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.
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
   b) Number of strategic pipeline programs, partnerships, and initiatives

2. ECU will embed diversity competencies into educational programming for supervisors and

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1 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.
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.

2. ECU will identify and remove barriers that impede the retention and graduation of underrepresented and diverse student populations.

Metrics:

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2 See footnote #1
3 See footnote #1
4 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.
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

Diversity Offices & Resources
Office for Equity and Diversity
http://www.ecu.edu/oed/

Brody School of Medicine Diversity Affairs
http://www.ecu.edu/oed/

5 See footnote #1
6 See footnote #4
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 as of March 26, 2018 – held for further study

The following resolution is held for further study:
Faculty Senate Resolution 18-07
Selection Procedures for Annual Service-Learning Teaching Excellence Award.

Further conversations need to be had between Student Affairs and the Academic Awards and Service Learning Committees on aspects of the nomination criteria and funding for the award. Provost Mitchelson will schedule a meeting with the key players to bring resolution to this matter, and will advise the Chancellor when that occurs.

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:
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. by deans and department heads
4. by representatives from the Center for Leadership and Civic Engagement

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:
1. should include representative examples of the faculty member’s instruction methods, including the incorporation of student reflection.
2. 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 3715: 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. (*correction made to course number, 6-7-18)
Resolution #18-10
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 Undergraduate Curriculum Committee’s January 25, 2018 meeting minutes including curricular actions within College of Engineering and Technology and Department of English.

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, 2011
Contact Associate Provost for Academic Program Planning and Development (328-5358)
Related Policies
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 in the Department of 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>
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<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>
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<tr>
<td>May 10, Friday</td>
<td>New student registration; schedule adjustments.</td>
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<tr>
<td>May 13, Monday</td>
<td>Classes begin; schedule adjustments.</td>
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<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>
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<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 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 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>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</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>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, Saturday-Tuesday</td>
<td>Fall Break.</td>
</tr>
<tr>
<td>October 9, Wednesday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>October 28, 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. Block courses may be dropped only during 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 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 Code</th>
<th>Time and Day</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>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times class regularly meets</td>
</tr>
<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 2020

(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</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>

Times class regularly meets | Time and day of examination
--- | ---
8:00 MWF | 8:00 - 10:30 Friday, May 1
8:00 TTh | 8:00 - 10:30 Thursday, April 30
9:00 MWF | 8:00 - 10:30 Monday, May 4
9:00 TTh (9:30) | 8:00 - 10:30 Tuesday, May 5
10:00 MWF | 8:00 - 10:30 Wednesday, May 6
10:00 TTh | 8:00 - 10:30 Thursday, May 7
11:00 MWF | 11:00 - 1:30 Friday, May 1
11:00 TTh | 11:00 - 1:30 Thursday, May 7
12:00 MWF | 11:00 - 1:30 Monday, May 4
12:00 TTh (12:30) | 11:00 - 1:30 Tuesday, May 5
1:00 MWF | 11:00 - 1:30 Wednesday, May 6
1:00 TTh | 11:00 - 1:30 Thursday, April 30
2:00 MWF | 2:00 - 4:30 Friday, May 1
2:00 TTh | 2:00 - 4:30 Thursday, April 30
3:00 MWF (3:30) | 2:00 - 4:30 Monday, May 4
3:00 TTh (3:30) | 2:00 - 4:30 Thursday, May 7
4:00 MWF | 2:00 - 4:30 Wednesday, May 6
4:00 TTh | 2:00 - 4:30 Tuesday, May 5
5:00 MWF | 5:00 - 7:30 Wednesday, May 6
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 **strikethrough 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, 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:
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

1. Introduction
1.1. 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.

1.2. 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.

2. Tobacco and Vaping Use Restrictions
2.1. “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.

3. Implementation
3.1 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.

3.2. Department heads will be responsible for installation and maintenance of signage in state vehicles under their control.

3.3. 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.

3.4. 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.

3.5. 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).

4. Enforcement

4.1. 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.

4.2. 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.

4.3. 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. 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.

