
Received by the Chancellor: May 31, 2016

Formal faculty advice on curriculum and academic matters acted on and recorded in the March 14, 2016, Graduate Council minutes, including curriculum action items (GC 15-27) within the Graduate Curriculum Committee meeting minutes from February 3, 2016, and March 2, 2016 which included packages submitted by the Department of Health Services and Information Management; Department of Interdisciplinary Programs – Adult Education; Department of Special Education, Foundations and Research; Department of Geological Sciences; Department of Mathematics, Science, and Instructional Technology Education. Programmatic actions within the Graduate Curriculum Committee meeting minutes of March 2, 2016 were forwarded to the Educational Policies and Planning Committee (EPPC), and included a proposal of New Doctoral Degree: DrPH in the Department of Public Health within The Brody School of Medicine. (Please note DrPH courses in the March 2, 2016 Graduate Council Committee meeting minutes will be held until fall 2016 when additional course proposals will be presented.)

Formal faculty advice on curriculum and academic matters acted on and recorded in the April 11, 2016, Graduate Council minutes, including policy and curriculum action items (GC 15-28), changes to the Faculty Manual, Section G – Removal of Graduate Faculty policy; changes to last date to drop policy to reflect 60% of the term, to align with the new undergraduate drop date and the ECU Office Financial Aid payback; changes to Admission by Exception rule from 9 hours attempted to return to good academic standing to 9 hours completed to return to good academic standing; within the Graduate Curriculum Committee meeting minutes from February 17, 2016, and March 16, 2016 which included packages from the Department of Political Science; Department of Human Development and Family Science; Department of Public Health; Department of Addictions and Rehabilitation Studies; Department of International Studies; Department of Occupational Therapy; College of Nursing; Department of Recreation and Leisure Studies; Department of Educational Leadership; Department of Political Sciences – Security Studies Program. Programmatic actions
within the Graduate Curriculum Committee meeting minutes of February 17, 2016, March 16, 2016 were forwarded to the Educational Policies and Planning Committee (EPPC), and included title revision from MS in Child Development and Family Relations to MS in Human Development and Family Science in the Department of Human Development and Family Science within the College of Health and Human Performance, revision of an existing degree title: MS in Substance Abuse and Clinical Counseling program to MS in Clinical Counseling program in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, proposal of a new post-doctoral certificate: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Concentration and the Family Nurse Practitioner Concentration (FNP) within the College of Nursing, proposal of a new graduate certificate: Dual Language Immersion Administration (DLI) and proposal of a New Concentration: DLI Concentration in Educational Specialist in Administration in the Department of Educational Leadership within the College of Education.

Resolution #16-30
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee February 25, 2016 meeting minutes, including curricular actions within the College of Nursing and School of Art and Design and March 24, 2016 meeting minutes, including curricular actions within the College of Engineering and Technology, Department of Mathematics, College of Education, and College of Arts and Sciences African and African American Studies program.

Resolution #16-31
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Revisions to ECU Faculty Manual, Part VI, Section III. Distance Education Policies, subsection VI. Evaluation of Distance Education, as follows:

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

Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not co-located. Instruction may be synchronous or asynchronous. The course may use Internet, closed circuit, cable, fiber optics, DVDs, CD-ROM or other electronic means to communicate. (The Southern Association of Colleges and Schools definition of “distance education”.)

I. Distance Education Courses and Programs
Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (Part V, Section III). Selection of courses and programs to be offered via distance education is the purview of the offering academic unit. The academic units shall provide oversight of programs and courses delivered via distance
II. Oversight of Distance Education
The Office of the Provost shall ensure that academic units adhere to the distance education policies described in this section. The faculty assumes primary responsibility for ensuring the rigor of programs and the quality of instruction offered through distance education.

III. Courses Delivered by Distance Education
The faculty member teaching a distance education course shall have the same control of content and instruction as in face-to-face courses, consistent with university policies on instruction and academic freedom. Proposals for distance education courses shall be evaluated at the department or school, college and university level. The faculty member, unit curriculum committees, and the unit administrator play a significant role in guiding the development and implementation of distance education courses. Only those proposals demonstrating suitable content and sufficient quality and rigor shall be approved.

Faculty members develop syllabi for distance education courses consistent with the ECU Standards for Online Learning. These standards address learning objectives and other things necessary for student success in distance education courses. The structure of distance education courses and programs reflects consideration of the challenges of time management and the risk of attrition for students in these courses. Course design takes into consideration the need for and importance of interaction between faculty and students and among students.

IV. Faculty Preparation
All courses offered via distance education shall be taught by a qualified, credentialed faculty member approved and assigned by the unit administrator. Faculty who teach distance education courses and programs shall have the same academic qualifications as faculty who teach face-to-face courses. Each faculty member who teaches one or more distance education courses must complete a university training program. Academic units that wish to develop their own training program must use the university training program until their own training program is approved by the appropriate vice chancellor.

Unit administrators are responsible for ensuring that each faculty member teaching distance education courses has the appropriate distance education training. All faculty teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each faculty member teaching one or more distance education course. The unit administrator will provide a complete list of faculty members teaching distance education courses and documentation that each faculty member has met the training requirements annually to the Provost’s office.

Faculty members teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, etc.). The University shall provide appropriate equipment, software, and communications access to faculty necessary to provide effective distance education. The University will ensure the availability of continuing faculty education and training to enhance proficiencies in the methodology and the technologies used in distance education.
V. Quality Standards
Distance education courses shall comply with the ECU Standards for Online Learning.

VI. Evaluation of Distance Education
DE Courses and Faculty members teaching through distance education will be peer reviewed and are subject to periodic review in addition to the faculty annual evaluation (at a minimum, once every three years) to assure the rigor of programs and the quality of instruction. Faculty teaching multiple DE courses will submit only one course for review. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the University Peer Review Instrument for Online Learning or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer reviewers will be selected based on criteria determined by the faculty of the college, school or department.

Student opinion of instruction will be evaluated through an online evaluation specific for distance education courses approved by the Faculty Senate and the chancellor and administered through the Office of Institutional Planning, Assessment and Research.

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit’s assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned faculty and the departmental faculty to facilitate the continual enhancement of the unit’s distance education program. (FS Resolution #10-77, November 2010)

Resolution #16-32
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Revised School of Communication, School of Art and Design and College of Nursing unit codes of operation.

Resolution #16-33
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Curriculum and academic matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee March 21, 2016 meeting minutes, including approval for domestic diversity designation for RELI 1500: Uses and Abuses of the Bible, IDIS 3790: Technical Presentations, IDIS 4802: Distribution and Logistics research and global diversity designation for RELI 2697: Judaism, ITEC 3290: Technical Writing, HIST 3840: Africa and the Atlantic World.

Resolution #16-34
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016
Recommendation to use the below questions in a Student Opinion of Instruction Survey that would replace SPOTS.

Survey Form One: Standard Course Evaluation

Section I. University Core Questions

To what extent do you agree with the following statements?
Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A

Relevance of Content
1. My instructor has an extensive knowledge of the subject matter.
2. My instructor demonstrates the importance and significance of the subject matter.

Teaching/Learning of Relationships and Concepts
3. My instructor explains new ideas by relating them to familiar concepts.
4. My instructor presents sufficient and relevant examples.

Discussion
5. My instructor provides opportunity for questions during class or in online course modules.
6. My instructor asks questions which challenge me to think.

Readings and Assignments
7. Course activities/assignments help me learn the subject matter.

Exams/Grades/Evaluation
8. My work is evaluated in ways that are helpful to my learning.

Providing Feedback to Students
9. My instructor provides useful feedback throughout the semester.

Providing Help as Needed
10. My instructor provides individual assistance when asked.

Overall Rating
11. Overall, I would rate the quality of instruction in this course as:
   Excellent - Good - Fair - Poor - Very Poor

Section II. Student Participation and Effort

To what extent do you agree with the following statements?
Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A

12. This course has been challenging.
13. I always prepare before class.

Section III. Student Comments

14. What do you feel are the strengths of this course?
15. What would you change to improve this course?

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Resolution #16-35
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Recommendation that ECU do a pilot of the new Student Opinion of Instruction Survey delivery system using the approved questions (FS Resolution #16-34) in all courses with 6 or more students during both the Second Summer Session and 11-week Summer Session 2016 and that it be communicated to faculty and administrators by letter that the results are not to be used in any way toward evaluations and personnel matters.

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Resolution #16-36
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Revisions to the Foundations Curriculum and Instructional Effectiveness Committee Charge, as follows:

(Deletions are noted in strikethrough and additions in bold print.)

1. Name: Foundations Curriculum and Instructional Effectiveness
   General Education and Instructional Effectiveness

2. Membership: 8 elected faculty members. Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association. The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee recommends policies to improve and advance faculty teaching and student learning.
   B. The committee promotes teaching excellence and recommends means to identify faculty teaching success, including development of peer review instruments for teaching face-to-face and distance education courses. The committee assists units requesting aid in developing teaching evaluation instruments for personnel decisions. The committee recommends policies and programs to improve the physical environment in which teaching occurs. The committee provides a forum for faculty opinion concerning the design of new academic buildings and renovation of existing academic buildings.
   C. The committee makes recommendations regarding proposed changes, including individual courses, in the Foundations Curriculum general education and diversity curriculum. The
committee makes recommendations to the Faculty Senate regarding proposed changes in the Foundations General Education Curriculum requirements.

D. The committee reviews the annual report of the Director of the Writing Across the Curriculum Program and the Dean of The Honors College.

E. The committee reviews honors seminar proposals for general education credit, diversity credit, or both.

E. F. The chair or appointed representative serves as an ex-officio member of the University Athletics Committee and Honors College Advisory Committee.

F. G. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

G. The chair or appointed representative serves as ex-officio on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited above. The committee recommends curricular changes in the Foundations Curriculum general education and diversity curriculum to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None

8. Standard Meeting Time:
The committee meeting time is scheduled for the third Monday of each month.

Resolution #16-37
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee April 8, 2016 meeting minutes, including addition of new concentration (Caribbean, Latin America and the Diaspora) within the BA in African and African American Studies program in the College of Art and Sciences; revision of an existing degree title: M.S. in Substance Abuse and Clinical Counseling Program to M.S. in Clinical Counseling Program in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences; revision of an existing degree title: MS in Child Development and Family Relations to MS in Human Development and Family Science in the Department of Human Development and Family Science within the College of Health and Human Performance; proposed new post-doctoral certificates: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP) within the College of Nursing; proposed new doctoral degree: DrPH in the Department of Public Health within the School of Medicine; Program Review revision response for the Department of Economics; and Program Review revision response for the Department of Criminal Justice.

Resolution #16-38
Approved by the Faculty Senate: April 19, 2016
Revisions to the Bachelor of Science University Studies Faculty Oversight Committee (FOC) Manual and Guidelines, as follows:

(Additions are noted in highlighted print and deletions in strikethrough.)

UNIVERSITY STUDIES FACULTY OVERSIGHT COMMITTEE MANUAL AND GUIDELINES

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PREFACE

University Studies is a university-wide degree program designed for students who seek a course of study that is personally interesting and professionally relevant outside of the traditional majors path to successful degree completion. Students are required to identify a career objective and design a specific Degree Plan and Proposal of integrative coursework around a thematic core. Upon completion of the program, graduates are awarded the Bachelor of Science in University Studies (BSUS) degree, and their transcript will include the title of their thematic core.

The University Studies Faculty Oversight Committee (FOC) is composed of faculty representatives from each of the colleges throughout the university. The committee provides final approval of each student’s course of study and thematic core and serves as a resource to University Studies students. Further, the committee provides advice and support to the University Studies Program.

The Faculty Oversight Committee Manual and Guidelines provides operating guidelines, instructions, and procedures for Faculty Oversight Committee (FOC) members and associated responsibilities and duties of the Director of University Studies.

CONSTRUCT OF THE FACULTY OVERSIGHT COMMITTEE

Composition

Each ECU college provides one member to serve on the FOC, except for the Thomas Harriot College of Arts and Sciences, which holds three committee positions, and the College of Health and Human Performance, which will have two representatives. Thus, the FOC will include the following members:

Thomas Harriot College of Arts and Sciences (THCAS) – 3 members
- Humanities
- Social Sciences
- Natural Sciences/Mathematics
College of Allied Health Sciences (CAHS)
College of Business (COB)
College of Education (COE)
College of Fine Arts and Communication (CFAC)
College of Health and Human Performance (CHHP) – 2 members
- Child Development & Family Services/Social Work/Interior Design
- Kinesiology/Health Education/Recreation
College of Nursing (CON)
College of Engineering and Technology (CET) Technology and Computer Science (CTCS)

Election to the FOC Selection and Appointment to the FOC

During each spring semester, the Director of University Studies will notify those college deans the Chair of the Faculty whose of those FOC members are due to change the next academic year (see schedule and rotation below). The Chair of the Faculty will forward that information to the Committee on Committees. The Committee on Committees will compile a list of volunteers for the FOC and forward their nominations to the Faculty Senate, along with all other nominees for standing University committees. Faculty nominees must have a minimum of three years of full-time service at ECU. The Faculty Senate will annually elect the required number of committee members during their April organizational meeting. Not later than spring break, those college deans will forward their selections for vacancies for the next academic year to the Director of University Studies.

The Director will consolidate the nominations and present them to the Senior Associate Provost, who forwards the nominations to the Provost. The Provost will forward the nominations to the Chair of the Faculty for approval prior to the end of the spring semester. However, the standing/current FOC will remain intact and conduct any FOC business through the two summer sessions.

Terms of Service

Except for the first two years of the program’s implementation, FOC members will serve a three-year term. During the program’s first two years, terms will vary between one, two, and three years, allowing some members to become “senior,” and setting up a committee with a rotational membership. Beginning with Academic Year 2016-2017, all members will serve a three-year term.

FOC terms will begin with the fall semester and carry-on through the end of the second summer session. Any UNIV 2000 summer session students who need to make minor changes and obtain approval of their Degree Plan and Proposal will continue to work with members of the previous committee for approval (if those committee members are completing their terms), which should occur prior to the start of the fall semester. Should changes become major, or student issues require additional work, the Director of University Studies will work with the student, who will resubmit their proposal to the FOC during the fall semester.

FOC members may not serve consecutive full terms. At the conclusion of their full term, the dean of the college will nominate a new faculty member for FOC duties. Previous FOC members may serve on the committee again, after a one-term break-in-service.

For the first three full years of FOC operations, the implementation schedule is as follows:
2014-2015 Academic Year
3-year term: These FOC member will serve a full three years.
Thomas Harriot College of Arts & Sciences—Humanities
College of Allied Health Sciences
College of Business
College of Health and Human Performance—CDEFR/Social Work/Interior Design
2-year term: These FOC members will serve two years and their Colleges will nominate new members in 2016, who will serve full three-year terms.

Thomas Harriot College of Arts & Sciences—Social Sciences
College of Education
College of Fine Arts and Communication
College of Health and Human Performance — Kinesiology/Health Education/Recreation

1-year term: These FOC members will serve one year and their Colleges will nominate new members in 2015, who will serve full three-year terms.

Thomas Harriot College of Arts & Sciences—Natural Sciences/Mathematics
College of Nursing
College of Engineering and Technology

At the start of the 2016/2017 Academic Year, the FOC membership will include all three-year term members. Approximately one-third of the membership will change rotate each year as follows: and will rotate based upon the initial plan above. Therefore the Colleges will change on the dates noted:

New members for AY 2015/2016, and every three years thereafter:
Thomas Harriot College of Arts & Sciences – Natural Sciences/Mathematics
College of Engineering and Technology
College of Nursing

New members for AY 2016/2017, and every three years thereafter:
Thomas Harriot College of Arts & Sciences – Social Sciences
College of Education
College of Fine Arts and Communication
College of Health and Human Performance — Kinesiology/Health Education/Recreation

Out-of-Cycle Replacement of FOC Members

Unless special circumstances arise, faculty appointees to the FOC should complete their full terms. From time to time, a replacement may be required (e.g., a faculty member leaving ECU, an appointment to duties at ECU where the commitment to the FOC cannot be maintained, as in becoming a dean or other administrative position). In those cases, the FOC member and/or the dean of the college will notify the Director of University Studies and the Senior Associate Provost. The Director of University Studies will notify the Chair of the Faculty who will, in a timely manner, appoint a replacement. The dean will select a replacement FOC member and forward the nomination to the Senior Associate Provost, who will seek the concurrence of the Provost and the Chair of the Faculty. Once confirmed, the new FOC member from the college of the departing member will serve the remaining term of the previous member.

The new FOC member, who will complete the original member’s term, may be nominated to continue on the FOC only if they served less than half of the original member’s term (18 months). If the replacement served more than 18 months, the replacement FOC member will serve the balance of the term and the Committee on Committees College Dean will nominate to the Faculty Senate a new FOC member at the College’s normal rotational schedule (see previous section).

Selection and Terms of FOC Chair and Vice Chair
The FOC will meet prior to, or early in, the new academic year (scheduled as early as possible and based upon availability of the FOC membership). The Director of University Studies will organize the meeting and direct the meeting’s first order of business, which will be to elect a chair and vice chair.

1. FOC members will select a chair and vice chair through a nomination process (a FOC member may volunteer for a term of service in either position).
2. The position of chair is selected from members of the FOC with at least one year of service. The vice chair may be selected from among FOC members regardless of time served.
3. The committee will vote on the Chair and Vice Chair nominations, with the positions being selected by a simple majority.
4. Once the Chair has been elected, the Chair will direct the remainder of the meeting, but may use the proposed agenda submitted by the Director of University Studies.

If the FOC chair can no longer serve on the committee during the academic year (e.g., the faculty member departs ECU, or an appointment duties at ECU where the commitment to the FOC cannot be maintained, as in becoming a dean or other administrative position), the vice chair will assume the chair for the remainder of the academic year. Nominations and elections for a new vice chair will occur at the next meeting, or via electronic means, if the vice chair and the FOC members agree.

The FOC Chair and Vice Chair terms of office are one year. A Vice Chair may be subsequently elected as Chair for a one-year term, but the succession to the Chair position is not automatic or predetermined.

FACULTY OVERSIGHT COMMITTEE MEMBER RESPONSIBILITIES

Each member of the FOC will:
1. Serve as voting member of the FOC for approval of all thematic core and University Studies students' Degree Plan and Proposals submitted to the committee.
2. If required and feasible, serve as a faculty mentor for thematic core proposals that have a near majority of coursework in the proposal from the faculty member’s college/school. In the Thomas Harriot College of Arts and Sciences, proposals will be germane to the areas within the college of humanities, social sciences, and natural sciences/mathematics. If a University Studies student’s thematic core choices begin to cause an imbalance in the number of students assigned to certain faculty members, the student’s primary faculty mentor may not be from the College with the near majority of coursework. However, that FOC member should stand ready to provide advice to the primary faculty mentor.
3. If required and feasible, work with a second faculty member to serve as faculty mentors in the development process of a thematic concentration proposal when the other major coursework is from the second member’s college/school or area within the HCAS.
4. Serve the term of office to which s/he was chosen, unless unforeseen circumstances arise.
5. Provide suggestions for other faculty to assist with the development of a proposal as needed, including the possibility of retired faculty from the appropriate discipline.
6. Other tasks or duties as determined by the University Studies program needs and/or the FOC.

The FOC will report their findings to the Director of University Studies, who serves as the facilitator/coordinator of the FOC.

Conduct of FOC Meetings

The Director of University Studies may propose the need for the FOC to meet and may submit proposed agenda items (to the Chair and Vice Chair), but the FOC Chair will approve and select dates
and times for the meetings and direct the meeting and agenda. In the absence of the Chair, the Vice Chair will assume these duties.

The FOC normally will meet at the beginning of the Academic Year, and once each semester. Online/electronic meetings may take place as needed, but at least one meeting will occur in-person during the fall and spring semesters. Summer sessions may be conducted via electronic means or in-person, at the discretion of the Chair.

Student Degree Plan and Proposal Review and Approval Process

Declared University Studies students will take UNIV 2000, which is designed to orient students to the University Studies degree program, initiate the student’s career planning efforts, and facilitate the approval of each student’s Degree Plan and Proposal. The first half of the course is designed for the student to compose their proposal. After reviewing, grading, and coordinating student corrections, the Director of University Studies will compile the proposals for FOC review and approval.

The Director of University Studies will guide and facilitate the proposal review and approval process. The process will follow the following steps:

1. The Director will assign student proposals into three categories: Ready for Approval, Full Committee Review, and Incomplete/Not Ready.
2. The Director will assign each student proposal to two FOC reviewers. If feasible (based upon student loads and current groupings/themes of students’ thematic cores), one of the two faculty members will be from the College with the near majority of that student’s coursework. The second faculty member may be anyone from the FOC. The Director will strive to balance student proposal approval loads. Regardless of assignments, any FOC member is welcome to review proposals and offer feedback.
3. The Director will notify and inform all members of the FOC regarding student proposals in the different categories and assignment of FOC reviewers. The notification will usually occur via a spreadsheet sent to all members and/or posted on the BSUS SharePoint site.
4. For proposals judged to be Ready for Approval:
   a. The Director and Assistant Director/Academic Advisor will select proposals for this category of very high quality.
   b. The two FOC members may take the following actions on the student proposal:
      i. Recommend Approval
      ii. Recommend approved after suggested changes (which the Director will coordinate with the student and FOC faculty mentor)
      iii. Refer to the full FOC for further consideration, which then places this proposal into the Full Committee Review category
   c. At each semester’s meeting to review student proposals, the Chair will request full FOC committee approval for these proposals, en masse. Any FOC member may request the full FOC’s review of a particular proposal. If this occurs, that proposal will be moved to the Full Committee Review category, but all other proposals judged Ready for Approval may be approved en masse by agreement of a majority of the FOC.
5. For proposals selected for Full Committee Review:
   a. At the FOC meeting (or via electronic media discussions), the two reviewers will present the proposal and provide their recommendations and or suggestions.
   b. All FOC members may participate in the discussions and offer suggestions (to include thematic core title and/or course changes).
   c. At the conclusion of the discussions, the proposal may be:
      i. Approved
      ii. Approved after suggested changes (which the Director will coordinate with the student and, if required, FOC faculty reviewers)
iii. Returned the student for substantive changes and resubmission. The Director will work with the student before resubmitting the proposal to the full committee or to designated FOC reviewers.

6. The Director will continue to work with students whose proposals were judged as Incomplete/Not Ready. If specifically requested by FOC members, the Director will send requested proposals to specific FOC members or the entire committee for review. After additional review and discussions, the proposal may remain in this category (until the Director deems it appropriate for Full Committee Review), or the FOC member who requested the review may submit the proposal to the FOC for a vote.

Responsibilities during the Student’s UNIV 4990 Practicum

UNIV 4990 serves as the capstone course for students completing the University Studies program. The practicum experience, via an internship, project, or research paper will provide the student the opportunity to apply their thematic core and gain experience in project planning and execution, leadership, and professional writing.

The Director of University Studies is responsible for oversight and grading of UNIV 4990, which includes a practicum plan. In part, this plan will illustrate how the student’s chosen practicum experience allows them to apply their curriculum and thematic core. As soon as possible (after submissions) each semester, the Director of University Studies will send an electronic communication to FOC members with a list of students enrolled in UNIV 4990, their thematic core title, and the student’s chosen practicum experience. This communication is intended to inform FOC members that the students are following their FOC-approved thematic core and plan.

As students are seeking practicum experiences, the student and/or Director of University studies may ask for FOC assistance in recommending and/or securing a practicum experience. Usually, the assistance will be required if students select the project or research practicum, as these options require a faculty member to serve as the Practicum Supervisor (for additional information on these duties and the practicum experience, see UNIV 4990 Practicum Manual).

FOC members may request a copy of a student’s Practicum Final Report.

Resolution #16-39
Approved by the Faculty Senate: April 19, 2016
Received by the Chancellor: May 31, 2016

Formal faculty advice on the proposed Research Space Allocation PRR, as follows:

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

Related Policies:

Space Allocation/Reallocation Committee (SPARC) (Unit Code of Operations, Brody School of Medicine, [http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/medicine.pdf](http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/medicine.pdf))

Allocation of University Space. REG07.30.01 [http://www.ecu.edu/prr/07/30/01](http://www.ecu.edu/prr/07/30/01)

Additional References:
A concept for the integration of space and physical planning (Flye, B. and Duncan, C.S., 2008)
6. Introduction

6.1. Research and graduate education are central to the mission of East Carolina University (e.g., ECU Strategic Action Plan, 2010-13). These activities require substantial infrastructure, including research space (Code 250 of the Space Classification Manual, USDoEd) and research support space (Code 255 of the Space Classification Manual, USDoEd). Research space is intended to promote the scholarly activities of faculty members and students in support of ECU’s mission.

6.2. This regulation and its foundation principles explicitly align with ECU’s REG 07.30.01, Allocation of University Space. The Chancellor has delegated full authority to the University Space Committee (USC) to approve all allocations and reallocations of existing University-owned and leased research space. In addition, ECU’s REG 07.30.01 specifies that issues regarding the use of space in the Brody School of Medicine (BSOM) will first be considered by its Space Allocation and Reallocation Committee (SPARC) with recommendations made to the USC for final approval.

7. Guiding Principles

7.1. Research Space. Research space (Codes 250 and 255 of the Space Classification Manual, USDoEd) is a valuable resource and is the property of the State of North Carolina and is allocated to, and managed by, ECU as noted above. The USC, with administrative support from the Office of Institutional Planning and Research (IPAR), is ultimately responsible for the allocation and/or reallocation of all space (including research space) to colleges, schools, departments, and other units.

7.2. Research Portfolio. Research space allocations are not permanent. Research space is allocated to individuals and groups of individuals in order to engage research activities. Thus, research space may be reallocated as the University’s portfolio of research activities changes. Since that portfolio is reasonably expected to change over time, research space also is expected to be reallocated in response to the changing environment and institutional priorities.

7.3. Research Space Management Levels. While possessing authority to allocate and reallocate all ECU research space, the USC recognizes and appreciates the knowledge of programmatic space needs and disciplinary expertise that is held at the unit level and grants relative autonomy to departments, schools, colleges, and centers/institutes. Departments, schools, colleges, and centers/institutes are expected to manage research space effectively so that it aligns with university priorities (see 2.4) and is used efficiently (see 2.5). Research space management levels are:

- **Level I** allocations and reallocations occur within departments/units (i.e., between researchers within a department or a unit) and are typically managed by a chair/director, which shall be identified by the USC. **Level II** allocations and reallocations occur within colleges/schools (i.e., between departments and units within a college or school) and are typically managed by a dean which shall be identified by the USC;

- **Level III** allocations and reallocations are less frequent, occur between colleges, schools, and divisions and these are managed by IPAR with direction and approval from the USC. While
Level I and Level II allocations and reallocations of research space do not require approvals above their respective levels, all allocations and reallocations must be properly communicated to IPAR via the IPAR website (www.ecu.edu/ipar) after any new allocations or reallocations so that the University’s space inventory is current and accurate. Given its authority, the USC will hear and reconcile any (research space) disputes that are not negotiated successfully at Levels I and II.

7.4. Unit Priorities and Strategic Alignment. Research space priorities shall be established at the departmental/unit level, college/school/divisional level, and university level. At all Levels research space allocations and reallocations are made in accordance with established priorities that align with ECU strategic planning goals and objectives.

7.5. Efficiency of Use. In addition to strategic alignment, research space allocations and reallocations are made in accordance with efficiency of use. Thus, research space is subject to biennial inventory and efficiency audits by IPAR (see 4 below), as directed by the USC, with the possibility of subsequent allocation or reallocation occurring at any management Level. The conditions for initiating a reallocation at Level I and Level II shall be communicated to and approved by the USC.

7.6. Frequency. It is impractical to reallocate research space too frequently. Effective space-use practice recognizes that research funding and output fluctuate over time and that considerable costs can accompany reallocation activities. The department chair or other unit administrator shall cooperate with the current research space occupant to be sure the person is given access to the space during reasonable hours for purposes of arranging disposal of equipment and supplies. The department chair or other unit administrator shall cooperate with the current research space occupant to be sure the person is given access to the space during reasonable hours for purposes of arranging disposal of equipment and supplies.

7.7. New Faculty. Prior to a new faculty member joining ECU, the college and/or department should communicate, in writing to the faculty member and to IPAR, any commitment of research space (including Categories 250 and 255 of the Space Classification Manual, USDoEd) and space renovation to accommodate the faculty member's research agenda. This written commitment must provide adequate detail regarding: general characteristics, proposed location, plan for renovation including budget, time limits for occupancy, and terms under which the space could be reallocated. If the space commitment to a new faculty member requires additional space beyond that already managed at Levels I or II, then it must be approved by administrators at Levels I, II, and the USC. Given its authority, the USC will hear and reconcile any disputes that are not negotiated successfully at Levels I and II.

7.8. Sponsored Research. Sponsored research involves agreement of the University to provide adequate space. When additional research space is required to engage a sponsored project, the principal investigators shall inform all units involved and the USC (through IPAR). Negotiation of a solution to the space need should occur well in advance of any submission deadline.

7.9. Emeritus Faculty. Emeritus faculty may be provided with research space at the discretion of the units involved if space is available and the emeritus faculty member remains actively engaged in research that is determined by the unit to be aligned with the programmatic needs and priorities of the University.

8. Considerations for Allocating and Reallocating Research Space

8.1. New allocations or reallocations will bring research space into alignment with long-term University priorities as expressed in units’ strategic plans.

8.2. New allocations or reallocations will increase the productivity of individual, departmental/unit, or college research space utilization.

8.3. New allocations or reallocations will make explicit the length of the research space commitment.
8.4. New allocations or reallocations will consider associated one-time and recurring costs. If subsidies are necessary, funding sources will be specified by end-users.
8.5. New allocations or reallocations will consider opportunities to co-locate similar types of research activity in order to share core or common space and equipment.
8.6. New allocations or reallocations will consider the effects of space assignments (including equipment and other infrastructure) on health, fire, environmental, accessibility, and safety compliance.
8.7. New allocations or reallocations will consider the primary reasons for a research space request and any possible secondary issues (indirect effects) that might result.
8.8. New allocation or reallocation will occur without discrimination on the basis of the protected class status of the affected occupant, except and to the extent required by law, such as that required for reasonable accommodation of a disability as coordinated through the Office of Disability Support Services.

9. Research Space Productivity
   To ensure that space is efficiently and effectively utilized, IPAR (as directed by the USC and assisted by units) will conduct biennial research space audits. Possessing quantitative and qualitative metrics, along with appropriate benchmarks, assists all management Levels (I-III) to optimize the use of research space. Productivity measures and benchmarks for research space are expected to vary between and among disciplines. Financial measures are expected to be one part of the overall assessment of research space productivity. Financial measures may include but are not limited to: total external research award dollars $ per net assignable square foot (NASF), total external research expenditure dollars $ per NASF, and indirect cost recovery dollars $ per NASF. Non-financial measures of research productivity may include but are not limited to: number of refereed publications and books completed or in process, number of citations of published research publications in process, number of graduate students engaged, number of undergraduate students engaged, and other metrics as deemed relevant by the Unit Administrator. These and other factors may be weighted or un-weighted within departments and colleges. Because of expected inter-annual variability in research productivity, a five-year moving average will be employed as the unit of research observation.

10. Allocation/Reallocation Procedure
    10.1. Initial (and subsequently altered) productivity measurement schemes at Level I must be communicated to and approved by the Level II administrator and the USC. Productivity measurement schemes at Level II and Level III must be approved by the USC. This process is intended to provide effective communication and reasonable alignment of approaches. IPAR will assemble, aggregate, maintain, and communicate all necessary research space/productivity data. A five-year report of productivity of individual research spaces (for Level I analysis by chairs and directors), departmental/unit research spaces (for Level II analysis by deans), and college research spaces (for Level III analysis by the USC) will be prepared by IPAR with assistance from Levels I and II.
    10.2. All research space requests for allocation or reallocation are initiated through IPAR’s existing Space Allocation Request Portal. These entries can include space requests for new research programming or a change of existing use (to/from research). These requests typically are initiated by Level I or Level II administrators and provide necessary communication of space use in order to keep the inventory current and accurate. The USC must approve Level III requests. The key considerations for space managers at each level are included above (see 3).
    10.3. Whenever a research space is deemed unproductive (falls below the 20th percentile of productivity at any space management Level (see 2.3) as a result of the five-year report, it is eligible to be reviewed for possible reallocation at that Level. Each Level must document and
communicate expectations and measures for productivity to the next appropriate Level and IPAR.

10.4. Reallocation at Level I normally involves a chair’s reallocation between researchers within a department or unit. Reallocation at Level II normally involves a dean’s reallocation of research space between departments. Given its authority, the USC will hear and reconcile any disputes that are not negotiated successfully at Levels I and II. Level III reallocations by the USC must consider financial and non-financial measures of research productivity. Before any Level III allocation/reallocation is accomplished, a site visit and hearing of affected units will be conducted by the USC. Current research space occupant(s) will be provided with at least a six months notice of intended reallocation, except as approved by the chancellor or his or her designee because of exceptional circumstances meriting more immediate reallocation, including but not limited to abuse or abandonment of the space by the space occupant, threats to health or safety, or when change is mandated to ensure compliance with applicable law.

11. Research Space Assignment Record Keeping:
   11.1. Space allocations for research are subject to review for private business use in accordance with applicable IRS regulations and IRS Publication 4077. The Department, Unit, office responsible for assignment must maintain records that state how the space is being used so that private business use can be reviewed and analyzed on an annual basis by Financial Services’ Office of Compliance Management.

Resolution #16-40
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Changes in the Categories to Change Grades via Banner, as follows:

The Admission and Retention Policy Committee has reviewed the options available to change a student’s grade via Banner and have suggestions for more appropriate names. We request changes of categories on the following change of grade options:

<table>
<thead>
<tr>
<th>Current option</th>
<th>Proposed Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Correction</td>
<td>Calculation Error</td>
</tr>
<tr>
<td>Entry Error</td>
<td>Entry Error</td>
</tr>
<tr>
<td>Late Reported (NR)</td>
<td>Late Grade Submission</td>
</tr>
<tr>
<td>Removal of Incomplete</td>
<td>Removal of Incomplete</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>Other Reason</td>
</tr>
</tbody>
</table>

Please note the committee wishes the suggested categories to remain in the order listed above.

Resolution #16-41
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

The Academic Awards Committee is charged with recommending policies and procedures governing the granting of awards for meritorious teaching, research and scholarship of engagement. The Committee will review all awarding policies and procedures in the upcoming year and bring forward to
the Faculty Senate in January 2017 revisions to both the process and submission requirements of each award. Prior to that undertaking, and in an effort to address ongoing concerns from faculty and administration about the number of faculty members awarded multiple awards in a given year, the Committee requests approval of the below new policy that will go into effect immediately and involve 2016/2017 awards for meritorious teaching that the Committee oversees:

“While faculty members may self-nominate or be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.”

Resolution #16-42
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: May 31, 2016

Rename and add to the ECU Faculty Manual, Part VI, Section IV. Student Privacy and Conduct, subsection III. entitled Student Complaints, as follows:

Rename Part VI, Section IV. Student Privacy and Conduct to read:
Student Privacy, Conduct, and Complaints

Add new subsection III. as follows:

“III. Student Complaints
East Carolina University (ECU) is committed to maximizing student success and providing the highest quality educational experience. In general, the investments that faculty and students make in assuring this excellence are part of ECU’s academic culture and are carried out in a very positive learning environment. Occasionally and for varied reasons, the experience can be negative. While this is a relatively rare event, ECU will provide a respectful and responsive avenue for students to lodge complaints concerning the performance of an instructor. In addition, ECU must consider due process in notifying instructors of such complaints and in permitting appropriate responses.

Complaints from students whose identity is known by a chair, dean or other administrative officer of the University will be properly investigated. Confidential student educational records, including student complaints containing personally identifiable information, shall remain confidential to the extent required by applicable law, including the Family Educational Rights and Privacy Act (FERPA). This may require disclosure of some or all of an otherwise confidential student education record when rights protected by Due Process are at stake, as in situations where the results of a disciplinary proceeding could adversely impact an instructor’s property interests, such as potential loss of tenure or termination of an instructor on a fixed term contract prior to expiration of the term. Complaints containing personally identifiable information from students whose identities are known by a chair, dean or other administrative officer of the University shall not be considered part of a “secret file,” or “obtained from an anonymous source.” Evaluations of an instructor’s performance may include supervisor opinions based on observations and investigations prompted by such student complaints, so long as the content of the complaint is disclosed to the subject instructor at the initiation of the complaint, to the extent allowed by applicable law.
These provisions apply to those complaints by students about instructors received by unit (or other) administrators that are not covered by specific institutional policies, rules and regulations, such as those relating to academic integrity violations, grade disputes, sexual harassment, or any type of alleged discrimination. In general, the types of complaints covered by these provisions relate to violations of the reasonable expectation of students for a respectful, organized, and productive learning experience.

These provisions apply when a chair/unit (or other) administrator receives a verbal or written complaint from a student whose identity is known to the chair/unit (or other) administrator. The complaint may come directly from a student, a group of students, or from the Office of the Dean of Students, which maintains a student grievances and inquiries policy. If the complaint is against a Chair/unit Administrator, then the next higher-level administrator assumes the role of Chair/unit administrator in this process. Each step should be executed in a timely fashion (generally no more than five working days).

If the complaining student is willing to be identified to the instructor, a FERPA/Buckley waiver should be administered. A copy of any signed FERPA/Buckley waiver should be forwarded to the Registrar for inclusion in the student’s permanent file.

If the student is unwilling to be identified to the instructor, but is known to the unit administrator, protection of personally identifiable information about the student will be maintained to the extent required by law.

Upon receipt of a complaint the Chair/unit administrator will investigate the complaint and engage in fact finding. The Chair/unit administrator will first meet with the complaining party and then with the instructor in question, but personally identifiable information regarding the student will not be revealed to the instructor at this stage unless the student has signed a FERPA/Buckley waiver.

If warranted, the Chair/ unit administrator will initiate other actions to investigate the complaint, e.g., visiting class, inspecting the syllabus, and examining grading records. The investigation may continue even if the student withdraws the complaint.

If the complaint is substantiated, then a form/letter documenting, to the extent allowed by law, the investigation and its resolution will be included in instructor’s personnel file. Typically, a copy of the student complaint or an administrator’s record of a verbal complaint, redacted to remove all personally identifiable information about the student, will be one of the items placed in the file. The instructor will receive timely notification of the addition to his or her personnel file and will be advised of his or her right to include a response in the personnel file, and of potential avenues for appeal as outlined in Part XII, Section I of the Faculty Manual. Disclosure of some or all of an otherwise confidential student education record may occur when rights protected by Due Process are at stake, such as those instances where the results of a disciplinary proceeding could adversely impact an instructor’s property interests.

If the complaint is not substantiated, this resolution is communicated to the instructor and the complaining party without inclusion of any record in the personnel file. At the option of the instructor, documentation, to the extent allowed by law, of this resolution may be placed in the personnel file. The student may contact the next higher administrator (usually the dean) with concerns or questions.”
Resolution #16-43
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: not applicable

Postponed action on the proposed addition to the *ECU Faculty Manual*, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, Subsection III. entitled Faculty Presence until the September 6, 2016 Faculty Senate meeting.

Resolution #16-44
Approved by the Faculty Senate: April 19, 2016
Approved by the Chancellor: not applicable (Chancellor’s comments)

Resolution of support for the current Nondiscrimination policy at East Carolina University, as follows:

Whereas, North Carolina House Bill 2 [1] states that Public agencies shall require every multiple-occupancy bathroom or changing facility to be designated for and only used by persons based on their biological sex; and

Whereas, North Carolina House Bill 2 defines biological sex as “The physical condition of being male or female, which is stated on a person's birth certificate;” and

Whereas, North Carolina House Bill 2 excludes sexual orientation, gender identity, and military status in the regulation of discriminatory practices; and

Whereas, the North Carolina Senate Judiciary IV Committee considering House Bill 2 could not agree [2] on the definition of gender identity, with one of the bill sponsors claiming that gender identity refers to one's biological sex based on the birth certificate; and

Whereas, The U. S. Employment Non-Discrimination Act of 2013 prohibits covered entities (employers, employment agencies, labor organizations, or joint labor-management committees) from engaging in employment discrimination on the basis of an individual's actual or perceived sexual orientation or gender identity; and

Whereas, The U. S. Equal Employment Opportunity Commission [3] considers it discriminatory to deny an employee equal access to a common restroom corresponding to the employee's gender identity; and

Whereas, transgender youth have a high suicide rate that is exacerbated by lack of access to bathroom facilities corresponding to their gender identity [4], and in the Charlotte area there have been two recent suicides of transgender youth ages 16 and 18; and

Whereas, North Carolina may lose considerable economic benefits including the possible loss of federal funds due to violations of Title IX of the Education Amendments of 1972 and/or Title VII of the Civil Rights Act of 1964; and

Whereas, East Carolina University, as an institution dedicated to the free and respectful exchange of ideas and the ideal that a diversity of experiences and perspectives enriches our community, has a moral mandate to protect our entire community;

Therefore, Be It Resolved That the Faculty Senate recommends that in its Nondiscrimination policy, East Carolina University uses the definition of gender identity as one’s inner sense of one’s own gender, which may or may not match the sex assigned at birth, and
Be It Further Resolved That the Faculty Senate recommends that sexual orientation, gender identity, and veteran status continue to be included as protected classes in the East Carolina University Nondiscrimination policy, which includes in part as quoted here:

“9.1.1. East Carolina University prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.”


Resolution #16-45
Approved by the Faculty Senate: September 6, 2016
Approved by the Chancellor: not applicable

ECU Faculty Senate’s full support of the UNC Faculty Assembly resolution 2017-1 on the governance implications of North Carolina Session Law 2016-94.

Resolution #16-46
Approved by the Faculty Senate: September 6, 2016
Approved by the Chancellor: not applicable

Faculty Senate consideration of proposed addition to the ECU Faculty Manual, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, Subsection III. entitled Faculty Presence moved from September 2016 to October 2016.

Resolution #16-47
Approved by the Faculty Senate: September 6, 2016
Approved by the Chancellor: October 5, 2016

Curriculum and academic matters contained in the Undergraduate Curriculum Committee’s meeting minutes of April 21, 2016, including curriculum action within the College of Engineering and Technology.

Resolution #16-48
Approved by the Faculty Senate: September 6, 2016
Approved by the Chancellor: October 5, 2016
Curriculum and academic matters contained in the Service Learning Committee’s meeting minutes of 
April 12, 2016, including approval of service learning (SL) designation (with an asterisk) for KINE 
4500 within the College Health and Human Performance.

Resolution #16-49
Approved by the Faculty Senate: October 4, 2016
Approved by the Chancellor: not applicable

Recommit the proposed addition to the ECU Faculty Manual, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, Subsection III. entitled Faculty Presence to the Faculty Governance Committee for additional review prior to bringing something back to the Senate later in the year.

Resolution #16-50
Approved by the Faculty Senate: October 4, 2016
Received by the Chancellor: November 17, 2016

Formal faculty advice on curriculum and academic matters acted on and recorded in the September 19, 2016, Graduate Council minutes, including curriculum action items (GC 15-29) within the Graduate Curriculum Committee meeting minutes from March 30, 2016, and April 13, 2016 including items from the Department of Recreation and Leisure Studies, Department of Educational Leadership, and the Department of Political Sciences. Programmatic actions within the Graduate Curriculum Committee meeting minutes of March 30, 2016 were forwarded to the Educational Policies and Planning Committee (EPPC), and included a proposal of New Graduate Certificate: Dual Language Immersion Administration (DLI) and New Concentration: DLI Concentration in Educational Specialist in Administration in the Department of Education. In addition, policy matters acted on and recorded in the September 19, 2016, Graduate Council minutes, including policy action item (GC 15-30), changes to the Graduate Catalog policy on “Disruptive Academic Behavior”, from “Students removed from a course under this policy will receive a grade of drop” according to university policy” to “Students removed from a course under this policy will receive a grade of “W” according to university policy”.

Resolution #16-51
Approved by the Faculty Senate: October 4, 2016
Approved by the Chancellor: November 17, 2016

Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s meeting minutes of January 11, 2016, removing WI designation from READ 4534; meeting minutes of March 14, 2016, removing WI designation from WOST 3500 and WOST 4200; and meeting minutes of September 12, 2016, removing WI designation from NURS 4420, NURS 4440, NURS 4910 and IENG 2020.

Resolution #16-52
Approved by the Faculty Senate: October 4, 2016
Approved by the Chancellor: November 17, 2016
Curriculum and academic matters contained in the Undergraduate Curriculum Committee’s meeting minutes of September 22, 2016 including curricular actions within the Colleges of Allied Health Sciences, Business, Fine Arts and Communication, Engineering and Technology and Departments of Philosophy and Religious Studies, Chemistry and Interdisciplinary Program in Russian Studies.

Resolution #16-53
Approved by the Faculty Senate: October 4, 2016
Approved by the Chancellor: November 17, 2016

Rescind the moratorium on consideration of courses for foundations credit that was approved by the Faculty Senate and approved by the Chancellor on December 8, 2015 (#15-90 below).

Resolution #15-90
Recommendation that a moratorium on consideration of courses for Foundations credit be instituted effective January 1, 2016 and lasting until January 1, 2017. The moratorium does not apply to revisions to courses that already carry foundations credit.

Resolution #16-54
Approved by the Faculty Senate: October 4, 2016
Approved by the Chancellor: November 17, 2016  (with edit)

Revised Department of Chemistry Unit Code of Operation.

Resolution #16-55
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016

Approval of the Fall 2016 Graduation Roster, including honors program graduates.

Resolution #16-56
Approved by the Faculty Senate: November 1, 2016
Received by the Chancellor: December 14, 2016

Formal faculty advice on revised Reimbursable Travel for Non-State Employees PRR to include no recommended changes.

Resolution #16-57
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of October 24, 2016, removing WI designation from JUST 3200,
renumbering WI courses for IDSN 2700 to IDSN 2103 and IDSN 2750 to IDSN 2203 and removing from catalog WI IDSN 4750.

Resolution #16-58
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: not applicable

Revisions to the 2017 Research/Creative Activity Awards Guidelines.

Resolution #16-59
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of October 17, 2016 including Global Diversity credit for FREN 3443 Special Topics in the Culture of France, FREN 3444 Special Topics in Francophone Cultures of the World and Nursing 4220, Perspectives in International Community Health.

Resolution #16-60
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: not applicable

Revised title of the East Carolina Peer Observation of Teaching Instrument for Non Tenured and Fixed Term Faculty.

Resolution #16-61
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016

Recommendation on Survey of Student Opinion of Instruction Instrument.

Resolution #16-62
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016

Revisions to the BSUS Faculty Oversight Committee Manual and Guidelines.

Resolution #16-63
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: December 14, 2016
Curriculum and academic program matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of October 21, 2016 including proposed new graduate certificate in Dual Language Immersion (DLI) Administration within the Department of Educational Leadership, College of Education; program review revision response for the Certificate Programs in (1) Health Informatics, (2) Health Care Administration, and (3) Health Care Management within the Department of Health Services and Information Management, College of Allied Health Sciences; program review revision response for the Interdisciplinary Program in African and African American Studies within the College of Arts and Sciences; program review revision response for the BA/BS in Multidisciplinary Studies within the College of Arts and Sciences; and program review revision response for the MA in International Studies within the College of Arts and Sciences.

Resolution #16-64
Approved by the Faculty Senate: November 1, 2016
Approved by the Chancellor: not applicable

Resolution on Freedom of Speech.

Resolution #16-65
Approved by the Faculty Senate: December 6, 2016
Received by the Chancellor: January 20, 2017

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of November 7, 2016 including discussion on the levels of approval for curricular and program changes and a request for a review of the approval processes.

Resolution #16-66
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of October 27, 2016 including curricular actions within the College of Business, School of Art and Design and Departments of Sociology, Political Science and International Studies Program.

Resolution #16-67
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of November 10, 2016 including the redistribution of foundations/general education credits and discussion on the levels of approval for curricular and program changes and review of the approval processes.

Resolution #16-68
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of November 17, 2016 including continued redistribution of foundations/general education credits and curricular actions within the School of Art and Design, Departments of History and Geography, Planning and Environment and the College of Health and Human Performance.

Resolution #16-69
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of November 14, 2016 including restoration of writing intensive (WI) designation for CSCI 3030 and CSCI 4710.

Resolution #16-70
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum matters acted on and recorded in the Service Learning Committee meeting minutes of November 8, 2016 including removal of service learning (SL) designation for NURS 4210 and adding it to NURS 4211.

Resolution #16-71
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum and academic program matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of November 11, 2016 including a revised program degree title from Sustainable Tourism (MS-ST) to Sustainable Tourism and Hospitality (MS-STH) in the School of Hospitality Leadership within the College of Business and a revised PhD degree title from Communication Sciences and Disorders to Rehabilitation Sciences and the establishment of a concentration entitled Communication Sciences and Disorders within the College of Allied Health Sciences.

Resolution #16-72
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: not applicable

2017-2018 Faculty Senate and Agenda Committee Meeting Dates, as follows:

<table>
<thead>
<tr>
<th>Agenda Committee</th>
<th>Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29, 2017</td>
<td>September 12, 2017</td>
</tr>
</tbody>
</table>
Resolution #16-73
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Curriculum matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of November 21, 2016 including general education humanities credit for FORL 1551, Introduction to Russia, Land of the Firebird and FORL 2220, Sci-Fi: East and West and domestic diversity credit for SPAN 3003, Spanish for Heritage Speakers.

Resolution #16-74
Approved by the Faculty Senate: December 6, 2016
Approved by the Chancellor: January 20, 2017

Resolution on Continued Consideration of New Survey of Student Opinion of Instruction Instrument, as follows:

Whereas, the General Education and Instructional Effectiveness Committee will, no later than the March 28, 2017 Faculty Senate meeting, recommend to the Faculty Governance Committee a revision of the ECU Faculty Manual policy on teaching evaluation (Part VIII, Section I, subsection III, 1.e.); and

Whereas, the General Education and Instructional Effectiveness Committee will, no later than the March 28, 2017 Faculty Senate meeting, recommend to the Faculty Senate adoption of the new Survey of Student Opinion of Instruction (as amended by the Faculty Senate) for ongoing use beginning the Fall 2017 semester.

Therefore Be It Resolved, that the survey of student opinion of instruction instrument “Survey Form One: Standard Course Evaluation,” which was used in the pilot study and in Fall 2016, with any amendments approved by the Faculty Senate, be used in Spring 2017, and hereafter be referred to as “Survey of Student Opinion of Instruction” (SSOI).

Rationale:

・ This provides the Senate with another opportunity (in March 2017) to amend the form after reviewing the results of using the form Fall 2016 and prior to considering the form for ongoing use, and
• Allows for the new form to be integrated into a package that recommends revisions in how teaching is evaluated for consideration by the Faculty Governance Committee.

Resolution #17-01
Approved by the Faculty Senate: January 24, 2017
Approved by the Chancellor: not applicable

East Carolina University Faculty Senate endorsement of UNC Faculty Assembly Resolution 2017-2 on Faculty Compensation (Approved by the UNC Faculty Assembly January 06, 2017) as follows:

Whereas, Faculty and Staff constitute the core of the educational mission of the UNC system; and

Whereas, Faculty and Staff are those most directly involved in improving admissions, retention and student success; and

Whereas, Faculty and Staff have barely received minimal increase in compensation over the past 10 years at a rate that trails far behind inflation; and

Whereas, Market-driven starting salaries for new faculty and staff continue to create salary compression, and, at times, inversions, for those faculty with more longevity of service; and

Whereas, Faculty salaries should be compared to those in other professions that required intensive academic background, such as physicians; and

Whereas, the ratio of salary compensation between Tier 1 administrators and faculty/staff continues to increase at a dramatic rate; and

Whereas, the success of the Strategic Plan depends entirely on the work of faculty and staff; and

Whereas, there are considerations to provide substantial incentives for chancellors based on success of the Strategic Plan while the work is actually accomplished by faculty and staff,

Resolved, That General Administration include as an utmost priority on the legislative agenda a request for across-the-board salary increases for all faculty and staff; and

Resolved, that in addition, General Administration also inserts as a priority on the legislative agenda a request for merit increases and replenishment of the faculty retention fund.

Resolution #17-02
Approved by the Faculty Senate: January 24, 2017
Approved by the Chancellor: not applicable

East Carolina University Faculty Senate endorsement of UNC Faculty Assembly Resolution 2017-3 on Southern Associations of Colleges and Schools Commission on Colleges Compliance (Approved by the UNC Faculty Assembly January 06, 2017) as follows:
Whereas, the Southern Associations of Colleges and Schools Commission on Colleges (SACSCOC) requires integrity to govern the operation of institutions and that those institutions provide evidence of and information on practices that might not be in compliance with the Principles of Accreditation; and

Whereas, the Commission requires that the operating boards of such institutions may not be controlled by a minority of board members or by organizations or interests separate from it; and

Whereas, the Commission requires that the legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: the institution’s mission; the fiscal stability of the institution; and institutional policy; and

Whereas, the Commission requires that the governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence; and

Whereas, the North Carolina General Assembly (NCGA) and the UNC system Board of Governors (BOG) have engaged in practices that appear to violate these and other governance principles established by the Commission on Colleges; and

Whereas, these system-wide practices may result in lack of compliance of the individual institutions of the UNC system with the Principles of Accreditation;

Resolved, That UNC Faculty Assembly has serious concerns about the implications of the actions of the NCGA and the BOG.

Compliance issues with the standards set forth by SACSCOC are listed below:

<table>
<thead>
<tr>
<th>BOG Actions</th>
<th>Action Type</th>
<th>SACSCOC</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Post Tenure Review</td>
<td>UNC Code Change 400.3.3</td>
<td>3.7.5</td>
<td>Policies changed system-wide in spite of opposing resolutions from the campuses</td>
</tr>
<tr>
<td>2 Chancellor searches</td>
<td>UNC Code Change 300.1.1(II.A.4)</td>
<td>3.2.1</td>
<td>BOG members are now active participants on CEO searches</td>
</tr>
<tr>
<td>3 Research centers</td>
<td>UNC Code Change 400.5<a href="II.E">R</a></td>
<td>3.7.5</td>
<td>Campus management prerogatives were abrogated, several centers were dissolved for reasons other than those publicly stated</td>
</tr>
<tr>
<td>4 President search</td>
<td>UNC Code Change 200.3</td>
<td>3.2.1</td>
<td>Policies for president searches changed over BOG and Faculty Assembly objections</td>
</tr>
<tr>
<td></td>
<td>NCGA Actions</td>
<td>Action Type</td>
<td>SACSCOC</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5</td>
<td>Legislators in attendance at BOG meetings</td>
<td>Law violation NC GS 116-7(b), 116-10, 116-11 (2)</td>
<td>3.2.4 , 2.2</td>
</tr>
<tr>
<td>6</td>
<td>“Packed” BOG</td>
<td>Violation of historical precedent</td>
<td>3.2.4, 3.2.2</td>
</tr>
<tr>
<td>7</td>
<td>Legislators sitting at the table at BOG meetings</td>
<td>Law violation NC GS 116-7(b), 116-10, 116-11(2)</td>
<td>3.2.4, 2.2</td>
</tr>
<tr>
<td>8</td>
<td>President search interference</td>
<td>Law Change Session law 2015-300; NC GS 116-14</td>
<td>3.2.4, 3.2.1 2.2</td>
</tr>
<tr>
<td>9</td>
<td>Board term limit interference</td>
<td>Law Change Session Law 2015-300; NC GS 116-6(e)</td>
<td>3.2.2</td>
</tr>
<tr>
<td>10</td>
<td>SAE Fraternities</td>
<td>Law Change 2013-413 PART II SECTION 6(c); 116-40.11</td>
<td>3.2.4, 2.2</td>
</tr>
<tr>
<td>11</td>
<td>Laws enacted affecting admission standards, tuition, fees.</td>
<td>Law Changes Session law 2016-94 PART IX. UNIVERSITIES; NC GS 116</td>
<td>3.2.2</td>
</tr>
<tr>
<td>12</td>
<td>Lab schools. Unfunded mandate to create 8 lab schools at 8 campuses</td>
<td>Law Change, Session law 2016-94 PART IX. UNIVERSITIES, SECTION 11.6.(a); Law violation, NC GS 116-11 (2)</td>
<td>3.2.2</td>
</tr>
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</tr>
<tr>
<td>13</td>
<td>&quot;Collaboratory&quot;</td>
<td>Law violation, NC GS 116-11 (2), and (9)a; UNC Code violation</td>
<td>3.2.4, 3.2.2</td>
</tr>
<tr>
<td>14</td>
<td>Chapel Hill fine reversal</td>
<td>Law violation, Session law 2016-94 SECTION 11.9; NC GS 116-11 (2); Constitutional violation, NC Constitution Article II Section 24 (1)(i)</td>
<td>3.2.2</td>
</tr>
<tr>
<td>15</td>
<td>Trustees selection</td>
<td>Law change, Session law 2016-126 PART II SECTION 35; NC GS 116-31; Constitutional violation, NC Constitution Article IX Section 8</td>
<td>3.2.4, 2.2</td>
</tr>
</tbody>
</table>

2.2 Governing Boards  
3.2.1 CEO Evaluation/selection  
3.2.2 Governing Board Control  
3.2.4 External Influence on governing Boards  
3.2.6 Board/Administration distinction  
3.7.5 Faculty Governance  

*Actions of concern are listed in chronological order.*
and recorded in the Graduate Council's meeting minutes of December 5, 2016, including (GC 15-34)
Graduate Assistant eligibility policy revision for Admit by Exception (AE) students.

Resolution #17-04
Approved by the Faculty Senate: January 24, 2017
Approved by the Chancellor: February 28, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum
Committee meeting minutes of December 8, 2016, including curricular actions within the History,
Criminal Justice, and Interior Design and Merchandising departments and the Construction
Management, Engineering, English (Second Language), Science Education, Special Education
(Adapted Curriculum), Special Education (General Curriculum) and University Studies BS programs
and meeting minutes of December 15, 2016, including curriculum actions within the English, Special
Education, Foundations and Research, Addictions and Rehabilitation Studies departments.

Resolution #17-05
Approved by the Faculty Senate: January 24, 2017
Approved by the Chancellor: February 28, 2017

Curriculum matters acted on and recorded in the Service Learning Committee meeting minutes of
December 13, 2016, including service learning (SL) designation for SPED 3003: Academic Instruction
for Students in the Adapted Curriculum and MGMT 4272: Family Business.

Resolution #17-06
Approved by the Faculty Senate: January 24, 2017
Approved by the Chancellor: February 28, 2017

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning
Committee meeting minutes of December 9, 2016, including request to revise MS in Rehabilitation
and Career Counseling (increasing the required semester hours) in the Department of Addictions and
Rehabilitation Studies within the College of Allied Health Sciences; request to discontinue
undergraduate certificate in Atmospheric Science and establish an undergraduate minor in
Atmospheric Science in the Department of Geography, Planning and Environment within the College
of Arts and Sciences; request to establish new concentrations in the BS in Political Science: (1)
Campaigns, Elections, and American Politics; (2) Pre-Law; (3) International Relations/Comparative
Politics; (4) Public Administration/Policy & State and Local Government in the Department of Political
Science within the College of Arts and Sciences; request to establish an undergraduate certificate in
Professional Selling in the Department of Marketing and Supply Chain Management within the
College of Business and a revised response to a program review of the PhD in Biochemistry in the
Department of Biochemistry and Molecular Biology within the School of Medicine and meeting
minutes of January 13, 2017, including requests to deliver existing programs via DE – MS in
Sustainable Tourism and Hospitality within the School of Hospitality Leadership in the College of
Business and a BS in Health Information Management within the Department of Health Services and
Information Management in the College of Allied Health Sciences, approval of a new Dual Language
Immersion (DLI) Administration Concentration in the Educational Specialist (EdS) in Educational
Administration and Supervision within the Department of Educational Leadership in the College of
Education and discussion of the revised Academic Program Review Guidelines and revised processes for curricular and programmatic changes. (Proposed revisions to the ECU Faculty Manual, Part VI, Section VII. Curriculum Procedures and Academic Program Development will be brought forward to the Senate later in the Spring.)

Resolution #17-07
Approved by the Faculty Senate: January 24, 2017
Received by the Chancellor: February 28, 2017

Formal faculty advice on the Temporary Variable Incentive (TVI) Plan for Sponsored Activities with recommended changes highlighted below.