4.4. 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
Revisions to the Domestic and Global Diversity Course Requirements (originally approved as FS Resolution #12-75, April 2012), as follows:

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

“Domestic and Global Diversity Course Requirements

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

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

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

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

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

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

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

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

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

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

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

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

Resolution #18-21
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
Resolution #18-22
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

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 (APA) 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 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 Program proposals on the ECU Academic Program 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 plans.

Faculty Senate Resolution #12-50, March 2012
Faculty Senate Resolution #14-62, May 2014
Faculty Senate Resolution #15-63, May 2015
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&lt;sup&gt;st&lt;/sup&gt; 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&lt;sup&gt;rd&lt;/sup&gt; 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&lt;sup&gt;th&lt;/sup&gt; 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**
## Promotion and Tenure Timeline – Fall and Spring of Decision Academic Year*

<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>1st Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>External reviewers’ reports due</td>
<td>1st Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Faculty member meets with unit administrator to verify that all required documents are in PAD (optional but recommended)</td>
<td>1st Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Faculty member turns in PAD to Committee</td>
<td>2nd Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation/PAD to unit administrator</td>
<td>4th Tuesday in October</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit administrator recommendation/PAD to Dean (note: Brody School of Medicine P&amp;T Committee reviews &amp; makes recommendation to BSOM Dean)</td>
<td>1st Tuesday in December</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Dean recommendation/PAD to VCAA or VCHS</td>
<td>1st Tuesday in February</td>
<td>6 weeks</td>
</tr>
<tr>
<td>VC decision/PAD to Chancellor</td>
<td>1st Tuesday in March</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Action</td>
<td>9 Month Faculty Deadline</td>
<td>12 Month Faculty Deadline</td>
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<tr>
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<td>---------------------------</td>
</tr>
<tr>
<td>PAD due to Tenure Committee for reappointment decision</td>
<td>3rd Tuesday in January</td>
<td>4th Tuesday in February</td>
</tr>
<tr>
<td>Committee recommendation to unit administrator</td>
<td>2nd Tuesday in February</td>
<td>3rd Tuesday in March</td>
</tr>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
<td>1st Tuesday in March</td>
<td>2nd Tuesday in April</td>
</tr>
<tr>
<td>Dean recommendation to VCAA or VCHS</td>
<td>Last Tuesday in March</td>
<td>1st Tuesday in May</td>
</tr>
<tr>
<td>VCAA or VCHS decision</td>
<td>Last Tuesday in April</td>
<td>1st Tuesday in June</td>
</tr>
</tbody>
</table>

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Reappointment of Probationary-Term Faculty Members in 2nd 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>1st Tuesday in September</td>
<td>1st Tuesday in April</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation to unit</td>
<td>1st Tuesday in October</td>
<td>4 weeks</td>
<td>1st Tuesday in May</td>
</tr>
<tr>
<td><strong>Unit administrator recommendation to Dean (if applicable)</strong></td>
<td><strong>3rd Tuesday in October</strong></td>
<td><strong>2 weeks</strong></td>
<td><strong>3rd Tuesday in May</strong></td>
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</tr>
<tr>
<td><strong>Dean recommendation to VCAA or VCHS</strong></td>
<td><strong>1st Tuesday in November</strong></td>
<td><strong>2 weeks</strong></td>
<td><strong>2nd Tuesday in June</strong></td>
</tr>
<tr>
<td><strong>VCAA or VCHS decision</strong></td>
<td><strong>3rd Tuesday in November</strong></td>
<td><strong>2 weeks</strong></td>
<td><strong>3rd Tuesday in June</strong></td>
</tr>
</tbody>
</table>

**Progress Towards Tenure (PTT) Letters** -
Required all years except the year prior to the year in which a faculty member’s mandatory tenure decision is considered

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th><strong>9 and 12 Month Faculty Deadline</strong></th>
</tr>
</thead>
<tbody>
<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>
</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>
</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>
</tr>
</tbody>
</table>