Related Policies: UNC Board of Governors Policy 300.2.14
https://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=319&added=1
East Carolina University Policy on Non-Salary and Deferred Compensation for Employees Exempt from the Human Resources Act

1. Introduction/Purpose
   In compliance with the UNC Policy Manual 300.2.14, “Nonsalary and Deferred Compensation”, ECU’s “Non-Salary and Deferred Compensation Policy for Employees Exempt from the Human Resources Act (EHRA)” exempts compensation that is authorized and paid in accordance with a faculty practice plan and/or faculty incentive pay plan including, but not limited to, this Temporary Variable Incentive (TVI) Plan for Sponsored Activities (the “Plan”), as approved by the Chancellor and the ECU Board of Trustees, and, if/as necessary, duly reported to the UNC Board of Governors. This Plan is a performance-based incentive program intended to support recruiting and retaining faculty who are particularly productive at obtaining external grant awards that recover, or lapse, state-appropriated salary support, which can be reallocated to support the academic enterprise.

2. Notice of Nondiscrimination and Affirmative Action
   Administration of the TVI Plan for Sponsored Activities shall be consistent with ECU’s Notice of Nondiscrimination and Affirmative Action Policy. To assess for adverse impact, statistical analyses will be conducted annually by the Office for Equity and Diversity.

3. Definitions
   Institutional Base Salary (IBS) – the annual compensation set and approved by ECU for individuals holding faculty appointments and paid at the direction of the university from all approved salary sources through the ECU payroll and/or the payroll of the affiliated clinical practice plans. The IBS must be included and accounted for as part of the ECU institutional effort reporting and, therefore, includes compensation from state appropriations and extramural grants and contracts to the university and excludes temporary compensation such as supplements, stipends, performance and lump sum bonus payments, honoraria, housing allowances and reimbursement payments.
Temporary Variable Incentive (TVI) – A temporary increase in compensation to recognize and incentivize exceptional performance in achieving productivity targets in the area of scholarly and extramurally-funded activity/research. TVI does not affect the Institutional Base Salary.

Adjusted Aggregate Salary Recovered – The state salary recovered from assigning effort to an extramural funding source, less any funds paid by the unit to directly enable the faculty member to undertake the activity paid from extramural funds (e.g., buy-out of regularly assigned courses). If the employee meets all regularly assigned teaching, service, and scholarship responsibilities, there is no adjustment to the aggregate salary recovered.

Grant and Contract Reassign Time Funds (GCRT) – State appropriated salary compensation recovered as a result of effort assigned to extramurally funded projects and converted to operating funds.

4. Justification
The TVI aligns with UNC and ECU strategic plans by providing financial incentive to 1) recruit and retain the faculty that are competitive for extramural funding, and 2) incentivize pursuit of extramural funding that covers direct programmatic costs, recovers a portion of indirect (i.e., Facilities and Administration (F&A)) costs, and offsets state appropriated salary that can be converted to operating funds (i.e., GCRT).

5. Eligibility
Faculty covered by this Plan include full-time tenured, tenure track, and fixed term faculty. To be eligible to participate, the faculty member must recover salary normally paid from state appropriations by assigning effort to extramural funding, including grants and contracts in support of research, instruction, and service. Eligible faculty members may elect to enroll in this Plan; participation is not compulsory. Distribution of TVI and GCRT are mutually exclusive (see Section 8 below), and faculty members should consider the potential impact of TVI payments on return of GCRT funds to their programs when enrolling in the TVI plan. Faculty members must enroll no later than the start of each fiscal year quarter (i.e., first day of the month) if they are to participate in the Plan for the respective quarter. Requests for TVI payments are made through the Chair or Director of the faculty member’s administrative home (i.e., department or school). Final approval for the amount of TVI funds distributed to a faculty member under the Plan resides with the Dean of the faculty member’s administrative home and must take into account the faculty member’s performance across all of their assigned duties. Only faculty members who are satisfactorily performing all assigned duties as determined by their immediate supervisor are eligible. Only faculty members with exemplary performance across all of their assigned duties are eligible. Exemplary performance must be documented in faculty annual evaluations, progress towards tenure evaluations, and post-tenure review evaluations. Overall excellence performance must be reviewed and confirmed by the unit’s personnel committee prior to enrolling in the TVI Plan.

6. Quality of the Activity
Awarding of grants and contracts is a highly competitive process involving internal approval prior to submission of the proposal, and extensive documentation and critical review by the sponsor. To ensure a high level of confidence in the review processes and quality of the sponsored activity, the Vice Chancellor for Research, Economic Development, and Engagement (REDE) will maintain a standard list of accepted grantors for purposes of TVI (e.g., National Institutes of Health, National Science Foundation, Department of Defense, Department of Energy, Department of Education, National Endowment for the Arts, National Endowment for Humanities,
 Requests to have sponsors added to the list must be submitted to and approved by the Vice Chancellor for REDE prior to enrolling in the TVI plan. For sponsors on the standard list, no further internal review of the quality of the funded activity is required.

7. Formula
The amount of TVI that a faculty member can receive is based on the amount of state salary that is recovered and the faculty member's IBS. A graduated performance scale is applied to encourage greater salary recovery and to provide a uniform supplemental compensation plan.

<table>
<thead>
<tr>
<th>Adjusted Aggregate Salary Recovered</th>
<th>Maximum Total Supplement Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 15% but &lt; 25%</td>
<td>5% above IBS</td>
</tr>
<tr>
<td>≥ 25% but &lt; 35%</td>
<td>10% above IBS</td>
</tr>
<tr>
<td>≥ 35% but &lt; 50%</td>
<td>15% above IBS</td>
</tr>
<tr>
<td>≥ 50% Effort</td>
<td>20% above IBS</td>
</tr>
</tbody>
</table>

8. Exceptions
Distribution of GCRT and distribution of TVI to faculty members are mutually exclusive. In units that distribute GCRT to faculty generating the recovered salary, a faculty member’s GCRT distribution is reduced by an amount equivalent to the TVI received in that quarter. TVI is not additive to distributed GCRT.

The total distribution of TVI and GCRT related to an extramural funding source, inclusive of GCRT and TVI distributions to all faculty members associated with the award, will not exceed 50% of the total state appropriated salary recovered by effort assigned to that fund source.

Distribution of TVI and other performance-based payments linked to salary recovery under other plans, such as the Brody School of Medicine Temporary Variable Supplement Plan, are mutually exclusive.

The Chair or Director, and Dean may restrict distribution of TVI to employees for reasons including, but not limited to, disciplinary actions, repayment of previous investments such as recruitment or retention packages, and equity within and across units.

Resolution #17-08
Approved by the Faculty Senate: January 24, 2017
Received by the Chancellor with edits: February 28, 2017
Chancellor Approved Geological Sciences Unit Code: March 28, 2017
Chancellor Approved Foreign Languages and Literatures Unit Code: May 3, 2017

Revised Department of Foreign Languages and Literatures {edited version} and Department of Geological Sciences {edited version} Unit Codes of Operation.
Resolution #17-09
Approved by the Faculty Senate: January 24, 2017
Held for further study by the Chancellor: February 28, 2017 {comments}
Later resolved with Resolution #18-16 on March 26, 2018

Resolution in Support of the University Wellness Committee’s Efforts to Strengthen Tobacco Regulations at ECU as follows:

Whereas, the 2014-2019 Strategic Plan says, “We will model healthy lifestyles for the region. We will be a leader in workplace wellness.”

Whereas, tobacco-free campus policies are recommended by the American College Health Association to promote the health and wellness of faculty, staff, and students.

Whereas, tobacco-free campus policies can help students and employees overcome addiction to tobacco products.

Whereas, there is no safe level of secondhand smoke.

Whereas, compliance with a tobacco-free policy can be achieved largely through educational campaigns.

Whereas, over 1,100 campuses have successfully adopted tobacco-free campus policies across the United States. This includes 47 colleges and universities in North Carolina.

Whereas, among HLTH 1000 students in spring 2015, 69% reported that making “this campus completely tobacco-free” would have a somewhat positive or extremely positive impact on student quality of life.

Therefore, be it resolved, the Faculty Senate is supportive of efforts by the University Wellness Committee (UWC) to strengthen the campus’s smoking regulations.

Note: Currently smoking is banned within 25' of campus buildings on the Academic Affairs campus. On the Health Sciences campus, smoking is allowed only in designated smoking gazebos. The UWC is proposing a 100’ tobacco-free (including electronic nicotine delivery systems) regulation on the academic affairs campus (the maximum allowed by NCGS §143-599). The UWC is proposing to make the Health Sciences campus completely tobacco free (per NCGS §143-599, the Health Sciences campus is allowed to be completely tobacco free).

Be it further resolved that the goal of a tobacco-free campus policy is not to enforce punitive sanctions on students or employees but to model health, support quitting, and build a health promoting campus with compliance inspired by education and respect.

List of Campus Organizations Formally Supporting Stronger Tobacco Policies (January 10, 2017)

| Academic Library Services | Gamma Sigma Sigma |
Alpha Epsilon Delta
Alpha Phi Alpha Fraternity, Inc.
Ambassadors
American Medical Student Association
Black Student Union
Brody School of Medicine Council
Campus Recreation and Wellness
College of Health and Human Performance
College of Nursing
DanceAbility
Department of Anthropology
Department of Health Education and Promotion
Department of Kinesiology
Department of Psychiatry and Behavioral Medicine
Department of Psychology
Eta Sigma Gamma

Healthy Pirates
HOSA
National Society of Black Engineers
Preconception Educating Pirates (PEP) Squad
Public Health Organization
Relay for Life
School of Dental Medicine
School of Social Work
TEAM
Timmy Global Health

<table>
<thead>
<tr>
<th>Resolution #17-10</th>
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</thead>
<tbody>
<tr>
<td>Approved by the Faculty Senate: February 21, 2017</td>
</tr>
<tr>
<td>Received by the Chancellor: March 28, 2017</td>
</tr>
</tbody>
</table>

Formal faculty advice on the curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [January 23, 2017](#) including curriculum action items (GC 15-35) within the Graduate Curriculum Committee meeting minutes from [December 7, 2016](#), which included packages submitted by the Department of Computer Science, and the College of Nursing and programmatic actions within the meeting that were forwarded to the Educational Policies and Planning Committee (EPPC) and included revision of an existing degree: MS in Software Engineering, discontinuation of existing concentrations: Software Design and Development, Software Project Management and Quality Assurance, Software Testing in the Department of Computer Science within the College of Engineering and Technology; proposal of a new Post-Master’s Certificate: Psychiatric-Mental Health Nurse Practitioner, proposal of a New Concentration: MSN: Psychiatric-Mental Health Nurse Practitioner.

<table>
<thead>
<tr>
<th>Resolution #17-11</th>
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</thead>
<tbody>
<tr>
<td>Approved by the Faculty Senate: February 21, 2017</td>
</tr>
<tr>
<td>Approved by the Chancellor: March 28, 2017</td>
</tr>
</tbody>
</table>

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [January 12, 2017](#) and [January 26, 2017](#) which included curricular actions within Interdisciplinary Studies in the College of Arts and Sciences, Department of English, School of Theatre and Dance, Department of Political Science, Department of Foreign Languages and Literatures, Department of Biology and College of Education.
Resolution #17-12
Approved by the Faculty Senate: February 21, 2017
Approved by the Chancellor: March 28, 2017

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of February 10, 2017 including a proposed movement of BS University Studies undergraduate degree to the Harriot College of Arts and Sciences; proposed revision of MS in Software Engineering (discontinuation of existing concentrations (Software design and development; Software project management and quality assurance; Software testing) within the College of Engineering and Technology; proposed new post-master’s certificate entitled Psychiatric-Mental Health Nurse Practitioner and new concentration entitled MSN: Psychiatric-Mental Health Nurse Practitioner within the College of Nursing; proposed new undergraduate concentrations in the BS in Biochemistry: Biology, Chemistry and reducing total degree credit hours from 126 to 120 within the Department of Biology; Program Review Response for Gerontology and Substance Abuse Certificates within the School of Social Work; and Program Review Response for Department of Addictions and Rehabilitation Studies within the Department of Addictions and Rehabilitation Studies in the College of Allied Health Science.

Resolution #17-13
Approved by the Faculty Senate: February 21, 2017
Approved by the Chancellor: March 28, 2017

Revisions to the ECU Faculty Manual, Part VI, Section VII Curriculum Procedures and Academic Program Development, as follows:

(Revisions are noted in bold print and deletions in strikethrough.)

Program and curriculum development are faculty responsibilities. These program and curriculum changes will now be initiated, prepared, and presented for review through the Curriculog curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in ECU Faculty Manual, Part VI IV, Section VII (III). Three levels of approval have been identified and actions grouped according to the specific delegated authority of final approvals. Proposals governed by the policies and procedures of UNC General Administration (GA) and/or Southern Association of Colleges and Schools Commission on Colleges (SACS) will follow additional approval steps and will therefore take longer to proceed through the entire approval process. Instructions and training on specific procedures and documents for program and curriculum development proposals are available on the Curriculog Website. Consultation with the unit curriculum liaison, personnel in the Office of the Registrar, and personnel in Institutional Planning and Accreditation (IPA) is recommended at the onset of curriculum and program development.

Development of new academic degree programs and certificates is governed by the policies and procedures of the General Administration (GA). Consultation with the ECU Office of Academic Program Planning and Development, including resources from institutional research, is recommended.
before preparing program development requests. Instructions on specific procedures and documents for program and curriculum development proposals are available on the Office of Academic Program Planning and Development’s Web site.

The Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council, collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee (EPPC) of its recommendations to the Academic Council and to the dean of the Graduate School concerning graduate programs under consideration. The Offices of Continuing Studies and Distance Education and/or IPA process requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual will apply.

The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

A. Definitions

1. Degree Programs
   A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University’s academic program inventory (API) at the twelve six-digit CIP code level, with a unique GA identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the final approval of the by GA and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificates
   A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master’s, and post-doctoral levels. UNC-GA has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master’s) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Program planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLAs)
   These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at either the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for
academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction website.

4. Curriculum Development
Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

5. Program Development
Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.

B. Levels of Delegated Authority for Curriculum and Program Approval Process

Level I Curricular and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I are curricular and program changes that require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

The following are Level I Curricular Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

The following are Level I Program Changes:

1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
2. Revising titles of existing concentrations and minors
3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
4. Discontinuing a minor or concentration
5. Adding or removing thesis/non-thesis options of degree program

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home as these actions require EPPC review and some are reported to GA as indicated below.

Level II Curricular and Program Changes: Delegated authority to EPPC and Academic Council Level II changes are substantial curricular and program changes that require approval at the department, college or school and university levels including Undergraduate
Curriculum/Graduate Curriculum Committee and EPPC review prior to Senate review and approval by Academic Council. They require no approval by the Chancellor or by GA.

1. Moving a degree or certificate program
2. Proposing an integrated degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor
5. Moving a minor or concentration to a new academic home

**Level III Program Changes:** Require Chancellor Approval

Level III changes are also substantial program changes or proposals that require approval at the department, college/school and university levels, chancellor approval, and GA and/or SACS approvals or notifications.

EPPC review and GA and SACS approvals or notifications
1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program (two-phase process: planning and establishing)
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree
7. Revising degree or certificate credit hours
8. Changing a degree designation (e.g. MA to MS)

GA and SACS approvals or notifications only (no EPPC review required)
1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs. The following is the order for seeking campus approval for undergraduate curriculum changes (1000-4000-level):

- Curriculum committee of department/school in which the course(s) is/will be housed;
- Voting faculty of department/school in which the course(s) is/will be housed;
- Foundations Curriculum and Instructional Effectiveness Committee (if requesting Liberal Arts Foundations Curriculum credit or Diversity credit);
- Writing Across the Curriculum Committee (if requesting Writing Intensive credit);
- University Service Learning Committee (if requesting Service Learning credit);
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of department/school in which the course(s) is/will be housed;
- Curriculum committee of the college in which the course(s) is/will be housed;
- Council on Teacher Education (for Teacher Licensure Areas);
- Dean of the college in which the course(s) is/will be housed;
- University Curriculum Committee;
- Faculty Senate;
- Chancellor
The following is the order for seeking campus approval for graduate curriculum changes (5000-level and above):

- Curriculum committee of department/school in which the course(s) is/will be housed;
- Voting graduate faculty of department/school in which the course(s) is/will be housed;
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of department/school in which the course(s) is/will be housed;
- Curriculum committee of the college in which course(s) is/will be housed and TLA proposals to Council on Teacher Education;
- Dean of the college in which the course(s) is/will be housed;
- Graduate Curriculum Committee;
- Graduate Council;
- Chancellor

C. Program Development Approval Process

Program development includes creation of new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.

1. New Degree Programs

Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves two distinct phases:

Phase I: Planning (Request to Plan)
Phase II: Development (Request to Establish; curriculum development)

Program proposals on the ECU Academic Program Plan will be have first been presented in a campus-wide forums, with opportunities for questions and written feedback recommendations concerning inclusion. This means all new Requests to Plan undergo a rigorous, thorough campus-wide vetting process. New degree programs follow Level III processes/actions. The Request to Plan, which contains questions of full campus concern, will undergo the full Level III campus review. Once GA approves the plan, ECU has four months to submit the Request to Establish. The Request to Establish updates the Request to Plan, as well as curriculum and other materials that are the purview of unit faculty for administering the program. The Request to Establish will be approved through the appropriate academic units, the APD Collaborative Team, (an advisory body comprised of Undergraduate/Graduate Curriculum Committee chairs; EPPC chair; dean of the Graduate School; representatives from the Office of Continuing Studies and Distance Education, Institutional Planning and Accreditation, and Division of
Health Sciences; and the Chair of the Faculty); the EPPC; the Chancellor; and GA. Curriculum development, as part of new degree program development, will follow Level II vetting processes.

In Phase I, the appropriate planning documents are submitted to the following academic bodies and officers in the following order for approval:

- Curriculum committee of department/school in which the program is/will be housed;
- Voting faculty of department/school in which the program is/will be housed;
- Curriculum committee of the college in which program is/will be housed; TLA proposals to Council for Educator Preparation; on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only);
- Graduate Council for master's or doctoral programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

In Phase II, a request for authorization to establish (RAE) a bachelor's, master's, or doctoral program must be approved and submitted to UNC-GA within four months after the RAP is approved and UNC-GA issues an invitation to submit the RAE. The RAE package is developed in consultation with the Academic Program Development Collaborative Team, the Office of Academic Program Planning and Development, and resources from institutional research.

Curriculum development (in conjunction with new academic program development) is completed and is submitted with the RAE package to the following academic bodies and officers in the following order for approval:

- Curriculum committee of department/school in which the program is/will be housed;
- Voting faculty of department/school in which the program is/will be housed;
- For undergraduate curriculum only (with no RAE package required):
  - Foundations Curriculum and Instructional Effectiveness Committee (if requesting Liberal Arts Foundations Curriculum credit or Diversity credit);
  - Writing Across the Curriculum Committee (if requesting Writing intensive credit);
  - University Service Learning Committee (if requesting Service-Learning credit);
- Communicate with the appropriate chairperson(s), director(s), or dean(s) of the units and programs that may be directly or indirectly affected by the curriculum;
- Curriculum committee of the college in which program is/will be housed; TLA proposals to Council on Teaching Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor;
- External review (master's and doctoral programs only);
- Graduate or University Curriculum Committee as appropriate for degree level;
- Graduate Council (master's or doctoral programs only);
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

2. New Minors, Certificates, Concentrations; Degree Title Changes; Teacher Licensure Areas;
and Discontinuing Degree Programs
The following is the order for seeking campus approval for undergraduate or graduate minors, certificates, concentrations, degree title changes, teacher licensure areas, and discontinuing a degree program. (Discontinuing minors, certificates, concentrations, and teacher licensure areas are considered curricular actions.) The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

- Curriculum committee of department/school in which the program is/will be housed;
- Voting faculty of department/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate Council for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor (Once new teacher licensure areas are approved by the North Carolina State Board of Education, they must be submitted to UNC-GA.

3. Moving Degree Programs
The following is the order for seeking campus approval for moving a program.
- Curriculum committee of department/school in which the program is currently and will be housed;
- Voting faculty of department/school in which the program is currently and will be housed;
- Curriculum committee of the college in which program is currently and will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is currently and will be housed;
- Appropriate Vice Chancellor (for information purposes only)
- University Curriculum Committee or Graduate Curriculum Committee as appropriate for degree level;
- Graduate Council for graduate programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

2.4 Process Completion
The proposing academic unit, Institutional Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to GA and SACS as required. In collaboration with the Office of Academic Program Planning and Development, prepares the final version of undergraduate and graduate program requests for the chancellor’s consideration. Once the chancellor has made an affirmative decision, the Office of Academic Program Planning and Development submits the new program request and chancellor's communiqué to UNC-GA.
D. Academic Program Review
Every academic program is required to be reviewed as part of a seven year unit program evaluation. The unit Academic Program Review will be conducted according to the Procedures for Unit Academic Program Review 2015 Pilot Academic Program Review Guidelines. Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit’s operational and strategic planning.

(FS Resolution #12-50, March 2012)
(FS Resolution #14-62, May 2014)
(FS Resolution #15-63, May 2015)

Resolution #17-14
Approved by the Faculty Senate: February 21, 2017
Received by the Chancellor: March 28, 2017

Formal faculty advice on the proposed EHRA Recruitment Compliance Review Process Interim Regulation, with no formal changes being recommended.

<table>
<thead>
<tr>
<th>Policy</th>
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<tbody>
<tr>
<td>Title</td>
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<td>Chancellor</td>
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<tr>
<td>Contact</td>
<td>Associate Provost for Equity and Diversity, Office for Equity and Diversity, Phone: 252-328-6804</td>
</tr>
<tr>
<td></td>
<td>Director for Employment and Clinical Support Services, Department of Human Resources, Phone: 252-328-9897</td>
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<tr>
<td></td>
<td>Director of Immigration Services, Phone 737-4769 [for U.S. Department of Labor (DOL) recruitment requirements guidance]</td>
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Related Policies
ECU Equal Employment Opportunity Plan
Notice of Nondiscrimination and Affirmative Action Policy
EHRA Recruitment Compliance Review Process Standard Operating Practice ECU Faculty Criminal Background Check Policy and Procedures
ECU Criminal Background Checks for SPA/CSS and SAAO/Non-faculty EPA Employees
UNC Policy Manual, Regulation on Recruitment of Employees from Other Campuses within the University of North Carolina
Code of the University of North Carolina, Section 103
Executive Order 11246, as amended
Title 41: Public Contracts and Property Management, CFR Part 60-1
Obligations of Contractors and Subcontractors
Title 41 CFR Part 60-2 Affirmative Action Programs
Title 41 CFR Part 60-741 Affirmative Action and Nondiscrimination
Obligations of Federal Contractors and Subcontractors Regarding Individuals
with Disabilities Title 41 CFR Part 60-300 Affirmative Action and
Nondiscrimination Obligations of Federal Contractors and Subcontractors
Regarding Disabled Veterans, Recently
Separated Veterans, Active Duty Wartime or Campaign Badge Veterans, and
Armed Forces Service Medal Veterans
Faculty Spousal and Domestic Partner Hire SOP
Recruitment resources and strategies for affirmative recruitment
ECU Faculty Manual, Part IX, Section IV UNC Records Retention General
Schedule

1. Introduction

Described in this Regulation are recruitment, outreach and record keeping requirements necessary to
fill any position classified as exempt from the State Human Resources Act (EHRA, formerly referred to
as EPA) including faculty and non-faculty EHRA positions (and excluding Clinical Support Services
positions). The purpose of this Regulation is to ensure compliance with Equal Employment
Opportunity/Affirmative Action laws and policies and to provide consistency in the recruitment and
selection process across the University.

2. Covered Positions

This Regulation applies to hiring for any EHRA position, including positions filled from within or
outside the University (i.e., both internal searches and external searches), regardless of whether it is
full-time or part-time, permanent or short-term. Such positions include EHRA senior academic and
administrative officer (SAAO) positions (i.e., Vice Chancellors, Assistant Vice Chancellors, Deans,
Assistant Deans, etc.); EHRA non-faculty instructional, research, and public service positions (i.e.,
Directors, Academic Advisors, Counselors, Program Specialists, etc.); and EHRA faculty positions
including fixed-term, probationary term (tenure track), and tenured.[The Department of Human
Resources and the appropriate Division Office should be consulted prior to changes in a position’s or
individual’s responsibilities (i.e. reclassifications, title changes, promotions, and reassignments,
extc.).]This Regulation does not cover Clinical Support Services (CSS) positions.

3. Recruitment Requirements

3.1 Recruitment procedures and applicable exceptions are provided by the Standard
Operating Practice (SOP) implementing this Regulation. Specifically, the EHRA
Recruitment Compliance Review Process SOP, found at http://www.ecu.edu/cs-
acad/oed/policies.cfm, must be followed in order to fill all EHRA positions lasting
more than three days, except for some limited circumstances as provided in the SOP
and based on the following exceptions, as permitted by applicable law:

3.1.1 Positions filled from within the University where no applicant external to the
University has been considered for the position and hiring is made in compliance
with the requirements found in the SOP; and

3.1.2 Positions at the director level or higher, with managerial roles, that (a) supervise two or more staff; (b) have the authority to hire, fire or promote employees or provide recommendations for those actions; and (c) exercise discretionary powers with department or University-wide policy making/decision authority (e.g., SAAO’s).

Additional information regarding these exceptions may be found in the implementing SOP. Information about the process for hiring employees into positions with a duration of three days or less may be obtained from the appropriate Division Office or the Department of Human Resources.

3.2 Only the Associate Provost for Equity and Diversity or the Chancellor have authority to waive EHRA recruitment requirements.

3.3 In order to comply with federal equal opportunity laws, search committees and hiring authorities must strategically plan how the position will be advertised to best ensure recruitment/outreach efforts will generate a well-populated, diverse pool of qualified applicants (including females, racial/ethnic minorities, veterans and individuals with a disability) and ensure those efforts are documented in accordance with the SOP implementing this Regulation. Use of search firms is addressed in the SOP.

3.4 The implementing SOP is subject to periodic updates. Any such revisions will be conducted in consultation with the Office of University Counsel.

4. Nondiscrimination

4.1 All selection decisions must meet the nondiscriminatory requirements as stated in the University’s Notice of Nondiscrimination and Affirmative Action Policy and Equal Employment Opportunity Plan. Standards and criteria must be objective, job-related and consistent with business necessity. Position descriptions and qualifications may not include biased or unlawful discriminatory language based on any of the University’s protected classes as outlined in the ECU Notice of Nondiscrimination and Affirmative Action Policy. Units with positions that will require medical examinations or medical questionnaires as a contingency of employment must consult with the OED at the initiation of the search process to ensure compliance with applicable provisions regarding medical examinations and questionnaires and confidentiality of such information.

5. Recruitment Record Keeping Requirements

5.1 Units are required by law to maintain all documentation of their efforts to implement equal opportunity recruitment procedures for all EHRA positions. Search files (or selection files if no search required) must contain all search or selection materials, as appropriate, and be retained by the hiring department pursuant to the University’s record retention schedule. Units that have received notice that a complaint of discrimination has been filed must maintain all relevant search and personnel records, including but not limited to related emails, until at least one year after final disposition of the complaint or, if requested by the Office of University Counsel, a longer period as so requested.
5.2 Requests for accommodations and/or any medical records or information about an applicant must be kept separate from any other personnel information and maintained in a confidential medical personnel file separate from the search file.

6. Implementing Rulemaking Authority

The Associate Provost for Equity and Diversity has the authority to issue and shall be responsible for approving and implementing University wide rules and/or standard operating practices necessary to carry out the requirements of this Regulation.

Resolution #17-15
Approved by the Faculty Senate: February 21, 2017
Received by the Chancellor: March 28, 2017 (with comment)

Formal faculty advice on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Regulation, with suggested revisions as follows:

Suggested revisions to the regulation and appendices include the following:

- Provide a user friendly pamphlet that includes a succinct summary of duties, rights and opportunities in the diverse scenarios covered by the proposed regulation.
- Review whether the first phrase of section 9.3.4 is needed, in particular the words “under other statutes” because section 9.3.3 provides specific details from an NC statute, which includes points (A, D, E) that can apply to same sex relationships.
- Strive to have both appendices be uniform in their language and carefully check for places where the language seems ambiguous and confusing.
- Clarify the process within Appendix B, section 5.2 on the Sexual Misconduct Response Team, such as who the team relates to, when it applies and the steps involved in activating the team.
- Address editorial changes throughout the regulation to enhance the clarity and usability of the regulation such as: consistent use of the serial comma between all items in a list including before the last two, uniformly include periods at the end of a block of text, frame definitions in section 9 in consistent ways such as underlining key terms and using semi-colons correctly and revise conversational advice passage in 9.1.4 into a format more appropriate for a regulation.

Authority: Chancellor
History: Effective January 1, 2016, and as revised August 19, 2016, this Regulation replaces the following: Interim Regulation on Responding to Complaints of Sexual Harassment, Sexual Misconduct and/or Discrimination on the Basis of Sex; Sexual Harassment, Discrimination and Conflicts of Interest Policies and Procedures of East Carolina University; and Regulation Addressing Sexual Assault, Domestic and Dating Violence and Stalking as required by the Violence Against Women Act Amendments to the Clery Act – Interim.

Contact: Office for Equity and Diversity: 328-6804; Human Resources, Employee Relations: 328-9847; ECU Police Department: 328-6787; ECU Cares: 737-5555.

Related Policies:
POL 05.25.02, Notice of Nondiscrimination and Affirmative Action Policy; REG11.30.01, Student
Conduct Process; Faculty Manual Part XII, Section IV; Faculty Manual Part IX, Section I; REG06.35.02, Mediation and Grievance Procedure for SHRA Employees; Procedures for Reporting Harassment or Discrimination Based on an ECU Protected Class Against a CSS or EPA Non-Faculty Employee; REG06.35.01, Review Process and Procedure for EHRA Non-Faculty Employees; Clinical Support Services Employee Handbook, Section 20 (for CSS)

Additional References:
Resource and Reporting Guide for Student Reporting Incidents of Prohibited Conduct (A-1); Resource and Reporting Guide for Students Accused of Incidents of Prohibited Conduct (A-2); Resource and Reporting Guide for Employees Reporting Incidents of Prohibited Conduct (B-1); Resource and Reporting Guide for Employees Accused of Incidents of Prohibited Conduct (B-2); Jeanne Clery Act (20 US Code § 1092(f)); VAW Amendments; ECU PD; Domestic Violence, NC General Statute §50B-1; Stalking, NC General Statute §14-277.3A; Article 7B – Rape and Other Sex Offenses, §14-27.20 through §14-27.36; ECU CARES; Title IX Coordinator; Report Disciplinary Complaint Against Student, OSRR; OSHR Employee Grievance Policy, Section 7; ECU Title IX Resources; Title IX OCR provisions; U.S. Department of Education Office for Civil Rights, April 2011 Dear Colleague Letter: Sexual Violence; U.S. Department of Education Office for Civil Rights, 2014 Guidance; Text of Title IX (20 U.S.C. 1681-1688); U.S. Department of Education Office for Civil Rights Title IX General Information; Title IX Regulations; U.S. Department of Education Office for Civil Rights, Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts; U.S. Department of Education Office for Civil Rights, Know Your Rights: Title IX Prohibits Sexual Harassment and Sexual Violence Where You Go to School; U.S. Department of Education Office for Civil Rights, Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students or Third Parties; U.S. Department of Education Office for Civil Rights, Sexual Harassment: It's Not Academic; U.S. Department of Justice The Campus Sexual Assault (CSA) Study;

Appendix A - Procedures For Reports Against Students; Investigating and Resolving Reports of Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Committed by Students Under the Regulation

Appendix B - Procedures for Reports Against Employees; Investigating and Resolving Reports of Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Committed by Employees Under the Regulation

Appendix C - Training, Education and Prevention Programs; Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence

REGULATION ON SEXUAL AND GENDER-BASED HARASSMENT AND OTHER FORMS OF INTERPERSONAL VIOLENCE

1. Introduction.

East Carolina University, a constituent institution of the University of North Carolina, strives to be a national model for student success, public service and regional transformation and is built upon tolerance, civility and mutual respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this Regulation
prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 (“Title IX”); Title VII of the Civil Rights Act of 1964 (“Title VII”). Such behavior also requires the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 (“VAWA”) and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”).

1.1. Prohibited Conduct. The University prohibits Sexual Assault, Offensive Touching, Sexual Exploitation, Dating and Domestic Violence, Stalking, Sexual or Gender-Based Harassment, Complicity in the commission of any act prohibited by this Regulation, and Retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Regulation (collectively, “Prohibited Conduct”). These forms of Prohibited Conduct may be unlawful, undermine the character and purpose of the University, and will not be tolerated.

1.2. Purpose. The University adopts this Regulation with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering the University’s Community of Trust, in which Prohibited Conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties; and (5) identifying the standards by which violations of this Regulation will be evaluated and disciplinary action may be imposed. Employees or Students who violate this Regulation may face disciplinary action up to and including termination or expulsion. The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this Regulation. Every member of the University community should foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

1.3. Application. This Regulation applies to all reports of Prohibited Conduct occurring on or after the effective date of this Regulation. Where the date of the Prohibited Conduct precedes the effective date of this Regulation, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this Regulation, however, will be used to investigate and resolve all reports made on or after the effective date of this Regulation, regardless of when the incident(s) occurred.

2. To Whom This Regulation Applies

This Regulation applies to Students who are registered or enrolled for credit- or non-credit-bearing coursework (“Students”); University employees, consisting of all faculty, and staff, (“Employees”); and contractors, vendors, visitors, volunteers, guests or other third parties (“Third Parties”) such as Student applicants.

2.1. Location of Prohibited Conduct. This Regulation pertains to acts of Prohibited Conduct committed by or against Students, Employees and Third Parties when:

2.1.1. the conduct occurs on property owned or controlled by the University (“University property”);

2.1.2. the conduct occurs in the context of a University employment or education program or
activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or

2.1.3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for Students, Employees or Third Parties while on University property or in any University employment or education program or activity.

2.2. Conflicting Provisions: This regulation supersedes any conflicting provisions contained in previous regulations, including but not limited to the “Interim Regulation on Responding to Complaints of Sexual Harassment, Sexual Misconduct and/or Discrimination on the Basis of Sex”, the “Sexual Harassment, Discrimination and Conflicts of Interest Policies and Procedures of East Carolina University”, and the “Regulation Addressing Sexual Assault, Domestic and Dating Violence and Stalking as required by the Violence Against Women Act Amendments to the Clery Act – Interim”. Where Prohibited Conduct violates this Regulation and also violates another Regulation, the University’s response will be governed by the procedures referenced in this Regulation. Questions about which Regulation applies in a specific instance should be directed to the University’s Title IX Coordinator at (252) 328-6804. Note that the University’s Office for Equity and Diversity administers a separate regulation that addresses other forms of discrimination and harassment: “the Regulation on Responding to Complaints of Prohibited Discrimination, Harassment and/or Related Retaliation.”

3. Applicable Procedures. The specific procedures for reporting, investigating, and resolving Prohibited Conduct are based upon the nature of the Respondent’s relationship to the University (Student, Employee, or Third Party). Each set of procedures referenced below is guided by the same principles of fairness and respect for Complainants and Respondents. “Complainant” means the Student, Employee or Third Party who presents as the victim of any Prohibited Conduct under this Regulation, regardless of whether that person makes a report or seeks action under this Regulation. “Respondent” means the Student, Employee or Third Party who has been accused of violating this Regulation.

3.1. Disciplinary Action. A Student or Employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

3.2. Procedures. The procedures referenced below provide for prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process and provide for thorough and impartial investigations that afford all parties notice and an opportunity to present witnesses and evidence and to view the information that will be used in determining whether a Regulation violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this Regulation has been violated. Meeting the preponderance of evidence standard constitutes a conclusion it is more likely than not that the alleged conduct occurred. This standard will be used to evaluate the evidence for purposes of making findings and drawing conclusions for an investigation conducted under this regulation.

3.2.1. Where the Respondent is a Student. The procedures for responding to reports of
Prohibited Conduct committed by Students are detailed in Appendix A: Investigating and Resolving Reports of Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Committed by Students.

3.2.2. Where the Respondent is an Employee. The procedures for responding to reports of Prohibited Conduct committed by Employees, including faculty, are detailed in Appendix B: Investigating and Resolving Reports of Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Committed by Employees.

3.2.3. Where the Respondent is Both a Student and an Employee.

3.2.3.1. Appendix A, the Student-Respondent procedures, will apply if the Respondent is a full-time Student but not a full-time Employee;

3.2.3.2. Appendix B, the Employee-Respondent procedures, will apply if the Respondent is a full-time Employee but not a full-time Student; or

3.2.3.3. If there is a question as to the predominant role of the Respondent, the University’s Title IX Coordinator will determine which of the procedures applies based on the facts and circumstances (such as which role predominates in the context of the Prohibited Conduct). Further, where a Respondent is both a Student and an Employee, the Respondent may be subject to any of the sanctions applicable to Students or Employees.

3.2.4. Where the Respondent is a Third Party. The University’s ability to take corrective action against a Third Party will be determined by the nature of the relationship of the Third Party to the University. The Title IX Coordinator will determine the appropriate manner of resolution consistent with the University’s commitment to a prompt and equitable process consistent with federal law, federal guidance, and this Regulation.

4. Title IX Coordinator.

Under Title IX:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

4.1. Role of the Title IX Coordinator. The Title IX Coordinator is charged with monitoring the University’s compliance with Title IX; ensuring appropriate education and training; coordinating the University’s investigation, response, and resolution of all reports under this Regulation; and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator has the authority to modify the timelines in any existing University process in order to ensure a prompt and equitable resolution to a complaint, in compliance with applicable law or regulations. The Title IX Coordinator is available to meet with any Student, Employee, or Third Party to discuss this Regulation or the accompanying procedures. The University has also designated Deputy Title IX Coordinators who may assist the Title IX Coordinator in the discharge of these responsibilities. The Title IX Coordinator and Deputy Title IX Coordinators receive appropriate training to discharge their responsibilities.

4.2. ECU Police. The East Carolina University Police Department (ECUPD) maintains the campus crime log and is responsible for collecting and analyzing the statistics that are reported in
the Annual Security and Fire Safety Report. The ECU Police Department will record and report on the Annual Security and Fire Safety Report, reports of sex offenses, domestic violence, dating violence, and stalking. The definitions of these offenses for the purpose of reporting statistics, are defined by the Uniform Crime Reporting National Incident-Based Reporting System, the Federal Bureau of Investigation definitions, and the Violence Against Women Act.

4.3. Contact for Concerns. Concerns about the University’s application of Title IX, VAWA, and the Clery Act, may be addressed to the Title IX Coordinator; the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); and/or the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000).

4.3.1. The Title IX Coordinator can be contacted by telephone, email, or in person during regular office hours: LaKesha Alston Forbes, Title IX Coordinator; Old Cafeteria Building, Suite G-406 alstonl@ecu.edu; (252) 328-6804 (office); http://www.ecu.edu/cs-acad/titleix/

5. Resources and Reporting Options.

The University offers a wide range of resources for all Students and Employees to provide support and guidance in response to any incident of Prohibited Conduct. For comprehensive information on accessing University and community resources, including emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the University and/or law enforcement; and available support with academics, housing, and employment:

5.1. Students should refer to the Student Resource Guides (Additional Reference A-1 and Additional Reference A-2);

5.2. Employees should refer to the Employee Resource Guides (Additional Reference B-1 and Additional Reference B-2); and

5.3. Third Parties should contact the Title IX Coordinator to discuss available University and/or community resources and reasonably available assistance.


The University offers a wide range of resources for Students and Employees, whether as Complainants or Respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate accommodations and protective measures if requested and reasonably available, regardless of whether or not the event is reported to ECU Police or other law enforcement agencies and regardless of whether the victim desires to participate in University disciplinary proceedings or seek criminal charges. The goal of such measures is to facilitate the Complainant’s continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant’s safety and well-being and continued access to educational opportunities) or protective (involving action against a Respondent). Accommodations and protective measures, which may be temporary or permanent, may include but are not limited to: no-contact directives, campus living modifications, transportation and parking modifications, academic modifications and support, work schedule modifications, investigatory placement, administrative suspension, and suspension from employment (with or without pay).
6.1. The University will maintain the privacy of any accommodations and protective measures provided under this Regulation to the extent practicable and will promptly address any violation of such measures. The Dean of Students Office and/or the Vice Chancellor with supervisory responsibilities has the discretion to impose and/or modify any accommodation or protective measure based on all available information and in consultation with the Title IX Coordinator. The Title IX Coordinator is available to meet with a Complainant or Respondent to address any concerns about the provision of interim measures.

6.2. The University will provide reasonable accommodations or protective measures to Third Parties as appropriate and available, taking into account the role of the Third Party and the nature of any contractual relationship with the University.

7. Privacy and Confidentiality.

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under this Regulation to the extent allowed by law. The University also is committed to providing assistance to help Students, Employees and Third Parties make informed choices. With respect to any report under this Regulation, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. Privacy and confidentiality have distinct meanings under this Regulation.

7.1. Privacy. Privacy means that personally identifiable information related to a report of Prohibited Conduct will be shared with a limited circle of University Employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report. All Employees who are involved in the University’s response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

7.1.1. The privacy of Student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University’s FERPA policy. The privacy of an individual’s medical and related records generally is protected by the Health Insurance Portability and Accountability Act ("HIPAA"), excepting health records protected by FERPA. Access to an Employee’s personnel records may be restricted in accordance with the North Carolina Human Resources Act, N.C. Gen. Stat. section 126-22 et seq. and the North Carolina Public Records Act, N.C. Gen. Stat. section 132-1 et seq. and the University's record retention policy.

7.2. Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under the law. The University has designated individuals who have the ability to have privileged communications as “Confidential Employees.” These resources adhere to strict standards of confidentiality, without sharing what an individual has told them other than in limited circumstances. Victim Advocates are considered confidential employees for purposes of confidentiality. These resources can provide information and other wellness services. When information is shared by an individual with a Confidential Employee or a community professional
with the same legal protections, the Confidential Employee cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) there is a legally mandated reporting requirement, regarding information concerning conduct involving suspected abuse, neglect or dependency of a juvenile (one who has not reached their eighteenth birthday and is not married, emancipated, or a member of the Armed Forces of the United States).

7.2.1. A “Confidential Employee” is (1) any Employee who is a licensed medical, clinical or mental-health professional when acting in that professional role in the provision of services to a patient (“health care providers”); and (2) any Employee providing administrative, operational and/or related support for such health care providers in their performance of such services.

7.2.1.1. Duty to Report: A Confidential Employee will not disclose information about Prohibited Conduct to the University’s Title IX Coordinator without the individual’s permission (subject to the exceptions set forth in section 7.2 of this Regulation).

7.3. A “Responsible Employee” is (1) a person designated as a supervisor of any University employee; (2) any person who is designated as a Campus Security Authority; or (3) any ECU employee responsible for coordinating or supervising clinical education experiences, practicum and/or internships. Responsible Employees must report incidents of Prohibited Conduct to the Title IX coordinator and must not attempt mediation with the Complainant and Respondent. Faculty and other ECU employees who are responsible for coordinating or supervising clinical education experiences, practicum and/or internships are considered to be Responsible Employees with respect to the students participating in those experiences, and are required to report any allegations of Prohibited Conduct that they receive relating to those students to the Title IX coordinator. The University reserves the right to take disciplinary action against a Responsible Employee, up to and including discharge from employment, who fails to report Prohibited Conduct to the Title IX Coordinator.

7.3.1. Duty to Report: A Responsible Employee is required to report to the University’s Title IX Coordinator all relevant details (obtained directly or indirectly) about an incident of Prohibited Conduct that involves a campus community member as a Complainant, Respondent, and/or witness, including dates, times, locations, and names of parties and witnesses. Responsible Employees include Resident Assistants, Graduate Teaching Assistants, and all other student-employees, when disclosures are made to any of them in their capacities as employees. Responsible Employees are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs” or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, “Public Awareness Events”), or (2) during a student’s participation as a subject in an Institutional Review Board-approved human subjects research protocol (“IRB Research”). The University may provide information about Students’ Title IX rights and about available University and community resources and support at Public Awareness Events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all Student subjects of IRB Research.

7.3.1.1. Responsibility to Report Prohibited Conduct Where Either the Complainant or the Respondent Is an Employee: Under this Regulation, supervisors, management and human resources professionals are required to report to the University’s Title IX Coordinator all relevant
details about an incident of Prohibited Conduct where either the Complainant or the Respondent is an Employee. Reporting is required when such supervisors, management and human resource professionals know (by reason of a direct or indirect disclosure) or should have known of such Prohibited Conduct. For academic faculty, supervisors include department chairs, deans, and other unit administrators.

7.3.2. **Training:** New supervisors (including those recently promoted to supervisor status) will be required to complete responsible employee training within 90 days of their status change. All responsible employees will be required to complete training by July 15, 2017, and every three calendar years thereafter.

7.3.3. **Campus Security Authority (CSA)**

7.3.3.1. **Who are CSAs?** ECU officials who have significant responsibility for student and campus activities are designated as Campus Security Authorities. They are listed in the annual security report, which is accessible on the ECUPD website. These individuals include but are not limited to officials in the Office for Equity and Diversity, the ECUPD, Office of Student Rights and Responsibilities, the Campus Living Conduct Office, any Campus Living coordinator or resident advisor, an advisor of a registered student organization and coaches for athletic teams. ECU CSAs are listed in the annual security report that is published on October 1 each year on the ECU Police website. Each CSA must ensure that the Anonymous Crime Reporting Form is completed and submitted to the ECU Police Department.

7.3.3.2. **Who are not CSAs?** Faculty members who do not have any responsibility for student and campus activity beyond the classroom and clerical staff are not considered CSAs, and therefore are not required to complete the Anonymous Crime Reporting Form. All individuals receiving reports of crimes, are encouraged to offer to assist the reporter in completing an anonymous crime report for inclusion in the annual security report statistics. Counselors in the Center for Counseling and Student Development and medical providers in Student Health Services, are not required to report information received when they are functioning within the scope of their license, certification or religious training, and performing their official duties providing mental health counseling, medical care or religious counseling.

7.4. **Confidential Resources.** Consistent with the definition of Confidential Employees and licensed community professionals, there are a number of resources within the University and Greenville communities where Students and Employees can obtain confidential, trauma-informed counseling and support. These resources include the Victim Advocate (252-737-1466); and REAL Crisis Intervention (252-758-4357).

7.4.1. Students can also obtain such counseling at the Center for Counseling and Student Development. For a complete list of University and community-based confidential resources for Students, see the Resource and Reporting Guide for Students Reporting Incidents of Prohibited Conduct (A-1) and the Resource and Reporting Guide for Students Accused of Incidents of Prohibited Conduct (A-2).

7.4.2. Employees can also obtain such counseling through the Employee Assistance Program, either the Carolina Centre (252-757-0123) or the ECU Family Therapy Clinic (252-737-1415). For a complete list of University and community-based
confidential resources for Employees, see the Resource and Reporting Guide for Employees Reporting Incidents of Prohibited Conduct (B-1) and the Resource and Reporting Guide for Employees Accused of Incidents of Prohibited Conduct (B-2).

8. Reporting.

There are multiple channels for reporting Prohibited Conduct. A Complainant may choose to report to the University, to law enforcement, to both, or to neither. These reporting options are not exclusive. Complainants may simultaneously pursue criminal and disciplinary action. The University will support Complainants in understanding, assessing and pursuing these options. There are certain persons on campus who must report a crime, but those reports need not identify the complainant, for instance, campus security authorities must complete anonymous crime reporting form, which does not require the disclosure of any personally identifying information about the victim. Rather it is collected so that the University can stay informed about trends, areas of particular concern and target educational needs

8.1. Law Enforcement. Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to taking all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants to report Prohibited Conduct immediately to local law enforcement by contacting:

- 911 (for emergencies)
- Greenville Police Department (252) 329-4315 (for non-emergencies)
- Pitt County Sheriff's Office (252) 902-2800 (for non-emergencies)
- ECU Police Department (252) 328-6787 (for non-emergencies)

8.1.1. Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders. The University will assist Complainants in notifying law enforcement if they choose to do so.

8.1.2. A University investigation with respect to Title IX is separate from a criminal investigation (into complaints alleging harassment or sexual violence that constitutes a criminal offense, such as assault, offensive touching, rape or another form of violence or sexual violence). A Complainant can file a police report at any time, including during the duration of an investigation under this regulation. The University will assist in connecting the Complainant with the law enforcement agency of the applicable jurisdiction. The standard of evidence for conviction in criminal cases (“beyond a reasonable doubt”) is a higher standard than the University will use in a Title IX investigation (“preponderance of the evidence”). An investigation will continue to go forward during a criminal investigation. Reporting to the police and/or the University does not end the investigatory responsibility for the University.

8.1.3. Clery Act Reporting: Pursuant to the Clery Act, the University includes statistics about certain offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. These statistics include the total number of crime reports that were “unfounded” and subsequently withheld from the crime
statistics reported in the Annual Security and Fire Safety Report. Unfounded reports are those that have been fully investigated by sworn law enforcement personnel and, based on the results of this full investigation and evidence, have made formal determination that the crime report is false or baseless. Recovery of stolen property, stolen property that is of low value, the refusal of a victim to cooperate with law enforcement or the failure to make an arrest do not justify classifying a report as "unfounded." The Clery Act also requires the University to issue timely warnings to the University community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

8.2. The University. The University also urges anyone who becomes aware of an incident of Prohibited Conduct to report the incident immediately to the University through the following reporting options:

8.2.1. By contacting the University’s Title IX Coordinator or any Deputy Title IX Coordinator by telephone, email, or in person during regular office hours at their respective locations, email addresses and/or phone numbers listed in Section IV, above; or

8.2.2. By contacting ECU CARES, where members of the campus community can make reports of concerning behavior on campus, including acts of Prohibited Conduct. It can be accessed online at www.ecu.edu/ecucares or by phone at (252) 737-5555.

8.2.3. There is no time limit for reporting Prohibited Conduct to the University under this Regulation; however, the University’s ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer a Student or an Employee, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

8.3. The Good Samaritan. The University’s “Good Samaritan” regulation is applicable to a student(s) who summon(s) medical attention for a person (including themselves) in need of medical assessment and/or treatment for a problem to which the student may have contributed or caused by participating in the use and abuse of alcohol and/or other drugs While the University does not condone violations of the Student Code of Conduct or state and federal laws, the University may take into consideration potentially life-saving actions of students who act as “Good Samaritans” by reducing the disciplinary actions associated with alcohol and/or other drug use violations, including limited immunity to campus student conduct charges. More information about the Good Samaritan Regulation can be found on the University’s Policy Manual website.

Conduct under this Regulation is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent. Prohibited Conduct includes the following specifically defined forms of behavior: Sexual Assault, Offensive Touching, Sexual Exploitation, Dating and Domestic Violence, Stalking, Sexual or Gender-Based Harassment, Complicity, and Retaliation.

9.1. Sexual Violence. Sexual Violence consists of (1) Sexual Assault and/or (2) Offensive Touching.

9.1.1. Sexual Assault is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by any sex organ (penis, vagina, or anus) of another person, without their consent.

9.1.2. Offensive Touching is the intentional sexual touching, without consent, of another person’s intimate parts (genitalia, groin, breast, buttocks, or mouth), whether clothed or unclothed, or the intentional sexual touching, without consent, of another person with one’s intimate parts, or, for purposes of sexual gratification, using force to cause another person to touch his/her own or another person’s intimate parts. Offensive touching may be committed using one’s own body, a part thereof, or an object.

9.1.3. Consent is

9.1.3.1. Informed (knowing),

9.1.3.2. Voluntary (freely given), and

9.1.3.3. Active (not passive), meaning that, through the demonstration of clear words or actions, a person has indicated permission to engage in mutually agreed-upon sexual activity

9.1.3.4. Consent is explicit approval and permission to engage in sexual activity demonstrated by clear actions, words, or writings. Consent is informed, freely given, continuing, and mutually understood by all parties involved. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If the Complainant was mentally or physically incapacitated or impaired so that the Complainant could not understand the fact, nature, or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption, or being asleep or unconscious, or under the age of legal consent, or unable to give consent under current law. If a person becomes incapacitated after consent is given, but before the sexual act is initiated or completed, consent is no longer valid. Silence does not necessarily constitute consent, and past consent of sexual activities does not imply ongoing future consent. Whether the Respondent has taken advantage of a position of influence over the Complainant may be a factor in determining whether consent was freely given. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Consent can be withdrawn at any time.
9.1.3.5. Force. Consent cannot be obtained by Force. Force includes (1) the use of physical violence, (2) threats, (3) intimidation, and/or (4) coercion

9.1.3.5.1. Physical force means exerting physical control over another person. Examples of physical force include but are not limited to hitting, punching, slapping, kicking, restraining, choking, and brandishing or using any weapon.

9.1.3.5.2. Threats are words or actions that would compel a reasonable person to engage in unwanted sexual activity. Examples of threats include but are not limited to verbal statements reflecting intent to harm a person physically, to reveal private information to harm a person’s reputation, or to cause a person academic or economic harm.

9.1.3.5.3. Intimidation is an implied threat that causes reasonable fear in another person. Examples of intimidation include but are not limited to: destroying property, brandishing a weapon, blocking an exit to cause fear. A person’s size, alone, may not constitute intimidation; however, a person’s size may be used in a way that does.

9.1.3.5.4. Coercion is the use of an unreasonable amount of pressure to gain sexual access. This unreasonable pressure includes, but is not limited to, physical intimidation such as threats of violence and non-physical intimidation such as threats of financial harm or public disgrace. Coercion is more than an effort to persuade, entice, or attract another person to have sex. When a person makes clear a decision not to participate in a particular form of sexual activity, a decision to stop, or a decision not to go beyond a certain sexual interaction, continued unreasonable pressure can be coercive. In evaluating whether coercion was used, the University will consider: (i) the frequency of the application of the pressure, (ii) the intensity of the pressure, (iii) the degree of isolation of the person being pressured, and (iv) the duration of the pressure.

9.1.3.6. Incapacitation. Consent cannot be gained by taking advantage of the incapacitation of another, where the person initiating sexual activity knew or reasonably should have known that the other was incapacitated. Incapacitation means that a person lacks the ability to make informed, rational judgments about whether or not to engage in sexual activity. A person who is incapacitated is unable, temporarily or permanently, to give Consent because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. However, the consumption of alcohol and/or drugs does not automatically mean that a person is incapacitated.
University Guidance on Consent and Assessing Incapacitation:
A person who wants to engage in a specific sexual activity is responsible for obtaining Consent for that activity. Lack of protest does not constitute Consent. Lack of resistance does not constitute Consent. Silence and/or passivity also do not constitute Consent. Relying solely on non-verbal communication before or during sexual activity can lead to misunderstanding and may result in a violation of this Regulation.

It is important not to make assumptions about whether a potential partner is consenting. In order to avoid confusion or ambiguity, participants are encouraged to discuss with one another before engaging in sexual activity. If confusion or ambiguity arises during sexual activity, participants are encouraged to stop and clarify a mutual willingness to continue sexual activity.

Consent to one form of sexual activity does not, by itself, constitute Consent to another form of sexual activity. For example, one should not presume that Consent to oral-genital contact constitutes Consent to vaginal or anal penetration. Consent to sexual activity on a prior occasion does not, by itself, constitute Consent to future sexual activity. In cases of prior relationships, the manner and nature of prior communications between the parties and the context of the relationship may have a bearing on the presence of Consent.

Consent may be withdrawn at any time. An individual who seeks to withdraw Consent must communicate, through clear words or actions, a decision to cease the sexual activity. However, consent is automatically withdrawn once an individual becomes incapacitated, if the person seeking to engage in sexual activity knew or should have known that the other person became incapacitated. Once Consent is withdrawn, the sexual activity must cease immediately. In evaluating Consent in cases of alleged incapacitation, the University asks two questions: (1) Did the person initiating sexual activity know that the other party was incapacitated? and if not, (2) Should a sober, reasonable person in the same situation have known that the other party was incapacitated? If the answer to either of these questions is “YES,” Consent was absent and the conduct is a violation of this regulation.

Incapacitation is a state beyond drunkenness or intoxication. A person is not necessarily incapacitated merely as a result of drinking or using drugs. The impact of alcohol and other drugs varies from person to person.

One is not expected to be a medical expert in assessing incapacitation. One must look for the common and obvious warning signs that show that a person may be incapacitated or approaching incapacitation. Although every individual may manifest signs of incapacitation differently, typical signs include slurred or incomprehensible speech, unsteady gait, combativeness, emotional volatility, vomiting, or incontinence. A person who is incapacitated may not be able to understand some or all of the following questions: “Do you know where you are?” “Do you know how you got here?” “Do you know what is happening?” “Do you know whom you are with?”

One should be cautious before engaging in Sexual Contact or Sexual Intercourse when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs creates ambiguity for either party as to whether Consent has been sought or given. If one has doubt about either party’s level of intoxication, the safe thing to do is to forego all sexual activity.

*Being impaired by alcohol or other drugs is no defense to any violation of this regulation.*
9.2. Sexual Exploitation. Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other Prohibited Conduct offenses in this Regulation. Examples of sexual exploitation include but are not limited to any of the following:

9.2.1. Causing the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person’s ability to give Consent to sexual activity;

9.2.2. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);

9.2.3. Engaging in voyeurism (e.g., watching private sexual activity without the consent of the participants or viewing another person’s intimate parts (including but not limited to genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable expectation of privacy);

9.2.4. Recording or photographing private sexual activity and/or a person’s intimate parts (including but not limited to genitalia, groin, breasts or buttocks) without consent;

9.2.5. Disseminating or posting images of private sexual activity and/or a person’s intimate parts (including but not limited to genitalia, groin, breasts or buttocks) without consent;

9.2.6. Prostituting another person; or

9.2.7. Knowingly exposing another person to a sexually transmitted infection or virus without the other’s consent. 9.3. Dating and Domestic Violence.

9.3.1. Dating Violence: is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse of the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting

9.3.1.1. Under North Carolina law, a dating relationship is one wherein the parties are romantically involved over time and on a continuous basis during the course of the relationship. A casual acquaintance or ordinary fraternization between persons in a business or social context is not a dating relationship
9.3.2. Domestic Violence: is a felony or misdemeanor crime of violence committed: (A) by a current or former spouse or intimate partner of the victim; (B) by a person with whom the victim shares a child in common; (C) by a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner; (D) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; (E) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

9.3.2.1. As defined by North Carolina General Statutes section 50B-1, domestic violence means the commission of one or more of the following acts upon an aggrieved party or upon a minor child residing with or in the custody of the aggrieved party by a person as listed above. It does not include acts of self-defense. Domestic Violence includes but is not limited to:

- Physical violence or attempted physical violence;
- Making one fear, or one's household members fear serious bodily injury or continued harassment;
- Stalking an individual or family member that rises to such a level as to inflict substantial emotional distress; or
- Committing any act defined as a rape or other sex offenses in North Carolina General Statute sections 14-27.2 through 14-27.7.

9.3.3. For the purpose of seeking a protective order under section 50B-1 of the N.C. General Statutes and its definition of domestic violence, the term "personal relationship" means a relationship wherein the parties involved: (A) Are current or former spouses; (B) Are persons of opposite sex who live together or have lived together; (C) Are related as parents and children, including others acting in loco parentis to a minor child, or as grandparents and grandchildren. (Note: an aggrieved party may not obtain an order of protection against a child or grandchild under the age of 16) (D) Have a child in common; (E) Are current or former household members; (F) Are persons of the opposite sex who are in a dating relationship or have been in a dating relationship.

9.3.4. Persons in same sex domestic relationships are protected from violent behavior under other statutes and the University will investigate and address allegations of domestic violence by individuals who have cohabitated as spouses or intimate partners.

9.4. Stalking. Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.
9.4.1. Course of conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person’s property. Substantial emotional distress means significant mental suffering or anguish.

9.4.2. Stalking includes “cyber-stalking,” a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact

9.5. Sexual or Gender-Based Harassment.

9.5.1. Sexual Harassment is any unwelcome sexual conduct, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions outlined in 9.5.3 and/or 9.5.4, below, are present.

9.5.2. Gender-Based Harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions outlined in (9.5.3 and/or 9.5.4, below, are present.

9.5.3. For conduct to meet the definition of Sexual Harassment or Gender-Based Harassment, it must meet one of the following criteria, in addition to the definition stated in Section 9.5.1 or 9.5.2:

9.5.3.1. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment, academic standing, or participation in any University programs and/or activities or is used as the basis for University decisions affecting the individual (often referred to as “quid pro quo” harassment); or

9.5.3.2. Such conduct creates a hostile environment. A “hostile environment” exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University’s education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective. In evaluating whether a hostile environment exists, the University will consider the totality of known circumstances, including, but not limited to:

- The frequency, nature and severity of the conduct;
- Whether the conduct was physically threatening;
- The effect of the conduct on the Complainant’s mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Whether the conduct unreasonably interfered with the Complainant’s educational or work performance and/or University programs or activities; and
- Whether the conduct implicates concerns related to academic freedom or protected speech

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single incident of Sexual Assault, for example, may be sufficiently severe to constitute a hostile environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a hostile environment.

9.6. Retaliation. Retaliation means any act of interference, restraint, penalty, discrimination, coercion, reprisal, intimidation, threats, or harassment against an individual for using applicable policies responsibly (including making a charge of discrimination protected by this Regulation; testifying, assisting, or participating in a hearing, proceeding, review process or investigation of discrimination; opposing an illegal act; requesting a reasonable disability or religious accommodation; or exercising any other right protected by this Regulation).

9.7. Complicity. Complicity is any act taken with the purpose of materially or substantively aiding, facilitating, promoting or encouraging the commission of an act of Prohibited Conduct by another person.

10. Violations of Law.

Behavior that violates this Regulation may also constitute a crime. For example, North Carolina criminalizes and punishes some forms of Sexual Assault, Dating and Domestic Violence, Sexual Exploitation, Stalking, and Assault. The criminal statutes that may apply in cases Sexual Assault may be found in N.C. General Statutes sections 14-27.1 through 14-27.10 and 14-178. The criminal statutes that relate to Stalking may be found in N.C. General Statutes sections 14-277.3A. The criminal statutes that relate to Domestic Violence may be found in N.C. General Statutes section 50B. This compilation of criminal statutes is not exhaustive, but is offered to notify the University community that, some forms of Prohibited Conduct may also constitute crimes under North Carolina law, which may subject a person to criminal prosecution and punishment in addition to any sanctions under this Regulation.

11. Prevention and Awareness Programs.

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming Students and new Employees receive primary prevention and awareness programming as part of their orientation, and returning Students and current Employees receive ongoing training and related education. For a description of the University’s Prohibited Conduct prevention and awareness programs, including programs on minimizing the risk of incidents of Prohibited Conduct and bystander intervention, see Appendix C.

12. Training.

The University provides training to Students and Employees to ensure they understand this Regulation and the topics and issues related to maintaining an education and employment
environment free from harassment and discrimination. For a description of the University’s training related to this Regulation, see Appendix C.

13. Obligation to Provide Truthful Information.

All University community members are expected to provide truthful information in any report or proceeding under this Regulation. Submitting or providing false or misleading information in bad faith or with a view to personal gain or intentional harm to another in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the University’s Student Code of Conduct and disciplinary action under the appropriate Employee disciplinary policy. This provision does not apply to reports made or information provided in good faith, even when the alleged facts are later not substantiated.


This Regulation is maintained by the Title IX Coordinator. The University will review and update this Regulation, as appropriate, by July 31 of each year. The University will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed). The Title IX Coordinator shall certify to the Chancellor.
Resolution #17-16
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: not applicable

Whereas, Professor Michael Van Scott has served as Vice Chancellor for Research, Economic Development, and Engagement of East Carolina University from Fall 2015 through Spring 2017; and
Whereas, Professor Van Scott has also served as Chief Research Officer from Fall 2014 until the present; and
Whereas, Professor Van Scott has worked tirelessly to support the research and creative activities of the Faculty of East Carolina University through his leadership and the financial support offered by his division; and
Whereas, Professor Van Scott has offered his respectful support and transparent communication with the Faculty Senate; and
Whereas, Professor Van Scott has been an advocate for shared governance at East Carolina University in his roles as member of the Governance Committee and Academic Council;
Therefore Be It Resolved, that we, the members of East Carolina University’s Faculty Senate, hereby express our greatest appreciation to Vice Chancellor Michael Van Scott, for his dedicated leadership and support of the Faculty Senate and the entire faculty of East Carolina University.

Resolution #17-17
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Spring 2017 graduation list, including Honors Program graduates.

Resolution #17-18
Approved by the Faculty Senate: March 28, 2017
Received by the Chancellor: May 4, 2017

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of February 13, 2017, including curriculum action items (GC 15-36) within the Graduate Curriculum Committee meeting minutes from January 18, 2017, which included packages submitted by the Department of Human Development and Family Science. Programmatic actions within the Graduate Curriculum Committee meeting minutes of January 18, 2017 were forwarded to the Educational Policies and Planning Committee (EPPC), and included Discontinuation of a Degree: Career and Technical Education, MAED in the Department of Human Development and Family Science within the College of Health and Human Performance. Policy action items (GC 15-37) within the February 13, 2017, Graduate Council meeting minutes, included an editorial revision to the Graduate Student Appeal policy (Notice of readmission procedure); and a catalog change to the Integrated Bachelor’s to Master’s degree – minimum overall 3.0 GPA required for admission instead of 3.5 GPA and Graduate Council meeting minutes of March 13, 2017, including curriculum action items (GC 15-38) within the Graduate Curriculum Committee meeting minutes from February 1, 2017, February 15, 2017, and March 1, 2017, which included packages submitted by the Department of Bioethics and Interdisciplinary Studies, Department of Communication Sciences and Disorders, Department of Anthropology, Department of Foreign Languages and Literatures, Department of
Mathematics, Department of Interdisciplinary Professions, Department of Mathematics, Science, and Instructional Technology Education, and the Department of Marketing and Supply Chain Management. Programmatic actions within the Graduate Curriculum Committee meeting minutes of February 15, 2017, and March 1, 2017 were forwarded to the Educational Policies and Planning Committee (EPPC), and included two proposals within the Thomas Harriot College of Arts and Sciences - New Degree: MA in Hispanic Studies in the Department of Foreign Languages and Literatures, and Integrated Degree Pathway: Bachelor/Master of Arts in Mathematics in the Department of Mathematics; two proposals within the College of Education – (a) Discontinuation of Existing Concentration: Business and Marketing Education in the MAT, (b) Business Education MAEd, (c) Business and Marketing Education MAEd in the Department of Interdisciplinary Professions, and revision of an Existing Degree Title: Instructional Technology Education MAEd to Instructional Technology MAEd in the Department of Mathematics, Science, and Instructional Technology Education.

Resolution #17-19
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of February 9, 2017 and February 23, 2017, including curricular actions within the Colleges of Allied Health Sciences, Education, Health and Human Performance, Departments of Philosophy and Religious Studies, Geography, Planning and Environment and Biology and the School of Music.

Resolution #17-20
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of March 17, 2017, including request for discontinue degrees: BSBE Business Education, BSBE Business and Marketing Education, and BSBE Information Technologies; discontinue concentrations: MAT: Business and Marketing Education, MAED Career and Technical Education: Business Education, and MAED Career and Technical Education: Business and Marketing Education all in the Department of Interdisciplinary Professions within the College of Education; discontinue MAEd Career and Technical Education degree and BS in Child Life degree in the Department of Human Development and Family Science within the College of Health and Human Performance; rename degree title: MAEd Instructional Technology Education to MAEd Instructional Technology in the Department of Mathematics, Science and Instructional Technology Education within the College of Education; propose new minor: Disability Studies in the Department of Special Education, Foundations and Research within the College of Education; revise BS Elementary Education degree in the Department of Elementary Education and Middle Grades Education within the College of Education; propose new concentration: Pre-Law in the BA in Philosophy in the Department of Philosophy and Religions Studies within the College of Arts and Sciences; discontinue concentrations: Organ Performance and Piano Pedagogy in the BM in Music in the School of Music within the College of Fine Arts and Communication.
Resolution #17-21
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Curriculum matters acted on and recorded in the Service Learning Committee meeting minutes of February 14, 2017 including service learning (SL) designation for KINE 3906: Physical Education for Special Populations (all sections).

Resolution #17-22
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of February 20, 2017, including approval of Global Diversity credit for GLST1000: Introduction to Global Studies and Humanities credit (3 hours) for GLST1000: Introduction to Global Studies.

Resolution #17-23
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of March 20, 2017, including credit earned by ATMO 1300/GEOG 1300 be reduced from four credit hours to three credit hours and ATMO 1300/GEOG 1300 be approved for Foundations Science credit, credit earned by PHYS 1050 be reduced from four credit hours to three credit hours and the course approved for Foundations Science credit, approval of Domestic Diversity credit for NURS 4941 and PSYC 3221 and Global Diversity credit for NURS 4614.

Resolution #17-24
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Adoption of the new Survey of Students Opinion of Instruction (SSOI form) for use each fall, spring and summer session terms, beginning first summer session 2017.

Survey Form One: Standard Course Evaluation

Section I. University Core Questions

To what extent do you agree with the following statements?
Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A

Relevance of Content
16. My instructor has an extensive knowledge of the subject matter.
17. My instructor demonstrates the importance and significance of the subject matter.

Teaching/Learning of Relationships and Concepts
18. My instructor explains new ideas by relating them to familiar concepts.
19. My instructor presents sufficient and relevant examples.

Discussion
20. My instructor provides opportunity for questions during class or in online course modules.
21. My instructor asks questions which challenge me to think.

Exams/Grades/Evaluation
22. My work is evaluated in ways that are helpful to my learning.

Providing Feedback to Students
23. My instructor provides useful feedback throughout the semester.

Providing Help as Needed
24. My instructor provides individual assistance when asked.

Readings and Assignments
25. Course activities/assignments help me learn the subject matter.

Overall Rating
26. Overall, I would rate the quality of instruction in this course as:
   Excellent - Good - Fair - Poor - Very Poor

Section II. Student Participation and Effort

To what extent do you agree with the following statements?
Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A
27. This course has been challenging.
28. I always prepare before class.

Section III. Student Comments
29. What do you feel are the strengths of this course?
30. What would you change to improve this course?

Additional Questions for Distance Education, Lab, and Field-Based Courses

DE Specific Questions
- My instructor encourages interaction among students.
- The course is organized to encourage interaction with the instructor.
- When I contact the instructor Monday to Friday, I receive a response within 24 hours.
- The instructional materials are accessible and easy to use.
- The design of this course is effective for online delivery.

Lab Course Specific Questions
- My instructor demonstrates how to apply concepts and methodologies in the lab.
- Lab procedures are clearly presented to me.
- Assistance is always available throughout lab sessions.
- Lab safety regulations are strictly enforced.

Field-Based Course Specific Question
- This course has challenged me to acquire skills related to my professional and academic ambitions.

Resolution #17-25
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Individual faculty SSOI report will contain quantitative results (a listing of individual student responses, frequencies and means) and qualitative results (student comments) and that the summary SSOI report will contain the frequencies and means for all questions for all sections of each course.

Resolution #17-26
Approved by the Faculty Senate: March 28, 2017
Rejected by the Chancellor: May 4, 2017 (pending further study)

Use of the Individual Instructor Report Form for the Student Survey of Instruction (SSOI), including student comments.

Resolution #17-27
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Use of both Department Level Summary Report Form Version 1 and Version 2 for the Student Survey of Instruction (SSOI) with neither summary report including student comments.

Resolution #17-28
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Adoption of the below “best practices” for administering the Student Survey of Instruction (SSOI):

(a) Faculty members who have students in face-to-face classes will set aside time in class for students to complete the SSOI on their digital devices.
(b) Faculty members will leave their class during the times students are completing the SSOI.
(c) Faculty members teaching online courses are encouraged to remind online students to complete their surveys when they log into Blackboard.
(d) Faculty members are encouraged to remind their students of the value and importance of completing the SSOI, stressing the anonymity of student responses, the importance of the survey, how the university uses the results, and how the faculty member utilizes the results for improvement.
(e) Faculty members are encouraged to include information on their course syllabus on when the SSOI will be administered and to provide students with instructions on how to complete the SSOI.

(f) Faculty members are encouraged to use the “Announcements” page in Blackboard to remind students of when and how to complete the surveys.

(g) ECU will indicate in the University Academic Calendar the dates each semester that the SSOI surveys are available.

(h) During the times that the SSOI is available to students, ECU will advertise the SSOI via multiple media including social media and LED screens on campus.

(i) Faculty members are encouraged to promote the informal use of the survey question at mid-term to provide the mid-term feedback and to show students that their feedback is being utilized.

(j) ECU is encouraged to increase administrative commitment to appropriate use of SSOI information.

(k) ECU is encouraged to provide workshops for unit administrators on how to evaluate teaching and the proper use of the SSOI.

Resolution #17-29
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

ECU continue to follow the current practice in relation to student surveys, which is that while we collect data in the summer we don’t use the data for promotion and tenure decisions.

Resolution #17-30
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: not applicable

Revised Procedures for Peer Review of Teaching Effectiveness was returned to the Committee for clarification on proposed revisions and requested to be brought back again in April.

Resolution #17-31
Approved by the Faculty Senate: March 28, 2017
Approved by the Chancellor: May 4, 2017

Proposed revisions to 2017/2018 University Calendars include removing Chemistry from common exam times, changing back to a full Reading Day and moving 5 pm MW and TTh exams into common exam time slots as follows:

<table>
<thead>
<tr>
<th>Fall Semester 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4, Monday</td>
</tr>
<tr>
<td>December 5, Tuesday</td>
</tr>
<tr>
<td>December 5, Tuesday</td>
</tr>
<tr>
<td>December 6, Wednesday</td>
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</tbody>
</table>

576
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 13, Wednesday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from Fall Semester 2016.</td>
<td></td>
</tr>
<tr>
<td>December 13, Wednesday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
<td></td>
</tr>
<tr>
<td>December 15, Friday</td>
<td>Commencement.</td>
<td></td>
</tr>
<tr>
<td>December 15, Friday</td>
<td>Grades due at 4:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

**Fall Semester 2017 Examination Schedule**

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and day of examination</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Wednesday, December 6</td>
<td>Thursday, December 6</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Thursday, December 7</td>
<td>Thursday, December 7</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Friday, December 8</td>
<td>Friday, December 8</td>
</tr>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
<td>5:00 - 7:30 Monday, December 11</td>
<td>Monday, December 11</td>
</tr>
<tr>
<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Tuesday, December 12</td>
<td>Tuesday, December 12</td>
</tr>
</tbody>
</table>

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<tr>
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<td>5:00 - 7:30 Tuesday, December 12</td>
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</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December 11</td>
<td>Thursday, December 12</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December 12</td>
<td>Tuesday, December 12</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December 6</td>
<td>Wednesday, December 6</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Wednesday, December 6</td>
<td>Wednesday, December 6</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Friday, December 8</td>
<td>Friday, December 8</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, December 7</td>
<td>Thursday, December 7</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Monday, December 11</td>
<td>Monday, December 11</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, December 7</td>
<td>Thursday, December 7</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Wednesday, December 13</td>
<td>Wednesday, December 13</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Wednesday, December 13</td>
<td>Wednesday, December 13</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Friday, December 8</td>
<td>Friday, December 8</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, December 7</td>
<td>Thursday, December 7</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Monday, December 11</td>
<td>Monday, December 11</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Tuesday, December 12</td>
<td>Tuesday, December 12</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Wednesday, December 13</td>
<td>Wednesday, December 13</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, December 7</td>
<td>Thursday, December 7</td>
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<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Friday, December 8</td>
<td>Friday, December 8</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Wednesday, December 6</td>
<td>Wednesday, December 6</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>7:00 - 9:30 Tuesday, December 6</td>
<td>Tuesday, December 6</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>4:00 - 6:30 Tuesday, December 5</td>
<td>Tuesday, December 5</td>
</tr>
<tr>
<td></td>
<td>5:00 – 7:30 Tuesday, December 12</td>
<td>Tuesday, December 12</td>
</tr>
</tbody>
</table>

**Spring Semester 2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 2017</td>
<td></td>
</tr>
<tr>
<td>April 24, Tuesday</td>
<td>State holiday makeup day. Classes which would have met on Friday, March 30, 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.</td>
<td></td>
</tr>
</tbody>
</table>
April 24, Tuesday  Classes end. Last day for submission of grade replacement requests.
April 25, Wednesday  Reading day – 8:00 am – 4:00 pm.
April 25, Wednesday  Final examinations begin
April 26, Thursday  Last day for faculty to remove Incompletes for Graduate Courses from Spring Semester 2017.
May 3, Thursday  Exams for Spring Semester close at 4:30 pm.
May 4, Friday  Commencement.
May 5, Saturday  Grades due at 4:30 p.m.

### Spring Semester 2018

**Examination Schedule**

<table>
<thead>
<tr>
<th>Course</th>
<th>Time and Date</th>
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<tbody>
<tr>
<td>CHEM 0150, 1120, 1130, 1150, 1160</td>
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<td>CHEM 1121, 1131, 1151, 1161, 2753, 2763</td>
<td>5:00 - 7:30 Friday, April 27</td>
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<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Monday, April 30</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May 1</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Wednesday, May 2</td>
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</tbody>
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<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 26</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, April 30</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May 1</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 2</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, May 3</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, April 27</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, May 3</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Monday, April 30</td>
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<tr>
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<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Wednesday, May 2</td>
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<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, April 26</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, April 27</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, April 26</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Monday, April 30</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, May 3</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 2</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, May 1</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>7:00 - 9:30 Wednesday, April 25</td>
</tr>
<tr>
<td>5:00 – 7:30 Friday, April 27</td>
<td></td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>4:00 – 6:30 Wednesday, April 25</td>
</tr>
<tr>
<td>5:00 – 7:30 Thursday, April 26</td>
<td></td>
</tr>
</tbody>
</table>
Summer 2018, Fall 2018 and Spring 2019 University Academic Calendars, as follows:

**Summer Session 2018**
First Session
(Actual days First Session: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 19, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May 11, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 14, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 15, Tuesday</td>
<td>Last day of Course Adjustment Period (registration, schedule changes and drop/add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td>May 16, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 28, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 5, Tuesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>June 18, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June 19, Tuesday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from first Summer Semester 2017.</td>
</tr>
<tr>
<td>June 19, Tuesday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>June 22, Friday</td>
<td>Grades due at 8:00 am.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 20, Wednesday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>June 21, Thursday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>June 22, Friday</td>
<td>Last day of Course Adjustment Period (registration, schedule changes and drop/add) for second session by 5:00 pm.</td>
</tr>
<tr>
<td>June 25, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>July 4, Wednesday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 13, Friday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 26, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 27, Friday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from second Summer Semester 2017.</td>
</tr>
<tr>
<td>July 27, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>July 30, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>
### Summer Session 2018

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 19, Monday</td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td>May 11, Friday</td>
<td>New student registration; schedule changes.</td>
</tr>
<tr>
<td>May 14, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>May 15, Tuesday</td>
<td>Last day of Course Adjustment Period (registration, schedule changes and drop/add) for 11 week session by 5:00 pm.</td>
</tr>
<tr>
<td>May 16, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 28, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 19-20, Tuesday</td>
<td>Midsummer Break (no classes).</td>
</tr>
<tr>
<td>June 27, Wednesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 4, Wednesday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 26, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 27, Friday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from 11-week Summer Semester 2017.</td>
</tr>
<tr>
<td>July 27, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>July 30, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

### Fall Semester 2018

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 19, Monday</td>
<td>Registration for Fall Semester 2018 begins.</td>
</tr>
<tr>
<td>August 17, Friday</td>
<td>Faculty Convocation at 9:00 am; Faculty meetings.</td>
</tr>
<tr>
<td>August 20, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>August 24, Friday</td>
<td>Last day of Course Adjustment Period (registration, schedule changes and drop/add) by 5:00 pm.</td>
</tr>
<tr>
<td>August 31, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>September 3, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>October 6-9, Saturday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October 10, Wednesday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>October 22 – 26, Monday-Friday</td>
<td>Advising for Spring Semester 2019.</td>
</tr>
<tr>
<td>October 29, Monday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm.</td>
</tr>
</tbody>
</table>
Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 5, Monday</td>
<td>Registration for Spring Semester 2019 begins.</td>
</tr>
<tr>
<td>November 21-25, Wednesday-Sunday</td>
<td>Thanksgiving Break.</td>
</tr>
<tr>
<td>November 26, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>November 26, Monday</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 2018.</td>
</tr>
<tr>
<td>December 3, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>December 3, Monday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from Fall Semester 2017.</td>
</tr>
<tr>
<td>December 4, Tuesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>December 5, Wednesday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>December 12, Wednesday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>December 14, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>December 14, Friday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

### Fall Semester 2018

**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 5 - December 12). 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 5 - December 12). 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 5 - December 12). 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Wednesday, December 5</td>
</tr>
</tbody>
</table>
FREN 1002, SPAN 1002, 1003, GERM 1002
MATH 1066

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 - 7:30 Thursday, December 6</td>
<td>5:00 - 7:30 Friday, December 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
</tr>
<tr>
<td>8:00 TTh</td>
</tr>
<tr>
<td>9:00 MWF</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
</tr>
<tr>
<td>10:00 MWF</td>
</tr>
<tr>
<td>10:00 TTh</td>
</tr>
<tr>
<td>11:00 MWF</td>
</tr>
<tr>
<td>11:00 TTh</td>
</tr>
<tr>
<td>12:00 MWF</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
</tr>
<tr>
<td>1:00 MWF</td>
</tr>
<tr>
<td>1:00 TTh</td>
</tr>
<tr>
<td>2:00 MWF</td>
</tr>
<tr>
<td>2:00 TTh</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
</tr>
<tr>
<td>4:00 MWF</td>
</tr>
<tr>
<td>4:00 TTh</td>
</tr>
<tr>
<td>5:00 MWF</td>
</tr>
<tr>
<td>5:00 TTh</td>
</tr>
</tbody>
</table>

Spring Semester 2019

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 5, Monday</td>
<td>Registration for Spring Semester 2019 begins.</td>
</tr>
<tr>
<td>January 4, Friday</td>
<td>Advising and schedule adjustments.</td>
</tr>
<tr>
<td>January 7, Monday</td>
<td>Classes begin; schedule changes.</td>
</tr>
<tr>
<td>January 11, Friday</td>
<td>Last day of Course Adjustment Period (registration, schedule changes and drop/add) by 5:00 pm.</td>
</tr>
<tr>
<td>January 18, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>January 21, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>March 3-10, Sunday – Sunday</td>
<td>Spring Break.</td>
</tr>
<tr>
<td>March 11, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>March 11-15, Monday-Friday</td>
<td>Advising for Summer Sessions and Fall Semester 2019.</td>
</tr>
<tr>
<td>March 20, Wednesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 22, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 25, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 2019 begins.</td>
</tr>
<tr>
<td>April 11, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 2018</td>
</tr>
<tr>
<td>April 19 - 20</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>Friday-Saturday</td>
<td>State holiday makeup day. Classes which would have met on Friday, April 19, 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.</td>
</tr>
<tr>
<td>April 23, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April 23, Tuesday</td>
<td>Last day for faculty to remove Incompletes for Graduate Courses from Spring Semester 2018.</td>
</tr>
<tr>
<td>April 24, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>April 25, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May 2, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>May 3, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>May 6, Monday</td>
<td>Grades due at 8:00 a.m.</td>
</tr>
</tbody>
</table>

**Spring Semester 2019**

**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 (April 25 - May 2). 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 (April 25 - May 2). 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 (April 25 - May 2). 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Monday, April 29</td>
<td></td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 1003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, April 30</td>
<td></td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Wednesday, May 1</td>
<td></td>
</tr>
<tr>
<td>Times class regularly meets</td>
<td>Time and day of examination</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, April 26</td>
<td></td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 25</td>
<td></td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, April 29</td>
<td></td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, April 30</td>
<td></td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 1</td>
<td></td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, May 2</td>
<td></td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, April 26</td>
<td></td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, May 2</td>
<td></td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Monday, April 29</td>
<td></td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Tuesday, April 30</td>
<td></td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Wednesday, May 1</td>
<td></td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, Apr 25</td>
<td></td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, April 26</td>
<td></td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, Apr 25</td>
<td></td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Monday, April 29</td>
<td></td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, May 2</td>
<td></td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 1</td>
<td></td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, April 30</td>
<td></td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Friday, April 26</td>
<td></td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, April 25</td>
<td></td>
</tr>
</tbody>
</table>

Resolution #17-33
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: not applicable

Commendation for Professor James Holloway, as follows:

Whereas, Professor James Holloway has been a faculty member at East Carolina University since 1984 and is a valued and respected colleague of all those he has served with; and

Whereas, Professor James Holloway has admirably represented East Carolina University on the UNC Faculty Assembly as a delegate or alternate for many years; and

Whereas, Professor James Holloway has served with distinction as a Faculty Senator and Alternate representing the College of Business for multiple terms; and

Whereas, Professor James Holloway has served on numerous University committees, including the Educational Policies and Planning and Faculty Governance Committees; and

Whereas, Professor James Holloway has invested his time, expertise and leadership in service to Faculty Appellate Committees; and

Whereas, Professor James Holloway has worked tirelessly to uphold the principles of
academic freedom and shared governance in all endeavors.

Therefore Be It Resolved, that the Faculty Senate of East Carolina University commends Professor James Holloway for exemplifying the institution’s motto Servire during his 30 plus years at the University.

Resolution #17-34
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: not applicable

Commendation for Professor Edson Justiniano, as follows:

Whereas, Professor Edson Justiniano has been a faculty member at East Carolina University since 1986 and has served admirably as a Faculty Senator representing the Department of Physics; and

Whereas, Professor Edson Justiniano has an outstanding record of service on University committees including Faculty Governance, Committee on Committees and Educational Policies and Planning Committees; and

Whereas, Professor Edson Justiniano served thoughtfully and fairly on the Appellate Grievance Board; and

Whereas, Professor Edson Justiniano has served with distinction for many years on the Graduate Council; and

Whereas, Professor Edson Justiniano has exhibited devotion to the principles of shared governance and a strong commitment to faculty rights and responsibilities; and

Whereas, Professor Edson Justiniano has exemplified the concept of institutional service.

Therefore Be It Resolved, that the Faculty Senate of East Carolina University commends Professor Edson Justiniano for his outstanding service to the university and his strong advocacy for shared governance for more than 30 years.

Resolution #17-35
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017

Formal faculty advice on the curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of April 10, 2017, including curriculum action items (GC 15-39) within the Graduate Curriculum Committee meeting minutes from March 15, 2017, which included packages submitted by the Department of Technology Systems within the College of Engineering and Technology, Department of Interdisciplinary Professions within the College of Education, Department of Public Health within the Brody School of Medicine, and the Department of Marketing and Supply Chain Management within the College of Business. Programmatic actions within the Graduate Curriculum Committee meeting minutes of March 15, 2017 were forwarded to the Educational Policies
and Planning Committee (EPPC), and included removal of an Existing Concentration: HIM Concentration, Health Informatics and Information Management, MS in the Department of Health Services and Information Management within the College of Allied Health; two request for authorization to plan: MS Data Science in the Department of Computer Science, and MS Mechanical Engineering in the Department of Engineering within the College of Engineering and Technology.

Resolution #17-36
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of March 23, 2017 including curricular actions within the Colleges of Nursing, Engineering and Technology and Departments of Mathematics, Political Science, Biology, Physics, Criminal Justice and Sociology.

Resolution #17-37
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of March 13, 2017 including removal of writing intensive (WI) designation for POLS 2010, ICTN 4020 and ICTN 4022 and renumbering of courses including ARTH 2920 to ARTH 3915 and PHYS 3700 to PHYS 4700 and meeting minutes of April 10, 2017 including removal of writing intensive (WI) designation for SPED 5501 and approval of writing intensive (WI) designation for NURS 4614.

Resolution #17-38
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Revised Distance Education and Learning Technology Committee Charge, as follows:
(Additions are noted in bold print and deletions in strikethrough.)

1. Name: Distance Education and Learning Technology Committee
2. Membership:
   9 elected faculty members.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement and Graduate Studies or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, the Chief Information Officer or an appointed representative, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the
committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 5 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.
   B. The committee reviews reports policies from the Office of Continuing Studies University Online Quality Council relevant to the effectiveness of the University’s distance education policies and procedures and recommends changes as necessary.
   C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University’s academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University’s academic mission.
   D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University’s academic mission.
   E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.
   F. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that corresponds to the Committee’s charge and recommends changes as necessary.
   G. The Committee reviews at least annually those policies within Part VI, Section III of the ECU Faculty Manual that corresponds to the Committee’s charge and recommends changes as necessary.
   H. The chair and vice chair or Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC) and the chair serves as a member. One appointed representative serves on the administrative Technology Steering Copyright Committee.
   I. The chair serves as a liaison between the Faculty Senate and Chief Information Officer. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the appropriate personnel as described in 4. above.
Resolution #17-39
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Revised Academic Program Review Guidelines replacing the 2015 Pilot Academic Program Review Guidelines as follows:

I. Purpose of Academic Program Review

The purpose of the seven-year Academic Program Review (APR) of all undergraduate and graduate programs in a department/school is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University’s values, mission, and commitments in support of our students and the region. Program review is an integral part of the university’s ongoing assessment and strategic planning processes designed to enhance the quality of all educational programs. Programs that are periodically reviewed by an external accrediting body are not part of the formal APR process described here. Rather, reports from these external accreditations satisfy program review reporting requirements and are archived by the SACSCOC liaison in Institutional Planning, Assessment, and Research (IPAR).

The review of programs without specialized accreditation is intended to help faculty and administrators gain an understanding of the following:

- Purpose and outcomes for each degree and certificate program being reviewed;
- Each program’s effectiveness in achieving its purpose and outcomes, along with overall quality;
- The faculty’s vision for each program and improvement actions taken as a result of institutional and assessment data; and
- Future programmatic improvements to the curriculum, pedagogy, and/or operational functions of the department.

APR at ECU consists of two interrelated activities: on-site program review which occurs approximately every seven years for each program, and student learning outcomes assessment which is conducted on an ongoing basis. These two forms of reviews are interrelated in three ways: (1) analysis of what has been learned about program quality through assessment of student learning outcomes is an integral part of the seven-year review; (2) analysis of programmatic and operational outcomes beyond student learning provides the program an opportunity to examine and align its actions with priorities and strategic initiatives of the university and college; and (3) in both reviews, faculty report progress in implementing the action plan from the previous review and develop a new action plan.

II. Academic Program Review Process

APR focuses on program improvement, which is based on three products: 1) an internal self-study of the program by its faculty, 2) an on-site review conducted by an External Review Committee,
and 3) a final action plan produced by faculty and supported by the Dean and the Academic Council. The Director of Institutional Assessment serves as the Coordinator of ECU’s Program Review Processes.

The major steps in planning and conducting a formal review are outlined below:

1. Orientation to Academic Program Review
   a. One year prior to the review the unit will be notified of the upcoming review.
   b. One semester prior to the scheduled academic program review, unit faculty attend an orientation led by the Coordinator to go through the review processes and resources.
   c. The unit faculty consult with the chair and select possible dates for the on-site review and propose names of external and internal reviewers.
   d. One external reviewer must be faculty from ECU’s official peer institutions who are familiar with the discipline; another external reviewer could either be from an official peer institution or a regional peer institution; internal reviewers are ECU faculty from a related campus-based discipline who are external to the department under review and internal to the college where the department under review is housed.
   Note: In departments where only certificate programs are being reviewed an internal review will be conducted with three ECU faculty.
   e. The Coordinator, in consultation with the Internal Review Committee, selects two external and one internal reviewer and invites them to serve on the upcoming External Review Committee. The Coordinator works with the unit chair and/or the unit undergraduate program coordinator and the unit graduate program coordinator to develop the 2-3 day itinerary for the on-site review meetings, which include meetings of the External Review Committee with the unit administrators, faculty, undergraduate and graduate students, college/school administrators, university and community constituents, dean of the Graduate School, and members of the Academic Council.

2. Unit Self-Study
   The unit faculty prepares a Self-Study according to the APR Guidelines provided on pages 7-10. Unless otherwise codified by either the program’s faculty coordinating committee or the unit code, the unit undergraduate program coordinator, the unit graduate program coordinator, and/or unit chair coordinate the preparation of the Self-Study, but it is important to have broad-based input from the faculty. An electronic copy should be sent to the Coordinator for distribution to the Internal Review Committee eight weeks before the on-site review.

3. Internal Review Committee
   The Internal Review Committee reviews the self-study for accuracy, clarity, consistency, and completeness. The Coordinator chairs the Internal Review Committee; members include the dean of the home college of the program(s) under review, a representative of the Educational Policies and Programs Committee (EPPC) of the Faculty Senate, and the Dean of the Graduate School if graduate programs are under review. A liaison to APR from Institutional Research also reviews the self-study for data accuracy.

4. Revision of Self-Study
   Unit faculty revise the Self-Study based on input from the Internal Review Committee. The Coordinator distributes the revised Self-Study and supporting documents to the External Review Committee (one month prior to on-site review).

5. External Review Committee
The External Review Committee conducts its review of the undergraduate and graduate programs. A summary of major findings is presented to the Unit, Dean, and the Academic Council on the second day of the review. Within 30 days of the completion of the on-site review, the External Review Committee sends an electronic copy and a signed hard copy of the final Review Committee Report to the Coordinator, who will distribute to the Unit, the Internal Review Committee, and the Academic Council.

6. Unit Response Report
In a Unit Response Report, faculty respond to each of the recommendations in the Review Committee Report, describing actions they will/will not take to implement the recommendations, who is responsible for the actions, and when they will occur. Faculty also prioritize the resource needs that emerge from the recommendations.

7. Review of Unit Response Report
Unit and college administrators meet to review the Unit Response Report and discuss the unit’s top priorities, needs that can be addressed at the college level, and issues for discussion with the Academic Council. After this meeting, the unit faculty revise the Unit Response Report to reflect actions to be taken by the department, college/school, and those needing institutional support.

8. Unit Response Report to EPPC
Each Unit Response will be sent to EPPC for their review and approval. The self-study, external review committee report, and unit response will be sent to the Chair of EPPC and the review will be placed on an EPPC agenda. The unit administrator attends the EPPC meeting to answer any questions and hear the committee’s decision on whether the unit response is approved or not. If the unit response is not approved, the EPPC Chair will write a memo with concrete recommendations for improvement within ten days. The unit response is to be edited and resubmitted to the Chair of EPPC for the next committee meeting. Units should consult the EPPC “Criteria for Reviewing Unit Academic Program Reviews” document as the unit response is written.

Note: For certificate only reviews this will serve as the last step in the APR process.

9. Final Action Plan with the Academic Council
Academic Council leads a Final Action Plan meeting with unit administrators and Internal Review Committee. In this meeting, the unit administrator summarizes the program faculty’s responses and action plan; the college/school dean summarizes actions to be taken by the college/school; and the Academic Council provides further recommendations on the actions planned. The Coordinator records major decisions made at the meeting, to include revisions made or new actions added to the Unit Response Report. The Coordinator distributes the major decisions in the form of a memorandum to unit faculty, Dean, the Internal Review Committee and the Academic Council. All program review related documentations are maintained by the Office of Institutional Planning, Assessment, and Research.

10. Ongoing Program Review and Enhancement
The unit administrator and/or faculty report on progress one year after implementation of the action plan and again three years later.
III. Roles and Responsibilities

A. Unit Faculty

1. Propose dates for the on-site visit and names of internal and external reviewers and participate in onsite review
2. Collaborate in writing the Self-Study, analyzing data, and reflecting on the strengths and weakness of the program
3. Revise the Self-Study after internal review
4. Address each recommendation in the External Review Report and develop Unit Response Report with an action plan
5. Work with the Dean and the Academic Council to refine and finalize the action plan, implement the plan, and report progress 1 year out and 3 years out

B. Dean of the College or School Having the Program Reviewed

1. Serve on the Internal Review Committee
2. During on-site review
   a. Participate in dinner meeting with the External Review Committee
   b. Participate in faculty/staff debriefing with External Review Committee
   c. Participate in Exit Meeting with External Review Committee and Academic Council
3. Lead meeting of college/school and department leaders to revise Unit Response Report to identify actions to be taken at the college level
4. Participate in Final Action Plan meeting with Academic Council

C. Internal Review Committee

1. Includes the following people:
   a. Director of Institutional Assessment, chair
   b. Dean of the college
   c. Dean of the graduate school
   d. Educational Policies and Planning Committee (EPPC) Representative
2. Select the External Review Committee members
3. Review the Self-Study and appendices for accuracy, clarity, consistency, and completeness
4. Meet with unit faculty and Academic Council to finalize action plans and resource priorities

D. External Review Committee

1. Review the Self-Study prior to arrival on campus
2. Meet with department faculty, staff, students, and other constituencies
3. prepare a written report within 30 days of the on-site visit which is then shared with the college/school, unit faculty, graduate school, and division administrators

E. The Academic Council

1. Meet with External Review Committee on the first day of the on-site review to give the formal charge and on the second day to review major findings
2. Lead the Final Action Plan meeting that includes the Internal Review Committee
F. The Educational Policies and Planning Committee (EPPC) Representative

1. Serve on the Internal Review Committee
2. Provide EPPC with a timely update regarding the quality of self-study and major recommendations found in the External Review Committee Report
3. Provide feedback to the unit administrator and dean on the unit response
4. Report the final EPPC recommendation decision to the Coordinator

Note: If the Unit Response is not accepted by EPPC, the Chair of EPPC will provide concrete recommendations for improvement to the unit administrator within 10 days.

G. Institutional Research

1. Maintain the Academic Program Profile desktop located in the ECU Analytics Portal
2. Meet with department and faculty to review data and resources during the orientation meeting
3. Serve on the Internal Review Committee (as needed) in order to review the self-study data for accuracy

H. Director, Institutional Assessment and/or Designee

1. Coordinate the review process, establish the review schedule and facilitate all logistical arrangements
2. Chair the Internal Review Committee
3. Receive and distribute all documents
4. Record the Final Action Plan and monitor the one-year and three-year progress reports
5. Provide a repository for self-studies, external review reports, unit response plans, final action plan memoranda, and progress reports
Academic Program Review Timeline

**Proposed Unit Program Review Process**
- Led by IPAR to describe program review processes and resources.

**Proposed Timeline**
- One semester prior to academic program review

**Orientation Meeting**

**Unit Self Study**
- Led by IPAR to describe program review processes and resources.

**Internal Review**
- ECU Internal Review Committee reviews the Self Study and suggests revisions.

**Revised Self-Study**
- Faculty revise self-study. Institutional Assessment sends it to External Review Committee.

**External Review**
- External Review Committee reads self-study and conducts program review onsite. Review Committee submits report within 30 days of on-site visit which is provided to college/school, unit faculty, graduate school, and division administrators.

**Unit Response Report**
- Faculty respond to each recommendation with actions to be taken and the resources needed (prioritized) to implement recommendations.

**Review of Unit Response Report**
- Faculty submit Unit Response Plan and meet with college/school administration to discuss and revise actions planned.

**EPPC/Final Action Plan Meeting**
- Unit administrators meet with EPPC followed by the final action plan meeting with Academic Council and Internal Review Committee.

**Ongoing Program Review & Enhancement**
- Program engages in implementation of activities and tasks in Final Action Plan and reports on progress one year after implementation and during the four year of implementation.

**Review of Unit Response Report**
- 2 weeks upon receipt of the self-study

**Review of Unit Response Report**
- 2 weeks upon receipt of the feedback from the Internal Review Committee

**Review of Unit Response Report**
- -Onsite review: 2-3 days
  - External Review Committee Report due one month after onsite review

**Review of Unit Response Report**
- Due 1 month following the receipt of the External Review Committee Report

**Review of Unit Response Report**
- Meeting to occur and revision completed within 6 weeks following the receipt of the External Review Committee Report

**Review of Unit Response Report**
- Unit response is placed on an upcoming EPPC agenda and will be approved or revised.
  - EPPC Final Action Plan Memo distributed 1 week after meeting with the Academic Council
  - 1-year out, as indicated in the Memo
  - 3-year out, as indicated in the Memo

**Review of Unit Response Report**
- East Carolina University
IV. Components of the Self Study (Limit to 50 pages, excluding appendixes)
Executive Summary (3-5 pages): Based on the information presented in the self-study, prepare an executive summary describing:
   a. the overall quality of each degree/certificate that has been reviewed and the indicators you used to assess the quality;
   b. strengths and weaknesses of the department (e.g., How effectively do faculty contribute to teaching, research and service mission of the department and its programs? How effective are the support staff?);
   c. major findings that resulted from the self-study; and
   d. significant actions or changes that have been planned as a result of the self-study.

1. Program Purpose
   For each degree/certificate program without specialized accreditation in the department/school:
   1.1 Provide a clear and concise statement of the program’s purpose;
   1.2 Describe how the program’s purpose aligns to the University’s mission and strategic initiatives;
   1.3 Articulate specific and unique features of the program that distinguish it from others;
   1.4 Describe the external factors that impact the program’s enrollment and market demand of its graduates based on statewide, national and/or professional studies (e.g., enrollment growth or decline of major competitors as reported by IPEDS, market demand as determined by Bureau of Labor Statistics or NC Department of Commerce occupation projections, market forecast by professional organizations, etc. See APR Resources for potential data sources).

2. Enrollment, Degrees and Student Success
   IPAR has provided an Academic Program Profile desktop within the ECU Analytics Portal with information for each degree/certificate program without specialized accreditation. Review the data, collect additional data/information, and respond to the following questions for each program.
   NOTE: Departments will need to collect additional data on job placement and licensure exam pass rates.

   A. Enrollment and Degrees Analysis
      2.1 Describe the program’s enrollment trend over the last seven years to include:
         • headcount enrollment (FT/PT ratio),
         • student diversity,
         • characteristics of incoming graduate students (in terms of undergraduate GPAs, admission test scores, number of complete applications, selectivity, and yield rates),
         • characteristics of undergraduate majors (in terms of high school GPAs, SAT/ACT scores, and undergraduate GPAs).
      2.2 Describe the trend regarding the number of degrees conferred each year.
      2.3 For graduate programs, describe the trend regarding completion rates (1 – 3 years for certificate programs; 3 and 5 years for master’s; 7 and 10 years for doctoral programs) and time-to-degree of the students. What actions have been taken to improve degree completion and time-to-degree?
      2.4 Regarding the program size, is there a justification for expansion or contraction? What actions have been taken that implement the University’s/College’s strategic initiatives regarding enrollment management?
   NOTE: For certificate programs degrees awarded, rather than enrollment, may be more accurate and can be used for this section.
B. Student Success

2.5 What is the 3-year trend regarding D/F/W rates in 1000- and 2000-level courses? Where appropriate, how do the D/F/W rates in face-to-face courses compare to those in online courses? What has the program done to address the courses with high D/F/W rates?

2.6 What is the job placement rate of the graduates? Does it meet faculty expectations?

NOTE: For certificate programs many students are currently employed so discuss their employment status.

2.7 If applicable, what is the licensure pass rate of the graduates? Does it meet faculty expectations?

2.8 What actions has the program taken over the past seven years to improve student success?

C. Action Plans

2.9 What actions does the program plan to take in the next seven years to increase enrollment and student success? What resources are needed?

3. Curriculum, Learning Outcomes and Student Satisfaction:

Provide an interpretation of assessment findings and other relevant data about the curriculum and quality of student learning in each program being reviewed. Focus on interpretation of data, use of results, and program improvements.

D. Curriculum Analysis

To support this section, a link to the degree requirements as published in the Catalog should be provided. Also include in an Appendix an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

3.1 Based on degree requirements and the updated curriculum map, describe how course sequences, including prerequisites, are used to introduce and reinforce student learning prior to students being assessed.

3.2 Describe the process the program uses to ensure the curriculum is up-to-date. Describe any innovative approaches in the curriculum.

E. Student Learning Outcomes Assessment

To support this section, review program assessment reports from TracDat as well as other relevant data obtained since the last program review.

3.3 Based on learning outcomes assessment reports/data, what are the identified strengths and weaknesses in student learning outcomes?

3.4 Where applicable, are there any significant differences in student outcomes in face-to-face and online programs?

3.5 What decisions have been made and what changes have been instituted on the basis of ongoing assessments (e.g., curricular or pedagogical changes, faculty, instructional facilities, student support, funding priorities, the assessment procedure – including objectives and outcomes and methods of gathering and analyzing data, etc.)?

3.6 How effective were the changes?

F. Student Satisfaction

To support this section, review the student survey data such as the Graduating Senior Survey, Graduate Student Exit Survey, and program-level employer/alumni surveys.

NOTE: The Graduate Student Exit Survey is not administered to certificate students so the department can use their own data or consider this section as optional for certificate reviews.
3.7 How satisfied are graduating students with the program?
3.8 How do graduating students/alumni evaluate the knowledge and skills they have acquired in the program?
3.9 How do employers evaluate the graduates’ knowledge and skills?
3.10 What actions has the program taken to improve student support, services, and satisfaction?

G. Action Plans
3.11 Are there new curricular and pedagogical changes that the program plans to implement in the next seven years to improve student learning?
3.12 What will the program do to improve students’ educational experience and overall satisfaction?
3.13 Describe any additional resources needed to implement those changes.

4. Strength of Faculty: Teaching, Research and Scholarship
To support this section, include faculty bio sketches in an Appendix (1-2 pages per faculty).

4.1 Faculty Profile: Describe the current faculty affiliated with the department (e.g., percent full- versus part-time, diversity, percent with terminal degree, tenure status, etc.).
4.2 Faculty Resources: Does the department have the number and type of faculty to achieve its goals?
4.3 What actions has the department taken to recruit and retain highly qualified, diverse faculty?

4.4 Describe the trend in student credit hour production in the department over the past seven years, for both Distance Education and campus courses, highlighting the department’s contribution to the Foundations Curriculum and other degree programs. Consider the trend of average credit hour production per instructional faculty FTE.
4.5 Based on the Delaware Study data, what is the general teaching load of the department faculty? What has the department done to adjust faculty teaching load?
4.6 Describe the direct contributions (course sections taught) and indirect contributions (grading, tutoring, etc.) of graduate teaching assistants to the department’s teaching mission?
4.7 What are the major achievements of department faculty regarding teaching? What has the department done to support faculty teaching?

J. Analysis of Research, Scholarship and Creative Activities
NOTE: The Graduate School will provide links to graduate program theses and dissertations to reviewers.
4.8 What are the major achievements of the faculty regarding research, scholarship (including scholarship of engagement) and creative activities as documented in Sedona/Faculty 180 and/or RAMSeS?
4.9 What are the relative strengths and weaknesses as compared to departments at peer institutions or major competitors? When available, use Academic Analytics to demonstrate strengths and weaknesses. The department will need to collect additional data from comparable programs at ECU official peers or major competitors.
4.10 What has the department done to support faculty research, scholarship and creative activities?

K. Analysis of Service and Outreach activities
4.11 What major service and outreach initiatives have the faculty engaged in? What has the department done to support faculty service/outreach activities?

L. Action Plans:
4.12 What does the department plan to do to support the teaching, research and service activities of faculty? What resources will it need?

5. Regional Transformation – Economic Development/Public Service
5.1 Provide a summary of major activities the department faculty and students have participated in to support regional transformation over the last seven years.
5.2 What does the department plan to do to support regional transformation? What resources will it need?

6. Resources
6.1 Based on analysis of the operating budget and revenue sources supporting the department as well as annual expenditures, discuss the adequacy of the resources provided and required for maintaining program quality.
6.2 Describe the quality, scope, and projected needs for space to support the program.

7. Other Operational or Programmatic Outcomes
7.1 Describe other assessed outcomes that enable the program/department to achieve its objectives, e.g., academic advising, graduate student support, operational efficiency, structural re-organization, etc. Summarize strengths and weaknesses identified in the assessment and actions taken to improve these outcomes.
7.2 Action Plans: What does the department plan to do to improve these outcomes? What resources will it need?

M. Signature Page

External Review Committee Report on the Department of [Department Name]
East Carolina University

Prepared for the
Office of Institutional Planning, Assessment and Research
Division of Academic Affairs
East Carolina University

By

[External Reviewer Name] [External Reviewer Name]
[External Reviewer Institution] [External Reviewer Institution]

[Internal Reviewer Name]
East Carolina University
V. Institutional Research Support for Academic Program Review
ECU's Office of Institutional Research has developed a suite of reports in the ECU Analytics Portal
titled the “Academic Program Profiles”. With university log-in credentials, users will find several
interactive reports providing program-level student and faculty data, and resource guides for
accessing relevant publically-available information. This document outlines how specific reports
within the Academic Program Profiles desktop align with data-driven items in the self-study.
Questions or issues with using the desktop and/or obtaining necessary data for completing the self-
study can be directed to research associate, Kari Koss (kossk15@ecu.edu), or IR Director, Dr.
Beverly King (kingb14@ecu.edu).

Self-Study Item 1.4. (Program Purpose – External Factors)
Departments are asked to discuss external factors that impact the program’s enrollment and
market demand of its graduates. Data to consider for addressing this topic include:

- Surveys of potential or current students. Departments may wish to include data
  available from surveys conducted within the department, across ECU, and/or the
  community. Please contact Kyle Chapman (Chapmank@ecu.edu) in Institutional
  Assessment for more information about survey data.
- Trends in enrollment and/or degrees awarded in similar programs. For programs within
  the UNC System, fall enrollment and degrees awarded can be obtained through the UNC
  Data Dashboard (http://www.northcarolina.edu/?q=content/unc-data-dashboard). Numbers
  of degrees awarded only (enrollment counts not available) can be found for any university
  through the IPEDS database (http://nces.ed.gov/ipeds/datacenter/). See the Academic
  Program Profile Resource Guides for step-by-step instructions on navigating these
  websites.
- Labor market data. The Bureau of Labor Statistics (BLS; www.bls.gov/data) provides nation-
  wide occupational and industry projections in the areas for which graduates of the proposed
  program are expected to find employment. BLS projections at the state- or county-level can
  be obtained through NC Commerce (http://d4.nccommerce.com/). See the Academic
  Program Profiles Resource Guides for additional information regarding these sites.

Self-Study Items 2.1 – 2.7. (Enrollment, Degrees, and Student Success)
Institutional Research provides data relevant to this section through the Academic Program Profiles
desktop. With university log-in credentials, users will find several interactive reports under the
folder listed as “Students”. The following list shows which report provides each element listed in
the self-study template.

- Item 2.1. Enrollment trends. The “Enrollment Trends” report provides headcount
  enrollment for the last 7 years. Counts are broken down by full-time/part-time, on-
  campus/DE, and new/transfer/continuing status.
- Item 2.1. Student diversity. The “Student Diversity” report provides enrollment numbers
  broken down by gender, race/ethnicity, age, and geographic location.
- Item 2.1. Characteristics of incoming graduate students. In the “Admissions Profile”
  folder, locate the “Graduate Admissions Profile” report. This report provides admission
  totals, selectivity and yield rates, undergraduate GPA, and admissions test scores.
- Item 2.1. Characteristics of undergraduate majors. In the “Admissions Profile” folder, locate
  the “Undergraduate Admissions Scores” report. This report provides undergraduate
  admissions scores and high school GPA in the select undergraduate program.
- Item 2.2. Trends in degrees conferred. The “Degrees Awarded” report provides trends in
  degrees awarded including gender and race/ethnicity distributions.
• Item 2.3. Trends in completion rates. In the “Student Success” folder there are subfolders labeled as “Undergraduate”, “Graduate”, and “Doctoral”. Within each of these subfolders there are reports for “Retention, Graduates, and Persistence Rates” and “Time to Degree” for the respective level program(s).
• Item 2.4. Department insight regarding enrollment management. No additional data provided.
• Item 2.5. Trends for D/F/W rates. In the “Student Success” folder and “Undergraduate” subfolder, locate the “Course Grade Distributions” and “Potential Bottleneck Courses” reports. These reports provide course level information on completion rates, attrition, and grade distributions for undergraduate courses by term and department with pass rates, DFW rates, and withdrawal rates.
• Item 2.6. Job placement rates. While IPAR does not currently have this type of data available, we are currently piloting data collection of The Pirate Employment Survey. This survey assesses employment outcomes for recent graduates of ECU undergraduate programs. It is still to be determined when University-level and college-level reports will become available for review. Another option for locating job placement rate data, however, is through NC Tower (www.nctower.com). NC Tower provides employment follow-up data for recent graduates of North Carolina schools that are still employed within the state of NC. There is a guide in the Academic Program Profiles Portal for accessing NC Tower at “Student Success” -> “Employment Rates Wages and Ongoing Higher Education of Graduates”. In addition, it is not uncommon for individual departments to have internal survey data for their own student outcomes. Departments are encouraged to include this type of data if it is available.
• Item 2.7. Licensure pass rates of graduates. IPAR does not systematically track this type of information. It is not uncommon, however, for individual departments to have access to this program specific data. Departments are encouraged to include this data if it is available.

Self-Study Items 4 & 5 (Strength of Faculty - Teaching, Research, Scholarship & Public Service)
Institutional Research provides data relevant to this section through the Academic Program Profiles desktop. With university log-in credentials, users will find several interactive reports under the folder listed as “Faculty”. The following list shows which report provides each element listed in the self-study template.
• Item 4.1. Faculty profile. Listed under the “Faculty” folder, the “Faculty Roster” report will provide a list of all university personnel categorized as faculty affiliated with the selected department and year with tenure status, academic rank, highest degree earned, and demographics.
• Item 4.2. Department interpretation of faculty resources. No additional data provided.
• Item 4.3. Department interpretation of faculty recruitment. No additional data provided.
• Item 4.4. SCH Production. Under the “Teaching” folder, select the “Student Credit Hours and Generated FTE” report. This report provides SCHs and generated FTEs by department and fiscal year.
• Item 4.5. Delaware Study (ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm). A guide for accessing/understanding the Delaware Study of Instructional Costs and Productivity can be found under “Teaching” -> “Faculty Teaching Loads and Instructional Costs”.
• Item 4.6. Contribution of graduate assistants: No additional data available from IPAR.
• Item 4.7. Teaching achievements of faculty: No additional data available from IPAR.
• Item 4.8 – Item 5.2. Faculty research and scholarship measures: Under the “Research” folder, users will find the “Ramses Grants and Contracts Awarded” report. Under
“Scholarship”, the following four reports are available “Sedona Books Chapters and Other Publications”, “Sedona Journal Articles and Conference Proceedings”, “Sedona Creative Activities”, “Sedona Presentations and Posters”. Direct access to these databases is also available:

-Sedona (http://www.ecu.edu/cs-acad/ofe/evaluation_sedona.cfm)
-RamSeS (http://www.ecu.edu/cs-acad/osp/RAMSes.cfm)

- Item 4.9. Comparison to peers: ECU subscribes to the services of Academic Analytics (http://academicanalytics.com/), with online access provided to department representatives. The Academics Analytics Database includes information on over 270,000 faculty members associated with over 385 universities in the United States and abroad, with data to include the primary areas of scholarly research accomplishment: (1) the publication of scholarly work as books and journal articles, (2) citations to published journal articles, (3) research funding by federal agencies, and (4) honorific awards bestowed upon faculty members. These data are structured so that they can be used to enable comparisons at a discipline-by-discipline level as well as overall university performance.

*Other Resources Available (in addition to those referenced above)
- ECU Office of Institutional Planning, Assessment, and Research (http://www.ecu.edu/ipar/)
- Listing of ECU Official Peers (ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf)
- ECU Student Achievement Metrics (ecu.edu/sacs/StudentAchievementMetrics.pdf)
- ECU TracDat (https://ecu.tracdat.com/tracdat/)
- Space Utilization Report (produced by IPAR upon request)

VI. Selecting the External Review Team
An important task is for the unit to develop a list of five potential external reviewers from ECU peer institutions, three from regional peer institutions (optional) and three internal reviewers. These external reviewers are to be nominated from institutions identified as official peers of East Carolina University and should be professionally prominent individuals, usually nationally recognized in their field. The potential internal reviewers are ECU faculty from a related campus-based discipline. The unit should forward the list of potential reviews to the Coordinator, and then the Project Manager will contact each reviewer to ascertain availability and interest in serving as an academic program reviewer.

The list of potential reviewers is submitted to the Coordinator containing the following information:

- Name of reviewer
- Name of university
- Complete job title/rank and name of a reviewer’s unit
- Primary area of scholarly activity (related to unit being reviewed)
- Rationale for selection
- Contact information (full mailing address, e-mail, and telephone number)

Nominees from the list provided by the unit will be discussed by the Internal Review Committee and the official team members will be selected according to the following criteria:

- Two reviewers external to East Carolina University;
- One internal reviewer from a related campus-based discipline outside of the department and internal to the college;
- External reviewers must be part of a program that is recognized for excellence in the discipline and able to benchmark the unit’s programs based on discipline-specific rankings and other publically available comparisons;
- External Review Committee is a diverse group with experience in both undergraduate
and graduate programs as well as with the appropriate teaching, research and service components of the discipline; and
- Reviewers must affirm that there exists no conflict of interest related to the unit under review.

VII. Charges to the External Team
The purpose of Academic Program Review (APR) at East Carolina University is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University’s value, mission, and commitments in support of our students and the region. APR is an integral part of the university’s on-going assessment and strategic planning processes designed to enhance the quality of all educational programs and we sincerely thank you for assisting us. This letter provides you with the charge to the external review team.

N. External Review Committee Charge
Please make an objective evaluation of the unit’s efficiency and effectiveness in achieving its programs’ purpose, and make recommendations that will help in planning improvements. Your resources are the APR Guidelines, a Self-Study report prepared by the unit, copies of the Final Action Plan and Progress Reports from the previous review (if applicable), information you gain through interactions while onsite at ECU, and any additional information requested by you. Within the broad charge of recommending ways that the unit can continue to improve, here are some overarching questions that we would like you to address:
- Based on the information/data provided in the Self-Study or gathered by the external review committee, what are the unit’s overall strengths and weaknesses?
- What major improvements (including student learning and faculty development) has the unit made since the previous program review or within the last seven years?
- What is the professional benchmark and how does this program compare?
- What specific recommendations could improve the unit’s performance?
- In addition, you may be asked to focus on program-specific questions during your on-site review of the program.

We look forward to meeting you during your time on campus. If you have any questions or require additional information prior to your visit, contact the Director of Institutional Assessment and Coordinator of Program Reviews or the Executive Assistance to IPAR.

Resolution #17-40
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of April 7, 2017 including PhD in Nursing Academic Program Review, revision of existing Design, BS and Industrial Distribution and Logistics, BS within the Department of Technology Systems in the College of Engineering and Technology; new Composite Natural Science Minor within the College of Arts and Sciences; Integrated Degree Pathway: Mathematics Integrated Bachelors/Masters within the Department of Mathematics in the College of Arts and Sciences; Removal of an Existing Concentration: HIM Concentration, Health Informatics and Information Management, MS within the Department of Health Services and Information Management in the College of Allied Health Sciences; Request to Plan an MS in Mechanical Engineering within the Department of Engineering in the College of Engineering and Technology; Request to Plan a BS in Software Engineering within the Department of Computer Science in the College of Engineering and Technology; and Request to Plan an MS in Data Science within the Department of Computer Science
in the College of Engineering and Technology.
Revised Selection Procedures for the following University awards.

Selection Procedures for East Carolina University Alumni Association Outstanding Teaching Awards and the Robert L. Jones Teaching Award

The below text replaces the original text linked here.

Objective

Two University Alumni Association Outstanding Teaching Awards and one Robert L. Jones Teaching Award recognize outstanding teaching at East Carolina University.

Awards Per Year
The three award recipients will be recognized at a variety of functions and will each receive a monetary award of $1,000.

Eligibility
Nominees must:
1. be a full-time faculty member;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected; and
4. not have won the award within the last four years.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the following Seven Characteristics of Effective Teaching (FS 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.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made by academic code units by submitting a letter addressing the criteria outlined above. The letter must specify why the nominees deserve the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, 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.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee's (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   • Nomination letter
   • Student letters: typed letters of support from 2 or 3 former students of the nominee
   • Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
   • Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
   • Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; if not available
please provide a brief explanation

- Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.
- Video (required of all finalists for the award): a 20-minute video of the finalist teaching a class at ECU within the last year. The unedited video must: 1) display the date, time, and class name; 2) contain 20 consecutive minutes of teaching; and 3) include a pan of the audience. Finalists will be given 4 weeks to prepare the video.

Evaluation Procedures
All packets will be made available to members of the Academic Awards Committee via the Blackboard course management software.

In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and consist of 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the Alumni office. It will have at least one member experienced in classroom observation and evaluation and preferably a previous Alumni award winner. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide a video as detailed above.

By mid-February, the selection committee will evaluate the finalists’ materials, and, by scoring determine the 2 recipients of the Alumni Association award and the recipient of the Robert L. Jones Award.

In the Spring, the award recipients will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #06-07, February 2006; FS Resolution #16-41, May 2016)

Selection Procedures for the East Carolina University Lifetime and Five-Year Achievement University Research/Creative Activity Awards

The below text replaces the original text linked here.
Objective
The annual lifetime and five-year achievement university research/creative activity awards reward originality and excellence in research and creative activities as evidenced by sustained high quality work performed while contributing to the academic functions of East Carolina University at any rank or status.