**Subsequent Appointment of Fixed-Term Faculty Members Timeline – Spring of Decision Year**

<table>
<thead>
<tr>
<th><strong>Fixed-term faculty members request consideration of a subsequent appointment and submit portfolio required by unit code</strong></th>
<th><strong>No later than 75 calendar days before term expires</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee and unit administrator notify fixed-term faculty member in writing of subsequent appointment recommendation</strong></td>
<td><strong>No later than 45 days before term expires</strong></td>
</tr>
</tbody>
</table>

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*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: individual approval dates noted below

Revised Unit Codes of Operation: Department of Health Education and Promotion (6-22-18),
Department of Human Development and Family Sciences (6-5-18), Department of Interior Design and
Merchandising (pending), Department of Kinesiology (6-19-18), Department of Recreation and
Leisure Studies (6-22-18), School of Social Work (6-19-18), and Department of Geography, Planning
and Environment (6-5-18)

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) or American College Test (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.
   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 **admis@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 **admis@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 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  
Received by the Chancellor: May 25, 2018

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


http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2017.303684

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:


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Resolution #18-30
Approved by the Faculty Senate: April 24, 2018
Received by the Chancellor: May 25, 2018

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.

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Resolution #18-31
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: May 25, 2018

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: May 25, 2018

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 proposed edits as of May 25, 2018

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 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.

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Resolution #18-35  
Approved by the Faculty Senate: April 24, 2018  
Approved by the Chancellor: June 12, 2018

Revised Academic Library Services Unit Code of Operations

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Resolution #18-36  
Approved by the Faculty Senate: April 24, 2018  
Approved by the Chancellor: May 25, 2018

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).

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Resolution #18-37  
Approved by the Faculty Senate: April 24, 2018  
Approved by the Chancellor: July 2, 2018

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 edits provided to EPPC on May 25, 2018

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
### COMMITTEE

**SPH Advisory Council**

### MEMBERS

- Chelley Alexander, MD, Clinical Professor and Chair of Family Medicine, Brody School of Medicine
- Stacey Altman, MEd, JD, Associate Professor and Chair of Kinesiology, College of Health and Human Performance
- Alta Andrews, DrPH, MPH, RN, Clinical Professor and Director for Community Partnerships and Practice, College of Nursing
- Eric Bailey, PhD, MPH, Professor of Anthropology and Public Health, Harriot College of Arts and Sciences
- Nicholas Benson, MD, MBA, Vice Dean, Brody School of Medicine; Interim Chief of Staff for the Vice Chancellor for Health Sciences (Panel Leader)
- Don Chaney, PhD, Associate Professor and Chair of Health Education and Promotion, College of Health and Human Performance
- Mary Farwell, PhD, Professor of Biology; Interim Assistant Vice Chancellor for Academic Affairs Research
- Greg Kearney, DrPH, MPH, Assistant Professor of Public Health, Brody School of Medicine
- C. Suzanne Lea, PhD, MPH, Associate Professor of Public Health, Brody School of Medicine
- Thomas McConnell, PhD, Associate Dean, Graduate School
- Andrew Morehead, PhD, Associate Professor and Chair of Chemistry, Harriot College of Arts

### REPORT

East Carolina University School of Public Health Advisory Panel Final Report – October 21, 2016
<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>MEMBERS</th>
<th>REPORT</th>
</tr>
</thead>
</table>
| MEMBER    | • Stephanie Richards, PhD, Associate Professor of Health Education and Promotion, College of Health and Human Performance  
• Kristina Simeonsson, MD, MSPH, Associate Professor of Pediatrics and Public Health, Brody School of Medicine  
• Kathryn Verbanac, PhD, Professor of Surgery; Interim Assistant Vice Chancellor for Health Sciences Research  
• Xiaoming Zeng, MD, PhD, Professor and Chair of Health Services and Information                                                                 | East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016 |

| External Consultants | • Charles Hardy, PhD, MS, Founding Dean, College of Health and Human Services, University of North Carolina at Wilmington  
• Kathleen Stewart, PhD, MPH, Vice Provost for Faculty Affairs, North Carolina State University  
• Robert Pack, PhD, MPH, Professor of Community and Behavioral Health, Associate Dean for Academic Affairs, College of Public Health, East Tennessee State University | East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016 |
### COMMITTEE