Awards Per Year
A maximum of two annual lifetime and two annual five-year achievement university research/creative activity award recipients. These awards carry a monetary prize and are presented in a special awards ceremony each spring.

Eligibility
Nominees must:
- have demonstrated sustained high quality research and creative activity while contributing to the academic functions of ECU at any rank or status;
- have taught at ECU at least five continuous years; and
- have been involved in research at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines
Nominations may be made in the following ways:
1. by the department-level academic units (including areas of concentration) or
2. by other representatives in the faculty member’s field of work.

Nominations from academic units must be based on the unit's stated criteria for evaluating faculty research and creative activities. Independent nominations must include a similar statement of perspective, specifying criteria against which the applicant may wish to be judged.

Nominations should:
1. provide evidence of the nominee's productivity;
2. provide peer review evidence of the value and influence of the nominee’s work;
3. provide any additional information that could assist the selection committee with reaching a decision;
4. focus on the nominee's research and creative achievements during five years of continuous service at ECU if nominated for the five-year award;
5. focus on the nominee's research and creative achievements sustained over their entire career, with an emphasis on work accomplished at ECU, if nominated for the lifetime award.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify the award for which the nominee is to be considered (five-year or lifetime), and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, 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.

The application packet:
1. should include representative examples of your research and creative activity.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and vita.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • Cover letter
   • Nomination letter
   • CV: a complete curriculum vitae
   • Research materials: at least 1, and no more than 3, samples of your published research and/or creative activity output that can be submitted electronically. Examples include, but are not limited to, entire journal articles, excerpts from journal articles or books, still photos, and audio and video recordings (20-minute excerpts)
   • 3 external letters of recommendation on institutional stationary providing evaluations of the nominee’s research and creative activity accomplishments and contributions. These letters should describe and emphasize the impact of the nominee’s body of work on their field of scholarship. The person providing the recommendation must describe the nature of any relationships (both past and present) between the writer and the nominee.

Evaluation Procedures
In September, the Academic Awards Committee appoints three to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

In December, the selection committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Vice Chancellor reviews the selected recipients’ research materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.

In the Spring, the award recipients will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #09-34, October 2009; FS Resolution #12-72, April 2012)
Selection Procedures for the East Carolina University Max Ray Joyner Award for Outstanding Teaching in Distance Education

The below text replaces the original text linked here.

Objective
The Max Ray Joyner award for outstanding teaching in distance education honors 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 distance education. Hereafter, both online distance education classes and face-to-face classes taught off-campus, will be referred to as distance education classes.

Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a monetary award of $1,000, a plaque and $500 in professional development. A sculpture, located in the Joyner Library, depicting a flame which symbolizes the spirit of education as interpreted by its designers, School of Art and Design students Julie Spivey, Anne Partna and Tripp Jarvis, is represented on the plaque awarded each year.

Eligibility
Nominees must:
1. be a full-time faculty member who has taught a distance education class;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years;
5. have demonstrated commitment and enthusiasm in teaching and mentoring off-campus students; and
6. have demonstrated excellence in the delivery of courses offered through distance education.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the following Seven Characteristics of Effective Teaching (FS 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.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made by academic code units by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, 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.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the nomination packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   • Nomination letter
   • Student letters: typed letters of support from 2 or 3 former students of the nominee
• Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
• Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
• Peer evaluations: at least 1, and no more than 3, distance education peer evaluations of teaching; if not available please provide a brief explanation
• Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.
• Required of all finalists: a written or recorded presentation that demonstrates and summarizes the finalist’s DE classes, technology used, community building strategies, examples of interactivity, and any other aspects of their DE classes that would be helpful to the selection committee. Finalists will be given 4 weeks to prepare their presentation.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and will consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the office of Continuing Studies. It will have at least one member experienced in the delivery of distance education courses and preferably a previous Max Ray Joyner award winner. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must be in accordance with the approved award procedures. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide the video or additional supportive DE material as detailed above.

By mid-February, the selection committee again evaluate the finalists’ presentations and determine the winning candidate.

In the Spring, the award recipient will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipient and letters of appreciation to nominees.

The award winning portfolio will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #02-22, April 2002; FS Resolution #16-41, May 2016)
Selection Procedures for the East Carolina University Scholarship of Engagement Award

The below text replaces the original text linked here.

Objective
Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The annual Scholarship of Engagement Award recognizes achievement in scholarship of engagement (SOE) and sustained commitment to partnered scholarly endeavors with communities. SOE is scholarly activity by faculty members working with community partners. The community is viewed as an equal partner and works collaboratively with the faculty member through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination.

Awards Per Year
One award is given annually. This award will carry a monetary prize and will be presented in a special awards ceremony each spring.

Eligibility
Nominees must:
• have demonstrated achievement in SOE and commitment to the community as an equal partner;
• have worked collaboratively with the community through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination; and
• have been involved in scholarship activities at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines
Nominations may be made in the following ways:
1. by the department-level academic units (including areas of concentration)
2. by other representatives in the faculty member’s field of work, including community partners
3. any eligible faculty member may request consideration by the unit

Nominations should:
1. provide evidence that the scholarship positively impacted the community(ies);
2. provide evidence of leadership and sustained, equal relationships with the community(ies) for the purpose of scholarship;
3. provide evidence of a relationship between the scholarship, departmental/academic unit goals, and ECU’s Strategic Plan;
4. cite examples of SOE-generated products such as: 1) professional juried presentations and publications, and 2) research studies of partnerships;
5. cite examples of: 1) leadership in SOE, 2) community response to the engagement and outreach, and 3) assessment of the engagement disseminated in reports and policies.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be
contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, 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.

The application packet:
1. must adhere to the specifications presented here; those that do not will be disqualified.
2. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
3. must not exceed 50 pages, excluding the itemized list and vitae.
4. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a complete curriculum vitae, highlighting the nominee’s SOE
   • 500-word essay describing the SOE from the nominee’s perspective, including the impact of the scholarship on the community(ies), the related academic discipline, and East Carolina University
   • Nomination letter
   • Supportive letter from community partner
   • Evidence that the nominee exemplifies the award criteria. Examples include, but are not limited to: 1) letters attesting to the impact of the SOE on the unit, discipline, students, and community; 2) policies implemented as a result of the SOE; 3) grant abstracts; 4) media reports; 5) awards; 6) photos with captions
   • At least 1, and no more than 3, examples of your SOE-related research and creative activity that can be submitted electronically. Examples include, but are not limited to: 1) video excerpts of professional juried presentations (not to exceed 20 minutes); 2) entire or excerpted peer-reviewed publications

Evaluation Procedures
In September, the Academic Awards Committee appoints up to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion

In January, the selection committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating the one selected to receive the award, and the supporting documentation of the selected recipient. The Vice Chancellor reviews the selected recipients’ research materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.
In the Spring, the award recipient will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipient and letters of appreciation to nominees.

(FS Resolution #10-69, September 2010)

Selection Procedures for the Board of Governors Distinguished Professor for Teaching Awards

The below text replaces the original text linked here.

Objective
The Board of Governors Distinguished Professor for Teaching Awards recognizes and supports excellent teaching at East Carolina University.

Awards Per Year
Six recipients of this award will be recognized at a variety of functions and each will receive a stipend of $1,000.

Eligibility
Nominees must:
1. be a full-time faculty member at East Carolina University;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years; and
5. have demonstrated excellent or exceptional teaching ability.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their college or school. Any eligible faculty member may request consideration by the college or school.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made by academic deans or their representatives by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations is distributed among the colleges and schools according to their relative number of faculty:
• Arts and Sciences, 5 maximum nominations
• Medicine, 5 maximum nominations
• Fine Arts and Communication, 3 maximum nominations
• Business, 2 maximum nominations
• Education, 2 maximum nominations
• Health and Human Performance, 2 maximum nominations
• Nursing, 2 maximum nominations
• Allied Health Sciences, 1 nomination
• Dental Medicine, 1 nomination
• Engineering and Technology 1 nomination

Nominees who wish to pursue the award must submit their application packets electronically, via flash-drive or website, to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, 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. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   • Nomination letter
   • Student letters: typed letters of support from 2 or 3 former students of the nominee
   • Student Evaluations: summaries of the past 3 years, and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
   • Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
   • Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable
   • Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the OFE, and will consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.
In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will forward to the Chancellor the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Chancellor reviews the selected recipients' materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.

In the Spring, the award recipients will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of these awards, the Chancellor will send letters of recognition to recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #16-41, May 2016)

________________________________________
Selection Procedures for the Board of Governors Award for Excellence in Teaching

The below text replaces the original text linked here.

Objective
The Board of Governors Award for Excellence in Teaching recognizes the sustained career record of distinguished teaching by a tenured East Carolina University faculty member.

Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a stipend of $12,500.

Eligibility
Nominees must:
1. be tenured at East Carolina University;
2. have taught at East Carolina University at least seven years;
3. have demonstrated excellent or exceptional teaching ability over a sustained period of time;
4. be teaching in the academic year in which they are selected; and
5. not have received this award previously while teaching at any UNC institution.

Nomination Procedures and Guidelines
Faculty, students, administrators, and alumni may nominate a faculty member, or faculty members may nominate themselves.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award),
faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically, via flash-drive or website, to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will receive a UNC-GA form, which they must complete and submit along with an electronic photograph. Nominees without a photograph may contact the OFE about having one taken. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   • Nomination letter
   • Colleague letters: typed letters of support from 2 ECU colleagues
   • Student letters: typed letters of support from 2 or 3 former students of the nominee
   • Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
   • Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
   • Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable
   • Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision
   • Video: a 20-minute video of the nominee teaching a class at ECU within the last year (contact the OFE for the acceptable videotaping service). The unedited video must display consecutive minutes of teaching and include a pan of the audience

Evaluation Procedures
In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs
and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will forward to the Chancellor the names of all nominees, indicating the names of the two finalists, and the supporting documentation of the finalists. The Chancellor reviews the selected finalists’ materials in accordance with the approved award procedures and forwards to the Board of Governors the name of the one finalist from East Carolina University.

In the Spring, the award recipient will be recognized during a Board of Governors Ceremony and the annual ECU Teaching Awards Ceremony. Following the public announcement of this award, the Chancellor will send a letter of recognition to the recipient and letters of appreciation to nominees.

The award winning portfolio will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library. (FS Resolution #16-41, May 2016)

Resolution #17-42
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: June 8, 2017 and June 21, 2017 respectfully

Revised Department of Biology and College of Business unit codes of operation.

Resolution #17-43
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017

Resolution on Recycling Efforts, as follows:

WHEREAS, the University Environment Committee is charged with promoting sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste; and

WHEREAS, the current Safety and Environmental policy states “ECU will strive to protect and enhance the environment by pursuing environmental sustainability initiatives”; and

WHEREAS, the University Environment Committee has identified that the recycling rates on campus are substandard due to understaffing, lack of consistent signage and methods, and lack of cultural awareness; and

WHEREAS, recycling and waste reduction at the source are some of the fastest and most
effective ways for East Carolina University to reduce its carbon footprint, while reducing public health hazards and creating jobs and leading by example for our peer institutions, faculty, staff, and students; and

WHEREAS, the University Environment Committee supports an effective, convenient, environmentally sound and fairly financed recycling program; and

WHEREAS, the University Environment Committee supports strategies to divert and reduce waste to the greatest extent possible in all aspects of ECU operations, such as:

- Standardizing recycling bins, locations, and signage across campus both indoors and outside;
- Removing deskside trash bins and replacing them with standardized deskside recycling bins with mini hanging trash bins coupled with postcards on office desks instructing staff and faculty to empty trash and recycling into centralized paired (waste and recycling) collection bins;
- Removing trash bins from classrooms and posting signage telling students to use hallway bins where trash and recycling bins are paired and marked with appropriate signage;
- Increasing professional and student staffing for processing of recycled materials;
- Promoting campus awareness of recycling practices and methods;
- Enhancing recycling and composting activities to conserve energy and reduce or avoid greenhouse gas emissions across campus;
- Encouraging digital document sharing and "paperless" offices whenever feasible;
- Purchasing reusable/refillable products whenever feasible instead of disposable products; and

WHEREAS, a comparison of recycling staff, student population and gross square footage of buildings with similar UNC system institutions reflect the following:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>STAFF</th>
<th>STUDENTS</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Chapel Hill</td>
<td>11</td>
<td>29,084</td>
<td>18,943,498</td>
</tr>
<tr>
<td>NC State University</td>
<td>18</td>
<td>33,989</td>
<td>15,119,248</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>16</td>
<td>28,062</td>
<td>9,555,725</td>
</tr>
<tr>
<td><strong>East Carolina University</strong></td>
<td><strong>5</strong></td>
<td><strong>28,962</strong></td>
<td><strong>6,868,261</strong></td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>7</td>
<td>19,653</td>
<td>6,163,784</td>
</tr>
</tbody>
</table>

THEREFORE, Be It Resolved, that the Faculty Senate supports the efforts and strategies of the Committee to divert and reduce waste by requesting the Chancellor and University administration to consider appropriate funding for additional professional and student staffing for processing of recycled materials, education/promotional strategies to change the University culture, and bins and signage to unify recycling procedures across campus.
Use of Summary Course Section Reports of the Results of the Student Survey (SSOI)

At the end of each fall and spring semester, the two summary course section reports of the results of the SSOI be distributed to the faculty member, the faculty member’s course coordinator (when appropriate), department chair or school director, and the college dean. The provost may access the summary reports. Summary reports will not contain the student comments from the individual faculty reports.

Revised East Carolina University General Education Program

Replace the current policy, “Goals of the Liberal Arts Foundations Curriculum,” (approved by the Faculty Senate in February 2005 and by the chancellor in March 2005) with the “East Carolina University General Education Program” document presented below and implement the policy presented below effective spring semester 2018.

East Carolina University General Education Program

Vision Statement:
Empowering Pirates to capture their horizons!!

ECU’s motto is Servire - To Serve. The university prepares graduates by engaging the broad range of human knowledge and developing the skills that promote self-discovery and informed, responsible citizenship.

The fundamental purpose served in requiring students to take general education courses is to have students develop an understanding of aspects of the human condition that are not the primary focus of their major field of study. The number of subjects that fit this description is larger than can be required of ECU’s students. Hence the university only requires courses in the broadest and most basic areas of study along with courses in especially valuable competency areas (written communication, mathematics, health promotion and health-related physical activity and diversity). Most professional and interdisciplinary programs of study are grounded in the following broad, basic areas of study: the fine arts, the humanities, the social sciences and the natural sciences.

General education exposes students to the broad range of human knowledge, while enabling them to acquire key skills and to gain critical competencies that prepare them to understand societal problems and to seek solutions. On that foundation, students then build expertise in one or more academic areas, developing the capacities to establish themselves in the work world and to contribute to society as engaged and well-informed citizens.
Students explore and inquire in the humanities, arts, natural sciences, and social sciences, learn to communicate effectively both orally and in writing, develop quantitative literacy, become familiar with global concerns and the diversity of the human experience, and cultivate the broad knowledge and skills that inform the mature exploration of their own majors. This foundation and its integration with specialized learning in the students' majors enable them to live broadly informed, responsible, and meaningful lives; at the same time, this preparation is essential to good citizenship in an increasingly global and culturally diverse world.

Fully developing each student’s communication, computational and critical thinking skills can only be accomplished by the student’s program of study in their academic major. General education courses advance students beyond the competencies acquired in PK-12 education, but these courses are too few in number and too early in an undergraduate’s career to fully prepare students in these skill areas. The full development of these skills is the responsibility of each student’s major area of study.

**General Education 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.

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.

**General Education Competency Areas:**

**Humanities Competency**

Courses in the Humanities and in interdisciplinary areas linked to subjects in the humanities challenge students to critically examine their beliefs and the beliefs of others about what can broadly be called “human existence” or referred to as “what it is to exist as a human being.” Humanities courses address a range of issues that ancient texts show have captured people’s attention for over 3000 years. These problems include matters of value, and the courses that address them require students to critically assess diverse understandings of life’s aesthetic, ethical and moral dimensions. Humanities courses require students to learn one or more methods of critical analysis and to understand the value of knowledge both for its own sake and for its application. The knowledge gained by taking courses in the Humanities contributes to each student’s understanding of how to choose a life worth living.

*The following program learning outcomes define the Humanities Competency.*

Students who have completed the General Education Humanities requirements can:

1. Distinguish artistic, literary, philosophical or religious creations from other types of work and describe how they address enduring human concerns and the human condition.
2. Apply discipline-specific criteria and evaluate the significance of specific literary, artistic, philosophical or religious works to enduring human concerns and the human condition.
3. Apply discipline-specific knowledge in the humanities to contrast their understanding with that of others of the significance of specific artistic, literary, philosophical or religious works to enduring human concerns and the human condition.

**Fine Arts Competency**
Courses in the Fine Arts develop the knowledge and skills students required to create, critique and appreciate diverse forms of Fine Art. These courses develop an understanding of the Fine Arts considered for their own sake and for their social, political and other impacts. Learning to apply one or more methods of critical analysis is essential to the critique of the different aspects of the fine arts. Creating, critiquing and appreciating works of visual and performing art and engaging in the scholarly study of the history and appreciation of the Fine Arts enhances the quality of each student's life experience and contributes to the well-being of humanity.

The following program learning outcomes define the Fine Arts Competency.

Students who have completed the General Education Fine Arts requirements can:

1. Apply knowledge of an area in the Fine Arts to describe specific artists, works, movements and creative processes and their significance to the human condition.
2. Analyze diverse genres, styles, and techniques in their appropriate cultural and historical context.
3. Apply discipline-specific knowledge in the Fine Arts to evaluate the relevance of the Fine Arts to cultural and personal growth.

Natural Sciences Competency

Courses in the Natural Sciences engage students with subjects that aim to answer fundamental questions about the structure and function of the complex systems that constitute the physical universe. Students learn to seek knowledge for its own sake as well as for its application, and to understand the relation of technological progress to advances made in the Natural Sciences. Courses in the Natural Sciences further students understanding of the scientific method. This prepares them for further study in technology or basic science. Students learn the connection between successful interdisciplinary scholarship and the knowledge provided by the Natural Sciences. Courses in the Natural Sciences initiate the development of the knowledge and skills students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

The following program learning outcomes define the Natural Science Competency.

Students who have completed the General Education Natural Sciences requirements can:

1. Apply discipline-specific knowledge to explain natural phenomena and scientific problems.
2. Use discipline-specific methods to test a hypothesis by collecting, analyzing and interpreting data and communicate the results.
3. Describe the scope and limits of science and how scientific inquiry is based on investigation of evidence from the natural world.
4. Describe how scientific data and advances in science relate to societal issues.

Social Sciences Competency

Courses in the Social Sciences introduce students to the study of the psychological, social and cultural dimensions of individuals and groups. Students learn to seek knowledge for its own sake as well as for its application. Courses provide students with the knowledge necessary to solve problems in the Social Sciences and in scholarly fields that apply the methods used in the Social Sciences. They introduce students to the theoretical, analytical, and methodological techniques and perspectives of Social Sciences that advance the understanding of individual and group behavior. Scholarly study in the Social Sciences provides students with the foundation for understanding real-world problems necessary for meaningful participation in society. Courses in the Social Sciences
develop the intellectual abilities, knowledge and skills that students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

The following program learning outcomes define the Social Science Competency.

Students who have completed the General Education Social Sciences requirements can:

1. Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.
2. Explain how cultural and historical contexts influence individual behavior, society or culture.
3. Apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral or cultural issues.

Health Promotion and Health-Related Physical Activity Competency

Courses in the health promotion and physical activity disciplines enable students to develop the knowledge and skills required for a physically fit and healthy functioning human body. Scholarly study in the health promotion and physical activity disciplines promotes the understanding and intellectual abilities essential to making informed decisions about how to be healthy and physically fit. Proficiency in engaging in life-enhancing group and individual physical activity is essential to living a healthy, high-quality life. Scholarship in these areas address behaviors and develop skills that have a positive impact on overall human wellbeing.

The following program learning outcomes define the Health Promotion and Health-Related Physical Activity Competency.

Students who have completed the General Education Health Promotion and Health-Related Physical Activity requirements can:

1. Explain the factors that influence human health and wellness, and affect major public health issues in society;
2. Identify barriers to and evaluate strategies for achieving optimal health among all populations, including those experiencing health disparities;
3. Apply concepts, skills, tools and methods in health promotion to assess and improve personal health.

Written Communication Competency

Courses in the writing competency curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer’s craft to shape.

The following program learning outcomes define the Written Communication Competency.

Students who have completed the Written Communication General Education requirements can:

1. Create, identify, and engage in significant research questions.
2. Engage rhetorically and integrate a variety of appropriate sources to support a central claim.
3. Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline.
4. Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors.
5. Format documents and cite sources in accordance with the conventions in the individual disciplines.
6. Demonstrate methods of inquiry and rhetorical strategies, including form, media and style relevant to the discipline.
7. Identify and explain writing strategies used in their writing.

**Mathematics Competency**
Courses in the mathematics competency curriculum provide students with basic skills in mathematics or logic.

The following program learning outcomes define the Mathematics Competency.

Students who have completed the General Education Mathematics requirements can:

1. Correctly use/interpret mathematical notation and terminology to solve problems
2. Apply general concepts and principles of mathematics to solve various kinds of problems (e.g. use general formulas, recognize general patterns in a collection of problems, apply rules of logic in the process of problem solving).
3. Model/solve problems related to applications that describe various phenomena in nature and society.

**Global and Domestic Diversity Competencies**
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 General Education 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 identify 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 #17-46
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017

Formal faculty advice on Proposed Information Technology Accessibility Regulation
No additional changes are being recommended to this proposed regulation.

Information Technology Accessibility Regulation
All Versions: Version 1

Policy
Title Information Technology Accessibility Regulation
Category Information Technology
Sub-category Technology Use
Authority Chief Information Officer

History
Contact Name, Division, phone

Related Policies
Academic Computer Use Policy
Equal Opportunity and Non-discrimination policy statement
ECU Web Regulation
Notice of Nondiscrimination and Affirmative Action Policy
University Student and Employee Use Policy

Additional References
Accessible Content Checklist for Courses
Accessibility Review Exemption and Exception Process

Americans with Disabilities Act
Close Captioning Requirements

Department of Disability Services
Office of Equity and Diversity
Report an IT Accessibility Issue at ECU
Equally Effective Alternate Access Plan (EEAAP)

Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter

ITCS Accessibility Resources
IT Accessibility Charter
IT Accessibility Evaluation Criteria
IT Accessibility Resources to Support Faculty Instruction
North Carolina General Statue § 168A-7 – Discrimination in Public Service
Section 504 of the Rehabilitation Act of 1973
Section 508 of the Rehabilitation Act of 1973
United States Access Board – Section 508 Standards for EIT
Voluntary Product Accessibility Template (VPAT)
Web Accessibility Standards for ECU
Web Content Accessibility Guidelines (WCAG)

1. Introduction
East Carolina University provides equal opportunity to its educational and administrative services, programs, and activities in accordance with federal and state law. This policy extends to the university’s electronic and information technologies and applies to their procurement, development, implementation and ongoing maintenance.
Ensuring equally effective and timely access to electronic information technology (EIT) and communications is the responsibility of all university administrators, faculty, and staff.
This is in accordance with federal laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, Section 504 and Section 508 of the 1973 Rehabilitation Act as amended (29 U.S.C. 794d).

1.1. Definitions

**Accessibility Standards** are the internal standards that clarify the use of Section 508 and Web Content Accessibility Guidelines (WCAG) as it relates to East Carolina’s programs and services.

**Accessible** "Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

**Disability**, with respect to an individual, means (A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.

**Electronic and Information Technology (EIT)** includes e-learning and information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term electronic and information technology includes, but is not limited to, the internet and intranet websites, content delivered in digital form, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, audience response systems ("clickers"), and equipment such as classroom podiums, copiers and fax machines. It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunications products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

**Equally Effective** means that the alternative format or medium communicates the same information in as timely a manner as is feasible.
**Reasonable Accommodation** is any modification or adjustment to the work or academic environment that will enable a qualified applicant, visitor, student, or employee with a disability to participate in the application process or to perform an essential job function. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

**Section 508 Standards** are a comprehensive set of general, technical, and functional standards that apply to Federal agencies to make their electronic and information technology accessible to individuals with disabilities.

**Web Content Accessibility Guidelines (WCAG)** refer to the World Wide Web Consortium (W3C) guidelines for creating accessible Web content.

2. **Purpose**
The purpose of this regulation is to provide processes by which university administrators, faculty, and staff will create, obtain and maintain electronic and information technology (EIT) in a manner that ensures that EIT is accessible to individuals with disabilities. Unless doing so would pose an undue burden, the University will make reasonable efforts to ensure that EIT allows, regardless of the type of medium of the technology-- (a) individuals with disabilities to have access to and use of information and data that is comparable to the access to and use of the information and data by those individuals without disabilities; and (b) individuals with disabilities who are members of the public seeking information or services to have access to and use of information and data that is comparable to the access to and use of the information and data by those members of the public without disabilities.

This policy applies to the following areas:
- Web Accessibility
- Instructional Materials Accessibility
- Software, Hardware and Systems Accessibility
- Procurement

3. **Web Accessibility**
3.1. **Scope**
This regulation applies to all university Web pages and applications, as defined by the ECU Web Regulation.

3.2. **Standards**
ECU requires web authors of both official and unofficial faculty and staff web sites at "ecu.edu" to comply with accessibility requirements mandated by federal and state law. Accordingly, the university has adopted Web Accessibility Standards based on the Section 508 and W3C Web Content Accessibility Guidelines. By adhering to these guidelines, ECU web resources will be accessible to persons with disabilities or a reasonable accommodation will be offered to qualified persons such as providing alternative formats or auxiliary aids and/or making adjustments. All university websites conducting ECU official business, unless technically impossible, will link to the university’s main Accessibility site which includes a statement of commitment to Web Accessibility.

4. **Instructional Materials Accessibility**
4.1. **Scope**
This regulation applies to all electronic instructional materials, optional and required, whether delivered within the university’s learning management system, in face-to-face classes, distance
education classes or through electronic instructional activities such as email, blogs, and resources external to the university.

4.2. Standards
Electronic instructional materials, optional and required, will be accessible and as effective and useable for persons with disabilities as they are for persons without disabilities. Instructional materials and activities will be made available to all students in a timely manner and through an equally effective means.

5. Software, Hardware and Operating Systems Accessibility
5.1. Scope
This regulation applies to software, hardware and operating systems purchased so that they are accessible with regard to assistive technology and are able to produce accessible products and content.

5.2. Standards
East Carolina University uses the 508 Standards - Software Applications and Operating Systems. To meet the standards, a product must either build in accessibility features as part of the development, or be compatible with assistive technology. These standards provide proven techniques for the design and development of universally accessible software, hardware, and operating systems. The specifications address keyboard access, screen focus, tabbing order, compatibility with assistive technology, visual cues for audio alerts, field and control labeling, documentation, color coding, adjustment of screen colors, and access to menus.

6. Procurement
6.1. Scope
This regulation applies to all university purchases of Electronic and Information Technology (EIT) software, hardware and services.

6.2. Standards
The university has an established process to ensure accessible technology is procured where feasible. In the event it is not feasible, the university has an exemption and exception process that may require an Equally Effective Alternative Access Plan (EEAAP) that is approved by the University ADA Coordinator or their designee.

6.2a  Purchase orders and contracts for EIT must include one of the following clauses or other language approved by Materials Management and the University ADA Coordinator:
   i. Standard Language in the Hosted Data Materials Management Contract
      “Americans with Disabilities Act (ADA) Compliance: Vendor shall provide its digital technology products in a manner which is accessible and shall comply with rapidly changing accessibility guidelines. Vendor has implemented product guidelines across all of its digital platforms in accordance with the Web Content Accessibility Guidelines 2.0 (WCAG 2) Level AA and with the guidelines under Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C 794d), and Offeror shall provide proof of its compliance as requested by the University. Contractor agrees to promptly respond to and resolve any complaint regarding accessibility of its products or services. Contractor further agrees to indemnify and hold harmless ECU from any claims arising out of its failure to comply with the aforesaid requirements. Failure to comply with these requirements shall constitute a material breach and be grounds for termination of this Contract.”
ii. Language integrated into Materials Management bid requirements

“ENTERPRISE-LEVEL IT SYSTEMS OR TECHNOLOGIES: The university is committed to promote and integrate universal IT accessibility in the delivery of its resources and to develop innovative solutions to accessibility challenges for students, faculty and staff.

Vendors must:
Assure all features, components and sub-systems of the software of IT System contained on this RFQ fully comply with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d);
or
Detail why any feature, component or sub-system contained in this RFQ/IFB/RFP does not fully comply with Section 508, and the way in which the proposed product is out of compliance; the product offered in response to this RFQ/IFB/RFP is subject to an accessibility evaluation by the university.”

6.2b Voluntary Product Accessibility Template (VPAT) a United States government standard should be generated by vendors for all products and services. The VPAT provides EIT purchasers with vendor self-disclosed information to determine if there are 508 deficiencies in the product or services.

6.2c Materials Management will maintain a tracking system and coordinate with the university ADA Coordinator or their designee on exceptions and exemptions.

7. Compliance
Compliance with this regulation is the responsibility of all staff and faculty of the university. The IT Accessibility Committee will annually review processes, goals, and standards to ensure the use, production and procurement of accessible information technologies.

7.1. Requirements
Annually, the IT Accessibility Committee will provide oversight to ECU’s IT Accessibility program plan by:

a. reviewing the IT Accessibility Committee Charter and Membership for changes and improvements;
b. reviewing this regulation for content changes;
c. reviewing progress on program goals and establishing new goals;
d. reporting and tracking the progress on goals;
e. communicating regulation guidelines to the ECU community; and
f. assisting staff and faculty through education and consulting on the standards referenced in this regulation.

7.2 Reporting Inaccessibility
The University ADA Coordinator is responsible for overseeing compliance with regard to state and federal regulations that prohibit discrimination on the basis of disability and require reasonable accommodation. To report inaccessible web content, software, hardware or other Information Technology Accessibility issues, contact the University ADA Coordinator or report an issue at the Accessibility website linked on every ECU webpage.

Members of the University community who have concerns about the adequacy of accommodations or wish to file a complaint, should refer to the University’s Notice of Nondiscrimination and Affirmative Action policy. Information about filing a complaint may be obtained from the Office for Equity and Diversity.
IT Accessibility Resources
This document contains information on IT Accessibility resources available to faculty, staff, and students at ECU.

Primary Website on IT Accessibility - http://www.ecu.edu/itcs/service/accessibility

Accessible Email Guidelines - Email announcements help us share information with the ECU community. By designing email announcements in multiple formats and using the accessibility guidelines provided, faculty/staff/students using screen readers and keyboard-only will have access to all messages.

Creating Accessible Course Content - Faculty are encouraged to create accessible instructional content, including documents, web pages and multimedia. Lynda.com courses, Accessible Content Checklist, Learning Platforms Accessibility resources and training are available.

IT Accessibility Training - Courses, documents, email announcements, websites, software and more should be accessible. ITCS training sessions will help participants understand and apply accessibility standards.

IT Accessibility Review for Software - We are available to review software and assist with information on how to know if your software or other technology is accessibility.

Video Captioning Requirements - Video content publicly available on the ECU website must contain closed captioning. Video content can be recorded using a variety of recording tools, some of which offer text-to-speech features to add closed captioning (i.e., YouTube). Academic units and departments are responsible for ensuring that public video content on the ECU website contains closed captioning.

Web Publishing Standards - Owners of content hosted on the ecu.edu domain, including WordPress blogs and My Web, WWW2 and CommonSpot websites, are required to comply with all federal and state laws and applicable ECU policies. In addition, authors must comply with the five topics included in the Web Standards and Responsibilities page.

IT Accessibility Resources in Development
1. Blackboard ALLY - In FY18, we plan to pilot Blackboard ALLY, which is a tool that converts content within Blackboard into accessible formats. ALLY checks course content for accessibility issues against the WCAG 2.0 standard and provides feedback and guidance to instructors. (Ally Video)
2. Creating More Video Tutorials - We are creating video tutorials to accompany each item on the Accessible Content Checklist. The videos will describe the item, explain why the item is important, and provide step-by-step instructions.
3. Creating a Sample Accessible Blackboard Course - Developing a course in Blackboard that models accessible content and incorporates Universal Design for Learning.
4. Developing Universal Design for Learning (UDL) Face-to-Face Training and Documentation - Universal Design for Learning is a methodology that ensures course content is accessible to everyone. The Distance Education Modules contain a module on [Universal Design for Learning](#), the plan is to add face-to-face training and additional documentation on the use of technology tools and UDL.

Resolution #17-47
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017

Revisions to the Permission to Take Courses Elsewhere Policy

Located in the **Undergraduate Catalog**, Academic Regulations, Course Credits: Credit by Transfer

The Committee recommends the following text to replace the current policy noted below in strikethrough. Major changes include: 1) that students may take a course elsewhere which was failed at ECU and transfer the credits (but not the grade) to ECU and 2) that written permission is not required to take courses elsewhere.

“Permission to Take Courses Elsewhere Policy

**Taking Courses at Another United States College or University**
Students interested in completing courses at another college or university and transferring the credit back to ECU should discuss their options with an academic advisor. Specifically, students should be aware of the following:

1. Coursework is accepted from regionally accredited institutions only.
2. The ECU course equivalency for the transferred course is available in PiratePort.
3. Coursework will not be accepted for which credit has been previously earned.
4. Students may take courses elsewhere that were previously failed at ECU and transfer the credit to ECU.
5. Courses completed elsewhere and transferred to ECU are not included for the calculation of the ECU GPA. Note: Transfer grades are included in the calculation of a degree with distinction. For more information: [http://catalog.ecu.edu/content.php?catoid=10&navoid=696#Degrees_with_Distinction](http://catalog.ecu.edu/content.php?catoid=10&navoid=696#Degrees_with_Distinction)
6. Students may not apply the grade replacement policy to courses taken elsewhere and transferred to ECU.
7. Only courses in which the student earns a C (2.0) or better will be accepted in transfer.
8. An official transcript from the institution where the course was completed must be requested by the student and submitted to the Office of the Registrar immediately upon completion of the course.
9. ECU's baccalaureate degree requirements state that: (a) A minimum of 25% of the credit hours required for the degree and at least 50% of the total hours required in the major must be completed at ECU, and (b) A minimum of 50% of the semester hours required in the student’s major must be earned through enrollment in a regionally accredited senior college.
10. Some degree programs include transfer GPA (by course or cumulative) to determine acceptance into a major.
11. Transfer semester hours are included when determining the student’s retention requirements.
Students receiving financial aid must inform the Financial Aid Office (FAO) in advance of taking courses elsewhere, and their academic advisor must verify to the FAO that the course satisfies degree requirements for their major. (For more information regarding this process, students should consult with their FAO counselor.) Specifically, students should be aware of the following:

1. For financial aid purposes, students must take at least one course at ECU to retain home institution status at ECU. (This course could be DE.)
2. Financial aid cannot be used to take the same course more than twice at any institution.
3. The FAO must receive documentation that the course taken elsewhere will fulfill graduation requirements at ECU in order for the course to “count” for financial aid purposes.
4. The FAO will complete and send to the other U.S. College or University a “Consortia Agreement” for the other school to complete regarding hours attempted. The purpose of the consortia agreement between Financial Aid Offices at two schools is to identify which institution is funding the student.
5. Students may not receive aid at two different schools for the same semester.

Students should consult with their academic advisor and must inform the Financial Aid Office prior to taking courses elsewhere in order to ensure that financial aid is administered properly."

Permission to Take Courses at Another United States College or University

Approval must be granted in writing by the Office of the Registrar with permission from the designee of the academic unit offering the course at ECU prior to enrollment for transfer of any course taken at any other regionally accredited community college or senior institution. An official transcript must be submitted to the Office of the Registrar immediately upon completion of the course(s). Only courses in which the student earns a C (2.0) or better will be accepted in transfer.

1. Approval will not be granted if the student is ineligible to return to the university because of disciplinary action.
2. Approval will not be granted for courses in which credit has been previously earned.
3. Approval will not be granted for courses previously failed at ECU.

With specific authorization as indicated below, approval may be granted in the following instances:

1. If the student has been previously enrolled in an equivalent course.
2. If the student has attained junior standing and wishes to attend a two-year institution.
3. If the student has previously completed 60 semester hours or more at a two-year institution.
4. If the student wishes to be enrolled concurrently at ECU and in courses at another institution.

Students should be aware that courses completed elsewhere and transferred in to ECU are not included for the calculation of the ECU GPA. However, some degree programs include transfer GPA (by course or cumulative) to determine acceptance into a major. Transfer semester hours are included when determining the student’s retention requirements. All transferable course grades are used in the calculation of the GPA for degrees with distinction.

Resolution #17-48
Approved by the Faculty Senate: April 18, 2017
Approved by the Chancellor: May 22, 2017
Proposed revisions to the ECU Faculty Manual, Part VI, Section I. subsection V. Course Expectations and Requirements relating to independent study courses

The Committee recommends the following text to replace the current text noted below in strikethrough. Major changes include: 1) adding a paragraph for independent study courses, 2) introducing the term 'learning contract' to apply to all non-standard courses to clarify the issue, since syllabi are for standard courses and learning contracts are for non-standard courses and 3) editing the opening sentences to make clearer the connection between the title of this section of the Faculty Manual (Course Expectations and Requirements) and syllabi and learning contracts.

“V. Course Expectations and Requirements
High expectations for student achievement are important for a high quality education and allow students to optimally benefit from their educational experience at East Carolina University. Further, having students clearly understand course expectations is crucial for their successfully completing a course, which in turn affects student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university's primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor's office location, office phone, email, and office hours. The syllabus is also required to list the instructor's policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability. Further, it is recommended that faculty members include in the syllabus a course description, a statement on attendance expectations, and a statement on continuity of instruction.

For non-standard courses, including Independent Study Courses, regardless of delivery method, a learning contract must be submitted for the approval of the unit administrator. The learning contract must clearly specify the course requirements, including but not limited to the expected student learning outcomes, number of hours of expected work, grading information, and scheduled meeting times with the faculty member. To generate a learning contract for a non-standard course, faculty should complete a form similar to this example. When the form is submitted, a learning contract is automatically generated and sent by e-mail to the unit administrator for approval.

For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/accessibility/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (http://www.ecu.edu/cs-acad/fsinline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/osrr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi and learning contracts for all courses taught in the school or department (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015).”
V. Course Expectations and Requirements

High expectations for student achievement are important for all students and are a key aspect of student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university’s primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

A course syllabus is required to clearly state the instructor’s office location, office phone, email, and office hours. The syllabus is also required to list the instructor’s policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability.

It is recommended that faculty members include a course description, a statement on attendance expectations, and a statement on continuity of instruction in the syllabus.

For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/accessibility/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/oerr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi for all courses taught in the school or department (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015).

Resolution #17-49
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017

Formal Faculty Advice on Proposed Regulation Regarding the Review of Disciplinary Information Disclosed on Student Admission Applications

Minor edits made throughout the document are being recommended.


1. Introduction. In accordance with the University of North Carolina Regulation on Student Applicant Background Checks (Section 700.5.1[R] of the UNC Policy Manual) and in an effort to create a safe campus environment, East Carolina University (ECU) examines each student application in
accordance with this regulation. Only admission materials of academically qualified applicants will be reviewed under this regulation.

2. Nondiscrimination. In accordance with the ECU Notice of Nondiscrimination and Affirmative Action Policy, admission decisions will not be based on race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status.

3. Background Checks that Apply to All Students. Before any student matriculates, the Office of Undergraduate Admissions, the Graduate Admissions office, and the Office of International Affairs staff may conduct background checks through the North Carolina Department of Public Instruction Enrollment database, the University of North Carolina Suspension/Expulsion database, or the National Student Clearing House.

4. Criminal Background Checks that Apply to Students Who Meet Certain Criteria. Prior to Matriculation, East Carolina University will require criminal background checks if the application and supporting materials contain one or more of the following triggers (or red flags):
   4.1 Materially inconsistent answers that have not been satisfactorily explained;
   4.2 Omitted answers without an acceptable explanation for the omission;
   4.3 An affirmative answer to any of the five campus safety questions:
      4.3.1. Have you been convicted of a crime?
      4.3.2. Have you entered a plea of guilty, a plea of no contest, a plea of nolo contendere, or an Alford plea, or have you received a deferred prosecution or prayer for judgment continued, to a criminal charge?
      4.3.3. Have you otherwise accepted responsibility for the commission of a crime? Do you have any criminal charges pending against you?
      4.3.4. Have you ever been expelled, dismissed, suspended, placed on probation, or otherwise subject to any disciplinary sanction by any school, college, or university (including East Carolina University)?
      4.3.5. If you have ever served in the military, did you receive any type of discharge other than an honorable discharge?
   4.5 Any unexplained time period(s) during which the applicant was not, for example, enrolled at an educational institution, enlisted in the military, or employed fulltime; or
   4.6 Any other reason sufficient to East Carolina University, to include, but not limited to anonymous reports regarding an applicant’s conduct.
   4.7 All admission letters for applicants who are to have criminal background checks performed will state that the admission is conditional on the results of a criminal background check.
   4.8 Applicants with any of the triggers referenced above will be requested to provide a criminal background check through Castlebranch.com or other state-approved background screening company. Castlebranch.com (or other state-approved background screening company) will secure permission to conduct the check using the applicant’s social security number. Applicants will incur the costs of the criminal background check. Unjustified refusal to provide this permission or pay for the criminal background check may be grounds for denial of an application if any of the triggers referenced above have been detected.
      4.8.1 The applicant will be required to disclose all locations where s/he has lived or gone to school outside of the state of North Carolina for more than six months during the last seven years. The scope of the criminal background check will depend on the residential history of the applicant:
4.8.2 For current North Carolina residents who do not report an absence from North Carolina for more than six months, a North Carolina criminal background check will be conducted.

4.8.3 For non-residents and North Carolina residents who disclose living outside of North Carolina for more than six months, a residence check will be conducted, and then a criminal background check will be conducted for all appropriate states unless the applicant opts for a national Federal Bureau of Investigation fingerprint check.

4.8.4 For international students, a criminal background check of appropriate scope may be conducted.

4.9 Applicants that are admitted within two weeks of the start of a semester, and that are subject to having a criminal background check, may be conditionally admitted to East Carolina University pending the outcome of the review described in the regulation.

5. Review of Information from all Background Checks by the Dean of Students Office. If, as a result of information obtained pursuant to the background checks referenced in paragraphs 3 or 4 above, it is determined that an applicant has a positive criminal or disciplinary record, then the admission materials will be forwarded to the Dean of Students Office (DOS). DOS Office will:

5.1 Compare the results of the checks to the application and supplemental information supplied by the applicant. In addition, the DOS Student Services Specialist will consult the Office of Student Rights and Responsibilities to determine whether the applicant has a prior conduct history with East Carolina University, and any relevant information will be included in the review process. The DOS Student Services Specialist may request additional documentation of the incident(s) in question, including but not limited to: a detailed account of the circumstances of the situation; court documentation; and letters from previous educational institutions.

5.2 Once this material is provided, the DOS Student Services Specialist will review the materials.

5.3 If a discrepancy is detected, the DOS Student Services Specialist will request that an applicant submit a written explanation of the inconsistency or proof that the information gathered by East Carolina University is erroneous.

5.4 The DOS Student Services Specialist will also report information concerning drug convictions to Financial Aid for entry into the Banner Student Records System.

5.5 Based on the nature of any crime committed or other behavior disclosed, together with other available information, the DOS Student Services Specialist will make a determination as to whether the applicant will pose a significant threat to the safety of the East Carolina University community.

5.6 Each disciplinary history will be reviewed in light of the following factors, which include but are not limited to: date of the offense; nature of the offense; number of offenses; severity of harm caused to self, others, or community; mitigating or aggravating circumstances; sanctions or sentence imposed on the applicant; and completion of sanctions or sentence requirements. This review will be conducted in accordance with the Regulation Concerning Review of Disciplinary Information Disclosed on Student Admission Application.

5.7 Upon completion of the review, the DOS Student Services Specialist will:

5.7.1 Notify the appropriate admissions office that, based on the documentation provided, there is no suggestion that the applicant will pose a significant threat to the safety of the East Carolina University community;
5.7.2 Reject any application in which felony criminal charges are currently pending in a court of competent jurisdiction over the applicant; or
5.7.3. Refer the case to the Admissions Safety Committee for consideration.

6. Admissions Safety Committee. The Admissions Safety Committee is comprised of representatives from the following offices: the Office of Student Rights and Responsibilities, the (Undergraduate) Office of Admissions, the Graduate Admissions office, the ECU Police Department, the Dean of Students, the Enterprise Risk Manager, and the faculty. The Office of University Counsel will serve in an advisory capacity. The Center for Counseling and Student Development will serve in a consulting capacity. The Committee has the same investigative authority as the Dean of Students Office under this Regulation. The DOS Student Services Specialist convenes the Committee and presents the case and relevant information regarding the applicant. Upon deliberation and consideration of all information, the Committee will:

   6.1 Decide that based upon the documentation provided, there is no suggestion that the applicant will pose a significant threat to the safety of the East Carolina University community and, as such, supports a recommendation of admission or

   6.2 Decide that based upon the documentation provided, there is a suggestion that the applicant may pose a significant threat to the safety of the ECU community, and accordingly, denial of admission is recommended.

   6.3 The decision of the Campus Safety Committee is final and cannot be appealed.

7. Falsification.

   7.1 It is presumed that admission will be denied or withdrawn if the applicant has failed to accurately disclose relevant information in response to a question on the application. The burden is on the applicant to demonstrate that the omission or misinformation was the result of an honest mistake, that it was not intended to mislead, and that the applicant should be admitted despite the failure to disclose.

   7.2 Where East Carolina University identifies a potential instance of falsification, the applicant will be asked to provide the University with additional information, and be given notice regarding the allegation prior to being subject to dismissal, as stated in the undergraduate and graduate admissions catalogs.

8. Record Retention. Consistent with the applicable University records schedule, all materials are retained by the Dean of Students Office and/or the Office of Admissions. For applicants whose record shows a history of conviction of, guilty plea to, or acceptance of responsibility for a crime; a significant disciplinary sanction at another educational institution; or a serious military discipline record, the Dean of Students Office will maintain a record of the process used to determine whether the applicant posed a significant threat to the ECU community along with all documentation that was used as the basis for this determination.

   8.1 If it is determined that an applicant be recommended for admission, but that his/her disciplinary information is relevant to the safety of the ECU community, or if an applicant is denied admission, a copy of the file will be provided to the Office of Student Rights and Responsibilities.
The Committee recommends that acronyms be defined and that the Board of Governors be added as appropriate to the proposed process flow chart. The below and linked information reflects consideration of these recommendations.

**Proposed PRR Policy Review Process Flow Chart**

**Definitions:**

<table>
<thead>
<tr>
<th>PRR Reps</th>
<th>Representatives from various divisions appointed by Chancellor to serve on the University Policy Committee (UPC).</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRR Shepherd</td>
<td>Follows PRR through approval process and reviews PRR yearly once posted. Not necessarily subject matter expert.</td>
</tr>
<tr>
<td>Policy and Communications Specialist (PCS)</td>
<td>University Policy Committee Chair and point person for PRR matters.</td>
</tr>
</tbody>
</table>

1. **PRR creation**
   - PRR proposal form is filled out and sent to Policy and Communications Specialist (PCS) via policy@ecu.edu to be shared with the UPC.
   - PRR Shepherd submits PRR draft to PCS for review and copies PRR Rep.
   - PCS checks PRR for formatting, compliance, etc.

2. **Legal review**
   - PCS forwards to VC for Legal Affairs (with copy to paralegal and PRR Rep) and asks which attorney will be assigned the review of the PRR.
   - The Office of University Council (OUC) responds and assigns the attorney within two days.
   - PCS asks assigned attorney when to expect a draft of their review of the PRR (average is two weeks) and puts the attorney in contact with the PRR Shepherd.
   - Paralegal assists attorney in exchange with PRR Shepherd.
   - PCS asks the PRR Shepherd and attorney (with copy to paralegal) weekly and asks for an update.
   - If there are no major issues, the legal review is completed within two weeks.
   - PCS sends new draft to Executive Council member for that division and other Executive Council members with obvious stakeholder responsibilities for the PRR with copy to PRR Rep, and asks for approval.

3. **UPC review**
   - PCS posts draft to SharePoint and alerts University Policy Committee (UPC) that they have two weeks to review and provide feedback.
   - Chair of the Faculty reviews and consults with Faculty Officers to determine if PRR needs Faculty Senate Committee review, as prescribed in Part II of the *ECU Faculty Manual*. If so, PCS emails appropriate Vice Chancellor, who responds via email if PRR should post as interim while it awaits Faculty Senate review.
   - Faculty Senate committee provides feedback to the PCS and reports formal advice to the Faculty Senate.
   - UPC members record comments in SharePoint, where everyone can see them.
   - PCS coordinates with PRR Rep for the unit after the two week UPC review and asks him/her to forward the feedback to the PRR Shepherd.
   - PCS asks PRR Rep/PRR Shepherd for another draft from the writer based on UPC feedback.
If substantive edits have been made, other than those previously included as Faculty Senate advice, PCS sends new draft to Chair of the Faculty, who consults with Faculty Officers to determine if changes necessitate further review by Faculty Senate Committee.

Note: PRRs will likely have changed at this point without another review by legal. It will be important for PCS and the paralegal to stay abreast of the changes that occur since the legal review. They will inform the VC for Legal Affairs if there are potential legal concerns prior to the PRR going to Executive Council for review.

4. Executive Council review

- PCS posts the new draft to SharePoint (flagging any legal advice not accepted) and emails Executive Council (at least one week before the meeting that includes the PRR on the agenda, unless an exception is specifically requested) to inform them that it is ready for their review.
- When a PRR is placed on Executive Council agenda, PCS, PRR Rep for that unit and PRR Shepherd all attend that meeting.
- PCS brings form for Chancellor to sign during that meeting for PRR approval.
- If it is policy, Vice Chancellor works with the Assistant Secretary to the Board of Trustees to place on Board of Trustees agenda.
- PCS/paralegal post to University Policy Manual (UPM) last week of the month per usual protocol.
- Announcement goes out to campus if posted outside the last week of the month.

Steps to accomplish the transition to the new process

<table>
<thead>
<tr>
<th>Step</th>
<th>Date accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive buy-in from OUC</td>
<td>8/4/16</td>
</tr>
<tr>
<td>Hire student to assist to help review pending PRRs</td>
<td>8/25/16</td>
</tr>
<tr>
<td>Receive buy-in from Academic Council</td>
<td>8/30/16</td>
</tr>
<tr>
<td>Meet with Faculty Senate Chair to discuss streamlining review process</td>
<td>9/1/16</td>
</tr>
<tr>
<td>Work with ITCS to discuss new SharePoint site and receive timeframe for rollout from them</td>
<td>9/16/16</td>
</tr>
<tr>
<td>Receive buy-in from UPC</td>
<td>10/6/16</td>
</tr>
<tr>
<td>Receive buy-in from Faculty Governance</td>
<td>John Stiller provided information to FG in Nov. Positive FG feedback.</td>
</tr>
<tr>
<td>Receive formal advice from Faculty Senate</td>
<td>Expected 4/2017</td>
</tr>
<tr>
<td>Receive buy-in from Executive Council</td>
<td>4/10/2017</td>
</tr>
<tr>
<td>Create draft of revised governing regulation REG01.15.01</td>
<td>Revisions in process</td>
</tr>
<tr>
<td>Triage PRRs pending in SharePoint. Clean out the clutter in SharePoint (archiving as necessary)</td>
<td>SharePoint cleaned up by 6/30/17</td>
</tr>
<tr>
<td>Update charts, template, webpages</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Trainings on new process</td>
<td>4/20/2017</td>
</tr>
<tr>
<td>Go live with new PRR Process</td>
<td>5/1/2017</td>
</tr>
</tbody>
</table>

Resolution #17-51
Approved by the Faculty Senate: April 18, 2017
Revised Checklist for Updating Unit Performance (Post-Tenure) Review Standards
(to comply with University of North Carolina and ECU policies revised in 2015)

Changes in the revised policy are noted in **bold** text.

- Performance review is defined as the comprehensive, formal periodic evaluation of cumulative faculty performance for the purposes of ensuring faculty development and promoting faculty vitality;
- The review examines individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which the individual faculty member teaches;
- The review procedure does not institute a reevaluation or revalidation of the faculty member’s tenured status;
- The basic standard for evaluation is whether the faculty member discharges conscientiously and with professional competence the duties associated with his or her position;
- **Review standards shall indicate that the individual faculty member “meets,” “exceeds,” or “does not meet” expectations;**
- The review procedure is informed by annual faculty evaluations, but the comprehensive performance review shall not be based exclusively on annual faculty evaluations;
- The review must be consistent with the faculty member’s 5-year plan;
- The review procedure includes a faculty member’s current curriculum vita and any other material the faculty member provides in support of his/her professional performance over the review period;
- The review procedure requires that the evaluation of a faculty member’s performance of assigned duties must be judged only by criteria in effect during the evaluation period (as found in the ECU Faculty Manual, [Part VII](#) and in the unit code);
- The review procedure requires that an evaluation address all of the duties in teaching, scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach) actually assigned to the faculty member during the period under review as these duties were weighted for the individual faculty member at the time;
- The review procedure requires that performance review for each faculty member must reflect the nature of the faculty member’s field or work and must conform to fair and reasonable expectations as recognized by faculty peers in the discipline;
- The review procedure permits considering any performance of duties judged supererogatory (duties that address the unit’s mission but are not specifically assigned during the period under evaluation);
- The review procedure requires that the review be conducted in a manner free of arbitrary, capricious, or discriminatory elements and adheres to the requirements of the *Faculty Manual*;
- The review procedure requires that misconduct can only be addressed if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personnel file a letter expressing disagreement with a finding);
- **The next higher administrator shall review all Performance Review reports, including any faculty member’s response to those reports, and either concur or not concur, then notify the unit administrator and the chair of the unit Performance Review Committee, and forward her/his review to the Provost or the Vice Chancellor for Health Sciences;** and
The Provost is responsible for ensuring the integrity of the review process and will annually certify to the UNC President or his/her designee that all aspects of the review process are in compliance with UNC Policy 400.3.3.

The sample format below is an ECU Faculty Senate recommendation, not a requirement, intended to assist units in updating performance review standards that are consistent with the revised policy.

Sample format for Updating Unit Performance (Post-Tenure) Review Standards to comply with the policy entitled, “Performance Review of Tenured Faculty of East Carolina University” revised in 2015 (see ECU Faculty Manual, Part IX, Section II for details of the complete review process.)

To use this format, insert the unit’s name at the beginning of the document and insert at the locations indicated references to the unit’s criteria for evaluating teaching, scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach), service and other duties that were in the unit code during the period covered by the review.

Instructions for adding material to the sample document are stated in brackets (“[ ]”). The “format” document begins below the line.

Name of Unit ___________________
(College, School, Department or Area within a Code unit that has its own Tenure Committee and performance criteria for the Performance Review of Tenured Faculty)

Performance review of tenured faculty is governed by UNC Policy 400.3.3. and by the policy entitled Performance Review of Tenured Faculty of East Carolina University, contained in the East Carolina University Faculty Manual Part IX, Section II. The overriding goal of the review is stated in the Preamble: “This review, defined as the comprehensive, formal, periodic evaluation of cumulative faculty performance, has the purposes of ensuring faculty development and promoting faculty vitality.” The Preamble further states, “This policy does not create a process for the reevaluation or revalidation of tenured status. . . . Furthermore, the policy is created with the widespread presumption of competence on the part of each tenured faculty member.”

General Considerations: Guided by the Faculty Manual requirements, the initial review shall be conducted by the unit administrator after reviewing the faculty member’s 5-year plan, current curriculum vitae, annual reports and annual evaluations for the years under review (not to exceed five years), and any other materials that the faculty member provides in support of his/her professional performance over the review period.

Using the “Form: Report on Performance Review of Tenured Faculty” the unit administrator prepares a performance review report which shall consist of a narrative evaluation of the overall performance of the faculty member that takes into account the relative weights assigned to each duty during each of the years being reviewed and the amount of reassigned time from teaching to the performance of other duties for each year under review. This evaluation shall conclude with an overall ranking that categorizes each faculty member’s performance as “meets,” “exceeds,” or “does not meet” expectations. [NOTE: the overall designation should address the policy requirements for a comprehensive review that includes individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which the individual faculty member teaches; it should not be derived by averaging annual faculty evaluations for the years being reviewed.]
The evaluative report, together with the faculty member’s annual reports and annual performance evaluations for the period under review, a copy of the faculty member’s 5-year plan, a copy of the faculty member’s current curriculum vita, and any other material the faculty member provided in support of his/her professional performance over the review period, shall be forwarded to the Performance Review Committee and shall become part of the permanent personnel file.

For each faculty member, the Performance Review Committee shall either agree or disagree with the review findings of the unit administrator. PRC discussion will address all aspects of the faculty member’s professional performance, including all duties actually assigned to the faculty member during the period covered by the review, as these duties were weighted for the individual faculty member at the time.

The review shall reflect the nature of the faculty member’s field or work and shall conform to fair and reasonable expectations as recognized by faculty peers in the discipline.

The review shall be conducted in a manner free of arbitrary, capricious, or discriminatory elements and shall adhere to the requirements of the Faculty Manual and the unit code.

Evaluation Criteria: The PRC shall apply the following criteria in determining whether to agree or disagree with the findings of the unit administrator:

1. ECU Faculty Manual, Part VIII, Section I (III.) Evaluations, and
2. [Insert a reference to the evaluation criteria in the unit code.]

General Standards for finding of “exceeds,” “meets,” or “does not meet” expectations: To bring unit standards into compliance with the Faculty Manual policy, the Faculty Senate recommends, but does not require, that unit Tenure Committees and the unit administrators adopt the general standards stated below. [More specific unit standards should be included under each designation below.]

Exceeds expectations: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position in such a way as to constitute a model for others that represents the best of its kind.

Meets expectations: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position.

Does not meet expectations: during the period under review, the faculty member failed to discharge conscientiously and with professional competence the duties associated with his or her position.

Other Considerations: The performance review will address misconduct only if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personnel file a letter expressing disagreement with a finding). The review will consider any performance of duties judged supererogatory (relative to the Faculty Manual and unit criteria, specific duties assigned and not assigned, and the like).
TO: Faculty Members, Deans, and Unit Administrators

FROM: Dr. Ronald L. Mitchelson, Provost and Senior Vice Chancellor  
Dr. Phyllis Horns, Vice Chancellor for Health Sciences  
Dr. John Stiller, Chair of the Faculty

DATE: April ____, 2017

SUBJECT: Notice of Required Update to Unit Performance Review (PTR) Standards

As we continue implementing the Performance Review of Tenured Faculty (PTR) policy and Guidelines amended by the UNC Board of Governors in August 2015 and the subsequent revision to the ECU policy approved in October 2015, it has become apparent that PTR standards developed and approved for use during the 2013-2014 “block” review need to be updated to comply with UNC requirements. Performance reviews that have been completed during the 2016-2017 academic year suggest that many units are relying almost exclusively on the preceding five years of annual faculty evaluations, in many cases simply averaging those ratings as the complete review. UNC Policy and the ECU Faculty Manual indicate that annual evaluations will inform PTR, but they cannot be used exclusively for the required comprehensive review.

Each academic unit must revise its Performance Review Standards to comply with the amended UNC and ECU Performance Review policies and guidelines. Please refer to Part IX, Section II (linked here and below) of the Faculty Manual for complete details on the updated PTR process. Some key points related to the revised policies and procedures are provided below.

Key points to include in updating unit standards:

- standards now are “meets,” “exceeds,” or “does not meet” expectations;
- standards must reflect the primacy of instruction within the UNC system institutions;
- standards should be consistent with the mission of the institution, college, and program and with the changing goals of both the unit and the university;
- standards should address the faculty member’s teaching, scholarship (research, creative activity/innovation, engagement, and/or outreach), service, and other duties, including contributions to the departmental, college/school, and university goals, contributions to the academic programs in which the faculty member teaches, and any other professional activities bearing on the faculty member’s performance of his or her duties during the period under review.

Key points of the Review Process:

- initial review is conducted by unit administrator using form contained in the ECU Faculty Manual Part IX, Section II;
- includes a narrative evaluation of overall faculty performance consistent with the faculty member’s 5-year plan that takes into account the relative weights assigned to each duty during each of the years being reviewed and the amount of reassigned time from teaching to the performance of other duties for each year under review;
- is a comprehensive assessment of the faculty member’s performance based on the unit's PTR criteria (see above) in light of the faculty member’s most recent and/or amended five-year plan;
review is informed by the faculty member’s annual reports and annual evaluations but must also include

- the faculty member’s 5-year plan,
- the faculty member’s current curriculum vitae, and
- any other materials the faculty member provided in support of his/her professional performance over the review period.

administrator’s report and all materials are forwarded to unit Performance Review Committee for response (agree or disagree with initial review by unit administrator)

next higher administrator concurs or does not concur with the report

To assist units in updating PTR standards and reviews, a revised checklist and sample format is attached. Units may choose to use these updated materials or may prefer to develop their own standards document that complies with the approved policies. For reference, unit standards that were approved in 2013 are available on the Faculty Senate web site: [http://www.ecu.edu/cs-acad/fsonline/customcf/committee/uc/performance review.pdf](http://www.ecu.edu/cs-acad/fsonline/customcf/committee/uc/performance review.pdf)

Some units have included PTR standards in their unit code; these standards must be reviewed and revised, as necessary, to assure compliance with the current Performance Review policies. Updated standards should be submitted to the next higher administrator, who will forward to the appropriate vice chancellor. Upon approval by the Provost for Academic Affairs units or the Vice Chancellor for Health Sciences for units in that Division, the revised standards must be incorporated into your amended unit code at the earliest opportunity.

Updated unit standards are due to the respective division vice chancellor on or before November 1, 2017. Units should adopt an internal timetable in order to meet this deadline.

Questions concerning performance review of tenured faculty should be directed to Dr. John Stiller, Chair of the Faculty, or to Dr. Ron Mitchelson, Provost.

c: Chancellor Cecil Staton, Interim Vice Chancellor Mike Van Scott, Dr. Jay Golden, Vice Chancellor of Research, Economic Development and Engagement (effective June 30, 2017), University Counsel and Vice Chancellor for Legal Affairs Donna Gooden Payne

Attachments: 1) ECU Faculty Manual, Part IX. Section II. Performance Review of Tenured Faculty of East Carolina University, 2) Performance Review of Tenured Faculty of East Carolina University Faculty Five-Year Plan Guidelines and Forms (see link with the form in Part IX), 3) Updated checklist and sample format for documenting unit PTR standards

Resolution #17-52
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017

Formal faculty advice on interim HIPAA Medical Photography Regulation

Additions are noted in highlighted bold print and deletions in strikethrough.

[HIPAA Privacy Policy 12.60.14 - Designated Record Set](http://www.ecu.edu/cs-acad/fsonline/customcf/committee/uc/performance review.pdf)
1. Purpose
   1.1. This policy sets forth guidelines that ECU clinical staff, faculty, learners, and other employees must follow when photographing patients in any ECU clinical site.

   1.2. This policy does not govern medical photography of patients in any non ECU healthcare facility where care is being rendered by an ECU clinical staff, faculty, learner, or other employee.

2. Definitions
   2.1 **Photograph or photography** – any videotaping, filming, still photography, images, digital or other means of recording and reproducing images.

   2.2 **Consent** – permission granted by the patient (or legal representative) agreeing to allow the production of photographic images of patients.

   2.3 **Publication** – any method of displaying or distributing photographs, including simply showing or sending the photographs to a limited number of individuals.

   2.4 **Treatment** – purposes of identification, diagnosis, evaluation, management and/or treatment of a patient. Treatment includes diagnostic or therapeutic procedures where obtaining the non-textual data is part of the procedure using specialized equipment, clinical communications, and documentation to support reimbursement for services rendered to the patient.

   2.5 **Payment** – health information disclosed to commercial or federal insurance companies or the Department of Social Services for claims processing, insurance review, or to determine benefits.

   2.6 **Health care operations** – clinical functions internal to or within an ECU clinic or department. Examples may include: peer review, quality improvement, and risk management activities; certification, licensing and credentialing; business planning and management.

   2.7 **Clinical staff** – includes any ECU employee, learner, visitor, or other workforce member who is providing clinical care to a patient or client. Clinical staff includes, but is not limited to: dentists; physical therapists; occupational therapists; speech pathologists; audiologists; physicians; substance abuse counselors; nurses; dental hygienists; students in medicine, dentistry, nursing, or other health professions.

3. Policy
   3.1 The purpose of this policy is to protect patient privacy and confidentiality, and to ensure the security of patient identifiable information in accordance with federal and state laws, regulations, and ECU policies regarding the security of protected health information (PHI).
3.2 Clinical photography of patients may be appropriate and necessary for the identification, diagnosis, evaluation, management and/or treatment of medical conditions. Photographs or videos of patients may be used for payment or healthcare operations purposes.

3.3 The general consent for treatment provided by a patient includes the patient’s consent to take medical photographs for treatment purposes. The photographs may also be used for treatment, payment, and healthcare operations purposes without additional consents or authorizations.

3.4 Patient photographs taken for treatment purposes must be permanently stored in the patient’s record and/or the electronic health record. As soon as possible after inclusion in the medical record, the image must be deleted from the device on which it was produced.

3.5 Patient images and/or video recordings that are not stored in the medical record must be stored in a secure manner that allows for timely retrieval and protects the patient’s privacy and security, per ECU HIPAA policies and procedures.

3.6 Any employee taking or storing medical photography on any electronic storage or mobile device is required to follow ECU HIPAA security policies and procedures.

3.7 Details regarding required safeguards and university policy for PHI on electronic and mobile devices are located www.ecu.edu/hipaa.

3.8 If a mobile device is used to take clinical photographs, an appropriate application must be used to take and transmit the clinical photographs directly into the medical record (e.g. Haiku or Canto applications if the EPIC electronic health record is used).

**3.9 It is prohibited to photograph any patient without their consent. It is inappropriate to photograph any patient for social or personal use.**

3.10 Any other use of identifiable patient photographs—education, media, publication, and research - requires that the patient execute a separate ECU HIPAA Authorization form found at www.ecu.ecu.hipaa.

### 4. Procedure

**4.1. Consent for Clinical Photography**

Patients who complete any appropriate consent for treatment also provide permission to use patient information, including photographs, for treatment, payment, and health care operations. This general consent includes the provision of medical treatment or diagnostic procedures, including clinical photographs, deemed necessary.

**4.3. If clinical photographs are used/disclosed for treatment, payment, or operations, they may be shared internally or externally to ECU. Use or disclosures external to ECU related to payment or operations may require the execution of a HIPAA Business Associate Agreement (see ECU HIPAA regulation 12.60.19).**

### 5. Authorization for Clinical Photography for Other Purposes

**5.1. Patient photography might also be used and/or disclosed (internal or external to ECU) for: education (internal or external to ECU), research, media, and publication purposes.**
5.2 If patient photography is used and/or disclosed (internal or external to ECUP) for any purposes other than treatment, payment, or health care operations.

5.3. HIPAA patient authorization of protected health information (PHI) must be completed by the patient or legal representative; or the patient photography must be de-identified.

6. De-identified Photography
6.1. Patient photography that is de-identified appropriately, per ECU HIPAA De-Identified regulation 12.60.20, does not require a patient consent or authorization for use/disclosure.

6.2. Such uses requiring authorizations might include: patient photography of the patient or body part may be sufficiently unique or recognizable to make it patient-identifiable; therefore, use/disclosure of the photograph may require a HIPAA patient authorization of protected health information (PHI).

Resolution #17-53
Approved by the Faculty Senate: April 18, 2017
Received by the Chancellor: May 22, 2017 (with following comment - The recommended edits to this PRR are potentially problematic from a legal perspective. Donna Payne will work with Human Resources to further study the recommendations.)

Formal Faculty Advice on Proposed Volunteer Regulation

Additions are noted in bold print and deletions in strikethrough.

Authority: Chancellor
Related Policies: UNC Anti-Nepotism Policy; Governor’s Executive Order 48; ECU Anti-Nepotism Policy (pending PRR review); Criminal Background Check Policy, Academic Computer Use Policy, Teachers’ and State Employees’ Retirement System Guidance on Returning to Work Laws; Notice of Nondiscrimination and Affirmative Action Policy, Youth Programs and Camps, Visiting Scholars-need link once policy is developed.
Other policies e.g., ECU Physician’s Volunteer Policy (In development); NCAA Guidelines
Additional References: Volunteer Agreement; employment@ecu.edu
Contact for Info: Associate Vice Chancellor, Department of Human Resources (#252-328-9847)

1. Introduction
1.1. The East Carolina University (hereinafter ECU or University) Volunteer Regulation seeks to provide consistent guidelines and requirements for Volunteers. The regulation seeks to reduce the risk to both Volunteers and the University and to protect the interests of the University, its Volunteers, and the community it serves. Volunteers provide unique benefits and enable the University to fulfill its mission. This regulation addresses qualifications, required levels of approval, and legal implications of using the services of Volunteers.

2. Scope
2.1. Except as provided herein, this regulation applies to all ECU Volunteers, as defined below, and the ECU divisions, departments, colleges, schools, and/or other ECU units (hereinafter collectively
referred to as “units”) who utilize the services of Volunteers.

3. Volunteer Defined

3.1. A Volunteer subject to this regulation is any person who does not receive compensation but is authorized by an ECU unit to perform duties on behalf of ECU, including, but not limited to, civic, humanitarian, charitable, or public service duties, or to gain personal or professional experience in a specific area without compensation. Unpaid interns are excluded from this regulation. Volunteer Athletics coaches whose activities are governed by NCAA regulations are excluded from this regulation. ECU Students (including International Students) and guest lecturers invited to give academic presentations are excluded from this regulation.

3.1.1 This regulation does not apply to persons who are volunteering at an ECU Youth Program or Camp which is governed by REG01.15.05, entitled “Youth Programs”. All students assisting with camps will fall under the Youth Programs regulation.

4. Discontinuing the Services of the Volunteer

4.1. ECU may terminate a Volunteer’s service at any time, and without prior notice. Likewise, a Volunteer may terminate his or her services to the University at any time, and without prior notice.

5. Eligibility

5.1. In order to serve as a Volunteer, the following requirements must be met:

5.1.1. The individual must have appropriate experience, qualifications, and/or training for the task(s) that he/she will be asked to perform.

5.1.2. ECU employees who volunteer are covered under this regulation. A current employee may not serve without compensation as a Volunteer for the University in the same position in which he/she is currently employed by the University or in a Volunteer capacity that is similar or related to the employee’s current regular work at the University.

5.1.3. Volunteer service hours for the University are not considered as University employee work hours or University employee community service hours and are not eligible for compensation from the University. This subparagraph does not apply to any faculty member who has a service component as part of his or her current regular duties.

5.1.4. Any individual who is under eighteen (18) years of age must obtain written parent/legal guardian consent to Volunteer. Volunteer services of children under the age of eighteen (18) is strictly limited to age-appropriate, non-strenuous, volunteer capacities for no more than six (6) hours in any given week and only to the extent that the Volunteer is directly supervised at all times by at least two University approved adult volunteers or ECU Employees, and/or at least one approved Volunteer, parent or guardian of that child. Additional hours during the non-school year will require prior approval for youth under age 18 years of age.

5.1.5. A non-US citizen who does not possess a valid work authorization is not eligible to volunteer. Related individuals who are not eligible to work in the United States are not eligible to volunteer.
5.1.6. A Retiree, who falls under the Teachers & State Employees Retirement System, may not serve as: A Volunteer within the first six (6) months of retirement if the Volunteer assignment could lead to permanent employment. Such an assignment could put the individual's retirement benefits at risk. The Volunteer may not displace or serve as a substitute for any regular employee position. The Volunteer cannot be offered any promise of future employment.

5.1.7. The Volunteer must be sponsored by a unit that is willing to supervise him/her.

6. Sponsoring Unit Responsibilities, Documentation and Procedures
6.1. It shall be the duty of the unit sponsoring a Volunteer to provide appropriate supervision and to instruct the Volunteer on all applicable rules, regulations and policies, including safety policies. The unit shall designate at least one (1) faculty or staff member to be the point of contact with the Volunteer for the purposes of instructing the Volunteer and otherwise complying with this Policy.

6.2. The unit shall provide the Volunteer with a copy of this policy, shall make sure that the Volunteer meets all of the requirements of this Policy, and shall comply with the following procedures:

6.2.1. If the Volunteer will provide services on three (3) or more days in any given semester (or 3 or more days over the course of a summer), the Volunteer shall be required to complete the Volunteer Agreement prior to beginning service.

6.2.2. A Volunteer who will be exposed to “Confidential and/or Sensitive Information,” (no matter the duration or extent of the Volunteer assignment) shall be required to complete the Volunteer Agreement prior to beginning service. A Volunteer may access “Confidential and/or Sensitive Information” only to the extent he/she is required and authorized to do so in the performance of his/her volunteer services. The auxiliary organizations who may need to have volunteers with access to “Confidential and/or Sensitive Information” will be excluded from this regulation.

6.2.2.1 “Confidential and/or Sensitive information” may include but is not limited to the following: Student Records and information from Student Records (including GPA, Class schedule, grades, Banner number, exam scores, etc.), Social Security Numbers or employer taxpayer identification numbers; Driver’s License information, State Identification Cards; Passport Numbers; Digital Images; Dates of Birth; Home Addresses; Home Telephone Numbers; Checking and Savings Account Information; Credit Card Information; Debit Card Information; Passwords; Protected Health Information (Any information that identifies a patient and their treatment); Proprietary Information (research, patent, legal, compliance, etc.); and Personnel File Information of employees.

6.2.3. If the potential Volunteer is under eighteen (18) years of age, his/her legal guardian must also sign the Volunteer Agreement.

6.2.4. A template Volunteer Agreement can be found at the link above. Each unit may make non-substantive modifications to the template to accommodate differences in program operations. Substantive changes may not be made without the consent of the Associate Vice Chancellor for Human Resources or his/her designee after consultation with the Office of University Counsel.

6.2.5. The unit shall at all times maintain documentation of the names, addresses, contact information, dates of service, and emergency contact information of each person who is performing Volunteer services for that unit. A copy of this information, and copies of all current Volunteer Agreements, shall be provided by the unit to HR as new volunteers are processed by the department.
A volunteer termination report (documenting the termination of the services of any volunteers during the last quarter) should be forwarded to HR on a quarterly basis.

6.2.6. The unit shall maintain all Volunteer documentation consistent with the applicable University document destruction policy but in no case for fewer than three (3) years after the Volunteer has ceased rendering services for the unit.

6.2.7. The unit shall also determine whether the Volunteer must undergo a background check according to the criteria in section 15 below, and proceed accordingly.

7. Arrests/Convictions

7.1. Each Volunteer is required to report any arrests/criminal convictions to his/her sponsoring unit immediately after the arrests/criminal convictions.

8. Volunteer Responsibilities and Rights

8.1. Each Volunteer shall abide by all applicable ECU policies, state and federal laws and regulations, including, but not limited to, those relating to ethical behavior, safety, confidentiality, protected health and student information, computer use, financial responsibility, and drug use.

8.2. A Volunteer is not an ECU employee, nor does he/she have the authority to officially represent the University. A Volunteer is not eligible for University privileges including, but not limited to wages, salary, or any ECU benefits.

9. Prohibited Activities

9.1. An ECU Volunteer is prohibited from performing any of the following activities in the course and scope of his/her authorized activities:

9.1.1. Operating heavy equipment;

9.1.2. Operating University or State owned or leased vehicles, golf carts, and/or boats;

9.1.3. Working with hazardous materials, including stored energy (e.g. steam, electricity, hydraulics);

9.1.4. Entering into contracts on behalf of ECU and.

9.1.5. Transporting minors in personal vehicles.

10. Nepotism

10.1. A Volunteer shall not be supervised or evaluated by any individual within the definition of “Related Persons,” as defined by the UNC Anti-Nepotism Policy. Exceptions to this requirement may be made, in the discretion of the unit manager, for short-term (no longer than 3-day) events where protective measures are put in place to ensure that no improper favoritism is likely to occur.

11. Liability and Indemnification

11.1. A Volunteer who is acting within the course and scope of authorized activities as an agent on behalf of the University may be covered by the Defense of State Employees Act and the North Carolina Tort Claims Act pursuant to Governor’s Executive Order 48 (see link above). This means that the State may accept legal responsibility for the torts committed by an ECU Volunteer that occurs under those circumstances, to the extent permitted by law. Additionally, and, at the discretion of the
North Carolina Attorney General, the State may agree to defend and indemnify the Volunteer in the same manner as if the Volunteer were an employee of the State of North Carolina.

12. Notice of Non-Discrimination
12.1. ECU prohibits discrimination and related retaliation against students, employees, applicants, and visitors (including Volunteers) on the basis of any University protected class as outlined in the Notice of Nondiscrimination and Affirmative Action Policy. Harassment is a form of discrimination. Sexual misconduct is a form of sex discrimination that includes sexual harassment and sexual violence.

12.1.1 Each Volunteer must complete an educational module about prohibited sexual misconduct, as defined in the University’s Notice of Nondiscrimination and Affirmative Action Policy, at the time he/she begins his/her volunteer service and every five years thereafter. To complete the educational module, please contact the Office for Equity and Diversity, via phone (252) 328-6804, email oed@ecu.edu, or the Internet (www.ecu.edu/oed). Please note that an exception may be made for an incidental Volunteer who will serve in certain capacities for two days or fewer.

13. Special Needs and Requirements of Certain Units
13.1. To the extent they are consistent with this regulation, each unit may develop additional requirements, guidelines or rules for its Volunteers as may be appropriate to its circumstances or as required by law or regulation. For example, units within the Division of Health Sciences may be required to apply additional health and safety policies and procedures to protect the Volunteer or others from exposure or harm.

14. Computing and Network Usage
14.1. ECU units may request computer and network accounts for their Volunteers. The request must be written and signed by an authorized representative of the sponsoring unit. The request must have Vice Chancellor or designee approval. In addition, the ECU unit employee assigned to serve as the point of contact with the Volunteer may be required to sign a statement accepting responsibility for the actions of the Volunteer with regard to computer and network usage. The authorization will be valid up to one year. It is the responsibility of the unit to notify ITCS when the account should be deactivated if this occurs before the authorization expiration date.

15. Criminal Background Checks Required for Volunteers with Unsupervised Access to Sensitive Populations, ECU Students, and/or Liquid Assets of the University
15.1. In addition to satisfying all the other applicable requirements of this regulation, the following types of Volunteers must consent to and complete a background check satisfactory to the University prior to commencement of any Volunteer services. Criminal background checks will not be paid from the respective academic department’s operating budget.

15.1.1. Each potential Volunteer who will have Unsupervised Access to either (a) Sensitive Populations; (b) ECU students or (c) Unsupervised Access to cash, checks or other forms of liquid assets of the University. Any such Volunteer who does not consent to and pass a criminal background check is disqualified from serving a Volunteer.

15.1.1.1. "Sensitive Populations" is defined as (i) all persons under 18 years of age; (ii) patients receiving care in any clinical setting; (iii) persons with substantially diminished mental or physical capacities; and (iv) all other individuals entitled to enhanced supervision or protection based on
University practice or State or Federal law.

15.1.1.2. "Unsupervised Access" means that the Volunteer will, for any period of time, have access to either Sensitive Populations, ECU Students, or liquid assets of the University without the physical presence and physical observation of at least one supervising University employee.

15.1.2. The ECU Department of Human Resources (Employment Unit) will perform the background check upon request of the sponsoring unit and after receipt of the required consent signed by the potential Volunteer. The background check will be of the type performed on new University employees. Human Resources will determine, in consultation with the sponsoring unit, whether the results disqualify the potential Volunteer or otherwise impact his/her services.

15.1.2.1. The following types of criminal convictions will normally render an individual ineligible to work or volunteer in a Covered Program:

15.1.2.1.1. Drug distribution activity or felony drug possession;
15.1.2.1.2. Sexual offenses, including stalking;
15.1.2.1.3. Crimes of violence involving physical injury to another person
15.1.2.1.4. Child abuse, molestation, child pornography, or other crimes involving child endangerment, including neglect and abandonment
15.1.2.1.5. Murder;
15.1.2.1.6. Kidnapping; and/or
15.1.2.1.7. Any other crime involving moral turpitude.

15.1.2.2. All authorized volunteers who are not ECU employees, and who are subject to this policy shall not be eligible to participate in a covered program unless they have undergone a satisfactory background check within one (1) calendar year of the start of volunteer assignment. A new background will be required if after 1 year, there is a break in service greater than 90 days.15.1.3. In order to facilitate the background check, the sponsoring unit must timely submit to HR (Employment Unit) the potential Volunteer’s email address; first and last name.; and Fund, Organization, Account, and Project Code (FOAP) information. The sponsoring department or unit is responsible for the cost.

15.1.4. A parent or legal guardian must consent to a background check for any Volunteer under eighteen (18) years of age who is required to have a background check as indicated by the criteria above.

15.2. Without exception, each person required by this section (15) to undergo and pass a background check must also fill out and sign the Volunteer Agreement referenced in section 6 above, and the sponsoring unit shall comply with all other applicable provisions of section 6.

15.3. Exception to Criminal Background Check Requirements for volunteers who would normally be required to complete a Background Check

15.3.1. The Associate Vice Chancellor for Human Resources or his/her designee may approve exceptions to the background check requirement, in whole or part, that are deemed to be consistent with the goals of this Policy, in ECU’s best interests, and where no unreasonable risks are identified after consultation with the appropriate University offices and/or outside agencies. Please note that exceptions will not be approved for situations that would require contact with any special populations, cash handling, and/or contact with sensitive data.
Volunteer Agreement

Volunteer Agreement (Includes Confidentiality Provisions)

East Carolina University is pleased that you have offered to volunteer your services to the University. Your volunteer service is appreciated. The purpose of this VOLUNTEER AGREEMENT (“Agreement”) is to provide you with information about your volunteer experience and some important University policies that apply to volunteers. By signing this Agreement, you agree to abide by these policies and perform volunteer services in compliance with all the terms and conditions of this Agreement, as described below:

Volunteer: __________________________ BANNER # (if applicable): ______________________

Address: _______________________________________________________________________

Phone Number: ______________________ Email: ________________________________

Emergency Contact Name and Phone Number: ______________________________________

Effective Dates: ________________ to ________________

Effective dates may not span longer than 12 months ending June 30 of each academic year. Volunteer Agreements may be renewed at the discretion of the supervisor/unit manager.

ECU Unit/Department Sponsoring This Volunteer: _________________________________

ECU Point Person Responsible for This Volunteer: _________________________________

Description of Volunteer Services to Be Provided to ECU: ___________________________

_______________________________________________________________________________

1. As a volunteer, I agree to provide services without compensation. I acknowledge that a volunteer is not an employee of the University. I understand that I will receive no wages, salary or other compensation for my volunteer services. As a volunteer, I am not eligible for any University employment benefits, including but not limited to vacation, sick leave, retirement, tuition benefits, disability insurance, health insurance, and/or worker’s compensation coverage. I understand that being a volunteer does not give me priority for University employment, and I have no expectation of future employment.

2. I agree to comply with this Agreement and all applicable University policies and procedures and state and federal laws. If I am volunteering for ECU Athletics, I additionally agree to comply with the Constitution and By-Laws of the NCAA and any applicable conference or association.

3. I understand that I am under no obligation to provide any volunteer services to the University and that I am free to stop my volunteer service at any time. Notwithstanding any other provision in this
I understand that the University may terminate its volunteer relationship with me and this Agreement at any time without cause or prior notice and in its sole discretion.

4. If my volunteer activities require that I be given keys, computer equipment, or other University property, I agree to return such property immediately upon request or at the end of my volunteer activities, whichever first occurs.

5. If a criminal background check is required, I understand that my volunteer service and this Agreement are contingent upon the University’s receipt of a criminal background check report that the University, in its sole discretion, deems satisfactory.

6. If I am volunteering for ECU Athletics, I agree that I will not be involved, either directly or indirectly, in any activity that could be construed as the off-campus recruitment of student-athletes or as scouting.

7. I understand that I am not authorized to act in any way on behalf of the University in business matters, including signing contracts, leases or other agreements; hiring or supervising employees; or attempting to bind the University to any agreement.

8. I acknowledge that as a volunteer, I have an obligation to protect any and all Confidential and/or Sensitive Information, that I may have access to in the performance of my volunteer services, whether printed, written, spoken or electronic. I agree to seek my University liaison’s direction if questions arise with respect to access, use, or disclosure of Confidential and/or Sensitive Information.

9. I further understand that all Confidential and/or Sensitive Information must be accessed and maintained in a confidential and secure manner and that I am only authorized to access such information to the extent I am required and authorized to do so in the performance of my volunteer services. I understand and acknowledge that Confidential and/or Sensitive Information may not be divulged, copied, released, sold, loaned, reviewed, altered, textured, emailed to others or myself, or destroyed by me except as properly authorized by the appropriate University official and in compliance with applicable laws and policies.

10. I agree that I will not download Confidential and/or Sensitive information to my personal computer, unauthorized personal computers, social networking sites, portable devices (flash drive, CD, etc.), or any unauthorized medium.

11. I agree that I will not forge, alter, defraud, or misuse any documents, charge cards, money, checks, records, or ECU Cards of an individual or the University.

__________________________   ____________________
Volunteer Signature                       Date

__________________________   ____________________
Parent/Guardian Signature (if Volunteer under 18)   Date

__________________________   ____________________
Department Area Manager/Supervisor       Date

2 “Confidential and/or Sensitive information” may include but is not limited to Student Records and information from Student Records (including GPA, Class schedule, grades, Banner number, exam scores, etc.), Social Security Numbers or employer taxpayer identification numbers; Driver’s License information, State Identification Card; Passport Numbers; Digital Image; Date of Birth; Home Address; Home Telephone Numbers; Checking and Savings Account Information; Credit Card Information; Debit Card Information; Passwords; Protected Health Information (Any information that identifies a patient and their treatment); Proprietary Information (research, patent, legal, compliance, etc.); and/or Personnel File Information of employees.
Volunteer Regulation FAQ Sheet
(to be included with Volunteer Regulation and updated annually by Human Resources)

How do I get started as a volunteer?
Please complete the volunteer application in the unit/department for which you wish to volunteer. Each department determines the availability of volunteer positions according to its needs.

Are student volunteers governed under this regulation?
Students who are currently enrolled at ECU are not governed by this volunteer regulation.

How do I know which roles are available? Will you post them?
At this time, you will need to check with the department/unit for volunteer opportunities. In the future, we plan to have a listing of potential volunteer opportunities listed on the ECU Department of Human Resources website.

Can ECU employees volunteer on campus?
An ECU employee may volunteer only in a capacity that differs from his/her current job duties, and no volunteer may displace or serve as a substitute for any regular employee position. For example, no employee, or non-employee, may “volunteer” to serve as an Administrative Support Associate because “Administrative Support Associate” is a regular employee position. Similarly, it is not appropriate for an hourly ECU employee to be asked to “volunteer” to perform duties for free, where those duties are already a part of the employee’s job description. The employee could, however, volunteer to work at a summer camp in a position that is (1) not already a regular University position; and (2) where the duties the employee is being asked to perform are not already part of his/her job description. Questions should be referred to Human Resources.

What are the responsibilities of volunteers?
Volunteer responsibilities are defined by the sponsoring department/unit. Trainings and actual duties will vary, depending upon the need of the department/unit. Each Volunteer must agree to report any situations that involve all legal activity that may affect his/her ability to volunteer at the university.

Is there a minimum age for volunteering?
ECU accepts volunteers age 18 years and older. Special permission requests must be made for volunteers younger than 18 years of age. Internships and externships are not covered under this policy. Please visit Student Employment for those opportunities.

Is a volunteer agreement required if a faculty member volunteers at a sporting event?
A list of all volunteers must be maintained by each department.

What resources will the university provide for volunteer training?
The departments will be training on the specific needs and duties of the volunteers. The Volunteer team (HR) can provide links to the website with a list of relevant policies, including computer usage, risks, confidentiality, etc.

Who keeps track of volunteers?
The department will send volunteer agreements and names to HR prior to beginning the assignment and will send quarterly “termination” information when a volunteer is no longer serving in the department.

Who is an incidental volunteer?
Someone who volunteers less than three days.
Resolution #17-54
Approved by the Faculty Senate: April 25, 2017
Approved by the Chancellor: not applicable


Resolution #17-55
Approved by the Faculty Senate: September 12, 2017
Received by the Chancellor: October 6, 2017

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of August 28, 2017, including curriculum action item (GC 15-40) within the Graduate Curriculum Committee meeting minutes from April 12, 2017, which included a package submitted by the Department of Public Health.

Resolution #17-56
Approved by the Faculty Senate: September 12, 2017
Approved by the Chancellor: October 3, 2017

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of April 13, 2017, including curricular actions within the School of Art and Design, College of Engineering and Technology and Departments of Psychology, Anthropology and History.

Resolution #17-57
Approved by the Faculty Senate: September 12, 2017
Approved by the Chancellor: October 6, 2017

Curriculum and academic matters contained in the revised Service Learning Committee meeting minutes of November 10, 2015 to correctly reflect approval of ENGL 2201 as SL* (selected sections).

Resolution #17-58
Approved by the Faculty Senate: September 12, 2017
Approved by the Chancellor: October 6, 2017

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of April 10, 2017 including writing intensive designation (WI) for NURS 4614 and WI removal of SPED 5501, ICTN 4020 and ICTN 4022.

Resolution #17-59
Approved by the Faculty Senate: September 12, 2017
Approved by the Chancellor with stipulation*: October 6, 2017

* This resolution is approved with the exception of the Joint PhD in Integrative Coastal and Marine Sciences
(ICMS) between ECU and UNC-W, which is being held for further study.

Later resolved with Resolution #18-12 on March 26, 2018

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of September 8, 2017, including consideration of a request for authorization to establish a Joint PhD in Integrative Coastal and Marine Sciences (ICMS) between ECU and UNC-W and a request for authorization to establish a MA in Hispanic Studies (material available via Curriculog).

Resolution #17-60
Approved by the Faculty Senate: September 12, 2017
Received by the Chancellor: October 6, 2017

Endorsement of ECU Student Government Association’s resolution requesting the creation of a voluntary syllabus bank to assist students in registering for courses, as follows:
RESOLUTION
To provide students with a more transparent registration process by creating a database of old syllabi that will allow students to browse faculty syllabi before registering for classes.

Primary Sponsor: Representative Giovanni Triana
Cosponsor(s): Representative Erik Panansky
First Reading: 15 March 2017
Referred to: Academic Affairs
Second Reading: 22 March 2017

Resolved,

SECTION 1. SHORT TITLE

This resolution may be cited as, “The Syllabus Bank Resolution”.

SECTION 2. SYLLABUS BANK FOR CLASS REGISTRATION

WHEREAS, the process of signing up for classes can be stressful and the course descriptions offered on Pirate Port are short with few details. Students often feel unsure about textbook costs and the course load each class requires of them; and,

WHEREAS, transparency during the class registration process can help increase both academic performance and overall satisfaction for both students and faculty members. By utilizing the right resources, students can more effectively weigh options and choose the class that fits their expectations and needs; and,

WHEREAS, a study by The College Board showed that every student falls into one of three learning styles: auditory, visual, or tactile, and if the student is placed in an environment where his/her learning style is not present then the student will perform poorly; and,

WHEREAS, a Syllabus Bank will allow students to view the class schedule, instructor information, difficulty of course load, potential assignments, and allow the student to determine if the teacher fits his/her particular learning style; and,
WHEREAS, faculty will have the option to submit their syllabi to ITCS who will, in turn, create an online forum for students to access the Syllabus Bank on the East Carolina University webpage; and,

WHEREAS, a Syllabus Bank will be a relatively simple and cost effective way to ensure that students feel comfortable when registering for classes, and that students have a greater chance at success in their academic careers which can lead to higher retention rates for East Carolina University; and,

WHEREAS, several schools have implemented successful Syllabus Bank management systems that allow students to preview course syllabi so that they may have a more informed class registration process, including the University of Alabama, University of Louisville, University of Kentucky, Auburn University, George Washington University, and Northern Kentucky University; and,

WHEREAS, many ECU faculty have expressed support for this initiative, including but not limited to Dr. Peter Francia, Dr. Jonathon Morris, Dr. Tracy Tuten, Dr. Ron Mitchelson, Dr. John Stiller, and Dr. Brad Lockerbie; now, therefore, be it,

RESOLVED, that East Carolina University Student Government Association formally supports the initiative to implement a Syllabus Bank; and, be it further

RESOLVED, that a copy of this Resolution be sent to The East Carolinian, ITCS, Chancellor Cecil Staton, Provost and Senior Vice Chancellor for Academic Affairs, Dr. Ron Mitchelson, Chair of the Faculty, Dr. John Stiller, and the Board of Trustees.

SECTION 2. DATE EFFECTIVE.

This Resolution shall be effective upon its passage by a majority vote of the ECU SGA Student Assembly and its signature by the Student Body President.
Revised Procedures for Peer Review of Teaching Effectiveness, as follows:

Current procedures, Faculty Senate Resolution #93-44, February 1994
Current Peer Review Instrument, Faculty Senate Resolution #16-60, November 2016

Revisions requested to make it clear that:

- Code units are permitted to do peer reviews on fixed-term, tenure-track and tenured faculty.
- All full-time faculty (fixed-term, tenure-track and tenured) are eligible to serve as peer reviewers once trained.
- Unit codes will contain the unit’s peer review policy (will say how peer reviewers are selected, whether tenured faculty undergo peer review, when, etc.).

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

Peer Review Procedures and Sample Instrument with the following caveats:
1) that the instrument and procedures be used to assess and improve teaching;
2) that all observers be trained to evaluate teaching through special sessions to be designed and implemented later;
3) that the Chancellor appoint a committee of no fewer than three members to do a three year validation study on this instrument, the results of which may necessitate additions and/or deletions in the procedures and/or instrument; and
4) that departments have the option of selecting other instruments and procedures which would be approved by the appropriate vice chancellor.

POLICIES GOVERNING PEER REVIEW
1) Unit codes can require peer review for any personnel action that involves an evaluation of a faculty member’s teaching effectiveness.
2) A code unit that requires peer review for any personnel actions for which the Faculty Manual does not require peer review shall state this in their unit code and shall provide in their code criteria for reviews and their use.
3) Any full-time faculty member, whether fixed-term, tenure-track or tenured is eligible to undergo peer review training.
4) Any full-time faculty member, whether fixed-term, tenure-track or tenured who has undergone peer review training is eligible to serve as a peer reviewer, unless otherwise specified by the unit code.
5) Peer review instrument and procedures are to be used to assess and improve teaching;
6) Departments may use other instruments and procedures providing that they are approved by the appropriate vice chancellor.
Further, in accordance with the spirit of multiple evaluation procedures, the professor is recommended to supplement the results of the observations with any additional appropriate evidence of effective teaching such as portfolios, student evaluations, etc.

**TRAINING OUTLINE**

I. Observation/Documentation
   A. Clarification of categories and items.
   B. Methods of documenting what is observed.
   C. Practice documentation.
   D. Analysis of observed/documentated behaviors.

II. Conference
   A. Pre-conference.
      1. Interview guide
      2. Scheduling
   B. Post-conference.
      1. Interview guide
      2. Giving and receiving feedback
   C. Faculty Development Plan.

III. Procedures for Observation

**PROCEDURES FOR PEER OBSERVATION**

I. Two observers per observation.
   A. One trained observer to be selected by the professor’s department chair and/or personnel committee.
   B. One trained observer selected by the professor.

II. Selection of trained observers.
   Unit Codes may contain guidelines regarding which faculty members can serve as a peer evaluator, based on the rank or title of the instructor evaluated and the purpose of the evaluation; however, all tenured faculty in a department shall have the opportunity to be trained and to be included in the pool of those available for peer evaluations.

All tenured faculty in a department shall have the opportunity to be trained.

**NOTES:**
1. All observers must complete training.
2. The most suitable observers are faculty who are attentive to details, highly organized and active listeners.
3. Where possible the observers shall come from the department/discipline of the faculty member being observed.
III. Observation cycle (minimum).
   A. During the professor’s first year – two observations with feedback.
   B. During the professor’s fourth year – two observations with feedback.

IV. Observation procedures.
   A. Pre-observation conference (observers and professor).
      1. Professor provides observers with copies of handouts and a list of materials to be used during class plus a current syllabus and any other pertinent information.
      2. Observer selected by professor provides a self-evaluation form to professor.
   B. Schedule and course selection.
      1. Professor chooses the classes to be observed.
      2. Observers coordinate a date/time for the observation.
   C. Post-observation conference (within 5 working days of observation with both observers).
      1. Go over observation and self-evaluation.
      2. Discuss strengths, any needs for improvements and search for strategies to improve.
      3. Write a Faculty Development Plan.

Resolution #17-62
Approved by the Faculty Senate: September 12, 2017
Received by the Chancellor: October 6, 2017

Resolution in Support of an Ombuds Office at East Carolina University, as follows:

Whereas, ECU has grown substantially in both size and complexity, greatly increasing the potential for minor infractions, conflicts, and misunderstandings among members of the university community; and
Whereas, attempting to resolve such issues through university grievance procedures can involve numerous ECU personnel and substantial resources, often without reaching an equitable resolution; and
Whereas, an Ombuds office would serve the university, its employees and students, by providing impartial, confidential advice outside a formal grievance process; and
Whereas, an Ombuds office would help the University and those involved in conflict resolution to avoid possible costly litigations and court settlements; and
Whereas, an Ombuds office would reduce institutional vulnerability, by providing warnings of systemic risks; and
Whereas, over two hundred colleges and universities in the United States have successful Ombuds offices, including UNC-CH, NCSU and other universities within the UNC system; and
Whereas, an Ombuds office would enhance ECU’s national reputation as an eminent university with strong traditions in shared governance; and
Whereas, the ECU Mediation Planning Committee recommended establishment of an Ombuds office in 2011; and

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Whereas, the Faculty Governance Committee is finalizing revisions of the faculty appellate provisions and will present reports to the Faculty Senate and Chancellor during the 2017/18 academic year; and

Whereas, the revised faculty appellate provisions, combined with an Ombuds office, would greatly improve faculty conflict resolution.

Therefore, Be It Resolved that the Faculty Senate supports the prompt establishment of an ECU Ombuds Office, and endorses the creation of a University Task Force to develop a charter and process for establishing an Ombuds Office.

Be It Further Resolved that representatives of Ombuds Offices from other UNC institutions, and Faculty Chairs or previous chairs with experience working with Ombuds, be invited to ECU to meet with campus constituents to provide information and answer questions about their programs.

Resolution #17-63
Approved by the Faculty Senate: October 17, 2017
Received by the Chancellor: November 17, 2017

Endorsement of UNC Faculty Assembly Resolution #2017-6, as follows:

Whereas, UNC President Margaret Spellings has been public in her admiration and support for Dreamers and authored an editorial entitled, "Mr. President, don't break America's promise to 'dreamers';" and

Whereas, The U. S. Citizenship and Immigration Services (USCIS) reports that nearly 800,000 people have been beneficiaries of the DACA program since its inception in 2012; and

Whereas, USCIS reports that of these 800,000 people, 49,712 have been beneficiaries of DACA with residence in North Carolina since the inception of the program in 2012; and

Whereas, A 2017 national survey of DACA recipients with a sample size of 3,063 respondents in 46 states as well as the District of Columbia shows that at least 72 percent of the top 25 Fortune 500 companies employ DACA recipients; and

Whereas, The same 2017 national DACA survey shows that 97 percent of respondents are currently employed or enrolled in school; and

Whereas, The 2017 national DACA survey shows that by all measures, DACA recipients are having a positive impact in the economy outpacing the general population in terms of business creation by 2% and by 5% among responders 25 years or older; and

Whereas, Previous research has shown that DACA beneficiaries will contribute $460.3 billion to the U.S. gross domestic product over the next decade—economic growth that would be lost were DACA to be eliminated.

Resolved, That the UNC Faculty Assembly adopt and make public the following statement -

The Faculty Assembly supports the Deferred Action for Childhood Arrivals (DACA) recipients and is troubled by the potential loss of their opportunity to continue as students in our universities. These young people embody the ideals illustrated in the UNCGA Strategic Plan. Their presence contributes to the Excellent and Diverse Institutions which make-up the UNC System. Their motivation, tenacity and courage are characteristics we encourage all students to possess which foster Student Success.
DACA facilitates Access to higher education and student diversity. Dreamers have a significant impact on our economy. They pay taxes which support our university system, because through DACA, they can work. Their contributions make an Economic Impact nationwide and specifically in North Carolina. They participate in all aspects of campus academic life and connect the universities of the system to various communities through Community Engagement. Our support for DACA recipients is directly aligned with the visionary approach to higher education embraced by the UNC System.

North Carolina and our nation are better because of their presence. We demonstrate our humanity though our commitment to these DACA youth. The university is a beacon of hope for all who enter its walls and it is incumbent upon us, the faculty, to uphold the ideals that we hold true. Dreamers are an integral part of the fabric that makes our system the dynamic leader in higher education that it has been and continues to aspire to be. The Faculty Assembly implores our elected officials and all members of the North Carolina Congressional delegation to prioritize and move quickly to create a permanent legal status for DACA eligible youth.

Resolution #17-64
Approved by the Faculty Senate: October 17, 2017
Received by the Chancellor: November 17, 2017

Formal faculty advice on curriculum and academic matters acted on and recorded in the September 18, 2017, Graduate Council meeting minutes, including policy action item (GC 17-2) within the Graduate Curriculum Committee meeting minutes of September 6, 2017, which included a catalog change to the “Combined/Accelerated Graduate Program” to allow up to 12 sh of graduate credit count towards both the graduate degree and an undergraduate degree. Level I Curriculum action item (GC 17-1) within the Graduate Curriculum Committee meeting minutes of 04/12/2017 was reported prematurely to the Faculty Senate on September 12, 2017.

Resolution #17-65
Approved by the Faculty Senate: October 17, 2017
Approved by the Chancellor: November 17, 2017

Joint conditional interpretation of the ECU Faculty Manual, Part IX, subsection IV, third paragraph, (referenced in the 6/22/17 memorandum below) emphasizing the intent of Part IX, to exclude all probationary faculty from service on Personnel Committees, once they have received notification of non-reappointment or non-conferral of tenure. The interpretation adds the following bold highlighted text to the paragraph: “. . . the failure to submit the required PAD will be considered as notice that the faculty member is withdrawing the request for consideration for reappointment, promotion, or conferral of permanent tenure. The Personnel Committee and the unit administrator shall notify the faculty member in writing . . . that failure to submit the required PAD for consideration constitutes withdrawal from consideration. From the time of this notification, the faculty member may not serve on the unit’s Personnel Committee”.

Full memo provided below:
MEMORANDUM

TO: Deans, Department Chairs/School Directors, and Faculty Divisions of Academic Affairs and Health Sciences

FROM: Dr. Ronald L. Mitchelson
Provost and Senior Vice Chancellor for Academic Affairs

Dr. John Stiller
Chair of the Faculty

DATE: June 22, 2017

SUBJECT: Interpretation of Specific Provisions of the ECU Faculty Manual, Part IX, Section I, effective July 1, 2017

In accordance with the ECU Faculty Manual, Part I, entitled “Introduction,” this memorandum serves as a joint conditional interpretation of provisions contained in Part IX, effective July 1, 2017, which need additional clarification. This interpretation remains in effect until its provisions can be incorporated into the contents of the Faculty Manual through the normal process.

Specifically, Part IX, Section I, subsection II.C.2. entitled “Probationary terms” refers to conditions where a faculty member at the rank of assistant professor, associate professor or professor is not eligible to serve on the unit’s Personnel Committee during his/her “terminal year” after a decision not to confer permanent tenure. Although there is clear intent to exclude probationary term faculty in a “terminal year” of employment from serving on the unit Personnel Committee, the issue of a terminal year following non-reappointment is not addressed explicitly.

This interpretation confirms the intent of each of these Faculty Manual provisions to exclude an otherwise eligible and duly elected probationary faculty member from serving on the unit’s Personnel Committee after notification by the Chancellor or his designee (specifically the Provost and Senior Vice Chancellor for Academic Affairs or the Vice Chancellor for Health Sciences) of a decision not to reappoint the faculty member, or not to confer permanent tenure. Note that this does not apply to a negative decision on a request for early tenure, where the original probationary term remains in effect.

An additional reference to a probationary faculty member’s exclusion from eligibility to serve on a unit’s Personnel Committee appears in Part IX, subsection IV, third paragraph, where it states in part, “... the failure to submit the required PAD will be considered as notice that the faculty member is withdrawing the request for consideration for reappointment, promotion, or conferral of permanent tenure. The Personnel Committee and the unit
administrator shall notify the faculty member in writing . . . that failure to submit the required PAD for consideration constitutes withdrawal from consideration. From the time of this notification, the faculty member may not serve on the unit’s Personnel Committee” (text italicized here for emphasis only). This provision further emphasizes the intent of Part IX of the Faculty Manual to exclude all probationary faculty from service on Personnel Committees, once they have received notification of non-reappointment or non-conferral of tenure.

Questions concerning these provisions should be directed to the Chair of the Faculty or to the respective Division’s Vice Chancellor. Thank you for your assistance in complying with this interpretation.

cc:  Chancellor Cecil Staton
     Vice Chancellor Phyllis Horns

Resolution #17-66
Approved by the Faculty Senate: October 17, 2017
Approved by the Chancellor: November 17, 2017

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of September 11, 2017 including removal of writing intensive designation (WI/WI*) for ADRE 4993, ADRE 4994, ADRE 4995, ADRE 4996, CMGT 4505, HSMA 4903*, HSMA 4904*, HSMA 4905*, HSMA 4906*, IENG 2020*, IENG 2021*, MGMT 4252, and MGMT 4262.

Resolution #17-67
Approved by the Faculty Senate: October 17, 2017
Approved by the Chancellor: November 17, 2017

Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of September 18, 2017 including domestic diversity designation for HLTH 3025: LGBT Population Health and Disparities, HLTH 3100: Latino Health, and RCLS 3131: Recreation for Diverse Populations.

Resolution #17-68
Approved by the Faculty Senate: October 17, 2017
Approved by the Chancellor: November 17, 2017

Add to ECU Undergraduate Catalog specific text to the grading information noted as follows in bold print regarding “NR” designation:

“Grade Points and Grade Point Average
A grade (quality) point system based on all hours attempted at ECU is used to calculate student scholarship. The following grade symbols are currently in use for all undergraduate courses:
Table 3: Grade Symbols

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Achievement substantially exceeds basic course expectations</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Achievement exceeds basic course expectations</td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Achievement adequately meets basic course expectations</td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Achievement falls below basic course expectations</td>
</tr>
<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure - achievement does not justify credit for course</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (granted for deficiency in quantity, not quality, of work)</td>
</tr>
<tr>
<td>N</td>
<td>Audited</td>
</tr>
<tr>
<td>NR</td>
<td>Faculty has not reported a grade”</td>
</tr>
</tbody>
</table>

http://catalog.ecu.edu/content.php?catoid=12&navoid=908#Grading_System

Resolution #17-69
Approved by the Faculty Senate: October 17, 2017
Approved by the Chancellor: November 17, 2017

Removal from ECU Undergraduate Catalog specific text noted as follows in strikethrough regarding military credit:

“Military Credit
Students who have satisfactorily completed basic military training may receive credit for the exercise and sport science and/or health courses required for general education upon submitting a DD-214, DD-295 or NOBE to the Office of the Registrar, Veteran’s Affairs. Students who have completed service schools while on active duty with the military may request an evaluation prior to admission through the Veteran’s Affairs office. Credit will be awarded in accordance with the American Council on Education recommendations provided that the credit recommended is at the baccalaureate level. It is applicable to the general education requirements, to the student’s declared major field of study, or to the elective hours prescribed within the student’s designated program of study; and is comparable to courses offered at East Carolina University.”

http://catalog.ecu.edu/content.php?catoid=12&navoid=908#military-credit

Resolution #17-70
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017
Approval of the Fall 2017 Graduate Roster, including honors program graduates.

Resolution #17-71
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017

Resolution #17-72
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017
Request that ECU withdraw from The Coalition on Intercollegiate Athletics.

Resolution #17-73
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017
Policy on credit hours to read as follows:

"Unless prohibited by a degree program requirement, credit hours earned in one general education area (humanities, fine arts, social sciences, natural sciences or mathematics) may count towards a major in that area."

Resolution #17-74
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017
Proposed revisions to the ECU Faculty Manual, Part II, Section III. Vetting of Administrative PRRs in Matters Relating to Faculty, as follows:

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

"III. Vetting of Administrative Policies, Rules, and Regulations (PRRs) in matters relating to Faculty
The following outlines the internal Faculty Senate process for obtaining Formal Faculty Advice on Administrative Policies, Rules, and Regulations (PRRs).

Based on the East Carolina University Policy Manual, the official repository of all approved PRRs at East Carolina University, and the regulation that governs Formatting, Adopting, and Publishing Policies, Regulations, and Rules, the following process and revised procedures have been established for the solicitation and provision of faculty advice on matters involving faculty in the areas
of academic policies, faculty welfare, and university governance (ECU Regulation for Policy Development 01.15.01).

When the need for an administrative PRR is determined which pertains to faculty, the appropriate authority (Chancellor) or delegated authority (e.g. Provost, Academic Council) will inform the Chair of the Faculty. The appropriate delegated authority forwards the proposed PRR to the Chair of the Faculty. The appropriate delegated authority provides the Chair of the Faculty with a draft of the proposed administrative policy. The Chair of the Faculty reviews and consults with Faculty Officers to determine whether the proposed PRR pertains to faculty and requires faculty review and vetting by Faculty Senate. If it is determined by the Faculty Officers that the proposed PRR does not pertain to faculty, the Chair provides written notification to the University Policy Committee (UPC). If a proposed PRR requires faculty review, the Chair of the Faculty asks the appropriate university academic/appellate committee to review and provide recommendations to the Chair and Faculty Senate as a means of formal faculty advice. During the faculty review, the appropriate Vice Chancellor will determine whether an interim PRR shall be posted online. The Chair of the Faculty asks the appropriate university academic/appellate committee to review and provide feedback and recommendations to the Faculty Senate within a specific time frame, as designated by the Chancellor or issuing authority. If the committee determines that no formal faculty advice is required, the committee provides written notification to the Chair of the Faculty who reports to the UPC.

Those PRRs considered by Faculty Officers not to pertain to faculty, and those for which a Senate committee determines no formal advice is required, will be reported as announcements that provide the full Senate an opportunity to reconsider whether formal advice is needed.

When a committee determines that revisions are necessary to a proposed PRR, recommendations are forwarded to the Chair of the Faculty and Faculty Senate as formal faculty advice. Following committee review and vetting, the committee will submit the recommendation to the Faculty Senate as a means of formal faculty advice on the proposed PRR. The Chair of the Faculty forwards the committee recommendations to the delegated authority responsible for the proposed PRR to facilitate discussion and agreement.

If edits are made to a proposed PRR during faculty review or after Faculty Senate action, a new proposed PRR will be forwarded to the Chair of the Faculty who consults with the Faculty Officers to determine if the edits necessitate further faculty review and Faculty Senate action. If the Officers determine that further review is not necessary, the Chair provides written notification to the UPC. If additional review is necessary, the Chair asks the appropriate committee to review and provide recommendations to the Chair and Faculty Senate as additional formal faculty advice.

The Faculty Senate will vote on the recommendation of the university committee as formal advice for the proposed PRR. The Faculty Senate votes on university committee recommendations as formal faculty advice. If the formal advice on the a proposed PRR is approved by the Faculty Senate, it the formal advice will be submitted to the Chancellor following the normal established approval/review process, in addition to the appropriate delegated authority for the PRR (e.g. Provost, Academic Council). 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. The formal advice will be documented following the same recordkeeping process as all other Faculty Senate actions and resolutions.
Formal faculty advice on PRRs will be documented following the same recordkeeping process as all other Faculty Senate actions and resolutions. The Chair of the Faculty and the Faculty Senate will receive formal notification from the appropriate authority (Chancellor) or delegated authority (e.g., Provost, Academic Council) following approval of the proposed administrative policy. A history of the Faculty Senate recommendation/formal advice will be maintained in the Faculty Senate office in the same manner as all other Senate actions and resolutions and maintained as feedback to the PRR policy when published in the University Policy Manual. (FS Resolution #12-66, April 2012)

Resolution #17-75
Approved by the Faculty Senate: November 14, 2017
Received by the Chancellor: December 14, 2017

Resolution Supporting the Goals of the Paris Agreement on Global Climate Change, as follows:

WHEREAS, according to the aspirational terms of East Carolina University’s mission statement, our university “Prepares students with the knowledge, skills and values to succeed in a global, multicultural society; develops tomorrow’s leaders to serve and inspire positive change; [and] discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond”; and

WHEREAS, the major challenges of our own generation and the next will certainly include both mitigating the already-unavoidable effects of global climate change and preventing further acceleration of the problem; and

WHEREAS, eastern North Carolina, a low-lying coastal region in a major hurricane path, whose economy is heavily concentrated in agriculture, fisheries, tourism, and real estate, depends for its economic well-being on survivable climactic conditions; and

WHEREAS, the federal government of the United States had, under the terms of the United Nations Paris Climate Agreement of 2015, pledged to lower its overall carbon emissions, before the current administration revoked that pledge in June of 2017; and

WHEREAS, more than 180 universities throughout the United States, as well as hundreds of businesses and cities and nine state governments, including that of North Carolina, have pledged publicly to uphold the goals of the Paris Agreement, regardless of the federal position on the issue.

THEREFORE BE IT RESOLVED, that the Faculty Senate asks the Chancellor to affirm ECU’s commitment to the goals of the Paris Agreement by signing the open letter to the international community at: https://www.wearestillin.com/we-are-still-declaration.

Resolution #17-76
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017
Curriculum and academic program matters contained in the Educational Policies and Planning Committee meeting minutes of October 13, 2017 including a proposal to change four concentration names within the Bachelor of Industrial Technology (Mechanical Technology to Mechanical Design Technology, Architectural Technology to Architectural Design Technology, Manufacturing Systems to Industrial Engineering Technology, Industrial Supervision to Industrial Management) and a reduction of the overall credit hours to 120 within the Department of Technology Systems in the College of Engineering and Technology; proposal to reduce the number of credit hours to 120 for the BA in History and a reduction of the overall credit hours to 18 for the minor in Public History within the Department of History in the College of Arts and Sciences; Program Review revision response for the Department of Communication Sciences & Disorders within the College of Allied Health Sciences.

Resolution #17-77
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: December 14, 2017

Curriculum and academic program matters contained in the Educational Policies and Planning Committee meeting minutes of November 10, 2017 including a Department of English program review response, updated policies and guidelines for new certificate programs and approval of process to identify faculty for a possible new Department of Coastal Studies.

Resolution #17-78
Approved by the Faculty Senate: November 14, 2017
Approved by the Chancellor: not applicable

Revised 2018 Research/Creative Activities Awards Guidelines.

Resolution #17-79
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018

Proposed revisions to ECU Faculty Manual, Part VI, Section I.X, Class Attendance and Participation Regulations relating to student absence policy and medical absences, as follows:

(Addition noted in bold print and deletion in strikethrough.)

A student’s participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor’s policy does not conflict with university policy. The instructor’s attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student’s final grade in the course if the instructor provides a written statement to this effect in the course syllabus. In determining the
number of unexcused absences which will be accepted, the instructor should consider carefully the nature of the course, the maturity level of the students enrolled, and the consequent degree of flexibility included in the instructor's policy.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university-excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed test or assignments. Excused absences should not lower a student’s course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

The Dean of Students may authorize university-excused absences in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition, about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child)
5. Student participation in religious holidays.

Resolution #17-80
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018

Proposed update to English Language Requirements for Undergraduate Admissions, as follows:

In mid-July, Provost Ron Mitchelson approved recommendations to:
reduce ECU's English language requirements for undergraduate admissions from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

These changes move our required scores from the highest to the median level among our peer-institutions, and were recommended by a representative group including numerous faculty members that work with Jon Rezek, Executive Director of Global Affairs (see report below). Although previous changes in TOEFL and IELTS requirements were by administrative decision, the Provost and Chair of
the Faculty agreed that principles of shared governance call for Faculty Senate involvement on such admissions standards. English Language requirements for graduate admissions and will be addressed in parallel by the Graduate Council and reported to the Faculty Senate and Chancellor.

Proposal to change the English Language Requirements for International Students

In 2010 Associate Vice Chancellor for International Affairs, Dr. James Gehlhar, East Carolina University recommended changing the required English language proficiency from a score of 61 to a score of 80 on the Test of English as a Foreign Language. The requirement for the International English Language Training System test was raised from a 6.0 to a 6.5. These changes were approved by Dr. Sheerer, Provost and Vice Chancellor for Academic Affairs. There is no documentation regarding the process that was used to make the decision or the process used to implement the changes.

The recent consolidation and reorganization of the international activities on campus and the refilling of international recruiting and admissions positions offered an opportunity to reevaluate the changes to the universities English language requirements. As shown in Table 1 below, the number of international students at ECU is quite low relative to official peer and aspirant universities. According to the most recent data available from Open Doors, published by the Institute for International Education, ECU is the lowest among this group of comparable universities. Several possible barriers exist that may be contributing to the relatively low numbers of international students at ECU. Increasing and diversifying recruiting efforts, improving timeliness of response to international inquiries, improved university branding and an updated, more user-friendly website are among the initiatives that the Office of Global Affairs has developed to increase and diversify international student enrollment. However, the relatively high TOEFL and IELTS requirements also serve as a restriction to increasing international student enrollment.

Table 1: International Student Enrollment at ECU’s Peer and Aspirant Institutions, 2015

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>Int’l Student Enrollment</th>
<th>Percentage of Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>276</td>
<td>1.0%</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>1,230</td>
<td>4.5%</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>537</td>
<td>3.7%</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>971</td>
<td>6.5%</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>6,852</td>
<td>22.9%</td>
</tr>
<tr>
<td>Wright State University</td>
<td>2,097</td>
<td>15.4%</td>
</tr>
<tr>
<td>Ohio University</td>
<td>2,013</td>
<td>8.6%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>3,483</td>
<td>6.4%</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>1,300</td>
<td>6.3%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>1,109</td>
<td>4.4%</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>2,531</td>
<td>14.1%</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>2,485</td>
<td>7.1%</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>716</td>
<td>3.4%</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>866</td>
<td>4.3%</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>1,468</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
Undergraduate Level English Language Requirements

Table 2 below displays the English language requirements for international undergraduate students from ECU’s official peer and aspirant universities.

ECU, along with Western Michigan University, Virginia Commonwealth University, and Florida International University, have the highest requirements in terms of TOEFL scores. The three aspirant universities on the list (University at Buffalo, the University of South Carolina, and the University of Louisville) all have lower English language requirements for undergraduate students than does ECU. The mean TOEFL score among this group (excluding ECU) is 72.8 and the median is 71. In the highly competitive market for international students a minimum TOEFL score of 80 puts ECU at a disadvantage relative to other universities. Nationally, over 50,000 test takers scored between 71 and 80 during the most recent twelve months. Many of these students would be eligible for admission at many peer institutions, including the University of North Carolina at Charlotte, which maintains a minimum TOEFL of 70 for incoming international undergraduates. Students scoring in this range make up approximately 14 percent of total test takers. When eliminating students with a TOEFL score above 100, who are likely not in ECU’s target market, those in the 71-80 range constitute about 18 percent of total test takers.

TABLE 2: Undergraduate English Language Requirements at ECU’s Peer and Aspirant Institutions

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>61</td>
<td>5.5</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>70</td>
<td>6.0</td>
</tr>
<tr>
<td>Wright State University</td>
<td>61</td>
<td>5.5</td>
</tr>
<tr>
<td>Ohio University</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Florida International University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>68</td>
<td>6.0</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>79</td>
<td>6.5</td>
</tr>
</tbody>
</table>
To harmonize our admissions standards with other peer universities it is recommended that ECU reduce its English language requirements for undergraduates from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

Graduate Level English Language Requirements

Table 3 below displays the English language requirements for international graduate students at ECU’s official peer and aspirant universities.

In contrast to the undergraduate requirements, the TOEFL requirements for graduate students are in line with ECU’s peer and aspirant universities. Of the 17 peer and aspirant universities for which data is available, 15 maintain minimum TOEFL requirements of 79 or 80. Only the University of Southern Mississippi (71) and the University of North Dakota (76) have lower requirements. Similar results hold for the IELTS requirements.