**SPH Implementation Committee**

### MEMBERS

- Ronny Bell, PhD, Professor and Chair, Department of Public Health, Brody School of Medicine (Co-Chair)
- Don Chaney, PhD, Associate Professor and Chair, Department of Health Education and Promotion, College of Health and Human Performance (Co-Chair)
- Ruth Little, EdD, Vice-Chair & Assistant Professor, Department of Public Health, Brody School of Medicine
- Paul Vos, PhD, Professor and Chair, Department of Biostatistics, College of Allied Health Sciences
- Xiaoming Zeng, MD, PhD, Professor and Chair, Department of Health Services and Information Management, College of Allied Health Sciences
- Stephanie Richards, PhD, Associate Professor, Department of Health Education and Promotion, College of Health and Human Performance
- Linda Ingalls, Associate Vice Chancellor for Personnel Administration
- Rita Reaves, EdD, SACSCOC Liaison, Institutional Planning, Assessment and Research
## 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)  
  o Epidemiology  
  o Health Behavior  
  o Health Administration  
• Doctor of Public Health (DrPH)  
  o Environmental and Occupational Health  
  o Health Policy, Administration, and Leadership  
• Certificate Programs  
  o Foundations of Public Health Practice  
  o 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 |
| Department of Biostatistics, College of Allied Health Sciences      | Paul Vos, PhD Professor and Chair | N/A                                                                               | Staff  
  • Wanda Strickland  
  • Kristin Wooten  
  • Zoe Yetman  
  • Kelly Bass  
  • Satomi Imai, PhD | Faculty  
  • Xiangming Fang, PhD  
  • Suzanne Hudson, PhD  
  • Kevin O’Brien, PhD  
  • Qiang Wu, PhD Staff  
  • Rhonda Bode    |
<table>
<thead>
<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  
  - Health Care Administration  
  - Health Informatics  
  - Health Information Management  
  - 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, MAEd |
| 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  
  - Community Health  
  - Pre-Health Professions  
  - 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>
</tr>
</thead>
</table>
| Center for Health Disparities, Brody School of Medicine | Hope Landrine, PhD Professor and Co-Director Ronny Bell, PhD Professor and Co-Director | N/A               | • Sharon Knight, PhD, RN  
• Julie Kulas, Med, ATC, LAT  
• Anthony Kulas, PhD, ATC, LAT  
• Joseph Lee, PhD, MPH  
• Ryan Martin, PhD  
• Jennifer Matthews, PhD, MSPH  
• Elizabeth Montgomery, MA  
• Sharon Moore, PhD, ATC, LAT  
• Andrew Pickett, MAEd, ATC, LAT  
• Sue Raedeke, MA, ATC, LAT  
• Stephanie Richards, PhD, MSEH  
• Alice Richman, PhD, MPH  
• Molly Robinson, MPH  
• Kelli Russell, MPH  
• Joe Shrader, PhD  
• Michael Stellefson, PhD  
• Debra Tavasso, MAEd  
• Essie Torres, PhD, MPH  
• Karen Vail-Smith, MPA  
• Michele Wallen, PhD, MPH  
• David White, EdD  
• Jamie Williams, MAEd, MCHES  
• Lei Xu, PhD  
• Stephanie Boyd  
• Avian White, MS  

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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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</tr>
</thead>
<tbody>
<tr>
<td>Monthly meetings of SRPH Implementation Committee</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enroll students in DrPH Program</td>
<td>Spring 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees conferred to students in DrPH Program</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Final implementation recommendation submitted to Academic Council</td>
<td>May 2018</td>
<td></td>
<td></td>
<td></td>
</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>
<td></td>
</tr>
<tr>
<td>MPH CEPH reaccreditation site visit (accredited through December 31st, 2019)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BSPHS seek CEPH approval to apply for reaccreditation 1 year early (current accreditation expires in May 2021)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSPHS CEPH reaccreditation site visit</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SRPH Founding Dean Search</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Launch ECU School of Rural Public Health</td>
<td>August 15, 2020</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 4: ECU Department of Public Health Community Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</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>Title</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: May 25, 2018

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: May 25, 2018

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.