TABLE 3: Graduate English Language Requirements at ECU’s Peer and Aspirant Institutions

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>76</td>
<td>6.0</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Wright State University</td>
<td>79</td>
<td>6.0</td>
</tr>
<tr>
<td>Ohio University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Florida International University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>80</td>
<td>6.0</td>
</tr>
</tbody>
</table>
Western Michigan University  

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>78.8</td>
<td>6.4</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>79.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>

In light of the consensus across peer and aspirant universities it is recommended that ECU maintain its TOEFL requirements at 80 and the IELTS requirements at 6.5.

NOTE: The Graduate School recently lowered the TOEFL requirement to 78 and left the IELTS requirement at 6.5. This change is supported by the office of Global Affairs and is in line with peer and aspirant universities.
Resolution #17-81
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: not applicable

2018/2019 Agenda Committee and Faculty Senate Meeting Dates

<table>
<thead>
<tr>
<th>Agenda Committee</th>
<th>Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2018</td>
<td>September 11, 2018</td>
</tr>
<tr>
<td>September 25, 2018</td>
<td>October 16, 2018</td>
</tr>
<tr>
<td>October 30, 2018</td>
<td>November 13, 2018</td>
</tr>
<tr>
<td>November 27, 2018</td>
<td>December 11, 2018 at Heart Institute</td>
</tr>
<tr>
<td>January 15, 2019</td>
<td>January 29, 2019</td>
</tr>
<tr>
<td>February 12, 2019</td>
<td>February 26, 2019</td>
</tr>
<tr>
<td>March 12, 2019</td>
<td>March 26, 2019</td>
</tr>
<tr>
<td>April 9, 2019</td>
<td>April 23, 2019 at Heart Institute</td>
</tr>
<tr>
<td></td>
<td>April 30, 2019 (2019/2020 organizational mtg.)</td>
</tr>
</tbody>
</table>

Resolution #17-82
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of November 13, 2017 including a credit hour change from 1 to 3 hours for BIOL 3550; a change from “WI by Section” to “WI” for HLTH 3030 with all sections being WI; removal of WI designation from MUSC 4596 & MUSC 4496 and DNCE 4046; and WI designation for SOCW 3402 & SOCW 3501, ENTR 4242 & ENTR 4500, ART 2411 & ART 2430, and WI restored for CHEM 4351.

Resolution #17-83
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018

Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of November 20, 2017 including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West.

Resolution #17-84
Approved by the Faculty Senate: December 12, 2017
Approved by the Chancellor: January 30, 2018
Resolution #17-85
Approved by the Faculty Senate: December 12, 2017
Received by the Chancellor: January 30, 2018 (*with comment)

("Office of University Counsel wishes to add a sentence to this proposed PRR regarding the inapplicability of the statute to decreased students. This edit reflects established law.")

Formal faculty advice on the proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment).

The Committee is not recommending any additional revisions.

<table>
<thead>
<tr>
<th>Policy</th>
<th>POL02.40.01</th>
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<tbody>
<tr>
<td>Title</td>
<td>Family Educational Rights and Privacy Act (FERPA or Buckley Amendment)</td>
</tr>
<tr>
<td>Category</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Sub-category</td>
<td>Registration and Records</td>
</tr>
<tr>
<td>Authority</td>
<td>Board of Trustees</td>
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<tr>
<td>History</td>
<td>1974 Act passed into law; 2009 Act revised; Placed in University Policy Manual after EXPEDITED REVIEW, transitioned without substantive change from prior version, January 29, 2013; Revised X.</td>
</tr>
<tr>
<td>Contact</td>
<td>Office of the University Registrar, 252-328-6747, <a href="mailto:regis@ecu.edu">regis@ecu.edu</a></td>
</tr>
</tbody>
</table>

1. Introduction.

The University administers student educational records in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This regulation provides that an eligible student has a right of access to student educational records maintained by the University or any department or unit within the University, subject to certain exceptions which are outlined in this regulation. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A
copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions.

1.1. In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the University that eligible students have the following rights in regard to official educational records maintained by the University or any department or unit within the University. Subject to certain exceptions, the main rights of students are:

1.1.1. The right to inspect and review education records,

1.1.2. The right to request to amend their education records if they believe it contains information that is inaccurate, misleading, or in violation of the student's rights of privacy, and

1.1.3. The right to limit the disclosure of their education records.

1.2. School officials are required by University policy to complete annual FERPA training, and to complete an acknowledgement that they treat all information to which they have access, other than directory information, as protected and confidential.

2. Definition of Terms.

2.1. Eligible student (also herein referred to as “student” or “students”) is any person who has reached 18 years of age or is or has been in attendance at the University at any age (as an undergraduate, graduate, professional, early college or visiting student) and regarding whom the University maintains education records. This regulation does not apply to students under 18 years of age attending a laboratory school operated by the University. The Chancellor shall issue a regulation or similar University policy statement regarding the FERPA rights and obligations of laboratory school students.

2.2. Education records is any record (in handwriting, print, tapes, film, computer, or other medium) provided by a student to the University for use in the educational process and/or any record from which a student can be personally identified except: sole possession notes, law enforcement or campus security records solely used for law enforcement purposes, records relating to employees of the institution (unless employment is contingent upon school attendance), records made by a physician, psychiatrist, psychologist, or other recognized professional in his or her professional capacity, in connection with treatment that are disclosed in connection with that treatment, and records obtained after a person is no longer a student (e.g. alumni records).

2.3. Directory information at East Carolina University consists of a student's name, address (including e-mail address), telephone listing, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, weight and height of athletic team members, degrees and awards received and most recent previous educational agency or institution attended by the student. Photographs, videos, or other media containing a student’s image or likeness (collectively, “student images”) are designated by the University as “limited use directory information.”
2.4. School official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position, including student workers, and volunteers as determined by the Office of the University Registrar.

2.5. Legitimate educational interest is a demonstrated "need to know" by those officials of an institution who act in the student's educational interest. They include: faculty, administration, clerical and professional employees, student workers, and other persons who need student record information for the effective functioning of their office or position. The following criteria shall be taken into account in determining the legitimacy of a University official's access to student's records:

2.5.1. The official must seek the information within the context of the responsibilities that he or she has been assigned; and

2.5.2. The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility to the University.

3. Annual Notification.

3.1. East Carolina University shall send a written notice of FERPA rights to every enrolled student at the beginning of each fall semester. The Office of the University Registrar is responsible for preparing and delivering the Annual Notification.

3.1.1. This Annual Notification includes: the student's rights mentioned above in Section 1.1, the right and steps for a hearing if request to amend record is denied, as enumerated in Section 6, below, and the right to file a complaint with the Family Policy Compliance Office. It will also include the definition of a "school official" and an "educational interest" and conditions under which a record will be released.

3.1.2. The Annual Notification is sent to students via ECU e-mail (the official means of communication) after census day for any given fall semester.

4. Student Right to Inspect and Review Their Records.

4.1. Rights to inspect. Students have the right to inspect and review their official educational records, files, and data, maintained by the University and directly related to the student and not related to other students.

4.1.1. Documents that are not considered education records, and therefore are not subject to inspection include: sole possession notes, law enforcement or campus security records, employment records (unless employment is contingent upon student status), certain records relating to treatment by physician, psychiatrist, psychologist, etc.

4.2. Requesting inspection. Students should direct their request to inspect the records to the Office of the University Registrar. The custodian shall provide access to the records during regular business hours.
4.2.1. The university will comply with the request from a student to review his or her records within a reasonable time, but in any event not more than forty-five days after the request is made.

4.2.2. Accommodations may be made for students to review their education records if circumstances make on-site inspection impractical due to geographic distance. In these instances, records may be sent to an institution near the student for an opportunity for the student to review the record.

4.2.3. If exceptional circumstances exist, or circumstances exist which effectively prevent a student from exercising their right to inspect and review the records as provided in Section 4.2.1 or 4.2.2, the University may provide copies of the records. The office providing the copies may charge a reasonable fee for each copy, but will not charge a fee to search for or retrieve the records in question.


5.1. Directory Information.

5.1.1. ECU may disclose directory information without student consent.

5.1.2. Use and disclosure of limited use directory information will be restricted to publication in official University publications or on social media sites or websites hosted or maintained by, on behalf of, or for the benefit of the University.

5.1.3. Students may block disclosure of their directory information. To block disclosure of directory information, a student must file a Non-Disclosure Form with the Office of the University Registrar by the official census date as listed on the academic calendar for the current term of enrollment. These blocks must be renewed each term.

5.2. Written Consent Required.

5.2.1. ECU may not disclose the education records of a student to other persons unless that student has given consent in writing, unless otherwise permitted by the federal regulations.

5.2.2. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.

5.3. Written Consent not Required. ECU may disclose information from the student's record without the written consent of the student in the following situations:

5.3.1. In compliance with a court order or subpoena;

5.3.2. Requests from school officials who have a legitimate educational interest in the information;
5.3.3. Requests from other departments or educational agencies who have legitimate educational interest in the information, including persons or companies with whom the University has contracted (such as an attorney, auditor, collection agent, and the National Student Clearinghouse);

5.3.4. Requests from officials of other colleges or universities at which the student intends to enroll or has enrolled provided the student is furnished a copy, if he or she so requests, so that he or she may have an opportunity to challenge the contents of the record;

5.3.5. Requests in connection with a student's financial aid;

5.3.6. Requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;

5.3.7. Requests from appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons; or

5.3.8. When additional circumstances exist that permit the release without student consent, consistent with applicable regulations.

5.4. Procedures for Protecting the Privacy of Student Information in Electronic and Social Media Enrolled in Distance or Correspondence Courses or Programs. 5.4.1. East Carolina University recognizes the importance maintaining the privacy and security of student identity and student records in an environment of computer networked, digital records storage. ECU is diligent in protecting the security, confidentiality, integrity and availability of all student records including student identity. The University employs strict, standard security measures, policies, standards and guidelines in our ongoing effort to protect information resources, including student records. Student personal information is protected through a variety of measures, including the administration of policy and security practices that govern the PirateID and passphrase associated with accessing ECU's PiratePort Portal, and other services that support the educational process at ECU. Students are required to have a strong passphrase that is resistant to "hacking." Students must reset their passphrase every 90 days and not reuse the account's previous six passphrases. When students use their PirateID and passphrase to access information through PiratePort and the University's learning management systems, their login credentials are encrypted for additional security. All mission-critical University systems, including student records, are maintained on network servers in the University's enterprise data center. The enterprise data center employs state of the art layered security controls and physical access controls. Users of information systems are prohibited from accessing data or programs for which they are not authorized.

5.4.2. In addition, it is the policy of the University that faculty, staff and instructors only use electronic products that are compliant with privacy safeguards, and approved in accordance with the University's social media policy, Reg 08.10.02. section 3.

6.1 Informal Resolution. If a student believes his/her education record is inaccurate or misleading, the first step is to discuss the concern with the University Registrar or designee. Contact that office at 252-328-6747. If the University Registrar or designee does not agree with the student, the University Registrar or designee will inform the student of the right to a formal hearing.

6.1.1 Note: This does not apply to grade disputes (although it may be used to correct a clerical error in grades).

6.2. Formal Hearing Request. Students may request a hearing to challenge the content of his or her education record on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

6.2.1 Students must request a formal hearing within 30 University business days from the date the student is informed by the University Registrar or designee of the decision not to revise the education records. The request must be in writing, and must be delivered to the Associate Provost for Enrollment Services, to whom the University Registrar ultimately reports.

6.3. Hearing Procedures. The Associate Provost for Enrollment Services, upon receipt of the written request, shall either hear the case personally or designate a hearing committee.

6.3.1 Committee Composition. The committee will include one representative from the University Registrar's Office or designee other than the one who has denied the request, two faculty members and two students.

6.3.2 Scheduling of Hearing. Within a reasonable period of time after the request for hearing, the student shall be informed of the date, place and time of the hearing.

6.3.3 Conduct of Hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice.

6.3.4 Decision. The person or committee hearing the case shall decide it solely on the basis of the evidence presented at the hearing. The decision shall be in writing, delivered to all parties, and will summarize the evidence and state the reason(s) for the decision. If the decision is in favor of the student, the education records will be amended accordingly. If the decision is unsatisfactory to the student, he or she may place with the education record a statement commenting on the information in the records or setting forth any reasons for disagreement with the decision. Such statements will be maintained as part of the student's education record and released with the record anytime it is disclosed to third parties. The challenge to be considered in such a hearing may extend only to the material in the respective University file; it may extend to the correct recording of a grade but not to the appropriateness of the grade.

7. Procedure for Filing an Official Complaint with the Family Policy Compliance Office.

7.1. A student has the right to file a complaint at any time with the U.S. Department of Education. However, it is expected that the student normally would exhaust the available administrative
remedies for relief according to the University grievance policy procedures before filing such a complaint.


Resolution #18-01
Approved by the Faculty Senate: January 30, 2018
Received by the Chancellor: February 23, 2018

Revised University Diversity Plan Goal, Commitments, and Strategies (with Metrics) 2017-2022, with suggested changes noted in red.

Committee reservations with the Plan include the need for a reference to a rapid response to campus incidents, the lack of a detailed implementation plan and the need to add “such as” when providing lists (racial and ethnic minorities, gender minorities, first generation college students, low income students, etc.) to avoid leaving a group out.

Fostering an inclusive environment. Preparing students for success in a culturally diverse world.

ECU Diversity Definition:

ECU defines diversity in a broad context to include the representation, integration and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identities, veteran status, socio-economic status, intellectual positions and perspectives. ECU desires a pluralistic academic community where teaching, learning and living occurs in an atmosphere of mutual respect in pursuit of excellence.

ECU Diversity Goal:

ECU will cultivate excellence by:
• fostering an inclusive and respectful working, living and learning environment;
• providing culturally and academically rich educational experiences;
• preparing our students to lead in a global multicultural society; and,
• engaging the region through inclusive social and economic opportunities.

Commitment 1:
ECU will communicate and demonstrate the value of diversity and inclusion through our leadership, practice, policy, and assessment.

Commitment 1 Strategies:

1. ECU will promote diversity and inclusion in the content of our marketing materials and online forums to demonstrate the value of diversity and inclusion.

   Metrics:
   a) Number of current online marketing materials
   b) Stories related to, or tagged as, diversity and/or inclusion
2. ECU will include and align diversity goals as a part of our strategic planning documents to coordinate and enhance campus programming.
   Metrics:
   a) Unit has a diversity-related goal as part of unit’s strategic plan
   b) Unit develops annual programming to better coordinate efforts in meeting diversity goal

3. ECU will ensure diversity initiatives are actively reviewed by the senior leadership and disseminated throughout the University community.
   Metrics:
   a) Annual presentation to senior leadership
   b) Annual report to campus community

4. ECU will establish and support participation in campus-based diversity committees, councils and working groups to advance diversity and inclusion.
   Metrics:
   a) Administrative support provided to diversity groups, committees and councils

5. ECU will implement best practices for diversity and inclusion.
   Metrics:
   a) Best practice initiatives/programs implemented.

6. ECU will recognize faculty, staff, students, and alumni engaged in diversity and inclusion best practices.
   Metrics:
   a) Number of awards and recognitions

7. ECU will review key indicators of climate and culture and establish responsibility for action-oriented enhancement programs.
   Metrics:
   a) Engagement, satisfaction, and climate surveys and focus group responses
   b) Trends and patterns in harassment and discrimination complaints
   c) Number of climate enhancement programs
   d) Number of incidents related to protected class

Commitment 2:
ECU will recruit, develop, and retain an engaged and diverse workforce at all levels of the University.

Commitment 2 Strategies:
1. ECU will promote and utilize best practices for diversifying its workforce through strategic pipeline partnerships and recruitment initiatives.
   Metrics:
   a) Number of new faculty and staff disaggregated by gender, race/ethnicity, veteran’s status, international status, and disability

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3 Institutional data limitations prevent the tracking of diversity dimensions such as religion, gender identity, intellectual positions, sexual orientation, and national origin listed in the university diversity definition.
b) Number of strategic pipeline programs, partnerships, and initiatives

2. ECU will embed diversity competencies into educational programming for supervisors and managers.
   Metrics:
   a) Number of programs for supervisors and managers with diversity competencies

3. ECU will enhance retention and employee engagement by offering mentoring and diversity, inclusion, and equal opportunity educational programming.
   Metrics:
   a) Number of faculty and staff retained disaggregated by gender, race/ethnicity, veteran’s status, international status, and disability
   b) Number of mentoring opportunities, retention programs and related educational programming opportunities
   c) Program Evaluations

Commitment 3:
ECU will integrate diversity with scholarship, research, and public service to increase rural prosperity.

Commitment 3 Strategies:
1. ECU will partner with communities and organizations in eastern North Carolina to address, through engaged research and service, the challenges disproportionately impacting Tier 1 and Tier 2 counties in eastern NC.
   Metrics:
   a) Number of community partnerships in Tier 1 and Tier 2 counties

2. ECU will expand programming to support engaged scholarship and research focused on diversity and inclusion.
   Metrics:
   a) Number of programs to support related scholarship

Commitment 4:
ECU will recruit and retain underrepresented and diverse student populations.

Commitment 4 Strategies:
1. ECU will create and expand programs to increase access of diverse populations to academic enrichment offerings and college preparatory programs.
   Metrics:
   a) Recruitment of racial and ethnic minorities, gender minorities, first generation college students, low income students, international status, and military-affiliated students
   b) Number of access, recruitment and outreach programs created targeting underrepresented and diverse student populations

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4 See footnote #1
5 See footnote #1
6 Includes all programming targeting diversity dimensions consistent with the university’s definition of diversity: race, gender, age, ethnicity, culture, national origin, ability, religion, sexual orientation, gender identity, veteran status, socio-economic status, intellectual position and perspective.
2. ECU will identify and remove barriers that impede the retention and graduation of underrepresented and diverse student populations.
   Metrics:
   a) Retention and graduation rates of racial and ethnic minorities, gender minorities, first generation college students, low income students, international status, and military-affiliated students.
   b) Number of success, retention and graduation programs targeting underrepresented and diverse student populations.

**Commitment 5:**
ECU will infuse diversity, inclusion, and multicultural competencies in curricular and co-curricular programming to prepare students for a multicultural and global society.

Commitment 5 Strategies:
1. ECU will diversify the curriculum by adopting global and domestic diversity courses and other diversity-related high impact practices.
   Metrics:
   a) Number of global and domestic diversity courses
   b) Identification and implementation of other diversity-related high impact practices
   c) Diversity related undergraduate research

2. ECU will expand access to global understanding and impact through international experiences, including virtual global classroom courses.
   Metrics:
   a) Outreach Programs
   b) Number of students participating in international experiences disaggregated by race/ethnicity, gender, first generation college students, low income students, and military-affiliated.
   c) Number of students participating in virtual global classroom courses disaggregated by race/ethnicity, gender, first generation college students, low income students, and military-affiliated.

3. ECU will promote and effect inclusion through co-curricular programs.
   Metrics:
   a) Number of co-curricular programs
   b) Program evaluations

4. ECU will support inclusive teaching and pedagogical approaches, such as universal design for learning and culturally responsive teaching.
   Metrics:
   a) Number of inclusive pedagogical approaches implemented
   b) Number of recognitions and awards received for inclusive teaching

Office for Equity and Diversity
http://www.ecu.edu/oed/

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7 See footnote #1
8 See footnote #4
Brody School of Medicine Diversity Affairs
http://www.ecu.edu/oed/

Ledonia Wright Cultural Center
http://www.ecu.edu/cs-studentaffairs/lwcc/

Office of Global Affairs
http://www.ecu.edu/globalaffairs/

LGBT Resource Office
http://www.ecu.edu/cs-cas/lgbt/

Student Veterans Services Office
http://www.ecu.edu/veterans/

Disability Support Services
http://www.ecu.edu/cs-admin/accessibility/index.cfm

Diversity Strategies in Action at ECU

Office of Undergraduate Admissions – Diversity Themed Brochure
http://www.ecu.edu/cs-acad/admissions/diversity.cfm

College and Unit Strategic Plans
http://www.ecu.edu/cs-acad/strategicplan/Unit-Plans.cfm

University Diversity Council
http://www.ecu.edu/cs-acad/oed/committees.cfm

Staff Senate Diversity Council
http://www.ecu.edu/cs-admin/staffsenate/committees/diversity.cfm

College of Nursing Diversity Advisory Council (DAC)
http://www.ecu.edu/cs-dhs/nursing/diversity_advisory.cfm

Health Sciences Sexual & Gender Diversity Committee
http://www.ecu.edu/cs-dhs/sgdc/Mission.cfm

Brody Women Faculty Committee
http://www.ecu.edu/cs-dhs/bwfc/about.cfm

Vice Chairs of Diversity & Inclusion (VCDI) at Brody
http://www.ecu.edu/vcdi/index.cfm

Diversity Committee at Joyner Library

Honors College FAC: Sub-Committee Academic Resources & Diversity

Diversity Committee at Laupus Library
College of Allied Health Diversity Committee

College of Education Diversity Committee
http://www.ecu.edu/cs-educ/admin/diversity.cfm

College of Health and Human Performance Diversity Committee

Office for Equity and Diversity - Diversity and Inclusion Awards

Office of Global Affairs - Annual International Awards
http://www.ecu.edu/cs-acad/intlaffairs/Faculty-Abroad.cfm

Project ECYou Campus Climate Initiative
http://www.ecu.edu/ecyou/

Visiting Faculty and Scholars (VFS)
http://www.ecu.edu/cs-acad/oed/diversityandinclusion.cfm

Higher Education Recruitment Consortium (HERC) of the Carolinas
https://www.hercjobs.org/carolinas/index.html

Managers Bootcamp
http://www.ecu.edu/cs-admin/HumanResources/training_and_development_managers.cfm

SAFE ZONE Training
http://www.ecu.edu/cs-cas/lgbt/safe-zone.cfm

Pirate Ally Training
http://www.ecu.edu/cs-cas/lgbt/programs.cfm#pirateally

University Mentoring Program for First Year Faculty
http://www.ecu.edu/acad/ofe/teaching-learning_faculty-interest-groups.cfm

Faculty Interest Groups
http://www.ecu.edu/acad/ofe/teaching-learning_faculty-interest-groups.cfm

Diversity Affinity and Employee Resource Groups for Employees
http://www.ecu.edu/cs-acad/oed/committees.cfm

Office for Equity and Diversity - Diversity Educational Sessions
http://www.ecu.edu/cs-acad/oed/education.cfm

Race-Conscious Scholarships:
http://www.ecu.edu/cs-acad/universityscholarships/

Multicultural Appreciation Day at ECU (MADE)

Starfish Retention Solutions
http://www.ecu.edu/cs-acad/starfish/starfish.cfm
AMP-UP
http://www.ecu.edu/cs-acad/aa/AMP-UP/

Anchors Living-Learning Community
http://www.ecu.edu/cs-studentaffairs/campusliving/community.cfm

Ledonia Wright Cultural Center Student Success Programs
http://www.ecu.edu/cs-studentaffairs/lwcc/StudentSuccess.cfm

Global Living Learning Community
http://blog.ecu.edu/sites/globalliving-learningcommunity/

Domestic Diversity Course List
http://catalog.ecu.edu/content.php?catoid=12&navoid=882&hl=%22domestic+diversity%22&returnto=search

Global Diversity Course List
http://catalog.ecu.edu/content.php?catoid=12&navoid=895&hl=%22global+diversity+%22&returnto=search

University Writing Center – Social Justice Commitment
http://www.ecu.edu/cs-acad/writing/UWC-Social-Justice.cfm

University Writing Center – Writing for Change series
http://www.ecu.edu/cs-acad/writing/UWC-Social-Justice.cfm

Diversity and Inclusion Research and Scholarship (DIRS) Program
http://www.ecu.edu/cs-acad/oed/diversityandinclusion.cfm

Office of Global Affairs: Global Academic Initiatives (GAI)
http://www.ecu.edu/cs-acad/intlaffairs/Global-Academic-Initiatives.cfm

#ECUnited - Cupola Conversations & Civility Summit
https://m.ecu.edu/cs-studentaffairs/ecunited/index.cfm

Student Organizations and Greek Life
http://eastcarolina.orgsync.com/search

Brody School of Medicine Diversity Week

College STAR & Universal Design for Learning Consultant
http://www.ecu.edu/acad/ofe/about-us_college-star-consultant.cfm

Resolution #18-02
Approved by the Faculty Senate: January 30, 2018
Approved by the Chancellor: February 23, 2018
Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee’s meeting minutes of December 14, 2017 including curricular actions within the College of Business, Department of English and Department of Biology and level 1 curriculum items approved by its delegated authority. Also curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee’s meeting minutes of January 11, 2018 including curricular actions within the College of Business, action on the faculty curriculum liaison program removing within Curriculog the liaison curriculum approval step and replacing it with notification to liaisons only and level 1 curriculum items approved by its delegated authority.

Resolution #18-03
Approved by the Faculty Senate: January 30, 2018
Approved by the Chancellor: February 23, 2018

Curriculum matters acted on and recorded in the Writing Across the Curriculum Committee’s e-meeting minutes of December 4, 2017 including writing intensive (WI) designation for HNRS 4500: Signature Honors Project I and HNRS 4550: Signature Honors Project 2 and removal of WI designation for THEA 4080: Musical Theatre Practicum and IDSN 3001: Special Topics in Interior Design, IDSN 3002: Special Topics in Interior Design and IDSN 3003: Special Topics in Interior Design.

Resolution #18-04
Approved by the Faculty Senate: January 30, 2018
Approved by the Chancellor: February 23, 2018

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s meeting minutes of January 12, 2018 including a request to plan a new degree program: BS in Entrepreneurship in the Miller School of Entrepreneurship within the College of Business.
Resolution #18-05
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

2018 Spring Graduation List, including Honors Program graduates

Resolution #18-06
Approved by the Faculty Senate: February 27, 2018
Received by the Chancellor: March 26, 2018

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council minutes of January 22, 2018 and February 12, 2018, including curriculum action items (GC 18-2, GC 18-3) within the Graduate Curriculum Committee meeting minutes from December 6, 2017, and January 17, 2018 which included level 3 programmatic actions which were forwarded to the Educational Policies and Planning Committee (EPPC), and included a revision of an existing degree: Physician Assistant (MS) in the Department of Physician Assistant Studies within the College of Allied Health Sciences; a proposal of a New Certificate: Sustainable Tourism and Hospitality in the School of Hospitality Leadership within the College of Business; and a revision of an Existing Degree:
Psychology (MA) in the Department of Psychology within the Harriot College of Arts and Sciences. All other items in the GCC minutes were level 1 curriculum matters. Policy action items (GC 18-4) within the February 12, 2018 Graduate Council meeting minutes, included a change to the Graduate Catalog to include a "Conditional Admission" status; and a revision to the “Readmission” policy in the Graduate Catalog.

Resolution #18-07
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: pending – held for further study

Selection Procedures for Annual Service-Learning Teaching Excellence Award

Objective
The Service-Learning Teaching Excellence Award recognizes a faculty member’s unique time, effort, and planning for successful academic service-learning instruction. Service-learning is rooted in an academic discipline and provides learning experiences for students with meaningful assistance to the community. Through organized community-based learning activities, students address community needs and provide meaningful connections with community experiences, employing regular reflective practices for the purpose of personalizing the learning experience.

Award Per Year
A maximum of two awards will be awarded annually. Each award will carry a $1,000 monetary prize and will be included in a special awards ceremony each spring.

Eligibility
All full-time faculty who have been involved in ECU service-learning course work in the academic year in which they are selected and in at least one previous year.

Nominees must:
- have had experience teaching a designated service-learning course within an academic year,
- have demonstrated results/impact in student’s learning from community-based experiences in the course(s),
- have demonstrated excellence in teaching with respect to service-learning, as evidenced by innovative projects and partnerships, course evaluations and incorporation of service-learning best practices in the course,
- have demonstrated meaningful positive difference/change/impact in the community related to the service-learning course(s),
- have demonstrated collaborative work/planning with the community organization or constituents to build student learning while "doing good" in the community
- have demonstrated how the service-learning work described has enhanced ECU’s strategic priorities, and
- have demonstrated how service-learning has enhanced the faculty member’s professional development in teaching, scholarship, and/ or service.

Nomination Procedures and Guidelines
Nominations may be made in the following ways:
4. by the department-level academic units (including areas of concentration)
5. by other representatives in the faculty member’s field of work, including community partners
Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5" x 3" with a minimum resolution of 300.

The application packet:
5. should include representative examples of the faculty member’s instruction methods, including the incorporation of student reflection.
6. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • Nomination letter
   • 500-word essay describing the nominee’s excellence in teaching with respect to service-learning, including the impact on student's reflective learning from community-based experiences in the course(s) and how the service-learning course has enhanced ECU's strategic priorities and the related academic discipline
   • CV: a complete curriculum vitae, highlighting the nominee’s innovative projects and partnerships, course evaluations
   • Supportive letter from a community partner that addresses the reciprocity of the partnership and clear positive difference/change/impact in the community related to the service-learning course
   • Additional supporting materials (evidence that the nominee exemplifies the award criteria): At least 1, and no more than 3, examples of service-learning activity that can be submitted electronically. Examples include, but are not limited to: 1) course syllabi; 2) scholarly publications; 3) description of projects; 4) peer teaching reviews; 5) departmental awards; 6) letters of support from current and former students.
3. must adhere to the specifications presented here; those that do not may be disqualified.
4. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
5. must not exceed 50 pages, excluding the itemized list and vitae.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and will consist of 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member elected by the Service-Learning Committee; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the Center for Leadership and Civic Engagement. The selection committee will have at least one faculty member experienced in successful academic service-learning instruction; preferably a previous service-learning teaching excellence award winner.
In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

In early January, the selection committee will identify their top candidates in rank order for committee discussion and, by scoring determine the recipient(s) of the Service-Learning Teaching Excellence Award. The committee will forward the name(s) of the winning candidate(s) and their academic service-learning award packet to the Vice Chancellor for Student Affairs. The Vice Chancellor will review the selected candidate(s) materials and, upon concurrence, make the public announcement of the award. If the Vice Chancellor does not concur, the Vice Chancellor will meet with the selection committee to seek resolution.

In the Spring, the award recipient(s) will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of this award, the Vice Chancellor for Student Affairs and/or Director of the Center for Leadership and Civic Engagement will send letters of recognition to the recipient and letters of appreciation to nominees.

The award winning portfolio(s) will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

Resolution #18-08
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s meeting minutes of February 12, 2018 including removal of writing intensive designation (WI) for KINE 4991 and the addition of WI designation for KINE 4150, NURS 3750, NURS 4750, HLTH 4006 and THEA 3300.

Resolution #18-09
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

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

Resolution #18-10
Approved by the Faculty Senate: February 27, 2018
Resolution #18-11
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Revision to ECU’s policy defining one credit-hour, as follows:

Recommendation to the Educational Policies and Planning Committee from the ECU SACS 5th Year Report Educational Programs and Policies Sub-Committee addressing SACS Requirement 10.7 (Policies for Awarding Credit). The reason for revising ECU’s policy, which passed SACS review in 2013, is that ECU has expanded how courses are taught.

Note: the material designated below in both policies as the Federal definition of a credit hour is stipulated by the Federal Government and so cannot be altered.

The new **bold** text below would replace the current ECU Policy provided.

**“Policy: REG02.07.01**
**Title: Definition of a Semester Credit Hour**
**Category: Academic Affairs**
**Sub-category: Accreditation, Assessment and Other Academic Matters**
**Authority: Provost and Senior Vice Chancellor for Academic Affairs**
**History: Adopted 06/2011; Revised 04/2018**
**Contact: Director for Academic Planning and Accreditation**

**Related Policies:**
**Additional References:**
- Southern Association for Colleges and Schools Commission on Colleges, Principles of Accreditation
- UNC Policy Manual 400.1.6
- ECU Faculty Manual, Part VI, Section VII

1. **Purpose and Applicability**
ECU adheres to the federal definition of credit hour as well as UNC Policy Manual 400.1.6. This regulation applies to all courses at all levels that award academic credit (i.e. any course that appears on an official transcript issued by the university) regardless of the mode of delivery or site of instruction, including but not limited to self-paced, online, blended/hybrid, lecture, seminar, studio, laboratory, independent studies, internship, practicum, service learning, and other experiential learning activities. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this regulation.

2. **Federal Definition of the Credit Hour**
For purposes of the application of this regulation at ECU and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes.
and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

2.1 One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2.2 At least an equivalent amount of work as required outlined in item 2.1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (34 CFR 668.8, July 1, 2011)

3. UNC Policy Manual 400.1.6
UNC Policy Manual 400.1.6 (adopted 07/12/96; amended 07/01/07) requires that all UNC system campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. The time may include required examination periods, but may not include study days.

4. Procedure for Determining Credit Hours
Program and curriculum development are faculty responsibilities. Per ECU Faculty Manual Part VI, Section VII, the number of credit hours and the level of credits are determined when a new course or a revision to an existing course is proposed. Curriculum Committees of each unit within ECU shall comply with this regulation in their review and approval of all courses and for certifying that the expected student learning outcomes and activities for the course meets the credit hour definition.

The Undergraduate Curriculum Committee and the Graduate Curriculum Committee are responsible for ensuring that new and revised courses comply with the university’s credit hour standards as set forth in this regulation. Course proposals are examined for learning outcomes, instructional format and contact time as well as for assignments and evaluation mechanisms.”

Current ECU Policy 2017-2018

“Definition of a Semester Credit Hour, Version 1
Policy REG02.07.01
Title Definition of a Semester Credit Hour
Category Academic Affairs
Sub-category Accreditation, Assessment and Other Academic Matters
Authority Provost and Senior Vice Chancellor for Academic Affairs
History June, 2014
Contact Associate Provost for Academic Program Planning and Development (328-5358)
Related Policies
Additional References Resource Manual for the Principles of Accreditation

1. Introduction
New federal regulations essentially delegate responsibility for defining a credit hour to the accrediting agencies. SACS (4.9) now requires that “the institution has policies and procedures for determining the credit hours awarded for courses and programs that (1) conform to commonly accepted
practices in higher education and (2) include the federal definition of credit hour as outlined in Commission policy."

1.1. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education.

1.2. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another.

1.3. The purpose of this policy is to clearly indicate to faculty, administrators and students SACS and ECU’s expectations regarding credits, to set forth the federal regulations regarding the award of credit, and to establish the definition of “credit hour” used by East Carolina University in policies, regulations, rules and reports, in the absence of any stated exception or alternative definition.

2. Federal Definition of the Credit Hour.
For purposes of the application of this regulation at ECU and in accord with federal regulations, A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

2.1 One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2.2 At least an equivalent amount of work as required outlined in item 2.1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (34 CFR 668.8, July 1, 2011)"

Resolution #18-12
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s February 9, 2018 meeting minutes including discussion on notice to withdraw from the Joint PhD in Integrative Coastal and Marine Sciences with UNCW, request to Deliver Online: MAEd in Curriculum and Instruction (English and History Education) in the Department of Literacy Studies, English Education and History Education within the College of Education, request to discontinue: BS in Athletic Training in the Department of Health Education and Promotion within the College of Health and Human Performance, request to approve the movement of the 4C Certificate in Entrepreneurship
from the Department of Management to the Miller School of Entrepreneurship within the College of Business, request to increase program hours (1 SH from 99 to 100 credit hours): MS in Physician Assistant Studies within the College of Allied Health Sciences, request to establish a MS in Mechanical Engineering in the Department of Engineering within the College of Engineering and Technology, request to establish a BS in Software Engineering in the Department of Computer Science within the College of Engineering and Technology, and a request to establish a MS in Data Science in the Department of Computer Science within the College of Engineering and Technology.

Resolution #18-13
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Summer 2019, Fall 2019 and Spring 2020 University Academic Calendars

Summer Session 2019
First Session
(Actual days First Session: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 18, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May 10, Friday</td>
<td>New student registration; schedule adjustments.</td>
</tr>
<tr>
<td>May 13, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>May 14, Tuesday</td>
<td>Last day for registration and schedule adjustments (drop and add) for first session by 5:00 pm.</td>
</tr>
<tr>
<td>May 15, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 27, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 4, Tuesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>June 17, Monday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June 17, Monday</td>
<td>Last day for faculty to remove incompletes for graduate courses from first Summer Semester 2018.</td>
</tr>
<tr>
<td>June 18, Tuesday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>June 21, Friday</td>
<td>Grades due at 8:00 am.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 18, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>June 19, Wednesday</td>
<td>New student registration; schedule adjustments.</td>
</tr>
<tr>
<td>June 20, Thursday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 21, Friday</td>
<td>Last day for registration and schedule adjustments (drop and add) for second session by 5:00 pm.</td>
</tr>
<tr>
<td>June 24, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>July 4, Thursday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 12, Friday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 25, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 25, Thursday</td>
<td>Last day for faculty to remove incompletes for graduate courses from second Summer Semester 2018.</td>
</tr>
<tr>
<td>July 26, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>July 29, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**Summer Session 2019**

11-Week Summer Session

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 18, Monday</td>
<td>Registration for 11-Week Summer Session begins.</td>
</tr>
<tr>
<td>May 10, Friday</td>
<td>New student registration; schedule adjustments.</td>
</tr>
<tr>
<td>May 13, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>May 14, Tuesday</td>
<td>Last day for registration and schedule adjustments (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>May 15, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>May 27, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>June 18-19, Tuesday and Wednesday</td>
<td>Midsummer Break (no classes).</td>
</tr>
<tr>
<td>June 26, Wednesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>July 4, Thursday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>July 25, Thursday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 25, Thursday</td>
<td>Last day for faculty to remove incompletes for graduate courses from 11-week Summer Semester 2018.</td>
</tr>
<tr>
<td>July 26, Friday</td>
<td>Final examinations.</td>
</tr>
<tr>
<td>July 29, Monday</td>
<td>Grades due at noon.</td>
</tr>
</tbody>
</table>

**Fall Semester 2019**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 18, Monday</td>
<td>Registration for Fall Semester 2019 begins.</td>
</tr>
<tr>
<td>August 16, Friday</td>
<td>Convocation at 9:00 am; Faculty meetings.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 16, Friday</td>
<td>Advising, registration, and schedule adjustments.</td>
</tr>
<tr>
<td>August 19, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>August 23, Friday</td>
<td>Last day registration and schedule adjustments (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>August 30, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>September 2, Monday</td>
<td>State Holiday.</td>
</tr>
<tr>
<td>October 5-8, Monday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October 9, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td></td>
</tr>
<tr>
<td>October 28, Monday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or</td>
</tr>
<tr>
<td></td>
<td>withdraw from school without grades by 5:00 pm. Block courses may be dropped only during</td>
</tr>
<tr>
<td></td>
<td>the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>November 1, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 4, Monday</td>
<td>Registration for Spring Semester 2020 begins.</td>
</tr>
<tr>
<td>November 21, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer</td>
</tr>
<tr>
<td></td>
<td>Session 2019.</td>
</tr>
<tr>
<td>November 27-December 1, Wednesday-Sunday</td>
<td>Thanksgiving Break.</td>
</tr>
<tr>
<td>December 2, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>December 3, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>December 3, Tuesday</td>
<td>Graduate students last day to remove incompletes given during Fall Semester 2018.</td>
</tr>
<tr>
<td>December 4, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>December 5, Thursday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>December 12, Thursday</td>
<td>Exams for Fall Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>December 13, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>December 14, Saturday</td>
<td>Grades due at 4:30 p.m.</td>
</tr>
</tbody>
</table>

**Fall Semester 2019 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 5 - December 12). 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 5 - December 12). 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 5 - December 12). 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:

<table>
<thead>
<tr>
<th>Course Codes</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Tuesday, December 10</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 11</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Friday, December 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December 9</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December 10</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December 11</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Thursday, December 12</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Friday, December 6</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, December 5</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Monday, December 9</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, December 5</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Wednesday, December 11</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Thursday, December 12</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Friday, December 6</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Tuesday, December 10</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Monday, December 9</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Tuesday, December 10</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Wednesday, December 11</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, December 5</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Friday, December 6</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Thursday, December 12</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Monday, December 9</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, December 5</td>
</tr>
</tbody>
</table>

__________________________

Spring Semester 2020

113
Actual class days: 14 Mondays, 15 Tuesdays, 14 Wednesdays, 14 Thursdays, 13 Fridays. Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 4, Monday</td>
<td>Registration for Spring Semester 2020 begins.</td>
</tr>
<tr>
<td>January 10, Friday</td>
<td>Advising and schedule adjustments.</td>
</tr>
<tr>
<td>January 13, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>January 17, Friday</td>
<td>Last day for registration and schedule adjustments (drop and add) by 5:00 pm.</td>
</tr>
<tr>
<td>January 20, Monday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>January 27, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm).</td>
</tr>
<tr>
<td>March 16, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>March 16-20, Monday-Friday</td>
<td>Advising for Summer Sessions and Fall Semester 2020.</td>
</tr>
<tr>
<td>March 25, Wednesday</td>
<td>Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.</td>
</tr>
<tr>
<td>March 27, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 30, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 2020 begins.</td>
</tr>
<tr>
<td>April 10 - 11, Friday-Saturday</td>
<td>State Holiday (no classes).</td>
</tr>
<tr>
<td>April 16, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 2019.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>State holiday makeup day. Classes which would have met on Friday, April 10, 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.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>Classes end. Last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April 28, Tuesday</td>
<td>Graduate students last day to remove incompletes given Spring Semester 2019.</td>
</tr>
<tr>
<td>April 29, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>April 30, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May 7, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm.</td>
</tr>
<tr>
<td>May 8, Friday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>May 11, Monday</td>
<td>Grades due at 8:00 a.m.</td>
</tr>
</tbody>
</table>

**Spring Semester 2020**

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 (April 30 – May 7). 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 (April 30 – May 7). 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 (April 30 – May 7). 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:

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Time and Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Friday, May 1</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Monday, May 4</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Tuesday, May 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times Class Regularly Meets</th>
<th>Time and Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, May 1</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 30</td>
</tr>
<tr>
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Resolution #18-14
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Revision to the *University Undergraduate Catalog*, Academic Regulations, Grading System, Change of Grade by replacing the current text with the new **bold** text in the catalog, as follows:

**“Change of Grade**
A change in grade, other than I (incomplete), for any reason, must be made within one year from the date the original grade was received.

A change in grade, other than I (incomplete), for any reason, must be made within one year from the date the original grade was received. Grade changes are initiated by the primary instructor of a course. If the primary instructor is unavailable to complete the change, a request may be initiated via memo to the University Registrar by the departmental chairperson of the course. Approved reasons for a change of grade by someone other than the primary instructor include death or serious illness of the primary instructor, terminated employment of the primary instructor with East Carolina University (where the primary instructor no longer can access the system), and instructor lack of access to online grading or email functions. In each instance, appropriate documentation regarding the change of grade must be submitted to the University Registrar, along with the request, and will remain a part of the student’s academic record.”

Resolution #18-15
Approved by the Faculty Senate: February 27, 2018
Approved by the Chancellor: March 26, 2018

Revision to the *University Undergraduate Catalog*, Academic Regulations, Grade Replacement Policy by deleting **strike-through bold text** from the current text in the catalog, as follows:

**“Grade Replacement Policy**
A student is permitted to use the Grade Replacement Policy a maximum of four times for courses below 3000 in which he or she has earned a grade C-, D+, D, D- or F. For example, a student may replace a grade in four different courses or may replace a single course grade a maximum of four times or a combination thereof not to exceed the limits of the policy. Approval to use the policy will not be given if a student wishes to repeat a course after he or she has successfully completed an advanced course covering the same or similar material (e.g. a course for which the repeated course is a prerequisite.)

The grade replacements will be automatically processed for courses worth 3 or more semester hours. The student must request a grade replacement for 1 or 2 semester hour courses by completing a grade replacement form and submitting it to the Office of the Registrar. The grade replacement form must be submitted by the last day of classes of the semester in which the student retakes the course in order for the grade replacement(s) to be reflected in the student's GPA and Academic Standing for the current semester. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student's permanent academic record and will be included in the calculation for degrees with distinction. The replacement grade, or last grade, stands.
Students receiving an F on the replacement grade must repeat the course if credit is required for graduation. In the event that the original grade was a C-, D+, D-, no additional credit hours will be awarded. The grade replacement policy does not apply to courses taken prior to fall 1994."

Resolution #18-16
Approved by the Faculty Senate: February 27, 2018
Received by the Chancellor: March 26, 2018

Formal faculty advice on a revised Tobacco Use on Campus Regulation, as follows:

The Committee encourages the creation of a Standard Operating Procedure to accompany this proposed regulation to detail implementation and enforcement procedures. In addition, noted below are suggested additions noted in red and deletions in strikethrough.

Authority: Chancellor
History: Revised, December 4, 2008; Approved by Chancellor’s Executive Council January 12, 2009; July 2017
Related Policies: N.C. General Statutes 143-596 to 143-597 and 130A-491 to 130A-493.1
Additional References:
  http://www.ecu.edu/cs-dhs/prospectivehealth/
  https://smokefree.gov
Available Resources: Contact for Info: Associate Vice Chancellor, Human Resources (252-328-9881), University Wellness Committee (http://www.ecu.edu/cs-admin/uwc/wellness_committee.cfm)

Tobacco and Vaping Use on Campus Regulation

31. Introduction
31.1. This regulation governs all buildings and property that are owned, leased or occupied by East Carolina University ("university"). This regulation also governs the grounds and walkways of such properties and state vehicles.

31.2. This regulation is adopted in accordance with North Carolina law for purposes of improving public health and applies to all faculty, staff, students, visitors and patients. It is the responsibility of every member of the university community to conduct himself or herself in compliance with this regulation.

32. Tobacco and Vaping Use Restrictions
32.1. “Tobacco and Vaping use” is defined as the use of any product containing, made, or derived from tobacco and vaping that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, and any component, part or accessory of a tobacco and vaping product, including but not limited to cigarettes; cigars; little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco and vaping; snuff; snuff flour; Cavendish; plug and twist tobacco; fine-cut and other chewing tobacco; shorts; refuse scraps, clippings, cutting and sweepings of tobacco, e-cigarettes, hookah, and other kinds and forms of tobacco. Tobacco use shall be understood to also include vaping or vaporizing. A tobacco product excludes any product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.
2.1.1 Buildings: Effective August 14, 2008, smoking is prohibited inside university owned or leased buildings, including residence halls governed by the division of Student Affairs. The word “buildings” includes, but is not limited to, building walls, exits, entrances, air intakes, windows, exterior stairs, balconies, porches, breezeways or any other structure adjoining a campus building.

2.1.2 Grounds and Walkways: Effective January 1, 2018: Tobacco and vaping use is prohibited within 100 linear feet of all University buildings. Tobacco and vaping use may be prohibited in other outdoor spaces (beyond 100 feet) for safety or health reasons as approved by the Office of Environmental Health and Safety.

2.1.3 ECU Health Sciences Complex (“HSC”):
2.1.3.1 Tobacco and vaping use is prohibited on HSC grounds by ECU faculty, staff, students, patients and visitors. This regulation applies to parked cars on the grounds and to all property leased to, owned, or occupied by the HSC.

2.1.3.2 Offsite facilities: If a HSC facility is located off campus or otherwise away from the Health Science Center campus, the regulation will still apply.

2.1.4 State Vehicles: Effective January 1, 2009, smoking is prohibited in all state vehicles. State vehicles are defined as a passenger-carrying vehicle owned, leased or otherwise controlled by the State and assigned permanently or temporarily to a State employee, State agency, or institution for official State business. One or more signs placed in conspicuous areas of the vehicle shall state that “smoking is prohibited” and may include the international “no smoking” symbol.

2.1.5 Exceptions
2.1.5.1 Tobacco and vaping use is permitted inside university buildings that are used for medical or scientific research to the extent that smoking is an integral part of the research. Tobacco and vaping use permitted under this subsection shall be confined to the area where the research is being conducted and as approved by the Office of Environmental Health and Safety.

2.1.5.2 For outside athletic venues that require ticketing with no re-entry, designated areas approved by the Office of Environmental Health and Safety shall remain in effect at the discretion of the Athletic Director.

33. Implementation
33.1 Facilities Services, in consultation with the University Wellness Committee, shall be responsible for: (1) design, installation and maintenance of signage to promote awareness of the regulation at appropriate building locations and signage, (2) to indicate areas within 100 feet of university buildings that have been approved by an appropriate dean or vice chancellor as designated tobacco and vaping use areas, and (3) Facilities Services will provide appropriate receptacles for smoking waste in designated areas. Signage should include a phone number to report infractions.

33.2 Department heads will be responsible for installation and maintenance of signage in state vehicles under their control.

33.3 University Communication, Public Affairs & Marketing, with input from the University Wellness Committee, will implement a communications plan to highlight available tobacco use cessation services and inform the campus community about the regulation.
33.4. The University Wellness Committee, with support from Healthy Pirates and other student groups, will implement an educational campaign to inform, educate, and promote compliance with the regulation.

33.5. Ongoing implementation to promote compliance will be led by Student Health Services (with responsibility for educating students) and Human Resources (with responsibility for educating staff and in collaboration with Office for Faculty Excellence for educating faculty).

34. Enforcement
34.1. Deans, directors and department heads have **primary** responsibility for **administration education** and enforcement of this regulation **when it involves individuals within their respective units**. However, all members of the university community should promote compliance by educating visitors, patients and new faculty, staff and students. Students violating this regulation may be referred to the Dean of Students. Human Resources is available to assist with faculty and staff violations.

34.2. Visitors, patients, and students who violate the regulation should be reminded of the regulation and asked to comply. If a student refuses to comply with the regulation, the Dean of Students’ office should be contacted. That office will follow up with the student regarding the regulation and available resources.

34.3. Any university employee who violates the regulation should be reminded of the regulation and asked to comply. If an employee refuses to comply with the regulation, the **immediate supervisor of the employee will be advised.** Departmental representative will notify the immediate supervisor of the noncompliant employee. The immediate supervisor will follow up with the employee to remind him/her about the regulation and available resources. Continuing violations may also result in appropriate corrective action under the applicable disciplinary policy.

34.4. ECU Police may issue citations to anyone who violates this regulation. Citations result in a fine of up to $25 and are subject to additional court costs **and/or other University policies relating to debts owed the University.**

5. Regulation Management
5.1 Human Resources will maintain and update this regulation as required. Human Resources is available to assist departments in policy interpretation and compliance. The University Wellness Committee is available to assist in efforts promoting compliance.

Resolution #18-17
Approved by the Faculty Senate: March 27, 2018
Received by the Chancellor: April 27, 2018

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council’s March 12, 2018 meeting minutes. Programmatic action items (GC 18-5) within the Graduate Curriculum Committee meeting minutes from February 7, 2018, and February 21, 2018 were forwarded to the Educational Policies and Planning Committee (EPPC), which included an Accelerated Bachelors/Master’s Degree: Network Technology, MS in the Department of Technology Systems within the College of Engineering and Technology (level 2); a Proposal of a New Certificate: Teaching Children from Poverty in the Department of Elementary and Middle Grades Education within the College of Education (level 3); and revisions to the DNP degree core curriculum, specialty areas and three
graduate certificates: Adult Gerontology, Primary Care Nurse Certificate, and Nursing Practice (DNP) in the Department of Advanced Nursing Practice and Education within the College of Nursing (level 3). Policy action items (GC 18-6) within the Graduate Council meeting minutes of March 12, 2018, included addition of a policy on Accelerated Bachelors and Master’s programs; revisions to the Foreign Student Credential Evaluation process; and editorial clarification of graduate student grading policies. Proposed changes to the Faculty Manual, Part VI, Section VII, Teaching and Curriculum Regulations, Procedures, and Academic Program Develop were reviewed and recommended for approval without change.

Resolution #18-18
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee’s February 8, 2018 meeting minutes including curricular actions within the Departments of English and Economics, the February 22, 2018 meeting minutes including curricular actions within the Colleges of Education, Health and Human Performance and Business and the March 15, 2018 meeting minutes including curricular actions within the Colleges of Business, Health and Human Performance and Nursing and Departments of Mathematics, Interior Design and Merchandising, Human Development and Family Science and Kinesiology. {correction: March 1, 2018 minutes listed incorrectly.}

Resolution #18-19
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

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

Resolution #18-20
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

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

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

“Domestic and Global Diversity Course Requirements
This recommendation revises the current three-hour diversity requirement, which does not contain any goals.

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

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

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

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

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

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

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

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

**Domestic Diversity Course Goals**

3. 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.

4. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.
Global Diversity Goals

3. Students understand how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.

4. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.”

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

Resolution #18-21
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s March 16, 2018 meeting minutes including a Request to Deliver Online and at Off-Campus Sites: EdD in Educational Leadership within the Department of Educational Leadership, College of Education; Request to Deliver Online and at Off-Campus Sites: MSA (School Administration) within the Department of Educational Leadership, College of Education; Request to Deliver Online: MS in Counselor Education within the Department of Interdisciplinary Professions, College of Education; Request for significant program revisions, including approval of a new concentration: BS in Exercise Physiology within the Department of Kinesiology, College of Health and Human Performance; Request for significant program revisions, including two new concentrations: BS in Economics within the Department of Economics, Thomas Harriot College of Arts and Sciences; Request to Deliver 50-75% Online: MS in Rehabilitation and Career Counseling within the Department of Addiction and Rehabilitation Studies, College of Allied Health Sciences; Request to Deliver 75-80% Online and at an Off-Campus Site Twice per Semester: MFA in Art within the School of Art and Design, College of Fine Arts and Communication; Request to establish new certificate: Post-baccalaureate (PB) Certificate in Sustainable Tourism and Hospitality within the School of Hospitality Leadership, College of Business; Request to reduce credit hours: Certificate in Business and Technical Communication within the Department of English, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in Clinical Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in School Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to consolidate (as parent) and change program title to “Psychology”: MA in Psychology, General-Theoretic within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue site offering at James Sprunt Community College: MSW in Social Work within the School of Social Work, College of Health and Human Performance; Request to revise program, including reduction in credit hours to 120: BS in Recreation and Park Management within the Department of Recreation and Leisure Studies, College of Health and Human Performance and Request to discontinue degree program: MAEd in Health Education within the Department of Health Education and Promotion, College of Health and Human Performance
Revisions to *ECU Faculty Manual*, Part VI, Section VII. Curriculum Procedures and Academic Program Development, as follows:

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

“Curriculum Procedures and Academic Program Development

In accordance with ECU’s commitment to strong academic programs and the SACSCOC Principles of Accreditation, ECU “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.” Program and curriculum development are faculty responsibilities. These Program and curriculum changes will now be are initiated, prepared, and presented for review through the Curriculog ECU’s curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in *ECU Faculty Manual*, Part VI, Section VII this document. Three levels of approval have been identified and actions are grouped defined according to the specific delegated authority of final approvals bodies. Proposals governed by the policies and procedures of the UNC General Administration (GA) System Office (UNC-SO) and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will follow additional approval steps and will therefore take longer to proceed through the entire approval process. Instructions and training on specific procedures and documents for program and curriculum development proposals are available on the Curriculog Website.

Academic Planning and Accreditation (APA), a unit of Institutional Planning, Assessment and Research, facilitates the curriculum and program development process through administration of ECU’s curriculum management system and direct consultation with faculty planners. The Office of Continuing Studies and Distance Education and APA process requests to deliver new and existing academic programs through distance education. Consultation with the unit curriculum liaison, personnel in the Office of the Registrar, and personnel in Institutional Academic Planning and Accreditation (IAPA) is recommended at the onset of curriculum and program development.

The Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council, is comprised of the Undergraduate/Graduate Curriculum Committee chairs; Educational Policies and Planning Committee (EPPC) chair; dean of the Graduate School; representatives from the Office of Continuing Studies and Distance Education, Institutional Research, Institutional Academic Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty. APDCT collaborates with units faculty planners to strengthen program proposals and makes recommendations to the Academic Council, EPPC, and the dean of the Graduate School (as applicable) on developing programs. and inform the Educational Policies and Planning Committee (EPPC), of its recommendations to Academic Council and the dean of the Graduate School, concerning graduate programs under consideration.

Academic committees of the Faculty Senate and the Graduate School review course and program proposals in accordance with their stated charges. Faculty Senate committees also approve requests for special course designations, such as service learning, writing intensive, and diversity.
In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual will apply.

The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

A. Definitions

1. Degree Programs
A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University’s academic program inventory (API) at the six-digit CIP code level, with a unique GA UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s level program requires that at least one-half of the total hours be in the program area. Anything less than this should be designated a concentration. Degree programs require final approval by GA UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment_guidance_january25.2016v1.pdf, 2/23/18.)

2. Certificates
A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 9 credit hours at the pre-baccalaureate, post-baccalaureate, and post-master’s, and post-doctoral levels. UNC-GA UNC-SO has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master’s) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Once a certificate is approved, it must be submitted to ECU will submit it to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs, as appropriate.

3. Teacher Licensure Areas (TLAs)
These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or certificate. These may be at either entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, GA UNC-SO must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available on the North Carolina Department of Public Instruction Website.

4. Curriculum Development
Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

5. Program Development
Program development includes developing new academic degree programs, minors, and certificates, and new concentrations within existing degree programs, as well as requesting
degree title and/or CIP code changes, and moving or discontinuing programs.

B. Levels of Delegated Authority for Curriculum Course and Program Approval Process

Level I Curricular Course and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I are curricular course and program changes that require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

The following are Level 1 Curricular Course Changes:
1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program*
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

* Memo-only action; committee may waive faculty attendance

The following are Level I Program Changes:
1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
2. Revising titles of existing concentrations and minors
3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
4. Discontinuing a minor or concentration
5. Adding or removing thesis/non-thesis options of degree program

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home, as these actions require EPPC review and some are reported to GA UNC-SO as indicated below.

Level II Curricular Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes are substantial curricular course and program changes that require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, and EPPC review prior to Senate review and approval by Academic Council. They require no approval by the Chancellor or by GA UNC-SO.

1. Moving a degree, certificate, concentration, or minor program to a new academic home
2. Proposing an integrated accelerated degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor
5. Moving a minor or concentration to a new academic home
Level III Program Changes: Require Chancellor Approval
Level III changes are also substantial program changes or proposals that require approval at the department, college/school, and university levels; Chancellor approval; and GA UNC-SO and/or SACSCOC approvals or notifications.

EPPC campus review; additional and GA-UNC-SO and/or SACSCOC approvals or notifications
1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program (two-phase process: planning and establishing)
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree
7. Revising increasing/decreasing degree or certificate credit hours
8. Changing a degree designation (e.g., MA to MS)

GA and/or SACSCOC approvals or notifications only (no UCC, GCC, or EPPC review required)
1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

C. New Degree Program Development Approval Process
Program development includes creation of new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.

Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the Request for Inclusion process and, by special circumstance, through the Academic Council in consultation with the Educational Policies and Planning Committee. All program proposals accepted on the plan will be presented in a campus-wide forums, with opportunities for questions and written feedback concerning inclusion. All new Requests to Plan undergo a rigorous, thorough campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs follow Level III processes/actions. Curriculum development, as part of new degree program development, will follow Level I vetting processes. New degree programs may not be advertised until ECU receives UNC BOG approval.

1. New Degree Programs
   must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants student demand, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA UNC-SO Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs (CIP) code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves two three distinct phases:
Phase I: Planning (UNC Request to Plan) a New Degree Program
Phase II: Development (UNC Request to Establish; curriculum development) a New Academic Degree Program
New Degree Program Curriculum Development

The Request to Plan, which contains questions of full campus concern, will undergo the full Level III campus review. Once GA approves the plan, ECU has four months to submit the Request to Establish. The Request to Establish updates the Request to Plan, as well as curriculum and other materials that are the purview of unit faculty for administering the program. The Request to Establish will be approved through the appropriate academic units, the APD Collaborative Team, (an advisory body). Curriculum development, as part of new degree program development, will follow Level II vetting processes.

2. Process Completion
The proposing academic unit, Institutional Academic Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to GA UNC-SO and SACSCOC as required.

D. Academic Program Review
Every academic program that is not accredited by a specialized accrediting agency is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the Academic Program Review Guidelines. Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit’s operational and strategic planning.

Faculty Senate Resolution #12-50, March 2012
Faculty Senate Resolution #15-63, May 2015
Faculty Senate Resolution #14-62, May 2014
Faculty Senate Resolution #17-13, March 2017

Resolution #18-23
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

Revised ECU Faculty Manual, Part X, Section II. Tenure and Promotion Schedule, as follows:

(The revised section would replace the current text located here.)