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.

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.
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.

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.

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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: May 25, 2018 (edits were agreed upon on June 21, 2018)
Approved by the Board of Trustees: July 12, 2018

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 other contacts and relationships outside the classroom.
   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.

A. 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:

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 #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, unless State of North Carolina or University of North Carolina regulations state otherwise.

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, unless State of North Carolina or University of North Carolina regulations state otherwise. 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 those benefits that are provided to other full-time permanent faculty employees of ECU, unless State of North Carolina or University of North Carolina regulations state otherwise.

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](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 1 - 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.

(FS Resolution #11-94, November 2011; FS Resolution #12-76, April 2012; FS Resolution #14-04, March 2014; FS Resolution #18-41, June 2018)"

Resolution #18-42
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: May 25, 2018

Revisions to 2018 Administrative Surveys, as follows:

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

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><strong>Annual Administrator Survey</strong> [<em>indicates items from the current annual survey</em>]</td>
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<tr>
<td><strong>indicates items from the Five-year Review Survey</strong></td>
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<tr>
<td><strong>Leadership</strong></td>
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<tr>
<td>1. Articulates a shared vision for the future**</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2. Communicates priorities, standards, and administrative procedures effectively**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>3. Represents the university effectively to the community, region, and state*</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>• Represents the college/library effectively to the community, region, and state</td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td><strong>Teaching, Research/Creative Activity, and Service</strong></td>
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<tr>
<td>4. Fosters a climate that promotes excellence in research/creative activities**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>5. Fosters a climate that promotes excellence in teaching**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>6. <strong>Fosters a climate that promotes excellence in patient care</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>7. Promotes service activities related to the fulfillment of the University’s mission**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>8. Actively promotes student success (New)</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Administration and Management</strong></td>
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<tr>
<td>9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed**</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>11. Works effectively to identify and pursue philanthropic support for the university**</td>
<td>x</td>
<td>x</td>
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<tr>
<td>• Works effectively to identify and pursue philanthropic support for the college/library</td>
<td>x</td>
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<tr>
<td>12. Allocates the resources of the university 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 division effectively in accordance with institutional priorities</td>
<td>x</td>
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<td></td>
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<tr>
<td>• Allocates the resources of the college/library effectively in accordance with institutional priorities</td>
<td>x</td>
<td></td>
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<tr>
<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>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>14. Supports sound practices of collaboration, openness and shared governance**</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Open-ended Comments</strong></td>
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<td></td>
<td></td>
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<tr>
<td>15. Which matters need priority attention by this administrator during the next year or two?*</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>16. What is the most important observation you can make about this administrator's effectiveness?*</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</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


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Spring 2018 Administrator Survey
Chancellor Form

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Spring 2018 Administrator Survey  
Vice Chancellor Form  

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Spring 2018 Administrator Survey
Dean/Director Form

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Resolution #18-43
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: May 25, 2018

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.
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: May 25, 2018

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 development/education requirements. For adults 50 and older who want seek to continue learning in a relaxed atmosphere, a wide array of class topics are available through the Lifelong Learning Program.”
Resolution #18-45
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: May 25, 2018

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 a 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 **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 **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 by students and instructors. As with on-campus sections, syllabi and schedule of assignments 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, students take examinations are taken by students during a prescribed timeframe, using a proctor. **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 where they benefit from the professional experiences of their peers.

Students opting to complete their degrees using with 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 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 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-edu/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: May 25, 2018

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 with 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: May 25, 2018

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."
Resolution #18-48
Approved by the Faculty Senate: April 24, 2018
Rejected by the Chancellor: May 25, 2018 noting “The concerns in this resolution will be addressed during the master planning process.”

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.
Resolution #18-49
Approved by the Faculty Senate: September 11, 2018
Approved by the Chancellor: October 15, 2018

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of March 1, 2018 including curricular actions within the Colleges of Arts and Sciences (Interdisciplinary Programs) and Engineering and Technology and Departments of English, Kinesiology and Health Education and Promotion.

Resolution #18-50
Approved by the Faculty Senate: September 11, 2018
Approved by the Chancellor: October 15, 2018

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of March 12, 2018, including removal of writing intensive designation (WI) for the following courses: ANTH 2015 - Introduction to Biological Anthropology, BIOL 4130 – Astrobiology, BIOL 4514 - Research Problems in Biology, BIOL 3740 - Animal Behavior, BIOL 3741 - Animal Behavior Laboratory, CHEM 2301 - Teaching Laboratory Chemistry, ECON 4700 - Applications of Economic Analysis, ECON 3030 - Antitrust and Regulation, ECON 3630 - Health Economics, ECON 3750 - Economics of Poverty and Discrimination, ECON 4020 - Industrial Organization, ECON 4523 - Independent Study and Research in Economics, FORL 2661 - Latin American Literature in Translation, FORL 2665 - Don Quixote, FREN 4555 - France of the Middle Ages and Renaissance, FREN 4557 - France from the Napoleonic Period to World War II, GERM 3110 - German Business Communication I, GERM 3120 - German Business Communication II, GERM 4362 - The Classic Period, GERM 4363 - German Romanticism (ca. 1790-ca. 1830), GERM 4500 - Popular Culture and Literature, GERM 4510 - Post-Unification Culture and Literature, SPAN 3440 - Spanish Culture and Civilization.

Resolution #18-51
Approved by the Faculty Senate: September 11, 2018
Approved by the Chancellor: October 15, 2018

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of August 27, 2018, including curriculum action items (GC 18-8) within the Graduate Curriculum Committee meeting minutes from April 4, 2018 and April 18, 2018 which included level 1 curriculum matters. Policy action items (GC 18-9) within the August 27, 2018 Graduate Council meeting minutes, included revisions to the Faculty Manual part II section A, part II section D, and a Graduate Catalog revision to the Military Transfer Credit policy.

Resolution #18-52
Approved by the Faculty Senate: September 11, 2018
Approved by the Chancellor: October 15, 2018
Proposed changes to University Calendars (Fall 2018 – Spring 2020) to accommodate changes to final exam schedule for MATH 1066 and MATH 1064, as follows:

(Deletions are noted by strikethrough and additions by red text.)

**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 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</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 5</td>
<td></td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Thursday, December 6</td>
<td></td>
</tr>
<tr>
<td><strong>MATH 1066, 1064</strong></td>
<td>5:00 - 7:30 Friday, December 7</td>
<td></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:

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<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</td>
<td>Monday, April 29</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30</td>
<td>Tuesday, April 30</td>
</tr>
<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30</td>
<td>Wednesday, May 1</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</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</td>
<td>Tuesday, December 10</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30</td>
<td>Wednesday, December 11</td>
</tr>
<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30</td>
<td>Friday, December 6</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.
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>
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<tr>
<th>Course Code</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 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, 1064</td>
<td>5:00 - 7:30 Tuesday, May 5</td>
</tr>
</tbody>
</table>

Resolution #18-53
Approved by the Faculty Senate: October 16, 2018
Approved by the Chancellor: October 30, 2018

Approval of the Fall 2018 Graduation Roster, including Honors College graduates.

Resolution #18-54
Approved by the Faculty Senate: October 16, 2018
Approved by the Chancellor: not applicable

Request that the Faculty Grievance Committee provide the Faculty Senate with a cumulative report of their annual Overview of Committee Activities covering the past 10 years.