“Tenure and Promotion Schedule

The timelines designated in these schedules are the normal review cycles for the stated personnel actions. The Chancellor (or designee) may approve an adjustment to these timelines when compelling circumstances, as determined by the Chancellor (or designee), justify a temporary revision. For Promotion and Tenure consideration, the Chancellor (or designee) will adjust the schedule for notifications to faculty candidates when required by unforeseen circumstances, such as a change in the Board of Trustees meeting date normally held in the spring of the academic year.
### Promotion and Tenure Timeline – Spring before Decision Year*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 and 12 Month Faculty Deadline</th>
<th>Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member makes a request to the unit administrator to begin the process of consideration for promotion or early conferral of permanent tenure</td>
<td>1\textsuperscript{st} Friday in February</td>
<td></td>
</tr>
<tr>
<td>Faculty member submits a list of potential external reviewers to the tenure committee</td>
<td>3\textsuperscript{rd} Friday in February</td>
<td></td>
</tr>
<tr>
<td>Tenure Committee submits a list of external reviewers to the unit administrator and selects materials to be sent to reviewers</td>
<td>4\textsuperscript{th} Friday in March</td>
<td></td>
</tr>
<tr>
<td>Unit administrator sends letter and materials to confirmed external reviewers</td>
<td>Last Friday in April</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

See endnote below for deadlines affecting 12-month faculty member with prior academic credit**
<table>
<thead>
<tr>
<th>Action</th>
<th>9 and 12 Month Faculty Deadline (AA and HS)</th>
<th>Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit administrator informs committee of upcoming need for a meeting</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>External reviewers’ reports due</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Faculty member meets with unit administrator to verify that all</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>required documents are in PAD (optional but recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty member turns in PAD to Committee</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation/PAD to unit administrator</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Tuesday in October</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit administrator recommendation/PAD to Dean (note: Brody School of</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in December</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Medicine P&amp;T Committee reviews &amp; makes recommendation to BSOM Dean)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean recommendation/PAD to VCAA or VCHS</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in February</td>
<td>6 weeks</td>
</tr>
<tr>
<td>VC decision/PAD to Chancellor</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in March</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
### Reappointment of Probationary-Term Faculty Members Timeline*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 Month Faculty Deadline</th>
<th>12 Month Faculty Deadline</th>
<th>Approx. Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD due to Tenure Committee for reappointment decision</td>
<td><strong>3</strong>&lt;sup&gt;rd&lt;/sup&gt; Tuesday in January</td>
<td><strong>4</strong>&lt;sup&gt;th&lt;/sup&gt; Tuesday in February</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation to unit administrator</td>
<td><strong>2</strong>&lt;sup&gt;nd&lt;/sup&gt; Tuesday in February</td>
<td><strong>3</strong>&lt;sup&gt;rd&lt;/sup&gt; Tuesday in March</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in March</td>
<td><strong>2</strong>&lt;sup&gt;nd&lt;/sup&gt; Tuesday in April</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Dean recommendation to VCAA or VCHS</td>
<td>Last Tuesday in March</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in May</td>
<td>3 weeks</td>
</tr>
<tr>
<td>VCAA or VCHS decision</td>
<td>Last Tuesday in April</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in June</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

### Reappointment of Probationary-Term Faculty Members in 2<sup>nd</sup> Year of Employment With Credit for Prior Academic Service Timeline*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 Month Faculty Deadline</th>
<th>Time Allotted for Decision</th>
<th>12 Month Faculty Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD due to Tenure Committee</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in April</td>
</tr>
<tr>
<td>Committee recommendation to unit</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in October</td>
<td>4 weeks</td>
<td><strong>1</strong>&lt;sup&gt;st&lt;/sup&gt; Tuesday in May</td>
</tr>
<tr>
<td>Action</td>
<td>9 and 12 Month Faculty Deadline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit administrator provides the Tenure Committee with the candidate’s current annual report, copies of the candidate’s previous and current annual evaluations and previous progress toward tenure letters, and a draft of the new Progress Toward Tenure letter written by the unit administrator</td>
<td>3rd Friday in April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure Committee meets with the unit administrator to review the cumulative record of a candidate’s progress and finalize the Progress Toward Tenure letter</td>
<td>4th Friday in April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of PTT letter and meeting that includes the faculty member, representative of the Tenure Committee and unit administrator to discuss the letter</td>
<td>End of the Spring Semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subsequent Appointment of Fixed-Term Faculty Members Timeline – Spring of Decision Year**

<table>
<thead>
<tr>
<th>Action</th>
<th>No later than 75 calendar days before term expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed-term faculty members request consideration of a subsequent appointment and submit portfolio required by unit code</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee and unit administrator notify fixed-term faculty member in writing of subsequent appointment recommendation</th>
<th>No later than 45 days before term expires</th>
<th>30 days</th>
</tr>
</thead>
</table>
*Faculty candidate will be notified of the recommendation or decision, as appropriate, in writing within one week at each decision point.

**For 12-month Assistant Professor with 1 year of prior academic credit, in the fourth year of appointment, external reviewer list is due to Tenure Committee on the 2nd Tuesday in April; Tenure Committee’s final list of external peer reviewers is due to unit administrator on 4th Tuesday in April; unit administrator will send letters and selected materials to reviewers by the 3rd Thursday in May."

(FS Resolution #12-68, April 2012)

Resolution #18-24
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018 (pending edits provided to the academic units)

Revised Unit Codes of Operation: Department of Health Education and Promotion, Department of Human Development and Family Sciences, Department of Interior Design and Merchandising, Department of Kinesiology, Department of Recreation and Leisure Studies, School of Social Work and Department of Geography, Planning and Environment.

Resolution #18-25
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

Addition to the University Undergraduate Catalog, Admission Requirements Relating to Applicants Who May Require Special Consideration or Exceptions to Policies, as follows:

(Addition is noted in bold text.)

"General Information
East Carolina University is an equal educational opportunity institution; and, in keeping with this policy, the university makes no distinction in the admission of students, or in any other of its activities, on the basis of race, color, gender, sexual orientation, creed, disability, age, or national origin. All students who are seeking college credit, whether or not they are working toward a degree, must gain admission to the university. Unless otherwise specified, undergraduate students are admitted to the university by the director of admissions. The completed application, with required evidence of eligibility, should be submitted to the Office of Undergraduate Admissions by the posted application deadline. Applicants should contact the Office of Undergraduate Admissions to determine deadline dates for each academic term. Visit www.ecu.edu/admissions.

- Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections.
- Post-baccalaureate students seeking a second undergraduate degree should apply to the Office of Undergraduate Admissions.
• Post-baccalaureate students seeking teacher licensure should apply to the Office of Undergraduate Admissions.
• Post-baccalaureate students seeking a graduate degree or nondegree credit only should apply to the Graduate School. This includes students with four year degrees who want to take undergraduate courses as prerequisites to graduate admission application.

The university seeks to admit undergraduate students who show evidence of being able to succeed in and benefit from academic programs of the rigor offered. The admission decision is based on those criteria indicative of performance and potential as listed below. The chancellor or his designee may admit students whose special talents indicate success in programs requiring those talents. In addition to the above, the Board of Trustees has authorized the Admissions and Retention Policies Committee, at its discretion, to require a personal interview and/or any test deemed advisable.

Prior to enrollment, admitted students must submit a satisfactory health certificate to Student Health Services.

Applicants who have registered in other colleges, universities, or technical institutes (whether or not they earned credit or wish to transfer credit) are required to submit official transcripts of all previous college attendance to the Office of Undergraduate Admissions prior to admission.

All official records must be forwarded from the institution previously attended and must be on file in the admissions office before a student can be admitted. Falsification of the application or any academic records will result in dismissal from East Carolina University.

Transcripts will be evaluated on the basis of East Carolina University requirements, not those of any institutions previously attended. If a transfer student meets admission requirements, full credit will be awarded for all transfer courses passed with a grade of C (2.0) or better and for which East Carolina University has equivalent courses. To have a transcript evaluated, the student must have on file in the Office of Undergraduate Admissions an application for undergraduate admission, the $75 application fee, and an official transcript from each school previously attended.

Any record submitted for evaluation may be totally or partially disallowed according to East Carolina University policies and regional accrediting association regulations. East Carolina University routinely accepts credit from institutions accredited by regional accrediting associations. Validating examinations may be required in any or all subjects and will be required for work completed at institutions not accredited by regional associations, if the student wishes to establish such credit. All transfer students must earn a minimum of one-half the hours of credit required for graduation through enrollment in a regionally accredited senior college; a minimum of 30 semester hours and one-half of the hours in the major must be completed through enrollment at ECU.

In exceptional cases, students may secure the equivalent of transfer credit by passing previously arranged special examinations in subjects in which they have systematically acquired knowledge under conditions which did not permit the earning of transferable credit. Freshmen whose high school records and/or pre-entrance tests show unusual achievement and promise in a subject may take special examinations to receive college credit. (See Advanced Placement, below.) Limits on the number of semester hours of credit earned by special examination may be imposed by schools or departments. Credit earned by examination may not be used to reduce minimum residency requirements.
Grades transferred from another institution are not considered in computing the GPA at East Carolina University, except in the case of seniors graduating with degrees with distinction.

**Admission Requirements**

**Freshmen**
Admission requirements for freshmen are listed below:

1. Official certificate of graduation (or its equivalent) from an accredited secondary school and a satisfactory scholastic record.
2. Fifteen acceptable units of secondary school credit, including in English, four course units emphasizing grammar, composition, and literature; in mathematics, four course units including algebra I, algebra II, geometry and a higher level mathematics course for which algebra II is a prerequisite (fourth unit of mathematics is required of students graduating high school in 2006 and later); in science, three course units, including at least one unit in a life or biological science (for example, biology), at least one unit in a physical science (for example, physical science, chemistry, physics), and at least one other laboratory science course; in foreign language, two course units in same language (two units in foreign language are required of students graduating high school in 2004 and later); and in social studies, two course units, including one unit in US history.

East Carolina University recommends that prospective students complete at least one course unit in the arts. Admission to the university does not guarantee admission to individual programs; individual program admission requirements are described in the specific academic sections.

3. Satisfactory scores on the Scholastic Aptitude Test ([www.collegeboard.com](http://www.collegeboard.com)) or American College Test ([www.act.org](http://www.act.org)). Registration forms for either of these examinations are available online and at individual high schools. Official scores must be sent to the ECU Office of Undergraduate Admissions to be eligible to be considered for admission to the institution.

4. A nondeductible, nonrefundable application fee of $75.

**Transfer Students**

**General Transfer**
General admission requirements for transfer students are listed below:

1. Official transcript(s) from each regionally accredited college, technical institute, or university previously attended showing the following:
   
a. A 2.5 grade point average (GPA) on all transferable hours attempted. (Admission to programs in some professional schools may require a GPA which is higher than that required by the university.) A minimum of 24 transferable semester hours is required for transfer consideration which must include the equivalent college credit hours for [ENGL 1100](http://www.ecu.edu).  
   
b. Honorable dismissal and eligibility to return to the college or university at which last matriculated. (Attendance only at summer school does not apply.)  
   
c. Students who will be 21 years old at the time they propose to enroll may submit their application for transfer admission, with 24 or more transferable hours from a regionally accredited institution are not required to provide a high school transcript or general educational development tests (GED) certificate.

2. Nondeductible, nonrefundable application fee of $75.

Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections. It is the student’s responsibility to request that all transcripts and other records be forwarded to the admissions office.
Note: Transfer students must also meet the University of North Carolina subject matter admission requirements by completing high school courses as stated above, or by completing 24 or more transferable credit hours.

**Applicants Who May Require Special Consideration or Exceptions to Policies**

All students interested in enrollment as an undergraduate must complete an application for admission. Each application is considered individually based upon a combination of a student’s previous academic work, test scores, essays, and other personal statements. However, students who feel special circumstances should be considered during this review may request a holistic review. The intent of this policy is to offer students the opportunity to present evidence of demonstrable promise of academic success at ECU. The review will consider all information supplied by the applicant with emphasis placed on, but not limited to: high school grade point average trends, college grade point average, rigor of course work, duration or time away from high school or college, and other information the applicant considers critical to the review of their application. For example: A transfer student with an overall GPA including all previous work below the ECU minimum of 2.5, but who has successfully earned a 3.0 over the course of their last 24 credit hours might be offered admission through the holistic review process. As another example: A high school senior who does not meet the UNC minimum admission requirements but who has a demonstrated artistic talent might be offered admission through the holistic review process. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at admission@ecu.edu; transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at transfer@ecu.edu.

**Freshmen applicants**

Any applicant for undergraduate admission as a freshmen who does not meet the UNC Minimum Requirements for first-time Undergraduate Admission Minimum Course Requirements (MCR) or the Minimum Admission Requirements (MAR) may request a holistic review through the Office of Undergraduate Admission. (International applicants should consult with the Office of Global Affairs.) (Link to UNC Admission Requirements: https://www.northcarolina.edu/prospective-students/minimum-admission-requirements) Students who do not meet the UNC System MAR requirements will be considered as Chancellor’s Exceptions. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at admission@ecu.edu.

**Transfer applicants**

Any applicant for undergraduate admission as a transfer who does not meet ECU’s transfer requirements may request a holistic review through the Office of Undergraduate Admissions. (International applicants should consult with the Office of Global Affairs.) Transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at transfer@ecu.edu.

Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections. It is the student’s responsibility to request that all transcripts and other records be forwarded to the admissions office.”
Resolution #18-26
Approved by the Faculty Senate: March 27, 2018
Received by the Chancellor: April 27, 2018

Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU, as follows:

Whereas, a review of College and University Personnel Association (CUPA) reports generated by IPAR for the 2016-17 academic year display evidence of salary compression/inversion, particularly between the ranks of assistant and associate professor across ECU; and

Whereas, the blunt instrument of a CUPA report does not display evidence on an individual level, but merely displays trends in units; and

Whereas, IPAR representatives have stated that a new salary study is scheduled for the 2018-2019 academic year for the Division of Academic Affairs and in the following year for the Division of Health Sciences; and

Whereas, salary issues create demoralization among the faculty, especially where senior faculty make less than junior faculty, affecting productivity and risking the loss of qualified faculty to institutions in other states.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor:

1. Add a Faculty Welfare Committee representative to the task force being established to develop salary predictors used in generating data for future faculty salary studies;

2. Support the efforts of the taskforce in both the data analysis and the methods by which the data is presented, including but not limited to, the use of established benchmark expectations for faculty salaries involving years of experience and rank;

3. Encourage public presentations on information gathered upon completion of each Division’s faculty salary study;

4. Instruct IPAR to provide academic unit heads the faculty salary data on faculty in their units who fall below the salary predictors, taking into account annual performance reviews, rank, and years of experience;

5. Encourage academic unit heads to provide respective Vice Chancellors with recommendations for faculty salary adjustments in accordance with data collected from the faculty salary studies;

6. Ensure that salary compensation will be a financial priority in the 2020-2021 ECU budget for those identified in the faculty salary studies who fall below the salary predictors.

Resolution #18-27
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: not applicable

Commendation for Dr. Phyllis N. Horns, Vice Chancellor for the Health Sciences Division (2009 - July 2018)

WHEREAS, Vice Chancellor Phyllis Horns has served as Vice Chancellor of the Health Sciences Division at East Carolina University from 2009 - July 2018, and is the only nurse in the nation serving in the distinguished role as Vice Chancellor of a Health Sciences Division; and
WHEREAS, Vice Chancellor Phyllis Horns during her tenure, led the expansion of the Division of Health Sciences to include the School of Dental Medicine and its eight community service learning centers across the state, the East Carolina Heart Institute, the Health Sciences Student Center, and the Family Medicine and Monk Geriatric Centers building.

WHEREAS, Vice Chancellor Phyllis Horns played a key role in planning integration of ECU Physicians and Vidant Medical Group, and spearheaded efforts to expand ECU’s Department of Public Health into a School of Public Health.

WHEREAS, Vice Chancellor Phyllis Horns served also as Interim Vice Chancellor for the Health Sciences Division from 2001-2002 and again in 2006 until her permanent appointment in 2009; and

WHEREAS, Vice Chancellor Phyllis Horns also served as Interim Dean of the Brody School of Medicine; and

WHEREAS, Vice Chancellor Phyllis Horns served as Dean of the School of Nursing from 1990-2006, and under her leadership, the school became a college, launched the doctoral program in nursing, MSN options in Nurse Midwifery, Nurse Anesthesia, Nursing Education and Neonatal Nurse Practitioner, doubled enrollment in both undergraduate and graduate programs, piloted the first Blackboard course offered at East Carolina University, became a national leader in technology integration through simulation and on-line programming; and

WHEREAS, Vice Chancellor Phyllis Horns, with the opening of the new Health Sciences Building in 2006 brought all the health sciences schools together on the west campus; and

WHEREAS, Vice Chancellor Phyllis Horns has provided oversight and recruited top-notch administrators, faculty, staff, and students for almost a decade to the division, which comprises the College of Nursing, Brody School of Medicine, the School of Dental Medicine, the College of Allied Health Sciences, the North Carolina Agromedicine Institute, the East Carolina Heart Institute, the East Carolina Diabetes and Obesity Institute and William E. Laupus Health Sciences Library; and

WHEREAS, Vice Chancellor Phyllis Horns has provided vision for and support of interprofessional education and research enabling ECU to have among the greatest number of faculty members with interprofessional education implementation and research expertise in the nation; and

WHEREAS, Vice Chancellor Phyllis Horns is to be commended for her effective communication, collaborative spirit, and protection of the faculty role in governance as she sought to utilize the talents of administrators, faculty, staff, and students in the most productive way at East Carolina University; and

WHEREAS, Vice Chancellor Phyllis Horns has provided advocacy and support for the faculty throughout the university, and the UNC system as she instrumentally sought and transformed the Health Sciences Division into a collaborative health center and served as role model and mentor to women leaders on campus.

THEREFORE, BE IT RESOLVED, that we the members of East Carolina University’s Faculty Senate, hereby express our greatest appreciation and accolades to Vice Chancellor Phyllis Horns, for her exemplary and visionary leadership by embracing countless innovative changes in transforming the health of citizens in our region and preparing the next generation of highly qualified health professionals; while at the same time, since her return to ECU in 1988, she has continued to support and be respectful of the Faculty Senate and the entire faculty of East Carolina University.
Resolution #18-28
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: not applicable

Commendation for Dr. John W. Stiller, Chair of the Faculty, (2015-2018)

WHEREAS, Professor John Stiller has, as Chair of the ECU Faculty, faithfully served three terms, analogous to only five other elected chairs out of thirty since 1965; and
WHEREAS, Professor John Stiller has consistently fostered an atmosphere of trust and collegiality among and between peers, ensuring all points of view found a hearing; and
WHEREAS, Professor John Stiller has led the faculty in a manner that has been collaborative, optimistic, humble, cheerful, occasionally self-deprecating, and always with an eye to making a space for all opinions; and
WHEREAS, Professor John Stiller advocated for the faculty voice and secured proper faculty participation in the recent search for ECU’s new Chancellor; and
WHEREAS, Professor John Stiller served on the search committees for the Chancellor, Vice Chancellor for Administration and Finance, and the Vice Chancellor for Research, Economic Development and Engagement; and
WHEREAS, Professor John Stiller presided as Chair while facilitating the significant revision of Parts VI, VIII, IX, and XII of the ECU Faculty Manual, in particular spearheading the revision of Part XII concerning the grievance committee structure; and
WHEREAS, Professor John Stiller provided stout leadership in addressing ongoing issues of gender and salary equity; and
WHEREAS, Professor John Stiller provided strong faculty leadership as the university adopted significant new technologies, including Curriculog, Faculty 180, and Blue; and
WHEREAS, Professor John Stiller promoted the development of the Ombudsman Office in an effort to promote the resolution of conflicts among ECU colleagues; and
WHEREAS, Professor John Stiller, a former honoree of the ECU Scholar-Teacher Award in 2008, Board of Governors Distinguished Professor for Teaching Award in 2010 and Board of Governors Award for Excellence in Teaching Award in 2013 has worked to enhance teaching across campus while serving as Chair of the Faculty; and
WHEREAS, Professor John Stiller supported the Staff Senate’s effort to strengthen its parliamentary procedures and voice in the operation of the university and promoted communications between it and the Faculty Senate; and
WHEREAS, Professor John Stiller assisted the College of Health and Human Performance in reconstituting their academic unit and governance procedures through the development of a provisional unit code and later individual departmental unit codes of operation; and
WHEREAS, Professor John Stiller effectively advocated for shared governance with the Board of Trustees, the Academic Council, Deans and Directors, and constituents across campus.

THEREFORE BE IT RESOLVED that Professor John Stiller is commended by this body for his exceptional leadership of the faculty of East Carolina University.

BE IT FURTHER RESOLVED, that we, the members of East Carolina University’s Faculty Senate, hereby express our profound respect and admiration for Professor John Stiller, that we recognize his significant contributions to improving the university at multiple levels, and that we express our gratitude for the efforts he has made on behalf of all parts of the university and its long tradition of shared governance.
Resolution #18-29
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Resolution on Gun Violence  (Supporting data in following appendix)

The faculty at ECU - in response to the epidemic of school shootings and in solidarity with the national student movement against gun violence - assert the following:

Whereas, firearms are a significant cause of injury-related deaths in the United States and billions of dollars of medical costs are incurred annually; and
Whereas, perpetrators have relied upon semi-automatic weapons for mass shootings upon unarmed populations; and
Whereas, legislation in Florida and at the national level has been proposed to deal with gun violence through arming classroom instructors.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor, on behalf of ECU:
1. Condemn any proposals to resolve gun violence by means of proliferation of weapons on campus through arming instructors, students, staff, and/or any employee or student who does not carry a weapon as part of her/his position;
2. Prioritize funding for the appropriate curricular programming for educational professionals, healthcare providers and counselors to educate patients and families on gun safety;
3. Propose to the Board of Governors and the General Assembly ongoing funding and support for research on gun violence as a public health crisis.
4. Propose to the Board of Governors and the General Assembly:
   a. that in light of school shootings, current systems, equipment, and facilities be reviewed by a group of qualified experts to identify where improvements can be made to increase safety and security for students, staff, and faculty.
   b. that funds be made available in the budget to implement the additional safety and security measures identified.
   c. that the plan of action to implement these safety and security measures be shared with the campus communities.

Appendix to Resolution on Gun Violence


2. A recent study from Health Affairs shows firearms are the third leading cause of injury-related deaths in the United States, having killed 36,252 people in 2015 alone and that firearms also levy a $2.9 billion dollar burden on hospitals annually.

3. Statistics indicate that perpetrators are increasingly using semi-automatic weapons on an unarmed populace. After the 2004 expiration of the Assault Weapons Ban, gun massacres (defined as 6+ deaths) rose 183% and massacre deaths rose 239%.


Other sources:


Resolution #18-30
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council’s April 9, 2018 minutes, including curriculum action items (GC 18-7, and GC 18-9) within the Graduate Curriculum Committee meeting minutes from February 28, 2018, March 14, 2018, and March 21, 2018 which included level 2 and level 3 programmatic actions that were forwarded to the Educational Policies and Planning Committee (EPPC), and included a Memorandum of Request to discontinue the Business Foundations Certificate (level 3) in the College of Business, and a proposal of a New Certificate: Leadership in Organizations (level 3) in the Department of Management Information Systems within the College of Business; a revision of an Existing Degree: Elementary Education, MAED (Level 2) in the Department of Elementary Education and Middle Grades Education within the College of Education.

Resolution #18-31
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee’s March 19, 2018 meeting minutes including Global Diversity credit for PSYC 3314 Psychology of Religion; Natural Science credit for GEOL 1400 Bay & Beaches Around the World: Geological Form & Function (3 credits), GEOL 1551 Oceanography Lab (one credit) and maintaining Natural Science credit for GEOL 1550 Oceanography (after reducing from 4 to 3 credits) and GEOL 1700 Environmental Geology (after reducing from 4 to 3 credits).
Resolution #18-32
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: not applicable

Recommendation to Faculty Governance Committee to consider changes to the *ECU Faculty Manual*, Part VIII, Section I.III Annual Evaluation, 1. Teaching, as follows:

Consider replacing Faculty Manual Part VIII Section I.III Annual Evaluation, 1. Teaching that states:

“1. Teaching
Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities. Teaching must be evaluated using multiple methods selected from the list below:

a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.

b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.

c. formal methods of peer review, detailed in Faculty Senate resolution #17-61. The peer review instrument for face-to-face courses is provided in Faculty Senate resolution #16-60. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.

d. direct observation of teaching by the unit administrator.

e. review of data from the Student Perception of Teaching Survey (SOIS). The data from SOIS is qualitative data and is not designed to serve the purpose of a measurement instrument. Therefore, SOIS data may not be converted into a numerical score to be used in faculty evaluation.

f. other procedures provided for in unit codes. (FS Resolution #12-76, July 2012)"

With the following:

“Teaching
Teaching is the primary function of the university. Teaching includes classroom and laboratory instruction, online instruction, other forms of distance education, service learning, student advising, mentoring student research, and other pedagogical activities.

In addition to procedures required by the faculty member’s unit code. (FS Resolution #12-76, July 2012), teaching shall be evaluated using information from multiple sources, including any of the following that were accomplished during the period under review:

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

1. Syllabus, including the course description, learning outcomes when determined by the instructor, and course requirements.

2. Student assignments and examinations, and/or other materials prepared for or relevant to teaching.

3. All other new or revised course materials, such as help sheets (handouts), study guides, reading lists, audiovisual materials, student manuals and the like.

4. Examples of student work, such as tests, exams, quizzes, assignments, projects, papers, juries or other examples of student achievement.

5. Course grade distribution.
6. Changes made to course content and pedagogy to promote student success.

**Workload**
The evaluation of a faculty member’s instructional activities shall take into account these factors:
1. Courses taught by term with numbers of students taught.
2. Numbers of undergraduate, master’s, pre- and post-doctoral students, and visiting scholars advised academically and supervised clinically.
3. Number of Masters Theses and doctoral dissertations directed.
4. Number of Honors research projects supervised.
5. Number of Honors courses taught.
6. Number of memberships on doctoral dissertation and master’s and honors research committees.
7. Number of undergraduate research projects supervised.
8. Number of Directed Readings and Independent Studies courses taught.

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

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

Resolution #18-33
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee’s March 22, 2018 meeting minutes including curricular actions within the Colleges of Health and Human Performance, Allied Health Sciences and Arts and Sciences and Departments of Mathematics, Foreign Languages and Literatures and History.

Resolution #18-34
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the University Undergraduate Catalog relating to Multidisciplinary Minors.

In the effort to help ECU students finish in four years, below are proposed revisions to the policy relating to multidisciplinary minor located in the University Undergraduate Catalog. With the large number of students pursuing but not gaining admission to professional programs, there are significant number of students who must pivot to a new degree program, many of which require a minor. The pattern of courses that receive approval as a coherent minor must be approved by the chair or faculty designee in the degree-granting program, so that is the check on rigor, both before and after a student has reached 80 hours. The current structure places trust in the judgment of these people before 80 hours, but registers suspicion after 80 hours. This seems to place an arbitrary block in the pathway to graduation since it will often be students past the mid-point of their studies that most need a minor like this. Some units will choose to create standard formal structures for one or more MULT minors, while others will examine student transcripts on a case-by-case basis. None of that seems to hinge on pre- or post-80 hours.

(Additions noted in bold print and deletions in strikethrough.)

“Multidisciplinary Minor
The multidisciplinary minor, designed for students who have interests not met by existing minors, requires 18-24 s.h., 9 s.h. of which must be above 2999. The theme-focused minor must normally comprise courses from a minimum of three to five disciplines and must not reproduce existing disciplinary or other multidisciplinary minors. Courses should not exclude the student’s major. Courses cannot be double counted between the Multidisciplinary minor and the student’s major. A declared major who is interested in the multidisciplinary minor and who has completed a minimum of 30 s.h. can should discuss with his or her advisor the theme around which the minor will
be developed and must submit a written plan to the faculty member assigned by the student’s major department to oversee the multidisciplinary minor and to that department’s chair. (Please note that the Multidisciplinary Studies director is not involved with this minor.) Criteria for the plan include thematic unity and coherence and clarity of educational objectives. The plan must be approved before the student has completed 80 s.h. The student will complete the course of study under the supervision of his or her advisor.

In addition to the catalog revisions, below are two additional recommendations relating to the matter:

- Recommend that the Provost designate an academic home to the minor and a program coordinator.
- Recommend that the only information that shows on a student’s transcript regarding the minor is the multidisciplinary minor, and not a custom title for the minor.

Resolution #18-35
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revised Academic Library Services Unit Code of Operations

Resolution #18-36
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Curriculum and academic matters contained in the Writing Across the Curriculum Committee’s April 9, 2018 meeting minutes including writing intensive designation (WI) for NUTR 3700: Nutrition Science and notification of continued WI designation for ART 2123 (after increasing credit hours from 1 to 3).

Resolution #18-37
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Proposal to create a new Department of Coastal Studies Code Unit and a proposed Provisional Code for the Department of Coastal Studies within the Division of Academic Affairs, as follows:

**Proposed Provisional Code for the Department of Coastal Studies**

East Carolina University aspires to be a national model for student success, public service, and regional transformation. A dynamic area where East Carolina University is accomplishing these goals is focused on coastal and marine issues, including work on North Carolina’s complex coastal system, consisting of the coastal plain, sounds, seashores, and barrier islands. Following the recommendation of the Coastal Strategic Planning Committee to consolidate East Carolina University’s many coastal and marine initiatives (e.g., Institutes, Centers, degrees, etc.) into a single fully vested academic and research-oriented unit that reaches across both campuses of
the University, the coastal field station, and the University’s partner Institutions, the provost appointed a Code Unit Proposal Committee to create a new code for the suggested unit. The proposed coded unit powered by the talent that already exists at East Carolina University is a logical candidate to be designated a “mission-focused academic area of distinction,” for East Carolina University as described in the University of North Carolina Strategic Plan (January 2017). The coded unit would advance science and provide solutions to North Carolina’s coastal and marine issues by integrating the expertise of scientific leaders across disciplines focused on coastal science and policy.

The creation of a new coded unit will initiate the process of dissolving the Institute for Coastal Science and Policy (ICSP). The new coastal unit will not be simply populated with current ICSP faculty. Rather, an application process for acceptance into the new unit will be implemented and open to all faculty at East Carolina University with coastal research interests. This will provide faculty with the opportunity to be a part of a new unit with a wide range of faculty expertise (e.g., different disciplines and ranks) as a basis for a multidisciplinary and transdisciplinary research enterprise. Faculty incorporation into the new unit should allow for current ECU faculty to select a 100%, 51% or 49% appointment in the unit (all newly hired faculty will be 100% appointed within the unit) and to either be in Wanchese or Greenville, given space availability and constraints. It is anticipated that the number of selected applicants will be similar to the current number of ICSP faculty (i.e., ~14).

Resolution #18-38
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Proposal to establish a new School of Rural Public Health and proposed Provisional Codes for the Reorganized Department of Biostatistics, Reorganized Department of Health Education and Promotion, Reorganized Department of Health Services and Information Management, and Reorganized Department of Public Health, as follows:

**Proposed Provisional Code for the Reorganized Department of Biostatistics**

**Proposed Provisional Code for the Reorganized Department of Health Education and Promotion**

**Proposed Provisional Code for the Reorganized Department of Health Services and Information Management**

**Proposed Provisional Code for the Reorganized Department of Public Health**

**Background:**
ECU proposes to create a new academic unit, the School of Rural Public Health, within the Division of Health Sciences. This new unit will address multiple domains within the ECU strategic plan.

It is well established that eastern North Carolina has significant health and health care disparities relative to other parts of the state. These disparities are in large part due to the social determinants of health, including poverty, rural residence, racial/ethnic minority status, and limited access to
quality health care. There is a critical need to build and sustain the public health infrastructure to address the immediate and long-term health needs of eastern North Carolina and to be actively engaged in the development and implementation of public health policy for our state. While there are several public health programs in North Carolina, there is only one School of Public Health in the state, the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. It is imperative that ECU establishes a School of Public Health that is consistent with the mission of the ECU Rural Prosperity Initiative and the Division of Health Sciences to identify and eliminate health disparities in eastern North Carolina. This proposal builds on nearly a decade of work by committed administrators, faculty and staff and community members to build this School.

This proposal begins by outlining the purpose, vision and mission of the proposed school. It then identifies steps that will be taken to achieve the mission of the ECU School of Rural Public Health.

Purpose:
To create a School of Rural Public Health at East Carolina University that will serve as the destination program for students interested in developing skills to address the unique public health needs of rural communities.

Vision:
To be a national model for engaging with communities to address regional needs and rural health disparities.

Mission:
To develop public health leaders and to promote the highest level of health and wellness for rural and underserved communities in North Carolina and beyond.

We will accomplish our mission by:
- Using innovative strategies for discovery, dissemination, and translation of knowledge into public health practice and service.
- Generating practical and sustainable solutions to public health challenges utilizing culturally competent engagement with community partners.
- Partnering to conduct community-based and interdisciplinary research to optimize health outcomes and reduce health disparities of the underserved, including rural and military populations.
- Educating and training transformative public health leaders.
- Improving the quality of life for rural and underserved communities through prevention and wellness approaches.

Action Plan:
The missions of the ECU Division of Health Sciences (Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, College of Nursing) have long focused on addressing the health needs of eastern North Carolina. The recently launched ECU Rural Health Initiative (http://www.ecu.edu/cs-acad/research/ruralprosperity/) also incorporates a major focus on public health and social determinants of health for rural eastern North Carolina.
The development of the School of Rural Public Health includes preliminary work conducted by the School of Public Health Advisory Council in 2015–2016 and a report compiled by a team of external consultants in 2016 (See Appendix 1 for a list of members of each group. Reports generated from these groups are available upon request). General observations from the consultants include:

- The belief that there is a strong need for a School of Public Health to address the public health needs of eastern North Carolina and complement the work of other Schools in the ECU Division of Health Sciences;
- A recognition that support for the School is strong and widespread across the University and that the School would fit within the mission of ECU;
- The building blocks are currently in place to establish a School through existing departments and Schools that would be accredited by the Council for Education in Public Health (CEPH);
- The need to implement a plan to coordinate these resources, recruit a transformative dean and prepare the School for CEPH accreditation as soon as possible.

In February 2017, the ECU Academic Council appointed a School of Public Health Implementation Committee, co-chaired by Dr. Ronny Bell, Chair of the Department of Public Health, and Dr. Don Chaney, Chair of the Department of Health Education and Promotion (See Appendix 1). The Committee was charged with developing and implementing an aggressive plan to establish a School of Public Health on the Health Sciences Campus at ECU utilizing recommendations from the ECU SPH Advisory Council and the External Advisory Panel.

Based on the recommendation of the School of Public Health Advisory Council and ECU leadership, it was decided that the initial launch of the ECU School of Rural Public Health would include the units and faculty and staff as described in Appendix 2.

1) Academic Programs
   a. The School will continue to offer the existing degrees and certificates within its current units as described in Appendix 2. The School will include the following three academic departments:
      i. Department of Biostatistics including faculty from the CAHS Department of Biostatistics and the DPH Epidemiology concentration;
      ii. Department of Health Education and Promotion including faculty from the CHHP Department of Health Education and Promotion and the DPH Health Behavior concentration; and
      iii. Department of Health Services and Information Management including faculty from the CAHS Department of Health Services and Information Management and DPH Health Administration concentration.
   It is anticipated that each unit will reexamine the name of the Department in order to best reflect the programs and faculty that comprise each unit.
   b. The School will include the Center for Health Disparities which will reside at the School level and whose Director will report to the School Dean.
   c. The School will explore additional degrees and certificates consistent with the mission of the School and the accrediting body of the School (Council of Education in Public Health, CEPH) and other accrediting bodies for individual program (AUPHA, CAHME, CAHIIM).

2) Campus Integration
   a. The School will establish collaborative relationships with the Brody School of Medicine, the School of Dental Medicine, the College of Allied Health Sciences and the College of Health and Human Performance to develop degree programs and interdisciplinary research,
education and service opportunities.

b. The School will offer adjunct and affiliate faculty positions to faculty from the Division of Health Sciences and the Division of Academic Affairs for those whose research, teaching and service align with the mission of the School.

c. The School will establish health initiatives across both campuses to support optimal health for faculty, staff and students.

3) Regional Service

a. The School will facilitate regional transformation through enhanced support for public health agencies and regional coordination of health improvement activities.

b. The School will host events to facilitate improving the health of the region.

c. The School will support the mission of the Division of Health Sciences by improving the health status of citizens in North Carolina.

d. The School will support public health innovation and entrepreneurship activities on the East Carolina Research and Innovation Campus ("millennial campus").

4) Research/Scholarship:

a. The School will take advantage of additional grant opportunities uniquely available to Schools of Public Health

b. The School will expand basic and applied research and other scholarly activities that advance the knowledge and practice of public health.

c. The School will work with faculty across campus to increase the number of funded research projects and published scholarly research.

d. The School will conduct collaborative and community-based research activities that are focused on addressing health disparities in the region.

e. The research vision/plan for the School will be developed through a Research Group with representation from all departments as well as key research administrators from the Division of Health Sciences.

ECU School of Rural Public Health – Detail

The ECU School of Rural Public Health will operate in a manner that takes full advantage of limited resources and will have an efficient and effective academic management strategy. Appendix 3 outlines the timeline in the creation of the School.

a. The leader: A search for the Founding Dean of the School will begin in Academic Year 2019–2020. This leader will be critical to the School having a successful launch and achieving its goals. Funds will be sought to create an endowed professorship for this position. Additionally, Associate and Assistant Deans will be recruited and/or appointed to develop a strong leadership infrastructure.

b. The staff: The School will actively pursue extensive research, education and service. The School will interact with other colleges across both campuses and will work to engage stakeholders at the local, state and national levels. A highly competent staff, including staffing in the Dean’s suite, is absolutely essential.

c. The faculty: We will draw on faculty primarily appointed in the existing units as well as adjunct/affiliate faculty from both campuses. The faculty will be leaders in public health research, education and service. Courses and degrees/certificates will be offered online and on campus.

d. The programs: The degree and certificate programs are listed in Appendix 2. These academic offerings are designed to develop public health leaders who are equipped to meet the needs of rural and underserved communities in North Carolina.

e. The curriculum: The School will develop and offer programs of study that are unique,
engaging, and experiential and will attract the best students from across the region. The MPH and DrPH programs will officially be housed at the School level. It is expected that other academic programs and all faculty assignments will be in the Departments within the School where promotion, tenure, and annual evaluations are conducted. A School level curriculum committee will be created to oversee curriculum development.

f. Support: Alumni, foundation, state and federal support will be critical to the School’s success. The School administration and faculty must seek and obtain grant funding consistent with the mission of the School. Efforts will be made to organize and facilitate the creation of targeted fundraising initiatives from alumni and philanthropists with the ECU Development Offices, including a naming opportunity for the school. The School will also seek funding for capital expenditures.

SRPH Implementation Team:
As shown in Appendix 1, the School currently benefits from the collective wisdom of an Implementation Team. This team has been meeting since Fall 2017, and will plan to complete a final report at the end of Academic year 2017–2018. Their services will continue as needed after that point, and may also incorporate senior leadership at ECU, who have been kept informed about the process on a regular basis.

Regional Advisory Councils:
Currently, the ECU Department of Public Health has a very strong and experienced Community Advisory Board that includes leaders at the local, regional and state levels (see Appendix 4). This board will continue to serve the School in an advisory capacity and may be expanded based on the perceived needs of the ECU School of Rural Public Health.

Dr. Ron Mitchelson
Provost and Senior Vice Chancellor for Academic Affairs

Dr. Phyllis Horns
Vice Chancellor for Health Sciences

Dr. Jay Golden
Vice Chancellor for Research, Economic Development, and Engagement
## Appendix 1: Preliminary Work on the Development of the ECU School of Rural Public Health

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>MEMBERS</th>
<th>REPORT</th>
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<tbody>
<tr>
<td>SPH Advisory Council</td>
<td>Chelley Alexander, MD, Clinical Professor and Chair of Family Medicine, Brody School of Medicine</td>
<td>East Carolina University School of Public Health Advisory Panel Final Report – October 21, 2016</td>
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<tr>
<td></td>
<td>Stacey Altman, MEd, JD, Associate Professor and Chair of Kinesiology, College of Health and Human Performance</td>
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<td>Alta Andrews, DrPH, MPH, RN, Clinical Professor and Director for Community Partnerships and Practice, College of Nursing</td>
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<td>Eric Bailey, PhD, MPH, Professor of Anthropology and Public Health, Harriot College of Arts and Sciences</td>
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<td>Nicholas Benson, MD, MBA, Vice Dean, Brody School of Medicine; Interim Chief of Staff for the Vice Chancellor for Health Sciences (Panel Leader)</td>
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<td></td>
<td>Don Chaney, PhD, Associate Professor and Chair of Health Education and Promotion, College of Health and Human Performance</td>
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<td></td>
<td>Mary Farwell, PhD, Professor of Biology; Interim Assistant Vice Chancellor for Academic Affairs Research</td>
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<td>Greg Kearney, DrPH, MPH, Assistant Professor of Public Health, Brody School of Medicine</td>
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<td>C. Suzanne Lea, PhD, MPH, Associate Professor of Public Health, Brody School of Medicine</td>
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<td>Thomas McConnell, PhD, Associate Dean, Graduate School</td>
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<td>Andrew Morehead, PhD, Associate Professor and Chair of Chemistry, Harriot College of Arts</td>
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<td>COMMITTEE</td>
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<td></td>
<td>• Stephanie Richards, PhD, Associate Professor of Health Education and Promotion, College of Health and Human Performance</td>
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<td>• Kristina Simeonsson, MD, MSPH, Associate Professor of Pediatrics and Public Health, Brody School of Medicine</td>
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<td>• Kathryn Verbanac, PhD, Professor of Surgery; Interim Assistant Vice Chancellor for Health Sciences Research</td>
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<td>• Xiaoming Zeng, MD, PhD, Professor and Chair of Health Services and Information</td>
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<tr>
<td>External</td>
<td>• Charles Hardy, PhD, MS, Founding Dean, College of Health and Human Services, University of North Carolina at Wilmington</td>
<td>East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016</td>
</tr>
<tr>
<td>Consultants</td>
<td>• Kathleen Stewart, PhD, MPH, Vice Provost for Faculty Affairs, North Carolina State University</td>
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<td></td>
<td>• Robert Pack, PhD, MPH, Professor of Community and Behavioral Health, Associate Dean for Academic Affairs, College of Public Health, East</td>
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<td>COMMITTEE</td>
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<tr>
<td>SPH Implementation Committee</td>
<td>Ronny Bell, PhD, Professor and Chair, Department of Public Health, Brody School of Medicine (Co-Chair)</td>
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<td></td>
<td>Don Chaney, PhD, Associate Professor and Chair, Department of Health Education and Promotion, College of Health and Human Performance (Co-Chair)</td>
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<td>Ruth Little, EdD, Vice-Chair &amp; Assistant Professor, Department of Public Health, Brody School of Medicine</td>
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<td>Paul Vos, PhD, Professor and Chair, Department of Biostatistics, College of Allied Health Sciences</td>
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<td>Xiaoming Zeng, MD, PhD, Professor and Chair, Department of Health Services and Information Management, College of Allied Health Sciences</td>
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<td>Stephanie Richards, PhD, Associate Professor, Department of Health Education and Promotion, College of Health and Human Performance</td>
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<td>Linda Ingalls, Associate Vice Chancellor for Personnel Administration</td>
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<td>Rita Reaves, EdD, SACSCOC Liaison, Institutional Planning, Assessment and Research</td>
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Appendix 2: Academic Units and Impacted Faculty in the Inaugural Launch of the ECU School of Rural Public Health

<table>
<thead>
<tr>
<th>UNIT</th>
<th>LEADER</th>
<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
</tr>
</thead>
</table>
| Department of Public Health, Brody School of Medicine | Ronny Bell, PhD, MS Professor and Chair | • Master of Public Health (MPH)  
  ○ Epidemiology  
  ○ Health Behavior  
  ○ Health Administration  
  • Doctor of Public Health (DrPH)  
  ○ Environmental and Occupational Health  
  ○ Health Policy, Administration, and Leadership  
  • Certificate Programs  
  ○ Foundations of Public Health Practice  
  ○ Ethnic and Rural Health Disparities | Faculty:  
  ● Marysia Grzybowski, PhD  
  ● Gregory Kearney, DrPH, MPH  
  ● C. Suzanne Lea, PhD, MPH  
  ● Huabin Luo, PhD  
  ● Ruth Little, EdD, MPH  
  ● Ari Mwachofi, PhD, MS  
  ● Juhee Kim, ScD  
  ● Marla Hall, PhD, MCHES  
  ● Stephanie Jilcott Pitts, PhD  
  ● Ann Refferty, PhD, MS  
  ● Nancy Winterbauer, PhD, MS  
  Staff  
  ● Wanda Strickland  
  ● Kristin Wooten  
  ● Zoe Yetman  
  ● Kelly Bass |
| Department of Biostatistics, College of Allied Health Sciences | Paul Vos, PhD Professor and Chair | N/A | Faculty  
  ● Xiangming Fang, PhD  
  ● Suzanne Hudson, PhD  
  ● Kevin O’Brien, PhD  
  ● Qiang Wu, PhD Staff  
  ● Rhonda Bode |
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<tr>
<th>UNIT</th>
<th>LEADER</th>
<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
</tr>
</thead>
</table>
| Department of Health Services and Information Management, College of Allied Health Sciences | Xiaoming Zeng, MD, PhD Professor and Chair | • BS in Health Information Management  
• BS in Health Services Management  
• Master of Science in Health Informatics and Information Management  
• Certificate Programs  
  o Health Care Administration  
  o Health Informatics  
  o Health Information Management  
  o MBA with Health Care Management | Faculty  
• O. Elijah Asagbra, PhD  
• Paul Bell, PhD  
• Robert Campbell, EdD  
• Leight Cellucci, PhD, MBA  
• Susie Harris, PhD, MBA, RHIA, CCS, FAHIMA  
• Ray Hylock, PhD  
• Molly Jacobs, PhD  
• Akshat Kapoor, PhD  
• Robert Kulesher, PhD  
• Jason Mose, PhD, MBA, MS, CHFP  
• Melissa Rhodes, MPA  
• Bonita Sasnett, MA |
| Department of Health Education and Promotion, College of Health and Human Performance | Don Chaney, PhD, MCHES Associate Professor and Chair | • BS in Athletic Training  
• BS in Environmental Health  
• BS in Public Health Studies  
  o Community Health  
  o Pre-Health Professions  
  o Worksite Health Promotion  
• MA in Health Education  
• MS in Athletic Training  
• MS in Environmental Health | Faculty  
• Vic Aeby, EdD  
• Jo Anne Balanay, PhD, CIH  
• Craig Becker, PhD  
• Kristen Brooks, MA  
• Brian Cavanaugh, MAEd  
• Beth Chaney, PhD, MCHES  
• Tamra Church, MAEd  
• Melissa Cox, PhD, MPH  
• Deeonna Farr, DrPH, MPH, CHES  
• Katie Flanagan, EdD, ATC, LAT  
• Glen Gilbert, PhD  
• Rose Haddock, MAEd  
• William Hill, MSA  
• Charles Humphrey, PhD  
• Madison Johnson, MA |
<table>
<thead>
<tr>
<th>UNIT</th>
<th>LEADER</th>
<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
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<tbody>
<tr>
<td>Center for Health Disparities, Brody School of Medicine</td>
<td>Hope Landrine, PhD Professor and Co-Director Ronny Bell, PhD Professor and Co-Director</td>
<td>N/A</td>
<td>Sharon Knight, PhD, RN</td>
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<td>Julie Kulas, Med, ATC, LAT</td>
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<td>Anthony Kulas, PhD, ATC, LAT</td>
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<td>Joseph Lee, PhD, MPH</td>
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<td>Jennifer Matthews, PhD, MSPH</td>
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<td>Andrew Pickett, MAEd, ATC, LAT</td>
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<td>Sue Raedeke, MA, ATC, LAT</td>
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<td>Stephanie Richards, PhD, MSEH</td>
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<td>Alice Richman, PhD, MPH</td>
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<td>Molly Robinson, MPH</td>
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<td>Kelli Russell, MPH</td>
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<td>Joe Shrader, PhD</td>
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<td>Michael Stellefson, PhD</td>
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<td>Debra Tavasso, MAEd</td>
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<td>Essie Torres, PhD, MPH</td>
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<td>Karen Vail-Smith, MPA</td>
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<td>Michele Wallen, PhD, MPH</td>
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<td>David White, EdD</td>
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<td>Jamie Williams, MAEd, MCHES</td>
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<td>Lei Xu, PhD</td>
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<td>Staff</td>
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<td></td>
<td></td>
<td></td>
<td>Stephanie Boyd</td>
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<td></td>
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<td>Avian White, MS</td>
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<td>Staff</td>
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<td></td>
<td></td>
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<td>Tracy Kono</td>
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<td>Kevin Mills</td>
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## Appendix 3: Timeline for the Creation of the ECU School of Rural Public Health

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Monthly meetings of SRPH Implementation Committee</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Enroll students in DrPH Program</td>
<td>Spring 2018</td>
<td></td>
<td></td>
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<tr>
<td>Develop proposal for the creation of a SRPH at ECU</td>
<td>Have to EPPC by April 2018</td>
<td>UNC BOG Approval</td>
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<tr>
<td>Degrees conferred to students in DrPH Program</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Final implementation recommendation submitted to Academic Council</td>
<td>May 2018</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Formulate SRPH Unit Code Committee(s) and draft Unit Code(s) for approval</td>
<td>Writing and Unit approval</td>
<td>UCSC, Faculty, Senate, Chancellor approval</td>
<td></td>
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<tr>
<td>MPH CEPH reaccreditation site visit (accredited through December 31st, 2019)</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>BSPHS seek CEPH approval to apply for reaccreditation 1 year early (current accreditation expires in May 2021)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BSPHS CEPH reaccreditation site visit</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>SRPH Founding Dean Search</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Launch ECU School of Rural Public Health</td>
<td></td>
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<td></td>
<td>August 15, 2020</td>
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</tbody>
</table>

## Appendix 4: ECU Department of Public Health Community Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Jane Baker</td>
<td>Executive Director, North Carolina Board of Examiners for Nursing Home Administrators</td>
</tr>
<tr>
<td>Wick Baker</td>
<td>President, Vidant Edgecombe Hospital</td>
</tr>
<tr>
<td>Battle Betts</td>
<td>Director, Albemarle Regional Health Services</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Greg Bounds</td>
<td>Chief Executive Officer, Goshen Medical Center</td>
</tr>
<tr>
<td>Ila Davis</td>
<td>Director, Duplin County Health Department</td>
</tr>
<tr>
<td>Cindy Deporter</td>
<td>State Survey Agency Director, Branch Manager, Quality Evaluative Systems Branch</td>
</tr>
<tr>
<td>Jean Farmer-Butterfield</td>
<td>Representative, District 24</td>
</tr>
<tr>
<td>Hal Garland</td>
<td>Administrator, MacGregor Downs Health and Rehabilitation Center</td>
</tr>
<tr>
<td>Kahla Hall</td>
<td>Director, Community Benefit, Office of Management and Administration, Vidant Medical Center</td>
</tr>
<tr>
<td>Scott Harrelson</td>
<td>Director, Craven County Health Department</td>
</tr>
<tr>
<td>Krissy Hoover</td>
<td>Infectious Disease Preventionist, Lenoir Memorial Hospital</td>
</tr>
<tr>
<td>Tom Irons</td>
<td>Department of Pediatrics, Brody School of Medicine, East Carolina University</td>
</tr>
<tr>
<td>James Johnson</td>
<td>Director of Medical Affairs, Vidant Medical Center</td>
</tr>
<tr>
<td>Marcus Johnson</td>
<td>Research Health Specialist; Assist Director, Operations-CSPEC HSR&amp;D/CSP Epidemiology Center (152), Durham VA Medical Center</td>
</tr>
<tr>
<td>Karen Lachapelle</td>
<td>Interim Director, Edgecombe County Health Department</td>
</tr>
<tr>
<td>James Madson</td>
<td>Director, Beaufort County Health Department</td>
</tr>
<tr>
<td>Susan Martin</td>
<td>Representative, District 8</td>
</tr>
<tr>
<td>Pat McElraft</td>
<td>Representative, District 13</td>
</tr>
<tr>
<td>Ben Money</td>
<td>President, North Carolina Community Health Center Association</td>
</tr>
<tr>
<td>John Morrow</td>
<td>Director, Pitt County Health Department</td>
</tr>
<tr>
<td>Catherine Nelson</td>
<td>Community Health Programs Administrator, Vidant Medical Center</td>
</tr>
<tr>
<td>Louis Pate</td>
<td>Senator, District 7</td>
</tr>
<tr>
<td>John Rouse, Jr.</td>
<td>Director, Harnett County Health Department</td>
</tr>
<tr>
<td>Misty Scheel</td>
<td>Deputy Director of Public Health, Naval Hospital, Camp Lejeune</td>
</tr>
<tr>
<td>Maggie Sauer</td>
<td>Director, North Carolina Office of Rural Health, North Carolina Department of Health and Human Services</td>
</tr>
<tr>
<td>Kim Schwartz</td>
<td>Executive Director, Roanoke Chowan Community Health Center</td>
</tr>
<tr>
<td>Laurie Stallings</td>
<td>Executive Director, United Methodist Retirement Homes, Inc.</td>
</tr>
<tr>
<td>Paul Stockett</td>
<td>Administrator, Riverpoint Crest Nursing and Rehabilitation Center</td>
</tr>
<tr>
<td>Lynette Tolson</td>
<td>Executive Director, North Carolina Public Health Association</td>
</tr>
<tr>
<td>Tamara Williams</td>
<td>Coordinator, Language Access Services, Office of Patient and Family Engagement, Vidant Medical Center</td>
</tr>
<tr>
<td>Lisa Yates</td>
<td>Regional Vice President, Principal Long Term Care</td>
</tr>
</tbody>
</table>
Resolution #18-39
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee’s April 13, 2018 meeting minutes including a Request to revise the Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Certificates and Doctor of Nursing Practice Core Curriculum within the College of Nursing; Request to revise the History, BA (4 new concentrations: Historical Studies, Pre-law, Public History, Atlantic and Maritime) within the Department of History, Thomas Harriot College of Arts and Sciences; Request to revise the Network Technology, MS (proposes new Accelerated Bachelor of Science in Information Computer Technology/Master of Science in Network Technology within the Department of Technology Systems, College of Engineering and Technology; Request to establish a new certificate program in Teaching Children in Poverty within the Department of Elementary Education and Middle Grades Education, College of Education; Request to reduce the hours in the BS in Sports Studies from 121 to 120 within the Department of Kinesiology, College of Health and Human Performance; Request to deliver online the Master of Public Health (MPH) within the Department of Public Health, Brody School of Medicine; and Request to change the name of the BS in Public Health Studies to the BS in Public Health, within the Department of Health Education and Promotion, College of Health and Human Performance.

Resolution #18-40
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the following standing academic committees:

Service-Learning Committee Charge

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

1. Name: Service-Learning Committee

2. Membership:
9 elected faculty members with a wide variety of disciplinary expertise.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty or an appointed representative, one Faculty Senator selected by the Chair of the Faculty, the one student member from the Student Government Association, and one member from the Graduate and Professional Student Senate.

Ex-officio (without vote): The administrative leader of the Center for Leadership and Civic Engagement or an appointed representative.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 5 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee makes recommendations to the Faculty Senate regarding proposed changes in the service-learning requirements and regarding the service-learning designation for individual courses. The committee makes recommendations to the Faculty Senate regarding individual courses carrying service-learning designation and reports those recommendations to the Undergraduate Curriculum Committee and the Graduate Curriculum Committee.
   B. The committee serves as a liaison between the Center for Leadership and Civic Engagement and the Faculty Senate, reviews the activities of the Center for Leadership and Civic Engagement and advises the administrative leadership of that center about service-learning.
   C. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.
   D. The committee sponsors and coordinates the annual ECU Service-Learning Conference and promotes and advocates for service-learning across the curriculum, including learning outcomes and development of service-learning courses.
   E. The committee reviews honors seminar proposals for service-learning credit.
   F. The chair or appointed representative serves as an ex-officio member of the Honors College Faculty Advisory Committee.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4, above. The committee recommends curricular changes to the university’s service-learning requirement to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Center for Leadership and Civic Engagement as described in 4.B. above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the second Tuesday of each month.

   ________________

Writing Across the Curriculum Committee Charge

(Additions are noted in bold text.)

1. Name: Writing Across the Curriculum Committee
2. Membership:  
8 elected faculty members with a variety of disciplinary areas and colleges/schools.  

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, the Director of the University Writing Program, and one student member from the Student Government Association.  

Ex-officio (without vote): The Director of Composition or an appointed representative.  

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.  

3. Quorum: 4 elected members exclusive of ex-officio.  

4. Committee Responsibilities:  
A. The committee promotes the University Writing Program and recommends policies and guidelines governing the development and offering of courses and seminars that are officially to be designated as writing-intensive courses.  
B. The committee reviews and approves proposals for writing-intensive courses, makes recommendations to the Faculty Senate regarding proposals carrying the writing intensive designation, and reports those recommendations to the University Curriculum Committee.  
C. The committee periodically reviews existing writing-intensive course offerings and recommends, as appropriate, changes to course writing-intensive status in order to ensure that standards for writing-intensive credit are being met.  
D. The committee reviews the activities of the University Writing Program, advises the administrative leadership in that program, and serves as a liaison between the University Writing Program and the Faculty Senate.  
E. The committee reviews honors seminar proposals for writing intensive credit.  
F. The chair or appointed representative serves as an ex-officio member of the Honors College Faculty Advisory Committee.  

5. To Whom The Committee Reports:  
The committee reports to the Faculty Senate recommendations of policies, procedures, and criteria governing the development and offering of WI courses. The committee recommends curricular changes to the University’s writing-intensive requirement to the Faculty Senate.  

6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.  

7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to advise the office of the University Writing Program as described in 4.D. above.
8. Standard Meeting Time:
The committee meeting time is scheduled for the second Monday of each month.

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Calendar Committee Charge

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

1. Name: Calendar Committee

2. Membership:
8 elected faculty members.
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, the Dean of the Graduate School or an appointed representative, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
A. The committee considers calendar matters for university units, except the School of Medicine.
B. The committee is concerned with the number of days the University shall be in session during the regular terms, each semester, and summer-session terms. The committee also recommends the beginning and closing dates of the regular terms, each semester, and summer-session terms.
C. The committee schedules examination, holiday, and vacation periods.
D. The committee develops and presents calendar guidelines to the Faculty Senate. The committee makes recommendations based on these approved guidelines and other matters affecting the calendar.
E. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at the March meeting and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
None
8. **Standard Meeting Time:**
The committee does not have a standard meeting time.

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**Distance Education and Learning Technology Committee Charge**

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

1. **Name:** Distance Education and Learning Technology Committee

2. **Membership:**
   9 elected faculty members.

   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, one member of the Graduate Council selected by the Dean of the Graduate School, the Chief Information Officer or an appointed representative, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. **Quorum:** 5 elected members exclusive of ex-officio.

4. **Committee Responsibilities:**
   A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.
   B. The committee reviews policies from the Office of Continuing Studies relevant to the effectiveness of the University’s distance education policies and procedures and recommends changes as necessary.
   C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University’s academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University’s academic mission.
   D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University’s academic mission.
   E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.
   F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee’s charge and recommends changes as necessary.
G. The Committee reviews at least annually those policies within Part VI, Section III of the *ECU Faculty Manual* that corresponds to the Committee’s charge and recommends changes as necessary.

H. Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC), one appointed representative serves on the administrative Copyright Committee and one appointed representative serves on the administrative IT Accessibility Committee.

I. The chair serves as a liaison between the Faculty Senate and Chief Information Officer.

5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the appropriate personnel as described in 4. above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the fourth Wednesday of each month.

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University Athletics Committee Charge

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

1. Name: University Athletics Committee

2. Membership:
   8 faculty members. 5 elected by the Faculty Senate, 3 appointed by the Chancellor.
   Ex-officio members (with vote): The Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, NCAA Faculty Athletics Representative, President of the Student Government Association, President of the Alumni Association, and President of the Pirate Club or their alternates.
   Ex-officio member (without vote but with all other parliamentary privileges): Chancellor, Provost/Vice Chancellor for Academic Affairs, **Vice Chancellor for Student Affairs**, Director of Athletics, Assistant Director of Athletics for Student Development, Director of Compliance, Chair of the University General Education and Instructional Effectiveness Committee; or their designees, and the President of the Student Athlete Advisory Council.

3. Quorum: 5 faculty members exclusive of ex-officio.

4. Committee Functions:
   A. The Committee is concerned with issues pertaining to intercollegiate athletics at East Carolina University.
E. The Committee’s primary functions are oversight responsibility in the area of academic integrity, compliance with NCAA rules and regulations, and the overall development of student athletes.