Resolution #18-55
Approved by the Faculty Senate: October 16, 2018
Approved by the Chancellor: October 30, 2018

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of October 12, 2018 including a request to establish a BS in Entrepreneurship within the Miller School of Entrepreneurship; request to establish a new certificate: Leadership in Organizations within the College of Business; request to discontinue a certificate: Business Foundations within the College of Business; request to change five “strands” to concentrations (re-
Resolution #18-56
Approved by the Faculty Senate: October 16, 2018
Approved by the Chancellor: pending further review 10/30/18

Proposed revisions to the ECU Faculty Manual, Part VI, Section II. Academic Integrity

During the course of the 2017-2018 Academic year the University Committee on Academic Integrity reviewed this section of the manual and presented their recommended revisions to Professor John Stiller, Chair of the Faculty who requested the Admission and Retention Policies Committee’s review and report to the Faculty Senate.

The following proposed changes are being submitted and are reflected in the full document that follows.

1. Add the following link to the document: Fostering Academic Integrity in Distance Education.
   a. The Distance Education and Learning Technology Committee had been working on additional information for distance education students. It was suggested that information be added to the Faculty Manual and a place has been designated for the additional information. (Section II.C.)

2. Add information pertaining to AI violation found when working on final grades.
   a. Currently there is no specific language that states what to do when a faculty member finds a violation at the end of the semester. The current practice is to give the student an incomplete or “I” for the semester and begin to reach out to the student per the faculty manual procedures. This addition would make that practice part of the process. (Section II.C.1.)

3. Add information pertaining to students in different sections
   a. This addition will help clear up how to proceed when two students are involved in an academic integrity violation but are in different sections.
   b. This addition will also assist with how to proceed with a student who took the section during a different semester. (Section II.C.1.)

4. Remove the section regarding a second appeal.
   a. Currently there are two levels of appeal for students who have violated the AI process. The first level of appeal is to appeal the decision of the faculty which goes to an AI review committee composed of a faculty, student and a member of the Office of Student Rights and Responsibilities. Students are to submit all information to support their reasons to appeal. If the review committee favors the information submitted by the student than it goes to an Academic Integrity Appeal Board. If the review committee favors the information submitted by the faculty then the decision of the faculty stands and an AIAB is denied.
   b. At this time, students have a right to submit a second appeal with the stipulation that they are to submit new information.
c. Historically, students who submit a second appeal do not submit new information. Typically, they just do not like the sanction they are given, and many times will indicate that they did in fact violate the Academic Integrity Process.

d. The committee is recommending removing the second appeal. The students will still have a single appeal process therefore they have due process. (Section II.D.2.)

For reference, listed are the number of AI violations, appeals and second appeals for the last few years. The table also shows that of the second appeals no new information was submitted therefore the student was denied a hearing.

<table>
<thead>
<tr>
<th>Year</th>
<th>AI Violations</th>
<th>AI Appeals</th>
<th>AI second appeals</th>
<th>Second Appeal denied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>220</td>
<td>47</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2015-2016</td>
<td>182</td>
<td>19</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2016-2017</td>
<td>151</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017-2018</td>
<td>239</td>
<td>30</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

5. Changes to the Student Code of Conduct regarding Student Advisors
   a. This past year the student code of conduct was changed and now students must request the assistance of a student advisor if they wish to use one.
   b. Information regarding how to request a student advisor has been added to the faculty manual.
   c. Due to the code change there is also not a case presenter. This information is now read by the faculty chair as part of the script for the hearing. (Section II.I.)

In addition, the Committee offered minor editorial revisions reflected throughout the document.

The below document includes all proposed revisions and would replace what is currently in the ECU Faculty Manual.

(Document tracking all proposed revisions is available here.)

“PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES AND ACADEMIC PROGRAM DEVELOPMENT
SECTION II

Academic Integrity

CONTENTS
I. Principle of Academic Integrity.
II. Purpose and Scope
   a. Definition of Academic Integrity Violations
   b. University-Wide Responsibility to Report Academic Integrity Violations
   c. Procedures for Responding to a Suspected Academic Integrity Violation
   d. Appeals of Decisions Reached by the faculty Member
   e. University Committee on Academic Integrity (UCAI)
   f. Academic Integrity Board (AIB)
g. Academic Integrity Appeal Board (AIAB)
h. Bias
i. Procedures for the AIB and the AIAB
j. Appeals of Decisions Reached by the Academic Integrity Board and the Academic Integrity Appeal Board
k. Annual Reports

I. Principle of Academic Integrity

Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity is required for students to 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 demanded 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.

II. 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 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.

A. 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. Examples of cheating include, but are not limited to: 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. Examples of plagiarism include, but are not limited to: 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. Examples of falsification/fabrication include, but are not limited to: 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 an 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. Examples of multiple submission include, but are not limited to: 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. Examples of violation assistance include, but are not limited to: 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; distributing information involving clinical simulation and skills assessments.

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.

In addition, specialized definitions of some terms as they apply to research are defined in the University of North Carolina Policy on Research Conduct. For example, this Policy defines research misconduct as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting the results.” Further,

- Fabrication is making up data or results and recording or reporting them.

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

• Research misconduct does not include honest error or differences of opinion. B. 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 Office of Student Rights and Responsibilities (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 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 to help them 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, 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 OSRR for its review and handling.

2. Student Responsibility
Students are 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 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.

C. 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 additional information on distance education please reference: Fostering Academic Integrity in Distance Education.

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 traveling or otherwise unavailable for an extended period of time at some point during the steps described below), reasonable adjustments may be made to the stipulated deadlines as needed.

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 her or his 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.

If a faculty member finds an AI violation at the end of the semester and the student has already attended the last scheduled class session and final, the faculty member should mark a grade of “I” for incomplete until they can meet with the student. The faculty member should also follow the steps
below and notify the student in writing of a suspected violation.

If a faculty member finds a suspected violation where the currently enrolled student has used the work of a student in either a different section or taken a class at a different time, the faculty member should begin the AI process for the student enrolled in their class. If the other student involved is enrolled in another section, and another faculty member is teaching that section, the faculty member who found the initial violation should contact the faculty member on record and they should begin the AI process. If the student took the class during a different semester than the faculty member who found the violation, faculty should submit the information to OSRR and the student will be referred to the University Committee on Academic Integrity for an Academic Integrity Board hearing.

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 (i.e. syllabus, any AI statement signed by the student, document such as the paper and SafeAssign or other software used for find a suspected violation, etc.) 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 that the student fails to respond, 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 faculty member’s attention.

   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 faculty member’s decision. (See Appeals of Decisions, below.)

c. Meeting procedures - At the meeting, the faculty member shall explain the reasons for his or her suspicion of an academic integrity violation. The student shall 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.

If the faculty member imposes an academic penalty, he or she should complete 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.

c. 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 her or his 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.

D. Appeals of Decisions Reached by the Faculty Member

1. 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 her or his 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.

2. 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 it 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.

3. 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 final, and no further appeal will be possible.

E. 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 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.

F. 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; however, 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.

G. 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.

H. Bias
Individuals coming before either the AIB or the AIAB may challenge the participation of any panel member due to her/his 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.

I. 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:
- The student accused of the suspected violation. If a student would like to request the assistance of a Student Advisor he/she may contact OSRR for assistance. https://cm.maxient.com/reportingform.php?EastCarolinaUniv&layout_id=25
- The faculty member on record. If the faculty member would like to request the assistance of a Student Advisor he/she may contact OSRR for assistance. https://cm.maxient.com/reportingform.php?EastCarolinaUniv&layout_id=25
- The faculty chair, who will give an extensive and detailed summary of the case and present materials relevant to the case.
- The Director of the OSRR or designee (nonparticipating)
- Witnesses for the faculty member or student
- 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 her/his 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, through our online database (currently Maxient) of the decision of the board within 10 calendar days after the conclusion of the hearing.

In the event 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 instructor of record assign a failing grade for the course or assignment.

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.

I. 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.

K. 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 (SGA), and the Academic Council.

Approved:
Faculty Senate Resolution #83-26, April 1983
East Carolina University Chancellor

Amended:
FS Resolution #83-30 thru #83-34, April 1983 Chancellor
FS Resolution #84-42, January 1985 Chancellor
FS Resolution #87-16, October 1987 Chancellor
FS Resolution #11-36, June 2011 Chancellor
FS Resolution #18-56, __________________

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