F. The Committee is also concerned with general issues such as budget, conference matters, fund-raising, and public relations are inclusive in the charge, but not restricted to those cited.

G. The Academic Integrity Subcommittee, composed of the faculty members on the committee, will report on the academic quality of the athletic program.

E. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom the Committee Reports:
E. The Committee makes recommendations concerning the implementation and administration of policies and procedures pertaining to intercollegiate athletics at East Carolina University to the Chancellor.

F. The Committee reports to the Faculty Senate concerning its recommendations to the Chancellor and/or requests it has received from the Chancellor.

G. The Committee makes recommendations concerning academic policies that impact the academic integrity of the athletic programs to the Faculty Senate.

H. The Academic Integrity Subcommittee will report its evaluations of the academic integrity of the athletic programs to the Chancellor and to the Faculty Senate.

6. How Often the Committee Reports:
The Committee reports to the Faculty Senate at least once a year and other times as necessary. The Academic Integrity Subcommittee will report to the Chancellor and to the Faculty Senate each Fall.

7. Power of the Committee to Act Without Faculty Senate Approval:
The Committee makes recommendations concerning the implementation and administration of policies and procedures regarding academic oversight to the Chancellor. The Committee makes recommendations concerning academic policies and procedures that impact the academic quality of the athletic program to the Faculty Senate.

8. Standard Meeting Time:
The committee does not have a standard meeting time.

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University Budget Committee Charge

(Additions are noted in bold text.)

1. Name: University Budget Committee

2. Membership:
7 elected faculty members, with no more than one of whom may be fixed term.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or
an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Vice Chancellor for Administration and Finance or an appointed representative, the Vice Chancellor for Student Affairs or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee serves as a communication link between the Faculty Senate and the Chancellor for budgetary matters. The committee informs the Faculty Senate about changes and proposed changes in the university budget.
   B. The committee receives information and advises the Chancellor regarding budgetary and reallocation decisions.
   C. The committee advises the Chancellor through the Faculty Senate on annual budget priorities and policy, biennial budget requests and priorities, tuition changes, and the relationship of budget decisions to the university's mission.

5. To Whom The Committee Reports:
The committee advises the Chancellor through their reports to the Faculty Senate concerning its recommendations to the Chancellor.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to advise the Chancellor as described in section 4.A.above.

8. Standard Meeting Time:
The committee meeting time is scheduled for the third Thursday of each month.

Faculty Welfare Committee Charge

(Deletions are noted in strikethrough.)

1. Name: Faculty Welfare Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair
of the Faculty, and one student member from the Student Government Association.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee considers programs and policies relating to insurance, annuities, leaves of absence, and all other programs and policies that affect the general welfare of the faculty or of specific faculty members.
   B. The committee reviews policies related to faculty salaries and fringe benefits and reports annually to the Faculty Senate on these topics.
   C. The committee recommends new programs and policies related to faculty welfare and revisions to existing ones.

5. To Whom The Committee Reports:
   The committee recommends new programs and policies related to faculty welfare, or revisions to existing ones, to the Faculty Senate.

6. How Often The Committee Reports:
   The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
   None

8. Standard Meeting Time:
   The committee meeting time is scheduled for the second Thursday of each month.

   Student Academic Appellate Committee Charge
   (Deletions are noted in strikethrough.)

1. Name: Student Academic Appellate Committee

2. Membership:
   7 regular and 2 alternate elected faculty members. Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.
3. Quorum: 4 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee serves as an appeals board for entering students who do not meet admission requirements.
   B. The committee serves as an appeals board for students denied permission to drop a course.
   C. The committee serves as an appeals board for students who wish to appeal administrative decisions involving the interpretation and enforcement of policies pertaining to academic credits and standards.
   D. The committee serves as an appeals board for students seeking readmission after being declared academically ineligible to return.
   E. The committee serves as an appeals board for students appealing financial aid decisions.
   F. The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports:
   The committee reports its appellate decisions to the appropriate administrative office.

6. How Often The Committee Reports:
   The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
   The committee is empowered to make appellate decisions regarding students as outlined in its committee responsibilities.

8. Standard Meeting Time:
   The committee meeting time is scheduled for the first Wednesday of each month, including January, June, July and August.

   ________________

   Teaching Grants Committee Charge

   (Deletions are noted in strikethrough.)

1. Name: Teaching Grants Committee

2. Membership:
   12 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty and one faculty senator selected by the Chair of the Faculty.

   The membership of the committee shall serve according to their disciplinary expertise. Ideally
this would include six members from the College of Arts and Sciences, with at least two each from Humanities, Social Sciences, and the Sciences/Math, and six members from the Professional Schools and other academic units, with no more than one from each professional school.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 7 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee recommends policies and procedures governing the grant application process, criteria for the awarding of grants, guidelines for the use of teaching grant funds, and procedures for annual reporting by grant recipients.
   B. The committee recommends teaching grant proposals to be funded, based on the merit of the proposals. Members of the committee are permitted to submit proposals for the committee’s consideration. No member of the committee may vote on his or her own proposal, but no member is prohibited from voting on any other proposal before the committee. That member of the committee shall not be present when his or her proposal is being considered by the committee.

5. To Whom The Committee Reports:
The committee submits recommendations of proposals to be funded to the appropriate vice chancellor and reports the final list of funded proposals to the Faculty Senate. The committee makes recommendations concerning the policies and procedures governing teaching grant proposals to the Faculty Senate.

6. How Often The Committee Reports:
The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to make recommendations regarding the funding of teaching grant proposals.

8. Standard Meeting Time:
The committee does not have a standard meeting time.

Resolution #18-41
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the ECU Faculty Manual, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, as follows:

The proposed document would replace what is currently in the ECU Faculty Manual linked here.
“Personnel Policies and Procedures for the Faculty of East Carolina University

(For other policies and procedures dealing with faculty appointments, see *ECU Faculty Manual*, Part IX and Part X.)

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I. Selection and Appointment of New Faculty
   A. Determination of Number and Nature of Positions
      Since faculty members of each academic unit are responsible for the curriculum, they shall
      make recommendations on the personnel needs of the unit.

      Acting in accord with the policies and procedures set forth in the Unit Code, the unit
      administrator shall recommend, with input from the faculty, to the next higher administrator (for
      conveyance to the Academic Council) the number and nature of faculty positions needed to
      carry out the unit’s mission and achieve the university, division, college and unit planning
      goals. Such recommendations shall contain justifications addressing the unit staffing plan and
      appropriate planning goals of the university, division, college, and unit.

      Allocation of faculty positions is the prerogative of the Academic Council. The deans and
      directors shall determine the distribution of positions within their college and schools in
      accordance with strategic priorities.

      In general, tenured and probationary term (tenure-track) positions are preferred unless sound
      reasons exist. Such reasons include, but are not limited to; (a) the position is not permanently
      assigned to the unit, (b) the position is addressing temporary needs, (c) the position cannot be
      filled by a faculty member with a terminal degree, (d) the duties of the position are primarily
      clinical, (e) the position is by its nature term-limited (term-limited endowed professorships, for
example), (f) this reflects the preference of the faculty member taking the position, or (g) budgetary or strategic considerations.

B. Selection Procedure
The selection of candidates must be conducted in accordance with the University’s “Recruitment, Guidelines and Resources” policies, *Part IX, Section I. Tenure and Promotion Policies and Procedures*, and applicable unit code provisions.

C. General Criteria
ECU is committed to recruiting, retaining, and developing faculty members that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution’s mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty members.

1. Tenured or Probationary-Term Positions
   A candidate who is under consideration for a tenured or probationary-term position is evaluated on past achievements and potential for future contributions in teaching, scholarship, service, and, if applicable, contributions to patient care and related clinical responsibilities as described below:
   a. Teaching
   East Carolina University recognizes the primary importance of teaching. East Carolina University expects each member of the faculty to have knowledge of subject matter commensurate with one's teaching assignment, to maintain awareness of developments in one's discipline, and to communicate to students one's knowledge of and interest in the discipline. The faculty member will encourage students in responsible and careful inquiry, in appreciation of the interrelation of various disciplines, and in recognition of the uses of learning and the value of the educated mind. Teaching includes instructional activities and responsibilities beyond the classroom setting, e.g., advisement; mentoring; laboratory supervision; clinical rounds by a physician/professor accompanied by students; program direction; the direction of research projects and papers, dissertations, and theses; and
   b. Scholarship (Research, Creative Activity/Innovation, Engagement, and/or Outreach)
   Scholarship refers to the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach.
   c. Service to the university, the profession, and the community
   East Carolina University considers service to the university, the academic profession, and the community as an important aspect of a faculty member’s contribution. Expectations for service shall be described in the unit code. (See Section III.4). Faculty members’ on-campus presence is expected to the extent necessary in the performance of these responsibilities.
   d. Patient care and related clinical responsibilities, as appropriate

2. Fixed-Term Positions
   A candidate who is under consideration for a fixed-term position is evaluated on past achievements and potential for future contributions in the areas of responsibility stated in the advertisement for the position and established in the unit code.
D. Requirements for ranks and titles


   Appointments are made at the academic ranks of assistant professor, associate professor, and professor. These are the only ranks that may involve a permanent tenure commitment. Appointments to all other titles are for a definite term and do not involve a permanent tenure commitment.

   The following are the minimum required qualifications that may be considered when making appointments.

2. Ranks of Probationary Term Appointments

   Assistant Professor
   - has demonstrated potential for effective teaching and other instructional responsibilities
   - has demonstrated potential to develop a program of scholarship that will lead to professional recognition in the discipline
   - has demonstrated effective clinical practice in disciplines, where appropriate
   - holds the appropriate terminal degree (ABD may be considered for initial appointment) or alternate professional qualifications as determined by the units and the profession and affirmed by the appropriate vice chancellor
   - exhibits evidence of potential for professional growth in teaching effectiveness and scholarship
   - has demonstrated ability and willingness to participate in departmental, college, and university affairs
   - has demonstrated active engagement with professional organizations within the discipline

   Associate Professor
   - has qualifications of the previous rank
   - has demonstrated effectiveness in teaching and/or other instructional responsibilities
   - has a record of scholarship resulting in publication and/or scholarly productivity appropriate to the discipline and established by the unit code
   - has a demonstrated record of effective service to the university
   - has a demonstrated record of effective service to the profession

   Professor
   - has qualifications of the previous rank
   - has an established record of excellence in teaching and other instructional responsibilities
   - has a significant record of scholarship resulting in publication and/or other scholarly productivity appropriate to the discipline and established in the unit code.
   - has demonstrated excellent ability and willingness to participate in departmental, college, and university affairs
   - has a demonstrated record of significant service/clinical practice to the university and the discipline, where appropriate

3. Titles of Fixed-Term Appointments

   a. Faculty members with duties primarily in instruction have titles of Teaching Instructor, Senior Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor or Teaching Professor.
Fixed Term Librarians are called Library Assistant Professor, Library Associate Professor, or Library Professor. Unit codes define expectations for each title. The following general criteria apply to both titles:

**Teaching Instructor**
- holds, at a minimum, a master’s degree appropriate to the area of instruction, or has equivalent professional qualifications
- has demonstrated potential for effective teaching and/or other instructional responsibilities

**Senior Teaching Instructor**
- has qualifications of the previous title
- has demonstrated excellence in teaching and/or other instructional responsibilities
- engages in professional development activity

**Teaching Assistant Professor**
- has qualifications of the previous title
- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appropriate vice chancellor and the profession concerned
- has demonstrated effectiveness in teaching

**Teaching Associate Professor**
- has qualifications of the previous title
- has demonstrated superior teaching ability and/or other instructional responsibilities
- engages in professional development activities

**Teaching Professor**
- has qualifications of the previous title
- has demonstrated excellence in teaching
- has established an excellent professional reputation among colleagues
- is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)

b. Faculty members with duties primarily in research

Research faculty members are typically funded externally. Research faculty members are encouraged to give seminars and teach occasional courses in their specialty. Teaching is at the discretion of the unit and the availability of funds.

**Research Instructor**
- holds a minimum of a master’s degree appropriate for the specific position or has alternate professional qualifications.
- has demonstrated potential for effective research
- should be capable of carrying out individual research or should be trained in research procedures
- should have the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken

**Research Assistant Professor**
- has qualifications of the previous title
- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
- has demonstrated effectiveness in research
- is qualified and competent to direct the work of others (such as technicians, graduate students, etc.)
Research Associate Professor
- has qualifications of the previous title
- has extensive successful experience in scholarly or creative endeavors
- has the ability to propose, develop, and manage major research projects

Research Professor.
- has qualifications of the previous title
- has established an excellent reputation among colleagues
- has demonstrated scholarly production in research, publications, professional achievements, or other distinguished and creative activity.

c. Faculty members with duties primarily in clinical teaching

Clinical Instructor
- holds, at a minimum, a graduate degree appropriate for the specific position or has equivalent professional experience
- has demonstrated potential in clinical practice and teaching in the field

Clinical Assistant Professor
- has qualifications of the previous title
- holds the appropriate professional degree, as evaluated by the academic unit and affirmed by the appropriate vice chancellor and the profession concerned
- has training and experience in an area of specialization
- has demonstrated expertise in clinical practice and teaching and other instructional responsibilities in the discipline

Clinical Associate Professor
- has qualifications of the previous title
- has extensive successful experience in clinical or professional practice in an area of specialization, or in a subdivision of the specialty area, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc.) in clinical activities in the field

Clinical Professor
- has qualifications of the previous title
- has established an outstanding reputation of excellence in clinical practice and teaching and/or other instructional responsibilities

d. Faculty members with duties primarily in the libraries

Library Assistant Professor
- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appropriate vice chancellor
- has demonstrated evidence of, or potential for, the following: effective teaching and/or other professional responsibilities; collegiality and professional integrity; continued professional growth; service to the Library; service to the University, and/or to the profession; a record of contributions to scholarship/creative activity, if applicable

Library Associate Professor
- has qualifications of the previous title
- has demonstrated substantive accomplishments in professional performance; collegiality and professional integrity; substantial and continued professional growth; sustained institutional; and professional service
- has a record of regular contributions to scholarship/creative activity

Library Professor
- has qualifications of the previous title
has demonstrated: sustained and substantive accomplishments in professional performance; collegiality and professional integrity
• has demonstrated: superior knowledge and mastery of assigned area of specialization; and exemplary institutional and professional service;
• has attained national or international recognition as an authority and leader in the assigned area of specialization;
• has a sustained and substantive record of scholarship/creative activity

e. Additional faculty titles
Adjunct Instructor; Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who have a primary employment responsibility outside the university or in a different department in the university and who bring some specific professional expertise to the academic program. These positions are typically unfunded.

Affiliate Instructor; Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used in the School of Medicine to appoint outstanding persons who have a primary employment responsibility outside the university and who bring some specific professional expertise to the academic program. These positions are typically unfunded.

Artist-in-Residence; Writer-in-Residence: These titles are used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time and who are not intended to be considered for professorial appointment.

Visiting Instructor; Visiting Assistant Professor; Visiting Associate Professor; Visiting Professor. The prefix “visiting” before an academic title is used to designate a short-term full-time or part-time appointment without tenure. Therefore, the visiting title shall not be used for periods of time beyond the initial contract period. It shall be used only for those fixed-term faculty members who are visitors, temporary replacements, or for whose disciplines the institution in good faith expects to have only a short-term need. Use of the visiting title for an individual for more than 3 years is a misuse of this title.

4. Emeritus status
All unit codes must specify criteria for conferring of “emeritus” or “emerita” status. Based on those criteria specified in the unit code and the recommendations of the unit personnel committee and appropriate administrators, the Chancellor may confer the title emeritus or emerita upon a retired (including Phased Retirement participant), permanently disabled, or deceased faculty member, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service (FS Resolution #13-97, December 2013).

E. Initial Appointment
[For additional provisions related to initial faculty appointments, see ECU Faculty Manual, Part IX, Section I (II).]

Appointment to the faculty is made by the Chancellor or the Chancellor’s designee. Upon receiving recommendations by appropriate unit committees and administrators, the Chancellor or his/her designee shall issue an appointment letter to the faculty candidate. No offer is
binding and no appointment is effective until signed by the Chancellor or the Chancellor’s designee and subsequently signed by the faculty appointee.

The appointment letter shall specify, at minimum: rank or title; salary rate; length of appointment, tenure status (either fixed-term, probationary-term, or appointment with permanent tenure, as defined in the Faculty Manual, Part IX); initial assignments and/or responsibilities; reference to the criteria for evaluation of faculty performance, as provided in Part IX, unit codes, and other appropriate documents; and any specific terms and conditions of employment.

Any action conferring permanent tenure with the initial faculty appointment requires approval of the Board of Trustees.

II. Assignments of Faculty Workload

Faculty workload is governed by the Faculty Workload Administrative Regulation.

By the end of the spring semester for 9-month faculty, and by the end of the summer session for 12-month faculty, and prior to making final faculty workload assignments and after soliciting faculty preferences, the unit administrator shall apprise each unit faculty member, in writing, of the duties and responsibilities for the coming academic year.

B. Teaching Responsibilities

The unit administrator assigns teaching responsibilities and determines the method of delivery. If changes in a faculty member’s assignment subsequently become necessary, the faculty member shall be notified at the earliest possible opportunity. The definition of a semester credit hour is governed by PRR #02.07.01. Full-time faculty members whose primary responsibilities are teaching and other instructional responsibilities should not be required to teach more than the equivalent of 12 credit hours per semester or 6 credit hours per summer session, as consistent with the discipline norms, with the exception of faculty members who voluntarily teach directed readings and similar courses. If exceptional circumstances require that a faculty member be assigned more than the equivalent of 12 credit hours in a semester, he or she should be appropriately compensated for the excess teaching load during that term or be given the equivalent reduced teaching load at a time to be negotiated between the unit administrator and the faculty member. Consistent with Part VI, Section I.II., faculty members teaching one or more courses must maintain five hours of office hours during the workweek. Faculty members are also expected to be on campus an appropriate number of hours consistent with assigned instructional duties and disciplinary norms.

B. Scholarly Responsibilities

A faculty member’s scholarship shall reflect the high professional standards incumbent upon those who enjoy full academic freedom; such activities must be measured by standards of quality, not merely by quantity, as appropriate to the discipline. Faculty members shall fulfill their scholarly responsibilities as outlined in the unit code and consistent with overall assigned duties.

C. Service Responsibilities

Each faculty member will be assigned and/or will assume responsibilities to serve diverse service roles in the department/program, the college, the university, the profession and/or the community in consultation with their unit administrator. These
roles may include formal service in committees at various levels or informal activities, such as mentoring students or junior faculty members. Consequently, as appropriate in each unit, faculty members are expected to actively participate in the life of their unit, be physically present on campus to the extent necessary to discharge their particular service duties, and to carry their fair load of assigned and assumed duties necessary for the effective and equitable operation of the unit.

D. Patient Care and Related Clinical Responsibilities, as appropriate

Standards are described in the unit code.

Faculty reassigned time is governed by Faculty Scholarly Reassignment Administrative Regulation. Faculty members who are to be granted reassigned time shall be informed in writing of the purpose of the reassignment. (FS Resolution #14-04, March 2014)

III. Annual Evaluation

Each faculty member with either a fixed term, probationary term, or permanently tenured appointment shall perform his/her duties according to ECU's Statement on Professional Ethics and shall receive annually an evaluation of his/her performance from the unit administrator which shall be based upon current academic year data. The annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the chancellor.

The process for determining the relative weight given to teaching, scholarship, service, and where appropriate, clinical duties, for purposes of annual evaluations shall be contained in the unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

This annual evaluation shall:
- be in writing;
- be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member's personnel file; in the case of faculty members with probationary term appointments, a record of this discussion shall be placed in the faculty member's personnel file;
- be signed and dated by the unit administrator and the faculty member, who may attach to the evaluation a concise comment regarding the evaluation. The faculty member has seven working days after receiving the evaluation to attach the statement. The signature of the faculty member signifies that he or she has read the evaluation, but it does not necessarily indicate concurrence.

The unit administrator shall forward to each faculty member a copy of that member's annual evaluation within ten calendar days of completing the evaluations of unit members.

A. Probationary-term and permanently tenured faculty

The evaluation of probationary-term and permanently-tenured faculty members shall be based upon that year's duties and responsibilities (except data from the previous year's spring semester survey of student opinion). Such evaluations shall consider, as appropriate:

1. Teaching and Other Instructional Responsibilities

Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other instructional activities. Teaching and other instructional responsibilities must be evaluated using multiple methods selected from the list below:
d. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.

e. samples of student work on assignments, projects, papers, juries, or other examples of student achievement.

f. formal methods of peer review, including direct observation of teaching utilizing the appropriate university approved format (including direct observation of the teaching of new and tenure-track faculty). Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #16-60. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.

d. direct observation of teaching by the unit administrator.

e. review of student opinion data from course evaluations.

f. other procedures provided for in unit codes (FS Resolution #12-76, July 2012).

2. Scholarship
Measures of success in the area of scholarship include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions. Unit codes should define these criteria, and relative importance, in detail.

3. Patient Care and Related Clinical Responsibilities
Unit codes will describe expectations for clinical services and criteria for evaluation.

4. Service
Service on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; unit codes should define these criteria, and relative importance, in detail.

5. Other assigned responsibilities.

B. Fixed-term faculty members
The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their appointment letters, utilizing the criteria stated in the unit code.

IV. Reappointment of Probationary-Term Faculty Members
Refer to Part IX of the ECU Faculty Manual.

V. Subsequent appointments of Fixed-Term Faculty Members
Refer to Part IX of the Faculty Manual.

VI. Professional Advancement
Promotion for tenured and probationary-term faculty members and advancement in title for fixed-term faculty members are means through which professional achievement is encouraged, recognized, and rewarded by the university. The evaluation of faculty members for purposes of promotion or advancement in title shall accord with the regulations established in the unit code.
and shall employ the criteria contained in the unit code approved by the Chancellor (ECU Faculty Manual, Part IV).

Specific regulations and criteria governing evaluation of faculty for purposes of promotion or advancement in title may vary from unit to unit. For evaluations pertaining to fixed-term subsequent new appointment at a higher title, the criteria shall be stated in the unit code.

As a minimum, each unit shall:
• apply published criteria in teaching, scholarship, service, and clinical service, where relevant to the discipline, for evaluating faculty for promotion or advancement in title;
• make available procedures which will permit each faculty member to report achievements annually or on a more frequent basis; and
• inform each faculty member of the right to discuss his or her candidacy with the unit administrator and/or the appropriate unit committee at any time prior to the deadline for submission of materials.

A. Promotion for tenured and probationary-term faculty members
Upon request by a tenured faculty member, the unit administrator and the unit promotion committee shall evaluate the faculty member for promotion. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Promotion shall be based upon the faculty member’s demonstrated professional competence and achievements. Procedures to be followed for promotion are found in ECU Faculty Manual, Part IX and Part X.

Promotion in academic rank should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled.

B. Advancement in title for fixed-term faculty members
The unit code shall specify the criteria and the means of evaluation of fixed-term faculty members to be used for a subsequent new appointment at a higher title. Advancement in title shall be based upon the faculty member’s demonstrated professional competence and achievements, and should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled. Competence for advancement in title may be attested to by demonstrated excellence in the performance of duties specified in the appointment letter of the fixed-term faculty member and supported by the faculty member’s annual performance evaluation.

The unit administrator shall notify eligible faculty members within four working days of receipt of the next higher administrator’s call for advancement in title recommendations. Upon request by a fixed-term faculty member, the unit administrator and the personnel committee shall evaluate the faculty member for advancement in title. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Procedures to be followed for advancement in title should be specified in the unit code in accordance with ECU Faculty Manual, Part IX, Section I (II.B.3) and Part VIII, Section I.

VII. Salary
A. Initial Salary
Initial salary shall be based on degree attainment, academic rank, pertinent professional experience and qualifications, scholarly publication or its equivalent, and level of responsibility.
Consideration should be given to the salaries of personnel presently in the unit and must be consistent with University-established faculty salary ranges.

B. Determination of Annual Salary Increments
The unit administrator shall recommend annual salary increments to the appropriate administrative officials in accordance with requirements imposed by the North Carolina General Assembly, The University of North Carolina Board of Governors, the ECU Board of Trustees, and the university administration. Recommended salary adjustments shall rely upon criteria that have been established in the Faculty Manual, in unit codes, or in guidelines referenced in unit codes. Criteria for assessing merit are contained in unit codes. The unit administrator shall also inform the unit, in dollar amounts and percentages, the total adjustment, mean salary increment, and range in salary increments for the unit. Each faculty member shall be informed by the unit administrator of any salary increment recommendations made on behalf of the faculty member.

C. Benefits and Salary Increases for Fixed-Term Faculty
Equitability of salary and benefits for fixed-term faculty members should be reviewed annually. When salary increments are provided by the Board of Governors, full-time fixed-term faculty members who have completed one year of employment and have received a subsequent new appointment should be considered for a salary increase based upon their annual evaluation and criteria established by the Board of Governors, ECU Board of Trustees, and the unit code.

Full-time, fixed-term permanently appointed faculty members are entitled to the same benefits as all other full-time permanent employees of ECU.

VIII. Faculty Personnel Files
A. Article 7 of Chapter 126 of the General Statute of North Carolina shall govern matters relating to an employee’s personnel file, its contents, and permissible access. Current General Statutes may be requested through the Office of University Counsel (formerly, the University Attorney) or through references in Joyner Library.

For questions regarding personnel file, contact the Faculty Senate Office, the appropriate Division Vice Chancellor, or the University Counsel Office.

B. Definition
“Personnel File” means any employment-related or personal information gathered by an employer or by the Office of State Human Resources. Employment-related information contained in a personnel file includes information related to an individual’s application, selection, promotion, demotion, transfer, leave, salary, contract for employment, benefits, suspension, performance evaluation, disciplinary actions, and termination. Personal information contained in a personnel file includes an individual’s home address, social security number, medical history, personal financial data, marital status, dependents, and beneficiaries. “Record,” as used in this Part VIII of the Faculty Manual, means the personnel information that each employer is required to maintain in accordance with G.S. 126-123.

The Personnel Action Dossier (PAD), defined in the ECU Faculty Manual Part X, Section I, is an evaluative document, employment-related personnel information, and a part of the faculty member’s personnel file. The personnel file is University property and is retained by the University.
Contents of the personnel file are kept in accordance with the Records Retention and Disposition Schedule approved by the Chancellor. Timing of storage and transfer vary depending on the specific type of document. (See http://www.ecu.edu/cs-lib/recordsmanagement/ecugeneralschedule.cfm for reference).

C. Location
Personnel records exist in various locations across campus. Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found on a website accessible to faculty members. The Faculty Senate office can direct faculty members to the appropriate website.

All records used in the formal evaluation of faculty members should be located in the primary collection of documents that are kept in the department or unit that are part of the personnel file, hereafter referred to as the department/unit personnel file. The unit administrator can inform the faculty member of the location of evaluative material.

An appeal hearing file or an investigative file prepared by the EEO Office or by the Office of University Counsel may include materials such as: filed grievances; appeals of non-reappointment or non-conferral of tenure; complaints filed by or against a faculty member with the ECU EEO Office alleging sexual harassment, discrimination based on race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status ("Protected Class"), or a violation of the amorous relations policy; and records relating to any disciplinary action against a faculty member.

Information retained in the EEO Office or the University Counsel’s Office will remain confidential, but the documents collected and/or created in those offices are usually considered part of an investigative/preparation file and are not considered part of the department/unit personnel file. Disclosure of documents in those files is subject to applicable University policies and state laws. Additionally, in accordance with the relevant University policy and state laws, the University will formally notify the faculty member of any complaint or grievance formally filed against a faculty member and will follow the procedures prescribed for due process. In most cases, documents containing employment-related or personal information maintained in the EEO Office or University Counsel’s Office will be duplicates of documents in the department/unit personnel file. In all cases, the documents in those files will be available for review by the faculty member, except that the University does not waive rights and responsibilities to limit disclosure recognized by law, including but not limited to attorney-client communication privilege and attorney work product privilege.

D. Content
State law requires that the University permit the public to have access to the following employment related information about each employee:

- name;
- age;
- date of original employment or appointment to state service;
- the terms of any contract by which the employee is employed whether written or oral, past and current, to the extent that the university has the written contract or a record of the oral contract in its possession;
- current position;
• title;
• current salary;
• date and amount of each increase or decrease in salary with the university;
• date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the university;
• date and general description of the reasons for each promotion with the university;
• date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the university. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the Chancellor setting forth the specific acts or omissions that are the basis of the dismissal; and
• the office to which the employee is currently assigned.

To the extent allowed by applicable law (e.g., Article 7 of Chapter 126 of the General Statutes of North Carolina), all other information contained in the personnel file is confidential and shall not be open for inspection and examination except to the following persons:

(1) The employee, applicant for employment, former employee, or his or her properly authorized agent, who may examine his or her own personnel file in its entirety except for (i) letters of reference solicited prior to employment or (ii) information concerning a medical disability, mental or physical, that a prudent physician would not divulge to a patient. An employee's medical record may be disclosed to a licensed physician designated in writing by the employee;
(2) The supervisor of the employee;
(3) A potential state or local government supervisor, during the interview process, only with regard to the performance management documents;
(4) Members of the General Assembly who may inspect and examine personnel records under the authority of G.S. 120-19;
(5) A party by authority of a proper court order may inspect and examine a particular confidential portion of a State employee’s personnel file; and
(6) An official of an agency of the federal government, state government, or any political subdivision thereof. Such an official may inspect any personnel records when such inspection is deemed by the department head of the employee whose record is to be inspected or, in the case of an applicant for employment or a former employee, by the department head of the agency in which the record is maintained as necessary and essential to the pursuance of a proper function of said agency; provided, however, that such information shall not be divulged for purposes of assisting in a criminal prosecution, nor for purposes of assisting in a tax investigation; and
(7) Any person or corporation to which the Chancellor determines release of such information is essential as allowed by General Statute §126-24.

Evaluative materials or summaries thereof prepared by peer committees as part of a regular evaluation system are placed in the department/unit personnel file when signed by a representative of the committee. In particular, official copies of Personnel Action Dossiers, as outlined in Part X of the ECU Faculty Manual, including documentation submitted by faculty members for consideration in the tenure, reappointment, and promotion processes, shall reside in the department/unit personnel file.

No material obtained from an anonymous source shall be placed in the personnel file except for data from student opinion surveys. Data from student opinion surveys shall be submitted by
the authorized surveying agent to the faculty member and the unit administrator. Administrators shall not keep secret files.

A faculty member who objects to material in the department/unit personnel file or other employment-related or personal information contained in the personnel file may place in the file a statement relating to the material the faculty member considers to be inaccurate or misleading. This concise statement shall be submitted to the custodian for inclusion as an attachment to the specific document. A faculty member who objects to material in the personnel file because it is inaccurate or misleading may seek the removal of such material from the personnel file in accordance with Part XII of the Faculty Manual.

E. Access
Personnel records may be located at various locations across campus. The personnel offices of Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found.

Faculty members may obtain access to their departmental/unit personnel file by submitting advance notice of at least 4 calendar days to the unit administrator. Confidential documents, as specified in D.1 (above), will be removed. The faculty member may request the unit administrator's assistance in gathering files from various locations. The unit administrator must make arrangements to have office staff available to oversee the review process to ensure the integrity and safekeeping of the records and to assist in making copies of the file, if applicable. A faculty member may obtain copies of any materials contained in the personnel file subject only to restrictions provided by state law.

F. Disclosure of Confidential Information
Willful disclosure of confidential information or unauthorized access to a personnel file by any person violates state law and university regulations and may result in disciplinary action under university regulations. Any public official, employee, agent, University contractor, student worker, intern, or volunteer who knowingly and willfully permits these violations but does not act to address them has neglected his or her duties and may also be disciplined in accordance with university regulations.

IX. Amendment Procedure
Amendment procedures are subject to the University's Regulation on Policies, Rules, and Regulations. The Faculty Senate will consider amendments to ECU Faculty Manual, Part VIII, Section I - Personnel Policies and Procedures that are proposed by any full-time member of the faculty, by any faculty committee, or by any member of the administration of East Carolina University. Amendment(s) submitted to the Faculty Senate for consideration shall be handled as any other item of legislation that comes before the Senate. If the Senate approves such a proposed amendment, the Senate shall submit the proposed amendment to the Chancellor and, if approved by the Chancellor, the amendment will be forwarded to the Board of Trustees for its approval. Consideration by the Board of Trustees is not required if the Chancellor has final authority to enact the amendment.

X. Effective Date
All provisions of these policies and procedures shall become effective on the date they are approved by the East Carolina University Board of Trustees or its designee.
Executive Summary

Background:
The Administrator Survey (Appendix One) is conducted annually on behalf of the Faculty Senate (FS resolution #11-45; Part II Section V of the Faculty Manual) in the spring term for two weeks starting in mid-April. This tool provides faculty with an opportunity to provide feedback to upper-level administrators on a regular basis and supports the university's commitment to institutional effectiveness. Upper-level administrators include the chancellor, academic vice chancellors, and deans. The Administrator Survey has undergone only minor revisions over the last ten years. Two of the survey questions were revised, one in 2011 (FS resolution #11-09) and another 2013 (FS resolution #16-74).

Administrators do not participate in the annual survey during years when a five-year review is conducted. A separate Five-Year Review Survey for vice chancellors and deans (Appendix Two) that is based on more comprehensive BOT guidelines is conducted instead. The form is often customized according to the position and the committee conducting the review. It is our recommendation, based on the analyses detailed in the attached documentation, to align ECU’s annual Administrator Survey and the BOT’s Five-year Review Survey. The proposed annual survey contains a subset of the five-year survey items, which will allow for consistency in expectations and evaluation.

Methodology:
Our analyses on the annual Administrator Survey and the Five-Year Review Survey were guided by studies on higher education leadership conducted by the Aspen Institute. A factor analysis was conducted to determine if the existing survey items measured the characteristics of effective administrators.

Findings and Recommendations:
The Five-year Review Survey items demonstrated strong alignment with characteristics of effective leadership. However, the results of the annual Administrator Survey were much weaker. Thus, we make the following recommendation to the annual Administrator Survey:

1. Delete faculty’s assessment of importance of each of the survey items. This will reduce the length of the survey by half and allow the survey to be mobile-friendly. Results have shown that faculty tend to rate all survey items as highly important because only the most important questions are included in the survey.

2. Delete administrator's self-assessment of importance of each of the survey items. Although such data have been collected for many years, the information does not add much value to the
interpretation of the survey results.

3. Revise and replace some of the Administrator Survey items with the strongest items from the Five-Year Review Survey to improve consistency between the two surveys.

4. Reduce the number of open-ended questions from five to two.

Survey Procedures:
Note: the file on IPAR’s website (http://www.ecu.edu/cs-acad/ipar/assessment/upload/Administrator-Survey-Procedures-2014.pdf), is out of date. See the new process below:

1. Upper-level administrators include only the chancellor, academic vice chancellors, deans, and directors of the libraries.
2. To be eligible for evaluation, an administrator must:
   a. have been serving in the current position at least since the start of the current academic year
   b. be serving on a permanent or interim basis,
   c. have five or more eligible faculty members
   d. is not concurrently under the Five-Year Review
3. To be eligible to participate:
   a. A faculty member must hold rank as professor, associate professor, assistant professor, instructor, or other faculty title;
   b. An EHRA non-faculty member must serve in either the Laupus or Joyner Library
   c. Be currently employed and hold full-time appointment, and
   d. Have met these criteria since the start of the current academic year
4. IPAR conducts the survey, processes the data, and creates final reports for each administrator evaluated.
5. All responses and results are treated as confidential personnel documents. The results, both numeric ratings and comments, are reported to the administrator who is evaluated and only numeric ratings are reported to his/her supervisor.
<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Chancellor</th>
<th>Vice Chancellor</th>
<th>Dean/ Director</th>
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<tbody>
<tr>
<td>* indicates items from the current annual survey</td>
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<tr>
<td>** indicates items from the Five-year Review Survey</td>
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<tr>
<td>** Leadership **</td>
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<tr>
<td>1. Articulates a shared vision for the future**</td>
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<td>x</td>
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<tr>
<td>2. Communicates priorities, standards, and administrative procedures effectively**</td>
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<tr>
<td>3. Represents the <strong>university</strong> effectively to the community, region, and state*</td>
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<td>• Represents the <strong>college/library</strong> effectively to the community, region, and state</td>
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<td><strong>Teaching, Research/Creative Activity, and Service</strong></td>
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<td>4. Fosters a climate that promotes excellence in research/creative activities**</td>
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<td>5. Fosters a climate that promotes excellence in teaching**</td>
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<td>6. <strong>Fosters a climate that promotes excellence in patient care</strong></td>
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<tr>
<td>7. Promotes service activities related to the fulfillment of the University’s mission**</td>
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<td>8. Actively promotes student success (New)</td>
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<td><strong>Administration and Management</strong></td>
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<td>9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion**</td>
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<td>10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed**</td>
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<td>11. Works effectively to identify and pursue philanthropic support for the <strong>university</strong></td>
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<tr>
<td>• Works effectively to identify and pursue philanthropic support for the <strong>college/library</strong></td>
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<tr>
<td>12. Allocates the resources of the <strong>university</strong> effectively in accordance with institutional priorities, and mandates of the Board of Trustees and the Board of Governors* (Revised)</td>
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<tr>
<td>• Allocates the resources of the <strong>division</strong> effectively in accordance with institutional priorities</td>
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<tr>
<td>• Allocates the resources of the <strong>college/library</strong> effectively in accordance with institutional priorities</td>
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<td><strong>Diversity and Collaboration</strong></td>
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<tr>
<td>13. Encourages diversity and implements mechanisms for attracting and retaining underrepresented (students, staff and faculty) groups**</td>
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<tr>
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<td><strong>Open-ended Comments</strong></td>
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<td>15. Which matters need priority attention by this administrator during the next year or two?**</td>
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<td>16. What is the most important observation you can make about this administrator's effectiveness?*</td>
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</table>
All items will be on a 6-point Likert scale as displayed below:
1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree; 6=Don’t Know/NA

Appendix One: Current Annual Administrator Survey Items

### Chancellor

**Likert-Scale Questions:**

1. Establishes/maintains administrative structures which are effective in carrying out the policies of the university.
2. Manages the flow of work efficiently.
3. Works effectively within the shared governance of the institution.
4. Maintains an appropriate balance of support for the teaching, research/creative activity, and service missions of the university.
5. Allocates the resources of the institution effectively.
6. Allocates the resources of the institution in accordance with institutional priorities and mandates of his Board and the Board of Governors.
7. Works effectively for the development of the funding and facilities necessary to support the operations of the university.
8. Represents the university effectively to the community, region, and state.

**Open-Ended Questions:** (Note: these questions are repeated for each administrator)

1. Which matters need priority attention by this administrator during the next year or two?
2. Identify any policies and procedures which you feel need immediate improvement.
3. What is the most important observation you can make about this administrator’s effectiveness?
4. What is the most important observation you can make about this administrator’s style?
5. Other Comments:

### Vice Chancellor

1. Effectively implements the policies of the division and university.
2. Encourages a high level of teaching effectiveness.
3. Allocates resources efficiently and equitably.
4. Displays effective leadership for the strategic planning process for the division.
5. Maintains an appropriate balance of support for the teaching, research/creative activity and service functions of the university.
6. Is effective in acquiring university and external resources for the division.
7. Represents the division effectively to the university and external constituents.
8. Encourages productive and high quality research/creative activity.
9. Supports an effective structure for the reward of faculty members and professional staff.
10. Is fair and impartial in decision-making.

### Dean/Director

1. Acquisition and management of resources for the college or school.
2. Leadership for the continuing development of the college or school.
3. Encouragement and support for teaching among faculty.
4. Encouragement and support for research/creative activity among faculty.
5. Encouragement and support for service among faculty.
6. Establishment and maintenance of relationships with constituents outside the college or school.
7. Commitment to recruiting and retaining talented faculty.
8. Support for the principles of shared governance.
9. Availability to faculty.
10. Establishment of an atmosphere of trust and respect

Appendix Two: Current Five-Year Review Survey Items

Leadership:
1. Communicates priorities, standards, and administrative procedures effectively
2. Articulates a vision for the future
3. Communicates ideas in a clear and timely fashion to faculty, staff, and other University administrators
4. Demonstrates listening skills
5. Provides national and statewide visibility and recognition for the constituency
6. Contributes to the leadership of the university and effectively advocates for all relevant constituencies

Administration and Management
7. Provides support for the successful recruitment and retention of administrators, faculty, staff, and students
8. Manages the administrative office effectively
9. Provides for effective budget management
10. Works effectively with other administrative officers
11. Makes decisions in a timely fashion

Diversity and Collaboration
12. Encourages diversity and implements mechanisms for attracting and retaining underrepresented groups
13. Is responsive to cultural, ethnic, and gender diversity
14. Demonstrates and encourages respect for all persons in the constituency and the University
15. Applies sound practices of collaboration, openness and shared governance

Planning, Development, and Assessment
16. Works effectively with faculty, staff, administrators, and other relevant constituencies in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all constituencies
17. Within the context of the administrative office, works to identify and pursue philanthropic support for the constituency
18. Develops public and constituency support for the University
19. Provides guidance, support and resources for staff development, particularly related to advancement and promotion
20. Demonstrates equitable judgment and action in personnel development
21. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed
Teaching, Research/Creative Activity, and Service

22. Supports and defends academic freedom as defined in the ECU Faculty Manual and in the Code of the Board of Governors of the University of North Carolina
23. Supports and fosters a climate that promotes excellence in teaching
24. Supports and fosters a climate that promotes excellence in research/creative activities
25. Participates and encourages service activities related to the fulfillment of the University's mission

Open-Ended Question

26. Please share any comments in the space below.

References


Spring 2018 Administrator Survey
Chancellor Form

<table>
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<tr>
<th>Leadership</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
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### Diversity and Collaboration

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### Open-ended Comments

15. Which matters need priority attention by this administrator during the next year or two?

16. What is the most important observation you can make about this administrator's effectiveness?

### Demographics

17. What is your faculty status?
   - o Tenured
   - o **Probationary term** (Tenure track)
   - o Fixed term
   - o **EHRA nonfaculty**

18. How many years have you been employed at ECU?
   - o 0-3 years
   - o 4-10 years
   - o More than 10 years

19. What is your gender?
   - o Male
   - o Female

20. What is your race/ethnicity?
   - o Asian
   - o Black or African American
   - o Hispanic
   - o White
   - o Other
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<th>Leadership</th>
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<tr>
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</table>
11. Works effectively to identify and pursue philanthropic support for the university

12. Allocates the resources of the division effectively in accordance with institutional priorities

<table>
<thead>
<tr>
<th>Diversity and Collaboration</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
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13. Encourages diversity and implements mechanisms for attracting and retaining underrepresented (students, staff and faculty) groups

14. Supports sound practices of collaboration, openness and shared governance

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Open-ended Comments

15. Which matters need priority attention by this administrator during the next year or two?

16. What is the most important observation you can make about this administrator's effectiveness?

Demographics

17. What is your faculty status?
   - Tenured
   - Probationary term (Tenure track)
   - Fixed term
   - EHRA nonfaculty

18. How many years have you been employed at ECU?
   - 0-3 years
   - 4-10 years
   - More than 10 years

19. What is your gender?
   - Male
   - Female
20. What is your race/ethnicity?
- Asian
- Black or African American
- Hispanic
- White
- Other

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**Spring 2018 Administrator Survey**
**Dean/Director Form**

<table>
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<tr>
<th>Leadership</th>
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<th>Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1. Articulates a shared vision for the future</td>
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<td>2. Communicates priorities, standards, and administrative procedures effectively</td>
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<td>3. Represents the college effectively to the community, region, and state</td>
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<tr>
<td>4. Fosters a climate that promotes excellence in research/creative activities</td>
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<td>5. Fosters a climate that promotes excellence in teaching</td>
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<td><strong>6. Fosters a climate that promotes excellence in patient care where appropriate</strong></td>
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<td>7. Promotes service activities related to the fulfillment of the University’s mission</td>
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<td>8. Actively promotes student success</td>
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<tr>
<td>9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion</td>
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<td>10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed</td>
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   b. Female

20. What is your race/ethnicity?
   a. Asian
   b. Black or African American
   c. Hispanic
   d. White
   e. Other

Resolution #18-43
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies, as follows:

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

“CONTENTS

I. Distance Education Courses and Programs
II. Oversight of Distance Education
III. Courses Delivered by Distance Education
**IV. Fostering Academic Integrity in Distance Education**
V. **Instructor Faculty Preparation**
VI. **Standards for Online Learning Quality Standards**
VII. Evaluation of Distance Education Revised 5-16

Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not co-located in the same place. Instruction may be synchronous or asynchronous. A **distance education** The course may use Internet;, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program. or other
I. Distance Education Courses and Programs
Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (Part V, Section III Part VI). Selection of courses and programs to be offered via distance education is the purview of the offering academic unit. The academic units shall provide oversight of programs and courses delivered via distance education to ensure that each is coherent and complete and has learning outcomes appropriate to the level and rigor of the course or program.

II. Oversight of Distance Education
The Office of the Provost shall ensure that academic units adhere to the distance education policies described in this section. The instructor faculty assumes primary responsibility for ensuring the rigor of programs and the quality of instruction offered through distance education.

III. Courses Delivered by Distance Education
The instructor faculty member teaching a distance education course shall have the same control of content and instruction as in face-to-face courses, consistent with university policies on instruction and academic freedom. Proposals for distance education courses shall be evaluated at the department or school, college and university level. The instructor faculty member, unit curriculum committees, and the unit administrator play a significant role in guiding the development and implementation of distance education courses. Only those proposals demonstrating suitable content and sufficient quality and rigor shall be approved.

Instructors Faculty members develop syllabi for distance education courses consistent with the ECU Standards for Online Learning. These standards address learning objectives and other things necessary for student success in distance education courses. The structure of distance education courses and programs reflects consideration of the challenges of time management and the risk of attrition for students in these courses. Course design takes into consideration the need for and importance of interaction between instructors faculty and students and among students.

IV. Fostering Academic Integrity in Distance Education
Distance education courses, whether they are fully online or blended, pose new challenges in maintaining academic integrity for both faculty and students. Specifically, the ease of access provides a persistent temptation for students to access the work of others without providing appropriate attribution, or to search for an exam answer during a closed-book assessment. It is thus our shared responsibility to provide students with clear, unambiguous guidelines regarding the academic unit and university expectations for ethical behavior in the digital environment.

This document contains information and strategies to foster ethical behavior and academic integrity within online and blended courses. It is divided into two sections. The first section lists unique scenarios that a faculty member teaching an online class may encounter. The second section includes various strategies for effective online content delivery. As you evaluate each section you are encouraged to incorporate relevant suggestions drawn from the
experiences of previous instructors and incorporate their solutions into your course materials.

V. Instructor Faculty Preparation
All courses offered via distance education shall be taught by a qualified, credentialed instructor faculty member approved and assigned by the unit administrator. Instructor Faculty who teach distance education courses and programs shall have the same academic qualifications as instructors faculty who teach face-to-face courses. Each instructor faculty member who teaches one or more distance education courses must complete a university training program. Academic units that wish to develop their own training program must use the university training program until their own training program is approved by the appropriate vice chancellor.

Unit administrators are responsible for ensuring that each instructor faculty member teaching distance education courses has the appropriate distance education training. All instructors faculty teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each instructor faculty member teaching one or more distance education courses. The unit administrator will provide a complete list of instructors faculty members teaching distance education courses and documentation that each instructor faculty member has met the training requirements annually to the Provost's office.

Instructors Faculty members teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, Information Technology and Computing Services, Information Resources Coordinating Council, Distance Education and Learning Technology Committee, etc.). The University shall provide appropriate equipment, software, and communications access to instructors faculty necessary to provide effective distance education. The University will ensure the availability of continuing instructor faculty education and training to enhance proficiencies in the methodology and the technologies used in distance education.

VI. Standards for Online Learning Quality Standards
Distance education courses shall comply with the following ECU Standards for Online Learning.

Course Overview & Introduction
- The syllabus is easy to navigate and follows a consistent format that introduces the course and its structure and states expectations. The syllabus should be available in a downloadable format for offline reference.
- Course instructors introduce themselves.
- An appropriate format (e.g. discussion board) should be used to allow students to introduce themselves to each other and to the instructor.
- Minimum technology hardware, software, and skills required by the student are clearly stated and resources for technology training are listed.
- Prerequisite knowledge is clearly stated.

Learning Objectives
- The learning objectives are clearly stated and describe measurable outcomes.
- The learning objectives address content mastery and critical thinking ability.
• Clear instructions for achieving course objectives and learning outcomes are provided.

Assessment & Measurement
• Evaluation methods measure the achievement of course objectives and learning outcomes and are appropriate for the online learning environment.
• Course evaluation, policies, learner feedback are appropriate for the online learning environment.
• Course instructors should utilize a controlled testing environment as appropriate.

Resources & Materials
• The course instructional materials, resources, and content have sufficient depth and breadth for the student to achieve learning outcomes.
• The course instructional materials, resources, and content are accessible, Americans with Disabilities Act (ADA) compliant, and available in multiple formats when appropriate.
• The course instructor makes students aware of relevant resources and services at the university, college, department, and course level (e.g. library resources, Online Writing Center, and Pirate Academic Success Center).

Learner Interaction
• The course provides opportunities for interaction between the instructor and the student, and among students as appropriate.
• Activities designed to generate student interaction align with course objectives and learning outcomes.
• Clear standards are established for course interactions, instructor response time, and instructor availability (turn-around time for email, grade posting, online office hours, etc.)

Course Technology
• Instructional tools support the learning objectives of the course and are integrated with course material.
• Instructional tools enhance learning activities and guide the student to become a more active learner.
• Instructional tools required for this course are clearly defined and easily attained.

Accountability
• The syllabus or supportive course materials include required statements per the Faculty Manual (Part VI, Section I. Teaching Regulations and Guidelines Related to Faculty).

VII. Evaluation of Distance Education

Instructors Faculty members teaching through distance education will be peer reviewed every three years to assure the rigor of programs and the quality of instruction. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the University Peer Review Instrument for Online Learning or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer
reviewers will be selected based on criteria determined by the faculty of the college, school or department.

Student opinion of instruction will be evaluated through an online evaluation specific for distance education courses approved by the Faculty Senate and the chancellor and administered through the Office of Institutional Planning, Assessment and Research.

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit's assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned instructors faculty and the departmental faculty to facilitate the continual enhancement of the unit’s distance education program. (FS Resolution #16-31, May 2016)"

Resolution #18-44
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the University Undergraduate Catalog relating to the Office of Continuing Studies, as follows:

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

“Office of Continuing Studies
The Office of Continuing Studies serves as a bridge between the student at a distance and the academic and administrative units of the university. The office respects and understands the unique demands of the lifelong learner and is committed to assuring quality accessible programs and services. The office supports the university in advancing its leadership role in the areas of distance and online learning both in our region and beyond. The educational and economic development of the citizens of its service area is a focal point for the office. The office partners with the academic and administrative units of the university, the UNC System, and the North Carolina Community College System to meet the needs of the education, healthcare, technology, business, industry and military affiliated communities.

The Office of Continuing Studies includes the following program areas:
- Campus Summer School
- Continuing Professional Education
- Distance Education Proctoring Center
- Distance and Extension Online Education
- Lifelong Learning Program
- Military Outreach
- The Testing Center

In order to fulfill the needs of a widely diversified group of students, our undergraduate degree completion programs, and graduate degrees are offered online via the Internet. The office also provides noncredit courses, seminars, and workshops to meet continuing professional education/education requirements. For adults 50 and older who want seek to continue learning in a relaxed atmosphere, a wide array of class topics is available through the Lifelong Learning Program.”
Resolution #18-45
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the *University Undergraduate Catalog* relating to distance education, as follows:

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

“Distance Education

- Online Distance Education
- Distance Education Students
- Online Degree and Certificate Programs

Online Distance Education

East Carolina University has been a leader in distance education in North Carolina for over seventy years. ECU recognized the potential of online learning, and was one of the first universities in the nation to develop and offer degrees entirely over the Internet. ECU currently offers more than 90 degrees and certificate programs online, in fields such as business, education, business, health care, and technology, among others.

East Carolina University's online distance education degree programs allow students to access their coursework twenty-four hours a day, seven days a week. Online courses are taught by the same faculty instructors that teach on-campus courses. The level of coursework, required readings, and examinations are the same for online and on-campus courses. Programs are designed with the student in mind, and the instruction is focused on active participation and academic success.

Distance Education Students

Online learning is ideal for those who are concerned about balancing the rigors of an academic workload with full-time employment or family obligations.

Online courses are typically delivered using course learning management systems that have been selected due to for their ease of use for both students and instructors. As with on-campus sections, syllabi and schedule for online courses are made available to students within the first few days of the semester for online courses. Assignments and homework are submitted electronically, with all necessary materials made available via folders within the learning management system. When administered online, examinations are taken by students during a prescribed timeframe. Proctors are available when necessary.

In an online course, students and instructors communicate in discussion forums, and respond to information presented by the instructor. Some courses include synchronous “chat” sessions so students with students and instructors may interact in real time engaging in conversations about course material. Students also have the opportunity to work in groups and benefit from the professional experiences of their peers.

Students opting to complete their degrees using online distance education typically increase their skills and comfort level with technology and online delivery of information.

**During this process, students strengthen** while strengthening their self-discipline and increase organizational and time management skills. The format is ideal for giving students heightened
independence in the pursuit of their higher education, while simultaneously providing the guidance and mentorship that are traditionally associated with on-campus instruction. Though Although convenience and flexibility are emphasized in distance education coursework, the same amount of effort and participation is required for both online and face-to-face courses.

Information about the distance education programs offered at ECU can be found on the Options ECU Online website, as well as Helpful links to information regarding admissions, registration, tuition, and financial aid may also be found there. Academic regulations and policies, university calendars, and student services described in this catalog are applicable to all students, except where otherwise indicated. All students are required to have access to a computer. Some departments may require specific types (see Pirate Techs Computer Support for details).

From admission to graduation, a system of student support services is available to assist all distance education students. The online support systems give DE distance education students access to resources without having to come to campus. A dedicated email address and a toll free number staffed by student service specialists help students navigate the online resources available to them. They provide a single point of contact for distance education students. Contact the Office of Continuing Studies ECU Online student services area for assistance by emailing onlineservices@ecu.edu or calling 1-800-398-9275. The offices are located in the Self-Help Center, 301 Evans Street.

Students enrolled in distance education classes in which proctored exams are required may incur charges levied by the proctoring site they choose, but the university does not impose any additional charges specifically related to verification of student identity. Students may obtain a list of proctors located within their geographic area along with any associated fees on the UNC Online Academic Services website.

Students enrolled in online distance education classes through ECU, or through UNC Online, in which proctored exams are required, have access to the DE (Distance Education) Proctoring Center, http://www.ecu.edu/cs-acad/deproctoring/. The university does not impose any proctoring fees on students enrolled in its distance education courses if they utilize the ECU proctoring center. However, students can select alternate proctoring sites/providers and may obtain a list of proctors located within their geographic area, along with any associated fees on the UNC Online Academic Services website. Students may incur charges with alternate providers if they choose to have their exams proctored at sites external to ECU. When students select alternate proctoring sites, the university does not impose any additional charges specifically related to verification of student identity.

Online Degree and Certificate Programs
Add-On Licensure
- Birth-Kindergarten Education
- Special Endorsement in Computer Education

Undergraduate Degree-Completion Programs
The programs listed below allow students with college credit to complete the last half of their degrees online. Applicable program concentrations are italicized.

- Birth Through Kindergarten Teacher Education, BS
- Communication, BS Interpersonal/Organizational
- Elementary Education (K-6), BS*
• Family and Consumer Sciences Education, BS
• Health Information Management, BS
• Health Services Management, BS
• Hospitality Management, BS
• Industrial Distribution and Logistics, BS
• Industrial Technology, BS Bioprocess Manufacturing, Distribution and Logistics, Health Information Technologies, Industrial Supervision, Information and Computer Technology, Manufacturing Systems
• Management, BSBA Management and General Business
• Management Information Systems, BSBA Management Information Systems
• Marketing, BSBA Marketing, Operations and Supply Chain Management
• Middle Grades Education, BS*
• Nursing, Bachelor of Science, BSN RN to BSN Nursing Option
• Special Education, General Curriculum, BS*
• University Studies, BS

* The State Employees Credit Union (SECU) Partnership East utilizes a part-time cohort model and is designed for students transferring from a North Carolina community college. Interested students should contact the appropriate coordinator prior to applying to the ECU. Please see www.ecu.edu/cs-educ/partner_east/Index.cfm for more information.

Note: East Carolina University offers a substantial number of graduate online degrees and certificate programs. For a complete list of programs, please see the Distance Education section of the current graduate catalog.

Resolution #18-46
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the ECU Faculty Manual, Part VI, Section I. Teaching Regulations and Guidelines Relating to Faculty, subsection VII. Final Examinations, as follows:

It was brought to the Committee’s attention that there were inconsistencies between the ECU Faculty Manual and University Undergraduate Catalog regarding final exam policies. A general review of policies referencing final exams, scheduled exam periods and absences from final exams, was requested to remove ambiguous language in both documents. An example of inconsistency was that the manual stated that the scheduled final exam period could not be changed however, the catalog included a phrase “changed only through a formal written request to the registrar”. In addition, it was suggested that “No test intended to substitute for the final exam may be given during the week preceding the final examination period.” be added to both the manual and catalog to provide clarification. It was noted that the ECU Faculty Manual contains policies approved by the Faculty Senate and Chancellor, meaning that the Undergraduate Catalog should contain those same provisions.

(Deletions are noted in strikethrough.)

“VII. Final Examinations
The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are
required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the scheduled time for the exam should be treated as regular class time and must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the printed schedule of examinations schedule officially published as part of the ECU Academic Calendar except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. A student who is absent from an examination without excuse will be given a grade of F for the examination. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor. No test intended to substitute for the serving as a final exam may be given during regular class meetings the week preceding the final examination period. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11-51, April 2011)

Resolution #18-47
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: pending

Revisions to the University Undergraduate Catalog relating to final examinations, as follows:

(Deletions are noted in strikethrough.)

"Final Examinations

Final examinations will be held at the close of each term in all courses. There will be no departure from the printed schedule of examinations. Changes for individual emergencies of a serious nature will be made only with the approval of the instructor, the student's major chairperson, director, or dean. The departmental chairperson, school director, or the college dean will, if a serious emergency is believed to exist, forward a written request to the Office of the Registrar, setting forth the nature of the emergency. A student who is absent from an examination without an excuse may be given a grade of F in the course. The instructor may issue an incomplete (I) in the case of a student absent from the final examination who has presented a satisfactory excuse or an official university excuse from the Dean of Students or his/her designee.

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the schedule officially published as part of the ECU Academic Calendar except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor."
Proposed reinstatement of the administrative Natural Areas Committee, as follows:

An administrative committee, the Natural Areas Committee, existed for some years prior to being discontinued in 2013. The charge of this committee was to provide faculty and administrative oversight of ECU's major undeveloped natural areas, including the Otter Creek property located near Falkland, NC. As a result, some properties are currently lacking in regular faculty or administrative oversight or management. An existing Task Force oversees usage of the West Research Campus, another major undeveloped property at ECU. However, no organizational entity is currently charged with developing strategic directions for any natural areas.

Therefore, the Committee proposes that the Natural Areas Committee be reinstated as an administrative committee with the following charge and personnel makeup:

1. **Name:** Natural Areas Committee

2. **Membership:**
   The Natural Areas Committee shall consist of eight (8) voting members which shall serve as an advisory body to the Chancellor on major undeveloped natural areas. Members include the Provost or appointed representative, the Chair of the Faculty or appointed representative, a representative from Facilities Services (Grounds Personnel), appointed by the Vice Chancellor for Administration and Finance, a representative from the University Space Committee, appointed by the Associate Provost for Institutional Planning, Assessment and Research, a representative from the University Environment Committee, and three faculty from natural science or other relevant departments elected annually by the Faculty Senate.

3. **Committee Responsibilities**
   A. The committee makes recommendations concerning the use of Otter Creek natural area.
   B. The committee makes recommendations concerning management practices to maintain or restore natural resources at all ECU natural areas and maintain access to such resources, including prescribed burns, trail and road maintenance.
   C. The committee develops strategic plans for conservation and acquisition of properties and for promoting appropriate uses of properties for research and education.

4. **Terms of Office:**
   Members serve one-year terms, renewable based on continued interest and ability to serve.

5. **To Whom the Committee Reports:**
   The committee reports action items when needed to the Chancellor and provides reports for information only to the Faculty Senate.

6. **Standard Meeting Time:**
   The committee meets as needed throughout the year.